

JAY PUBLIC SCHOOLS CURRICULUM MAP

First Grade

2019-2020

Subject: First Grade Math		Updated: 2019		
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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First Grade

2019-2020

Subject: First Grade Math		Updated: 2019		
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</p> <p>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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First Grade

2019-2020

Subject: First Grade Math		Updated: 2019		
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 Sum</p> <p>Difference</p> <p>Solve 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>

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First Grade

2019-2020

Subject: First Grade Math		Updated: 2019		
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>

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First Grade

2019-2020

Subject: First Grade Math		Updated: 2019		
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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2019-2020

Subject: First Grade Math		Updated: 2019		
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-me</p> <p>nt</p> <p>Volume</p> <p>Less</p> <p>than/more</p> <p>than</p> <p>Time</p> <p>Hour</p> <p>Half hour</p> <p>Minute</p>	<p>Unit 6</p> <p>Assessment</p> <p>Teacher</p> <p>Observations</p> <p>Fact Tests</p>	<p>Guided Math</p> <p>Binder 6</p> <p>Skill pages</p> <p>from Teachers</p> <p>Pay Teachers</p> <p>and Pinterest</p> <p>Manipulatives:</p> <p>paperclips,</p> <p>linking cubes,</p> <p>rulers, clocks,</p> <p>measuring</p> <p>containers</p>

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First Grade

2019-2020

Subject: First Grade Math		Updated: 2019		
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
1.N.4 Identify Coins and their values. 1.D.1 Collect Data and Analyze Graphs	Students will: 1.N.4.1 Identify pennies, nickels, dimes, and quarters by name and value. 1.N.4.2 Write a number with the cent symbol to describe the value of a coin. 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. 1.D.1.1 Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams). 1.D.1.2 Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence. 1.D.1.3 Draw conclusions from picture and bar-type graphs.	Coin Penny Nickel Dime Quarter Value Cent Symbol	Unit 7 Assessment Teacher Observations Fact Tests	Guided Math Binder 7 Skill pages from Teachers Pay Teachers and Pinterest Manipulatives: money