CURRICULUM MAP

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Operations & Algebraic Thinking   PACING: 4 weeks

UNIT NUMBER: Chapter 1

ESSENTIAL QUESTION: How do you add numbers?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
I can use strategies to solve addition and subtraction word problems. (M.1.OA.1)	Addition Stories Model Addition	Benchmark Test 1	Add, Part, and Whole	*connecting cubes *counters *connecting cubes *red & yellow crayons *two-color counters *Work Mat 3

	Addition Number Sentences		Addition Number Sentence, Equals (=), Plus (+), and Sum	*connecting cubes *envelope *two-column chart *number & symbol cards
I can use the commutative and associative properties of addition. (M.1.OA.3)	Add 0		Zero	*dominoes *dry erase *boards/markers *game board *number cube *connecting cubes
I can count to help me add and subtract.M.1.OA.6)	Vertical Addition			*addition flash cards *tape *dominoes *connecting cubes *two-color counters *index cards *scissors *ten-frame
I can use strategies to solve addition and	Write a Number Sentence			*dry erase boards/markers *connecting cubes

subtraction word problems. (M.1.OA.1) I can add and subtract facts with 20. (M.1.OA.6)	Ways to Make 4 and 5			*two-color counters *dominoes *work mat 3
	Ways to Make 6 and 7			*two-color counters *dominoes *red number cube
	Ways to Make 8			*ten-frame *cubes *work mat 3 *paper *cup *red number cube
	Ways to Make 9			*counters *crayons *work mat 3 *paper *cup *red number cube
	Ways to Make 10			*number cards

				*two-color counters *connecting cubes *work mats 1 & 2
I can tell the missing number in an addition and subtraction problem. (M.1.OA.8)	Find Missing parts of 10			*work mats 1 &3 *counters *cubes
I can tell if addition and subtraction equations are true or false. (M.1.OA.7)	True and False Statements		False True	*bucket balance *cubes *counters Practice pages Study Island Diagnostic Test Vocabulary Test Oral Assessment Listening Assessment Standard Test Practice

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Operations & Algebraic Thinking   PACING: 4 weeks

UNIT NUMBER: Chapter 2

ESSENTIAL QUESTION: How do you subtract numbers?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
I can use strategies to solve addition and subtraction word problems. (M.1.OA.1) (M.1.OA.1) & I can understand subtraction as an unknown-addend problem. (M.1.OA.4	Subtraction Stories Model Subtraction	Benchmark Test 1	Subtract	*5 Chairs *Musical Recording *Two-Color Counters *Pencils *Rulers *Staplers *Books *Cubes *Dominoes *Sticky Notes *Work Mat 3 *Two-Color Counters

I can use strategies to solve addition and subtraction word problems. (M.1.OA.1)	Subtraction Number Sentences		Difference Minus (-) Subtraction Number Sentence	*Number Cubes (red 0-5, blue 6-10) *Number/Symbol Cards *Two-Color Counters
I can apply properties of operations as strategies to add and subtract. (M.1.OA.3)	Subtract 0 and All			*Two-Color Counters *Timer
I can add and subtract facts with 20. (M.1.OA.6)	Vertical Subtraction			*Cubes *Dominoes *Two-Color Counters
I can use strategies to solve addition and subtraction word problems. (M.1.OA.1)	Problem Solving Strategy: Draw a Diagram			*dry erase boards/markers *counters *plastic cups

	Compare Groups		Compare	*Paper Bag *Craft Sticks *cubes *Two-Color Counters *Work Mat 1
I can count to help me and subtract. (M.1.OA.6)	Subtract from 4 and 5 Subtract from 6 and 7			*Connecting Cubes *Number/Symbol Cards *Connecting Cubes *Flashcards *Board Games *Computer Games
	Subtract from 8			*index cards *stickers *connecting cubes
	Subtract from 9			*connecting cubes *flash cards *number/symbol cards
	Subtract from 10			*Ten-Frame *cubes

				*Work Mat 3
	Relate addition and subtraction		Related Facts	*Connecting cubes
				*Two-Color Counters
				*Work Mat 3
				*String
	True and False Statements			*index cards
				*cubes
				Practice pages
				Study Island
				Diagnostic Test
				Vocabulary Test
				Oral Assessment
				Listening
				Assessment
				Standard Test
				Practice

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Operations & Algebraic Thinking   PACING: 2 weeks

