

2021-22 (Revised)
1st Grade Mathematics ([5012030](#)) Curriculum Guide

Topic	Standards/CPALMS Links		Hands On Materials	Est. Time
Topic 1	MAFS.1.NBT.1.1 , * MAFS.1.MD.2.3 * MAFS.1.OA.1.1*	Understanding Addition and Subtraction		3 weeks
Topic 2	MAFS.1.OA.3.5 , MAFS.1.OA.3.6 *	Fluently Add and Subtract within 10		3 weeks
Topic3	MAFS.1.OA.3.5 , MAFS.1.OA.3.6	Addition Facts to 20: Use Strategies		3 weeks
End of First Quarter				
Topic 4	MAFS.1.OA.2.3 , MAFS.1.OA.2.4 ,	Subtraction Facts to 20: Use Strategies		3 weeks
Topic 5	MAFS.1.OA.4	Work With Addition and Subtraction Equations		2 weeks
Topic 6	MAFS.1.MD.3.4	Represent and Interpret Data		2 weeks
Topic 7	MAFS.1.NBT.1.1 , MAFS.1.NBT.2.2	Extend the Counting Sequence	Base-Ten Blocks 120's Chart	2 weeks
End of Second Quarter				
Topic 8	MAFS.1.NBT.2.3 , MAFS.1.NBT.3.4	Understand Place Value	Base- Ten Blocks	2 weeks

Topic 9	MAFS.1.NBT.2.3 , MAFS.1.NBT.3.4	Compare Two-Digit Numbers		2 weeks
Topic 10	MAFS.1.NBT.3.5 , MAFS.1.NBT.3.6	Using Models & Strategies to Add Tens and Ones		2.5 weeks
Topic 11	MAFS.1.NBT.3.5 , MAFS.1.NBT.3.6	Use Models & Strategies to Subtract Tens	Base-Ten Blocks 120's Chart	2.5 weeks
End of Third Quarter				
Topic 12	MAFS.1.MD.1.1 , MAFS.1.MD.1.a	Measure Lengths	Rulers	2 weeks
Topic 13	MAFS.1.MD.2.a ,	Time and Money	Money (Pennies, Nickles, Dimes, Quarters, 1Dollar Bill)	2 weeks
Topic 14	MAFS.1.G.1.1 , MAFS.1.G.1.2 , MAFS.1.G.1.3	Reason with Shapes and Their Attributes		3 weeks
Topic 15	MAFS.1.G.1.1 , MAFS.1.G.1.2 , MAFS.1.G.1.3	Equal Shares of Circles and Rectangles	Tangrams	2 weeks

***Ongoing Standard and Fluency Expectations**

Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4
MAFS.1.OA.3.6	Developing addition/subtraction strategies to make 10	Add/Subtract within 20 using strategies	Fluently Add/Subtract within 8	Fluently Add/Subtract within 10
MAFS.OA.1.1				

MAFS.1.MD.2.3	Tell/write time to the hour (digital)	Tell/write time to the hour (analog)	Tell/write time to the half hour (digital)	Tell/write time to the half hour (analog)
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Standards for Mathematical Practice

- [Make sense of problems and persevere in solving them](#)
- [Use appropriate tools strategically](#)
- [Reason abstractly and quantitatively](#)
- [Attend to precision](#)
- [Construct viable arguments and critique the reasoning of others](#)
- [Look for and make use of structure](#)
- [Model with Mathematics](#)
- [Look for and express regularity in repeated reasoning](#)

English Language Development Standards

- [ELD.K12.ELL.MA.1](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- [ELD.K12.ELL.SI.1](#) English language learners communicate for social and instructional purposes within the school setting.

Language Arts Standards

[LAFS.1.SL.1.1](#), [LAFS.1.SL.1.2](#), [LAFS.1.SL.1.3](#), [LAFS.1.W.1.2](#)

Developing Number Base Ten: Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).

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Operations and Algebraic Thinking: Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems

within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

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Measurement: Students develop an understanding of the meaning and processes of measurement, (including using a ruler to measure objects to the nearest inch) and the transitivity principle for indirect measurement. Students also identify and combine values of coins up to one dollar.

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Geometry: Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

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Number and Base Ten: Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

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