

# First Grade Second Semester Math Curriculum Guide

## Third Nine Weeks

### Ordering & Comparing Length Measurements as Numbers

#### Place Value, Comparison, Addition & Subtraction to 40

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones

1.NBT.C.4 Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning

1.NBT.C.5 Mentally find 10 more or 10 less than a given two-digit number, without having to count

1.MD.B.4 Identify and know the *value* of a penny, nickel, dime, and quarter

1.OA.C.6 Add and subtract within 20, demonstrating *computational fluency* for addition and subtraction within 10

1.OA.D.7 Understand the meaning of the equal sign and determine if *equations* involving addition and subtraction are true or false

## Fourth Nine Weeks

### Identifying, Composing & Partitioning Shapes

#### Place Value, Comparison, & Addition and Subtraction to 100

1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks

1.G.A.1 Distinguish between defining *attributes* (e.g., triangles are closed and three-sided) versus non-defining *attributes* (e.g., color, orientation, overall size); build and draw shapes

1.G.A.2 Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right *rectangular prisms*, right circular cones, and right circular cylinders) to create a composite shape

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 decomposing into more equal shares creates smaller shares

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts

1.NBT.C.4 Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning

1.NBT.C.5 Mentally find 10 more or 10 less than a given two-digit number, without having to count

1.OA.C.6 Add and subtract within 20, demonstrating *computational fluency* for addition and subtraction within 10