UNIT NUMBER: Chapter 3

ESSENTIAL QUESTION: How do I use strategies to add numbers?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
I can count to help me add and subtract. (1.OA.6) I can add facts within 20. (1.OA.6) I can relate counting to addition and subtraction.(1.OA.5)	Count on 1,2, or 3 Count on using pennies	Benchmark Test 2	Count on	*Miscellaneous classroom items *Crayons *Dominoes *Connecting cubes *Index cards *Number cube *Cups *Connecting Cubes *Manipulative pennies *Number cards (0-12)

	Use a number line to add		Number line	*Masking tape *Number cards *Connecting Cubes *Number Lines
I can add facts within 20. (1.OA.6)	Use doubles to add		Addends Doubles	*Connecting Cubes *Dry Erase Boards/Markers *Manipulative Pennies *Two-Color Counters
	Use near doubles to add		Doubles Doubles minus 1 Doubles plus 1	*Connecting Cubes *Two-Color Counters
I can use strategies to solve addition word problems. (1.OA.1)	Problem solving strategy: act it out			*Connecting Cubes
I can add facts within 20. (1.OA.6)	Make ten to add			*Work Mat 2 *Two-Color Counters *Crayons

I can use strategies to solve addition word problems. (1.OA.1) I can use the commutative property of addition.(1.OA.3) I can use the associative property of addition.(1.OA.3)	Add in any order			*Dry erase boards/markers *Two-color counters *Work mat 2 *Timer *Crayons *Dominoes
I can solve word problems that call for addition of three whole numbers. (1.OA.2 I can use the commutative property of addition.(1.OA.3)	Add three numbers			*Work Mat 2 *Two-Color Counters *Number Cards *Connecting Cubes Practice pages Study Island Diagnostic Test

I can use the associative property of addition.(1.OA.3)				Vocabulary Test Oral Assessment Listening Assessment Standard Test Practice

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Operations & Algebraic Thinking   PACING: 2 weeks

UNIT NUMBER: Chapter 4

ESSENTIAL QUESTION: What strategies can I use to subtract?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
I can relate counting to addition and subtraction. (1.OA.5) I can count to help me add and subtract.(1.OA.6) I can count to help me add and subtract.(1.OA.6)	Count back 1,2, or3 Use a number line to subtract Use doubles to subtract	Benchmark Test 2	Count back	*Connecting cubes *Placemats *Tape *Paper clips *Number line *Cubes *Number cards *Connecting Cubes *Timer

I can use strategies to solve subtraction word problems. (1.OA.1)	Problem solving strategy: write a number sentence			*Sticky notes *Two-color counters *Dry erase boards/markers
I can count to help me add and subtract.(1.OA.6)	Make 10 to subtract			*Base ten blocks *Connecting Cubes
I can use an addition fact to help me answer a subtraction problem.(1.OA.4)	Use related facts to add and subtract			*Sentence strips *Index cards *Connecting Cubes
I can tell the missing number in an addition or subtraction problem. (I.OA.8)				

I can count to help me add and subtract.(1.OA.6)	Fact families		Fact family	*Connecting Cubes *Two-Color Counters
I can use an addition fact to help me answer a subtraction problem.(1.OA.4)

I can tell the missing number in an addition or subtraction problem. (I.OA.8 | Missing addends | | Missing addend | *Paper bag *Cubes *Two-Color Counters *Work Mat 3

Practice pages Study Island Diagnostic Test Vocabulary Test Oral Assessment Listening Assessment Standard Test Practice |

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Numbers and operations in base ten   PACING: 4 weeks

UNIT NUMBER: Chapter 5

ESSENTIAL QUESTION: How can I use place value?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
I can understand that numbers 11-19 are composed of a ten and a one, two, three, four, five, six, seven, eight, and nine ones. (1.NBT.2b)	Numbers 11 to 19	Benchmark Test 3		*Two color counters *Hole punch *Pennies *Craft sticks *Cup *Work mat 2 *Rubber bands *Connecting cubes
I can make ten using ones or group them in a bundle.(1.NBT.2a)	Tens		Tens	*Connecting Cubes *Hundred Chart *Miscellaneous classroom objects

I can understand that the numbers 10. 20, 30, 40,50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine ten and zero ones. (1.NBT.2c)				
I can count to 120. (1.NBT.1)	Count by tens using dimes			*Manipulative Pennies *Connecting Cubes *Manipulative Dimes *Two-Color Counters
I can make ten using ones or group them in a bundle.(1.NBT.2a)	Ten and some more			*Base ten blocks *Connecting Cubes *Dry erase boards/markers *Crayons *Hundred Chart
I can understand that the numbers 10. 20, 30, 40,50, 60, 70, 80, 90 refer to one, two,				

three, four, five, six, seven, eight, or nine ten and zero ones. (1.NBT.2c)				
I can make ten using ones or group them in a bundle.(1.NBT.2a) I can understand that numbers 11-19 are composed of a ten and a one, two, three, four, five, six, seven, eight, and nine ones. (1.NBT.2b)	Tens and ones		Ones Regroup	*Two-Color Counters *Ten section spinners *counters *Connecting Cubes *Hundred Chart
I can make ten using ones or group them in a bundle.(1.NBT.2a)	Problem solving strategy: make a table			

