

JAY PUBLIC SCHOOLS CURRICULUM MAP
First Grade
2017-18

| Subject: First Grade Math | | Updated: 2018 | | |
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| 1st, 2nd, 3rd, 4th Quarter – Estimated Time: 1st Nine Weeks | | | | |
| Content Strands: Numbers & Operations/Data & Probability | | | | |
| Unit and Time Frame: Unit 1 – 4 Weeks | | | | |
| Standards | Learning Target/Objective | Vocabulary | Suggested Assessments | Suggested Resources |
| <p>1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on groups of tens and ones.</p> <p>1.D.1 Collect, organize, and interpret categorical and numerical data.</p> | <p>Students will:</p> <p>1.N.1.1 Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements.</p> <p>1.N.1.3 Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>1.N.1.4 Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s, and 10s.</p> <p>1.N.1.7 Use knowledge of number relationships to locate the position of a given number on an open number line up to 20.</p> <p>1.D.1.1 Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).</p> <p>1.D.1.2 Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.</p> <p>1.D.1.3 Draw conclusions from picture and bar-type graphs.</p> | <p>Whole Numbers</p> <p>Numeral</p> <p>Tally Marks</p> <p>Collect</p> <p>Sort</p> <p>Organize</p> | <p>Unit 1 Assessment</p> <p>Teacher Observations</p> | <p>Guided Math Binder 1</p> <p>Skill pages from Teachers Pay Teachers and Pinterest</p> <p>Manipulatives: number charts, bundle straws, linking cubes, counters</p> |

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|---|--|--|--|--|
| 1st, 2nd, 3rd, 4th Quarter – Estimated Time: 1st Nine Weeks | | | | |
| Content Strands: Numbers & Operations | | | | |
| Unit and Time Frame: Unit 2 – 4 weeks | | | | |
| Standards | Learning Target/Objective | Vocabulary | Suggested Assessments | Suggested Resources |
| <p>1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on groups of tens and ones.</p> <p>1.N.2 Solve addition and subtraction problems up to 10 in real-world and mathematical contexts.</p> | <p>Students will:</p> <p>1.N.1.2 Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>1.N.1.3 Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>1.N.1.4 Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s, and 10s.</p> <p>1.N.1.5 Find a number that is 10 more or 10 less than a given number up to 100.</p> <p>1.N.1.6 Compare and order whole numbers 0-100.</p> <p>1.N.1.7 Use knowledge of number relationships to locate the position of a given number on an open number line up to 20.</p> <p>1.N.1.8 Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to.</p> <p>1.N.2.1 Represent and solve real world and mathematical problems using addition and subtraction up to ten.</p> <p>1.N.2.2 Determine if equations involving addition and subtraction are true.</p> <p>1.N.2.3 Demonstrate fluency with basic addition facts and related subtraction facts up to 10.</p> | <p>Whole Numbers</p> <p>Numeral</p> <p>Addition</p> <p>Subtraction</p> <p>Equal</p> <p>Sum</p> <p>Difference</p> <p>Part/Part/Whole</p> <p>Solve Equations</p> | <p>Unit 2 Assessment</p> <p>Teacher Observations</p> <p>Fact Tests</p> | <p>Guided Math Binder 2</p> <p>Skill pages from Teachers Pay Teachers and Pinterest</p> <p>Manipulatives: dot plates, ten frames, bundle straws, number charts, number lines</p> |

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|---|--|--|--|--|
| 1st, 2nd, 3rd, 4th Quarter – Estimated Time: 1st Nine Weeks | | | | |
| Content Strands: Numbers & Operations | | | | |
| Unit and Time Frame: Unit 3 – 4 weeks | | | | |
| Standards | Learning Target/Objective | Vocabulary | Suggested Assessments | Suggested Resources |
| <p>1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on groups of tens and ones.</p> | <p>Students will:</p> <p>1.N.1.4 Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s, and 10s.</p> <p>1.N.1.5 Find a number that is 10 more or 10 less than a given number up to 100.</p> <p>1.N.2.1 Represent and solve real world and mathematical problems using addition and subtraction to ten.</p> <p>1.N.2.2 Determine if equations involving addition and subtraction are true.</p> <p>1.N.2.3 Demonstrate fluency with basic addition facts and related subtraction facts up to 10.</p> | <p>Whole Numbers</p> <p>Numerals</p> <p>Relative Size (more than/less than)</p> <p>Addition</p> <p>Subtraction</p> <p>Equal</p> <p>Sum</p> <p>Difference</p> <p>Solve</p> <p>Equations</p> | <p>Unit 3 Assessment</p> <p>Fact Tests</p> | <p>Guided Math Binder 3</p> <p>Skill pages from Teachers Pay Teachers and Pinterest</p> <p>Manipulatives: dot plates, ten frames, bundle straws, number charts, number lines</p> |

