



## 1st Grade Math Curriculum Overview

The primary focal areas in Grade 1 are understanding and applying place value, solving problems involving addition and subtraction, and composing and decomposing two-dimensional shapes and three-dimensional solids.

(A) Students use relationships within the numeration system to understand the sequential order of the counting numbers and their relative magnitude.

(B) Students extend their use of addition and subtraction beyond the actions of joining and separating to include comparing and combining. Students use properties of operations and the relationship between addition and subtraction to solve problems. By comparing a variety of solution strategies, students use efficient, accurate, and generalizable methods to perform operations.

(C) Students use basic shapes and spatial reasoning to model objects in their environment and construct more complex shapes. Students are able to identify, name, and describe basic two-dimensional shapes and three-dimensional solids.

Year at a Glance	
1st Quarter	2nd Quarter
<p><b>Unit 1: Data Analysis</b>            Ⓢ1.8(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts            Ⓢ1.8(B) use data to create picture and bar-type graphs            Ⓡ1.8(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs</p> <p><b>Unit 2: Number Sense and Procedures</b>            Kinder Standard Review; Math Workshop Model Procedures</p> <p><b>Unit 3: Add and Subtract to 10</b>            Ⓢ 1.2(A): Recognize instantly the quantity of structured arrangements            Ⓢ 1.3(B): Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as <math>2 + 4 = ?</math>; <math>3 + ? = 7</math>; and <math>5 = ? - 3</math>            Ⓢ 1.3(C) The student is expected to compose 10 with two or more addends with and without concrete objects.            Ⓢ 1.3(E): Explain strategies to solve addition and subtraction up to 20            Ⓡ 1.5(D): Represent word problems involving addition and subtraction up to 20 using concrete and pictorial models and number sentences            Ⓢ 1.5(E): Understand that the equal sign represents a relationship            Ⓢ 1.5(F): Determine the unknown whole number in an add/sub equation when the unknown may be any one of the three or four terms in the equation            Ⓡ 1.5(G): Apply properties of operations to add and subtract two or three numbers            Ⓡ 1.3(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20</p> <p><b>Unit 4: Place Value to 120: (Only go to 20)</b>            Ⓢ 1.2(B) Use concrete and pictorial models to compose &amp; decompose numbers up to 120 in more than one way as so many 100's, so many 10's, and so many ones.            Ⓡ 1.2(C) Use objects, pictures, and expanded and standard forms to represent numbers up to 120.            Ⓢ 1.2(D) generate a number that is greater than or less than a given whole number up to 120            Ⓢ1.2(E) use place value to compare whole numbers up to 120 using comparative language            Ⓡ 1.2(G) represent the comparison of 2 numbers to 100 using the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>            Ⓢ1.2F order whole numbers up to 120 using place value and open number line</p>	<p><b>Unit 5: Add/Subtract to 20</b>            Ⓢ 1.3(B) Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as <math>2 + 4 = ?</math>; <math>3 + ? = 7</math>; and <math>5 = ? - 3</math>            Ⓢ 1.3 (C) compose 10 with two or more addends with and without concrete objects.            Ⓢ 1.3(D) apply basic fact strategies to add/sub within 20, including making 10 and decomposing a number leading to a 10.            Ⓢ 1.3 (E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.            Ⓡ 1.5(D) Represent word problems involving addition &amp; subtraction up to 20 using concrete and pictorial models and num. sentences            Ⓢ 1.5(E): Understand that the equal sign represents a relationship            Ⓢ 1.5(F): Determine the unknown whole number in an add/sub equation when the unknown may be any one of the three or four terms in the equation            Ⓡ 1.5(G) Apply properties of operations to add and subtract two or three numbers</p> <p><b>Unit 6: Number Relationships and Financial Literacy and Coins</b>            Ⓢ 1.5(A) Recite numbers forwards and backwards from any given number between 1 and 120            Ⓢ 1.5(B) Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set            Ⓢ 1.9(A) define money earned as income            Ⓢ 1.9(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs            Ⓢ 1.9(C) distinguish between spending and saving            Ⓢ 1.4(A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationship among them            Ⓢ 1.4(B) write a number with the cent symbol to describe the value of a coin            Ⓡ 1.4(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes</p>

3rd Quarter	4th Quarter
<p><b>Unit 7: Time to the Hour/Half Hour</b>            Ⓡ 1.7(E) Tell time to the hour and half hour using analog and digital clocks</p> <p><b>Unit 8: 2D Figures and 3D Figures</b>            Ⓡ 1.6(A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language            Ⓢ 1.6(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape            Ⓡ 1.6(E) identify 3-dim. solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language            Ⓢ 1.6(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons            Ⓡ 1.6(D) identify 2-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language            Ⓢ 1.6(F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible</p> <p><b>Unit 9: Fractions</b>            Ⓢ 1.6(G) Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words            Ⓢ 1.6(H) Identify examples and nonexamples of halves and fourths</p> <p><b>Unit 10: Place Value to 120</b>            1.2(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones            1.2(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120            1.2(D) generate a number that is greater than or less than a given whole number up to 120            1.2(E) use place value to compare whole numbers up to 120 using comparative language            1.2(F) order whole numbers up to 120 using place value and open number lines            1.2(G) represent the comparison of two numbers to 100 using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math></p>	<p><b>Unit 11: Number Relationships to 120</b>            1.3A use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99            1.5C use relationships to determine the number that is 10 more and 10 less than a given number up to 120</p> <p><b>Unit 12: Operations and Data</b>            Ⓢ 1.8(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts            Ⓢ 1.8(B) use data to create picture and bar-type graphs            Ⓡ 1.8(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs</p> <p><b>Unit 13: Add and Subtract</b>            1.3C compose 10 with two or more addends with and without concrete objects            1.3D apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10            Ⓢ 1.3 (E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.            1.5G apply properties of operations to add and subtract two or three numbers            1.3F generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20            1.5D represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences            1.5F determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation            1.5E understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)</p> <p><b>Unit 14: Measurement</b>            Ⓢ 1.7(A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement            Ⓢ 1.7(B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other            Ⓢ 1.7(C) measure the same object/distance w/ units of two different lengths and describe how and why the measurements differ            Ⓡ 1.7(D) describe a length to the nearest whole unit using a number and a unit</p> <p><b>Unit 15: Operation Connections</b>            Review standards 1.3B, 1.3D, 1.3E, 1.3F, 1.5D, 1.5E</p>