I can understand that the numbers 10. 20, 30, 40,50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine ten and zero ones. (1.NBT.2c)	Numbers to 100			*work mat 7 *index cards *connecting cubes *base 10 blocks
I can find 10 more or less in my head. (1.NBT.5)	Ten more, ten less			*Connecting Cubes
I can count to 120. (1.NBT.1)	Count by fives using nickels			*manipulative pennies and nickels

I can compare two-digit numbers. (1.NBT.3)	Use models to compare numbers		Equal to (=) Greater than (>) Less than (<)	*hundred chart *cubes *two color counters *base ten blocks
	Use symbols to compare numbers			*Number and Symbol Cards *Base-Ten Blocks
I can count to 120. (1.NBT.1)	Numbers to 120		hundred	*Connecting Cubes *Base-Ten Blocks
	Count to 120			*number chart *Hundred Chart *crayons or colored pencils
	Read and write numbers to 120			*Number Chart *Crayons *timer
				Practice pages Study Island Diagnostic Test Vocabulary Test

				Oral Assessment Listening Assessment Standard Test Practice

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Numbers and operations in base ten   PACING: 3 weeks

UNIT NUMBER: Chapter 6

ESSENTIAL QUESTION: How can I add and subtract two-digit numbers?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
I can use manipulatives and pictures to help me solve problems within 100. (1.NBT.4) I can use math strategies to help me solve problems within 100. (1.NBT.4)	Add Tens Count on Tens and Ones Add Tens and Ones Problem Solving Strategy: Guess, Check, and Revise	Benchmark Test 3	All of the vocabularies in this chapter are review words.	*Base-Ten blocks *Hundred chart *Dry erase boards/markers *Base-Ten blocks *Hundred chart *Counters *Base-Ten Blocks *Work Mat 7 *Hundred Chart *Number Cards *Dry Erase

				Boards/Markers
	Add Tens and Ones with regrouping			*Base-Ten Blocks *Dry Erase Boards/Markers *Cubes *Work Mat 7
I can subtract multiples of 10 under 100 and explain what I did. (1.NBT.6)	Subtract tens			*Base-Ten Blocks *Number Cubes *Blank Number Lines
	Count back by 10's			*Number Lines *Cubes
	Relate Addition and Subtraction of Tens			*Base-Ten Blocks *Index Cards
				Practice pages Study Island Diagnostic Test Vocabulary Test Oral Assessment Listening Assessment

				Standard Test Practice

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Measurement and Data   PACING: 3 weeks

UNIT NUMBER: Chapter 7

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| CONCEPTS/ CONTENT (outcomes) | LEARNING TARGETS/SKILLS (Performance Tasks) | BENCHMARKS | KEY TERMINOLOGY | ACTIVITIES/ RESOURCES |
| I can organize and understand data. (1.MD.4)

I can ask and answer questions about data. (1.MD.4) | Tally Charts

Problem Solving Strategy: Make a Table | Benchmark Test 3 | Tally chart Survey | *Paper
*Pencil
*Books
*Manipulative coins
*Color tiles
*Two-color counters
*Crayons

*Dry erase boards/markers
*Blank tally charts
*Picture |

	Make Picture Graphs		Data Graph Picture graph	*Coins *Stamps *Stickers *Dry Erase Boards/Markers
	Read Picture Graphs			*Color Tiles *Scissors
	Make Bar Graphs		Bar graph	*Color Tiles *Connecting Cubes
	Read Bar Graphs			*Picture of a Ladder *Bar Graph *Color Tiles *Cubes *Red & Blue Paint Practice pages Study Island Diagnostic Test Vocabulary Test Oral Assessment Listening Assessment Standard Test

| | | | | Practice |
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Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Measurement and Data   PACING: 3 weeks

