

## Math – First Grade

### First Quarter 2024-2025

#### **Week 1...Aug. 5-9... Number Sense and Set Up Routines**

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

**Mathematical Practices (MP1-MP8)** – Set-up problem-solving routines that are ongoing for the year.

Complete beginning of the year assessments.

#### **Week 2... Aug. 12-16...Number Sense Routines**

**1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade. **(See Table 1- Addition and Subtraction Situations)**

#### **Week 3...Aug. 19-23...Topic 2: Fluently Add and Subtract Within 10**

**1.OA.B.4** Understand the relationship between addition and subtraction by representing subtraction as an unknown-addend problem. For example, to solve  $10 - 8 = \underline{\quad}$ , a student can use  $8 + \underline{\quad} = 10$ . (See Table 3 - Properties of Operations)

**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.A.1** Add and subtract within 20 to solve **contextual problems**, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade. **(See Table 1- Addition and Subtraction Situations)**

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

#### **Week 4...Aug. 26-30...Topic 2: Fluently Add and Subtract Within 10 Continued...**

**1.OA.B.4, 1.OA.C.5, 1.OA.A.1, 1.OA.C.6**

#### **Week 5...Sept. 2-6... Topic 2: Fluently Add and Subtract Within 10**

**1.OA.B.4, 1.OA.C.5, 1.OA.A.1, 1.OA.C.6**

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#### **Week 6... Sept. 9-13... Topic 3: Addition Facts to 20: Use Strategies**

**1.OA.A.1** Add and subtract within 20 to solve **contextual problems**, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade. **(See Table 1- Addition and Subtraction Situations)**

**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.) (See Table 3-Properties of Operations)

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

#### **Week 7...Sept. 16-20...Topic 3: Addition Facts to 20: Use Strategies Continued...**

**1.OA.A.1, 1.OA.C.5, 1.OA.B.3, 1.OA.C.6**

#### **Week 8... Sept. 23-27...Topic 4: Subtraction Facts to 20: Use Strategies**

**1.OA.A.1** Add and **subtract** within 20 to solve **contextual problems**, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade. **(See Table 1- Addition and Subtraction Situations)**

**1.OA.C.5** Add and **subtract** within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.) **(See Table 3-Properties of Operations)**

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

#### **Week 9...Sept. 30-Oct. 4...Topic 4: Subtraction Facts to 20: Use Strategies Continued...**

**1.OA.A.1, 1.OA.C.5, 1.OA.B.3, 1.OA.C.6, 1.NBT.A.1**

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#### **Week 1...Oct. 14-18...Topic 4: Subtraction Facts to 20: Use Strategies Continued...**

**1.OA.A.1** Add and **subtract** within 20 to solve **contextual problems**, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade. **(See Table 1- Addition and Subtraction Situations)**

**1.OA.C.5** Add and **subtract** within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.) **(See Table 3-Properties of Operations)**

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

#### **Week 2...Oct. 21-25...Topic 5: Work with Addition and Subtraction Equations**

**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g.,  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ ). (See Table 3 - Properties of Operations)

**1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**1.OA.D.7** Understand the meaning of the equal sign (e.g.,  $6 = 6$ ;  $5 + 2 = 4 + 3$ ;  $7 = 8 - 1$ ). Determine if equations involving addition and subtraction are true or false.

**1.OA.A.1** Add and subtract within 20 to solve **contextual problems**, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade. **(See Table 1- Addition and Subtraction Situations)**

**1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem

**1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.) (See Table 3-Properties of Operations)

#### **Week 3...Oct. 28-Nov. 1...Topic 5: Work with Addition and Subtraction Equations Continued...**

**1.OA.D.8, 1.OA.C.6, 1.OA.D.7, 1.OA.A.1, 1.OA.A.2, 1.OA.B.3**

#### **Week 4...Nov. 4-8...Topic 5: Work with Addition and Subtraction Equations Continued...**

**1.OA.D.8, 1.OA.C.6, 1.OA.D.7, 1.OA.A.1, 1.OA.A.2, 1.OA.B.3**

Fluency Standard: **1.OA.C.6** Use mental strategies flexibly and efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.

**Updated April 29, 2024**

## Math – First Grade

### Second Quarter 2024-2025

#### **Week 5... Nov. 11-15...Topic 6: Represent and Interpret Data**

**1.MD.C.5** Organize, represent, and interpret data with up to three categories using pictographs, bar graphs, and tally charts. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  or adding  $6 + 7$  by creating the known equivalent  $6 + 4 + 3 = 10 + 3 = 13$  OR  $6 + 6 + 1 = 12 + 1$ ).

**1.OA.A.1** Add and subtract within 20 to solve **contextual problems**, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. NOTE: While start unknown situations may be introduced in first grade, they are not expected to be mastered until second grade. **(See Table 1- Addition and Subtraction Situations)**

#### **Week 6... Nov. 18-22...Topic 6: Represent and Interpret Data Continued...**

**1.MD.C.5, 1.OA.A.2, 1.OA.C.5, 1.OA.A.1**

#### **Week 7...Nov. 25- 29...Topic 6: Represent and Interpret Data Continued...**

**1.MD.C.5, 1.OA.A.2, 1.OA.C.5, 1.OA.A.1** **Thanksgiving Break**

#### **Week 8...Dec. 2-6...Topic 7: Extend the Counting Sequence**

**1.NBT.B.3** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

**1.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, and tens and use those patterns to predict the next number in the counting sequence up to 120 through counting or building with concrete materials. For example: 1, 3, 5, ...; 2, 4, 6, ...; 5, 10, 15, ...; etc.