| Subject: First Grade Math | | Updated: 2018 | | |
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| 1st, 2nd, 3rd, 4th Quarter – Estimated Time: 2nd Nine weeks | | | | |
| Content Strands: Numbers & Operations | | | | |
| Unit and Time Frame: Unit 4 – 4 weeks | | | | |
| Standards | Learning Target/Objective | Vocabulary | Suggested Assessments | Suggested Resources |
| <p>1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on groups of tens and ones.</p> <p>1.N.2 Solve addition and subtraction problems up to 10 in real-world and mathematical contexts.</p> | <p>Students will:</p> <p>1.N.1.3 Read, write, discuss, and represent whole numbers up to 100.</p> <p>1.N.1.5 Find a number that is 10 more or 10 less than a given number up to 100.</p> <p>1.N.1.6 Compare and order whole numbers 0-100.</p> <p>1.N.1.7 Use knowledge of number relationships to locate the position of a given number on an open number line up to 20.</p> <p>1.N.1.8 Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to.</p> <p>1.N.2.1 Represent and solve real world and mathematical problems using addition and subtraction up to ten.</p> <p>1.N.2.2 Determine if equations involving addition and subtraction are true.</p> <p>1.N.2.3 Demonstrate fluency with basic addition facts and related subtraction facts up to 10.</p> | <p>Compare</p> <p>Order</p> <p>Model</p> <p>Relative Size (more than/less than)</p> <p>Number Line</p> <p>Equal</p> <p>Addition</p> <p>Subtraction</p> <p>Sum</p> <p>Difference</p> | <p>Unit 4 Assessment</p> <p>Teacher Observations</p> <p>Fact Tests</p> | <p>Guided Math Binder 4</p> <p>Skill pages from Teachers Pay Teachers and Pinterest</p> <p>Manipulatives: counters, cards, dice, dominoes, linking cubes</p> |

| Subject: First Grade Math | | Updated: 2018 | | |
|--|--|---|--|--|
| 1st, 2nd, 3rd, 4th Quarter – Estimated Time: 3rd Nine weeks | | | | |
| Content Strands: Numbers & Operations and Geometry & Measurement | | | | |
| Unit and Time Frame: Unit 5 – 4 weeks | | | | |
| Standards | Learning Target/Objective | Vocabulary | Suggested Assessments | Suggested Resources |
| <p>1.N.3 Develop foundational ideas for fractions.</p> <p>1.GM.1 Recognize, compose, and decompose two- and three-dimensional shapes</p> | <p>Students will:</p> <p>1.N.3.1 Partition a regular polygon using physical models and recognize when those parts are equal.</p> <p>1.N.3.2 Partition (fair share) sets of objects into equal groupings.</p> <p>1.GM.1.1 Identify trapezoids and hexagons by pointing to the shape when given the name.</p> <p>1.GM.1.2 Compose and decompose larger shapes using smaller two-dimensional shapes.</p> <p>1.GM.1.3 Compose structures with three-dimensional shapes.</p> <p>1.GM.1.4 Recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres.</p> | <p>Two-dimensional Shapes</p> <p>Three-dimensional Shapes</p> <p>Trapezoid</p> <p>Hexagon</p> <p>Cube</p> <p>Cone</p> <p>Cylinder</p> <p>Sphere</p> | <p>Unit 5 Assessment</p> <p>Teacher Observations</p> <p>Fact Tests</p> | <p>Guided Math Binder 5</p> <p>Skill pages from Teachers Pay Teachers and Pinterest</p> <p>Manipulatives: two-dimensional shapes, three-dimensional shapes</p> |

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|--|--|--|--|---|
| 1st, 2nd, 3rd, 4th Quarter – Estimated Time: 3rd Nine weeks | | | | |
| Content Strands: Geometry & Measurement | | | | |
| Unit and Time Frame: Unit 6 – 4 weeks | | | | |
| Standards | Learning Target/Objective | Vocabulary | Suggested Assessments | Suggested Resources |
| <p>1.GM.2 Select and use nonstandard and standard units to describe length and volume/capacity.</p> <p>1.GM.3 Tell time to the half and full hour.</p> | <p>Students will:</p> <p>1.GM.2.1 Use non-standard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.</p> <p>1.GM.2.2 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.</p> <p>1.GM.2.3 Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.</p> <p>1.GM.2.4 Describe the length to the nearest whole unit using a number and a unit.</p> <p>1.GM.2.5 Use standard measure and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.</p> <p>1.GM.3.1 Tell time to the hour and half-hour (analog and digital).</p> | <p>Attributes</p> <p>Non-standard</p> <p>Standards</p> <p>Length</p> <p>Linear</p> <p>Measure-ment</p> <p>Volume</p> <p>Less than/more than</p> <p>Time</p> <p>Hour</p> <p>Half hour</p> <p>Minute</p> | <p>Unit 6 Assessment</p> <p>Teacher Observations</p> <p>Fact Tests</p> | <p>Guided Math Binder 6</p> <p>Skill pages from Teachers Pay Teachers and Pinterest</p> <p>Manipulatives: paperclips, linking cubes, rulers, clocks, measuring containers</p> |

| Subject: First Grade Math | | Updated: 2018 | | |
|---|--|--|--|---|
| 1st, 2nd, 3rd, 4th Quarter – Estimated Time: 4th Nine weeks | | | | |
| Content Strands: Numbers & Operations | | | | |
| Unit and Time Frame: Unit 7 – 4 weeks | | | | |
| Standards | Learning Target/Objective | Vocabulary | Suggested Assessments | Suggested Resources |
| <p>1.N.4 Identify Coins and their values.</p> <p>1.D.1 Collect Data and Analyze Graphs</p> | <p>Students will:</p> <p>1.N.4.1 Identify pennies, nickels, dimes, and quarters by name and value.</p> <p>1.N.4.2 Write a number with the cent symbol to describe the value of a coin.</p> <p>1.N.4.3 Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.</p> <p>1.D.1.1 Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).</p> <p>1.D.1.2 Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.</p> <p>1.D.1.3 Draw conclusions from picture and bar-type graphs.</p> | <p>Coin</p> <p>Penny</p> <p>Nickel</p> <p>Dime</p> <p>Quarter</p> <p>Value</p> <p>Cent</p> <p>Symbol</p> | <p>Unit 7 Assessment</p> <p>Teacher Observations</p> <p>Fact Tests</p> | <p>Guided Math Binder 7</p> <p>Skill pages from Teachers Pay Teachers and Pinterest</p> <p>Manipulatives: money</p> |