UNIT NUMBER: Chapter 8

ESSENTIAL QUESTION: How do I determine length and time?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	**LEARNING TARGETS/SKILLS (Performance Tasks)**	**BENCHMARKS**	**KEY TERMINOLOGY**	**ACTIVITIES/ RESOURCES**
I can put three objects in order from longest to shortest. (1.MD.1)	Compare lengths	Benchmark Test 4	Length Long Short	*Crayon *Marker *Eraser *Classroom Objects
	Compare and order lengths			*Crayon *Marker *Eraser *Classroom Objects *Pencil
I can tell the length of an object using whole numbers.	Nonstandard units of length		Measure Unit	*Connecting Cubes *Classroom Objects *Paper Clips

(1.MD.2)	Problem solving strategy: Guess, check and revise			*Connecting Cubes *Classroom Objects *Pennies
I can tell and write time in hours and half-hours using a clock. (1.MD.3)	Time to the hour: Analog		Hour hand Hour Minute hand Minute Analog clock O'clock	*Demonstration clock *Manipulative clocks *Flashcards
	Time to the Hour: Digital		Digital clock	*Demonstration clock *Manipulative clocks *Dry erase boards/markers *Scissors *Manipulative masters pages(analog and digital clocks)
	Time to the Half Hour: Analog		Half hour	*Number cubes *Demonstration clock *Manipulative clocks

	Time to the half hour: Digital			*Analog & Digital Clocks from the Manipulative Masters *Dry Erase Boards/Markers *Manipulative Masters Pages *Scissors
	Time to the Hour and Half Hour			*Crayons *Hundred Chart *Manipulative clocks *Dry Erase Boards/Markers Practice pages Study Island Diagnostic Test Vocabulary Test Oral Assessment Listening Assessment Standard Test Practice

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry   PACING: 4 weeks

UNIT NUMBER: Chapter 9

ESSENTIAL QUESTION: How can I recognize two-dimensional shapes and equal shares?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	**LEARNING TARGETS/SKILLS (Performance Tasks)**	**BENCHMARKS**	**KEY TERMINOLOGY**	**ACTIVITIES/ RESOURCES**
I can tell about shapes. (1.G.1) I can build and draw shapes. (1.G.1)	Squares and Rectangles Triangles and trapezoids	Benchmark Test 4	Two-Dimensional Shapes Side Vertex Square Rectangle Triangle Trapezoid	*Construction paper shapes *Attribute blocks *Crayons *Timer *Classroom objects *Construction paper Shapes *Pattern blocks *Geo boards *Rubber bands

				*Classroom Objects
	Circles		Circle	*Attribute Blocks *Index cards
	Compare shapes			*Attribute Blocks *Pattern Blocks *Shape Cards *Scissors
I can make two-dimensional shapes. (1.G.2)	Composite shapes		Composite shape	*Pattern Blocks *Shape & Shape Name Cards
I can make three-dimensional shapes. (1.G.2)	More composite shapes			*Pattern Blocks
I can use shapes to make new shapes. (1.G.2)	Problem Solving Strategy: use Logical Reasoning			*Pattern Blocks
I can divide shapes into parts. (1.G.3)	Equal Parts		Whole Equal part	*Paper *Scissors *Glue

	Halves	Halves	*Pattern Blocks *Magazine and newspaper ads *Pattern Blocks *Crayons *Venn diagram *Attribute Blocks *Crayons *Index Cards
	Quarters and Fourths	Fourths	*Fractions circles *Crayons *Attribute Blocks *Index Cards Practice pages Study Island Diagnostic Test Vocabulary Test Oral Assessment Listening Assessment Standard Test Practice

Course Title: 1st Grade Math

UNIT/ORGANIZING PRINCIPLE: Geometry   PACING: 2 weeks

UNIT NUMBER: Chapter 10

ESSENTIAL QUESTION: How can I identify three-dimensional shapes?	What do we want students to learn?	How will we know if they have learned it?		What do we do when they already know it? What do we do when they don't know it?
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
I can tell about shapes. (1.G.1) I can build and draw shapes. (1.G.1) I can make two-dimensional shapes. (1.G.2) I can make three-	Cubes and prisms Cones and cylinders Problem solving strategy: look for a pattern	Benchmark Test 4	Three-Dimensional Shape Cube Rectangular prism Face Cone Cylinder	*Geometric solids *Classroom objects *Geometric Solids *Crayons *Classroom Objects *Cube and rectangular prism

| dimensional shapes. (1.G.2)

I can use shapes to make new shapes. (1.G.2) | Combine three dimensional shapes | | | pages
*Scissors
*Dry erase boards/markers

*Geometric Solids
*Dry Erase Boards/Markers

Practice pages
Study Island
Diagnostic Test
Vocabulary Test
Oral Assessment
Listening Assessment
Standard Test Practice |