#### **Week 9...Dec. 9-13...Topic 7: Extend the Counting Sequence Continued...**

**1.NBT.B.3, 1.NBT.A.1, 1.NBT.A.2**

#### **Week 10...Dec. 18-20...Topic 7: Extend the Counting Sequence Cont.**

**1.NBT.B.3, 1.NBT.A.1, 1.NBT.A.2**

## Math – First Grade

### Third Quarter 2024-2025

#### **Week 1...Jan. 6-10...Topic 8: Understand Place Value**

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

**1.NBT.B.3** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

#### **Week 2...Jan. 13-17...Topic 8: Understand Place Value Continued...**

**1.NBT.A.1, 1.NBT.B.3**

#### **Week 3...Jan. 20-24...Topic 9: Compare Two-Digit Numbers**

**1.NBT.B.4** Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols  $>$ ,  $=$ , and  $<$  to show the relationship.

**1.NBT.C.6** Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

#### **Week 4...Jan. 27-31...Topic 9: Compare Two-Digit Numbers Continued...**

**1.NBT.B.4** Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols  $>$ ,  $=$ , and  $<$  to show the relationship.

**1.NBT.C.6** Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

#### **Week 5...Feb. 3-7...Topic 10: Use Models and Strategies to Add Tens & Ones**

**1.NBT.C.5** Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used

**1.NBT.C.6** Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

**1.NBT.B.3** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

#### **Week 6...Feb. 10-14...Topic 10: Use Models and Strategies to Add Tens & Ones Continued...**

**1.NBT.C.5, 1.NBT.C.6, 1.NBT.B.3**

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### Third Quarter 2024-2025

#### **Week 7...Feb. 17-21... Topic 11: Use Models and Strategies to Subtract Tens**

**1.NBT.C.7** Subtract multiples of 10 from any number in the range of 10-99 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**1.NBT.B.3** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

**1.NBT.C.6** Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

#### **Week 8...Feb. 24-28...Topic 11: Use Models and Strategies to Subtract Tens Continued...**

**1.NBT.C.7, 1.NBT.B.3, 1.NBT.C.6**

#### **Week 9...Mar. 3-7...Topic 11: Use Models and Strategies to Subtract Tens Cont.**

**1.NBT.C.7** Subtract multiples of 10 from any number in the range of 10-99 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**1.NBT.B.3** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).

**1.NBT.C.6** Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.

#### **Begin Topic 12: Measure Lengths**

**1.MD.A.1** Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.

**1.MD.A.2** Measure the length of an object using non-standard units (paper clips, cubes, etc.) and express this length as a whole number of units.

#### **Week 10...Mar. 10-14...Topic 12: Measure Lengths Continued...**

**1.MD.A.1, 1.MD.A.2**

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### Fourth Quarter 2024-2025

**Week 1...Mar. 24-28...Topic 13: Money**

**1.MD.B.4** Count the value of a set of like coins less than one dollar using the ¢ symbol only

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

**Week 2...Mar. 31-Apr. 4...Topic 13: Time**

**1.MD.B.3** Recognize a clock as a measurement tool. Tell and write time in hours and half-hours using analog and digital clocks.

**Week 3...Apr. 7-11...Topic 13: Time & Money Cont.**

**1.MD.B.3, 1.MD.B.4, 1.NBT.A.1**

**Week 4...Apr. 14-18...Topic 14: Reasoning with Shapes and Their Attributes**

**1.G.A.1** Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two dimensional shapes to possess defining attributes

**1.G.A.2** Create a composite figure and use the composite figure to make new figures by using two-dimensional shapes (rectangles, squares, hexagons, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional solids (cubes, spheres, rectangular prisms, cones, and cylinders).

**1.MD.A.2** Measure the length of an object using non-standard units (paper clips, cubes, etc.) and express this length as a whole number of units.

**Week 5...Apr. 21-25...Topic 14: Reasoning with Shapes and Their Attributes Continued...**

**1.G.A.1, 1.G.A.2, 1.MD.A.2**

**Week 6...Apr. 28-May 2...Topic 15: Equal Shares of Circles and Rectangles**

**1.G.A.1** Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two dimensional shapes to possess defining attributes

**1.G.A.2** Create a composite figure and use the composite figure to make new figures by using two-dimensional shapes (rectangles, squares, hexagons, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional solids (cubes, spheres, rectangular prisms, cones, and cylinders).

**1.G.A.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the shares. Understand for these examples that partitioning into more equal shares creates smaller shares.

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**Week 7...May 5-9...Topic 15: Equal Shares of Circles and Rectangles  
Continued...**

**1.G.A.1, 1.G.A.2, 1.G.A.3**

**Week 8...May 12-16... Benchmark Assessments and Money Review/Extension**

**1.MD.B.4** Count the value of a set of like coins less than one dollar using the ¢ symbol only

**1.NBT.A.1** Count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.

**Week 9...May 19-23...Topic 16: Step Up to Grade 2**