Teacher: CORE Math Grade 1 Year: 2010-11
Course: Math Grade 1 Month: All Months

S e	Numbers a	Numbers and Operations in Base Ten							
p t	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards	
e m b e r		Count: Forward 0- 12	Count to 12, starting at 0. In this range, read and write numerals and represent a number of objects within a written numeral.					1.NBT.1-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	
		Value: Two Digit Numbers	Develop an initial understanding that a two digit number represents amounts of tens and one Develop an initial understanding that the numbers 10, 11, and 12 a composed of a ten and zero, one, two ones.	re f				1.NBT.2- Understand that the two digits of a two- digit number represent amounts of tens and ones. 1.NBT.2b- The numbers from 11 to 19 are composed of a ten	

O	Numbers a	nd Operation	ns in Base T	en*				and one, two, three, four, five, six, seven, eight, or nine ones.
c t o	Essential Questions	Content	Skills	Vocabulary .	Assessments	Lessons 1	Resources	Standards
b e r		Value	Compare one and two digit numbers based on the meanings of the tens and ones digits.					1.NBT.3- Compare two two- digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
	Operations	and Algebra	nic Thinking	*				
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Represent and solve problems involving addition and subtraction.	Use addition and subtraction within 20 to solve word problems.					1.OA.1- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from,

		putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
properties of operations and the relationship	Apply properties of operations as strategies to add and subtract. (commutative property)	1.OA.3- Apply properties of operations as strategies to add and subtract
and Subtraction Equations	the meaning of	1.OA.7- Understand the meaning of the equal sign, and determine if equations involving

an addition	addition
or	and
subtraction	subtraction
equation.	are true or
	false. For
	example,
	which of
	the
	following
	equations
	are true
	and which
	are false? 6
	= 6, 7 = 8
	â€"1, 5 +
	2=2+5,
	4 + 1 = 5 +
	2.
	1.OA.8-
	Determine
	the
	unknown
	whole
	number in
	an addition
	or
	subtraction
	equation
	relating
	three
	whole
	numbers.

N Operations and Algebraic Thinking*

o v e	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
m b e r		Subtraction as an unknown	Understand and apply properties of operations and the relationship between addition					1.OA.4- Understand subtraction as an unknown- addend problem.

Subtract within 20 within 20 demonstrating fluency for addition and subtraction within 10. Subtract within 20 demonstrating fluency for addition and subtraction within 10. Use strate such as counting of making te (e.g., 8 + 0 + 2 + 4 + 4 = 14); decompos a number leading to ten (e.g., 1 a a a a counting the relationsh between addition a subtraction within 10.		and subtraction.	
6 + 7 by creating the known equivalent	Subtract within 20	Add and Subtract within 20 demonstrating fluency for addition and subtraction	counting of making ten (e.g., $8 + 6$) $8 + 2 + 4 = + 4 = 14$); decomposition a number leading to a ten (e.g., 1.3) 1.4

	1	1	1	1 1	1
		Understand			1.OA.7-
	addition	the			Understand
	and	meaning of			the
	subtraction				meaning of
	equations.				the equal
		determine			sign, and
		if			determine
		equations			if
		are true or			equations
		false.			involving
		Determine			addition
		the			and
		unknown			subtraction
		whole			are true or
		number in			false. For
		an addition			example,
		or			which of
		subtraction			the
		equation			following
		relating to			equations
		3 whole			are true
		numbers.			and which
					are false? 6
					= 6, 7 = 8
					– 1, 5 +
					2 = 2 + 5,
					4+1=5+
					2.
					1.OA.8-
					Determine
					the
					unknown
					whole
					number in
					an addition
					or
					subtraction
					equation
					relating
					three
					whole
_					numbers.
I					

D
e Operations and Algebraic Thinking*

e m	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
b e r		Addition and Subtraction: Problem Solving	subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.					1.OA.1- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		Addition and Subtraction: Operations	Apply properties of operations as strategies to add and subtract					1.OA.3- Apply properties of operations as

	using commutative and associative properties. Understand subtraction as an unknown addend problem.		strategies to add and subtract 1.OA.4- Understand subtraction as an unknown- addend problem.
Add and subtract within 20.	Relate counting to addition and subtraction. Add and subtract within 20 demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making 10 using a relationship between addition and subtraction and creating equivalent but easier or known sums.		1.OA.5-Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.6-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., 13 â \in " $4 = 13$ â \in " $4 = 13$ â \in " $4 = 13$ a \in " $4 = 1$

		subtraction (e.g., knowing that $8 + 4 = 12$, one knows 12 $\hat{a} \in 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent 6 $+ 6 + 1 = 12$ $+ 1 = 13$).
Addition and Subtraction Equations	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. Determine the unknown whole number in an addition and subtraction equation relating to 3 whole numbers.	1.OA.7- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6, 7 = 8$ $6 = 6, 7 = 8$ $6 = 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.$

		1.OA.8- Determine the unknown whole number in an addition or subtraction equation relating three
<u>T</u>		whole numbers.

Geometry*

a n u	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
агу		Shapes: Attributes	Distinguish between defining attributes and non-defining attributes. Build and draw shapes to possess defining attributes. Compose two dimensional shapes or three dimensional shapes to create a composite shape and compose new shapes from the composite					1.G.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 to possess defining attributes. 1.G.2-Compose two-dimensional shapes

	shape.		(rectangles,
			squares,
			trapezoids,
			triangles,
			half-circles,
			and quarter-
			circles) or
		1	three-
		1	dimensional
			shapes
			(cubes,
			right
			rectangular
			prisms,
			right
			circular
			cones, and
			right
			circular
			cylinders)
		1	to create a
			composite
			shape, and
			compose
			new shapes
			from the
			composite
			shape.
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F Number and Operations in Base Ten*

b r	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
u		Count:	Count to					1.NBT.1-
a		Forward 1-	120,					Count to
r		120	starting at					120,
У			any					starting at
			number					any
			less than					number
			120. In this					less than
			range, read					120. In this
			and write					range, read
			numerals					and write
			and					numerals
			represent a					and
			number of					represent a

	objects with a written numeral.	number of objects with a written numeral.
Place Value	Develop an understanding that the numbers with zero in the ones place up to 120 refer to the corresponding number of tens by skip counting by 10s. Develop an understanding that the numbers 11-20 are composed of one or two tens, and one, two, three, four, five, six, seven, eight or nine ones. Bundle ten ones, orally identify this as a "ten."	1.NBT.2- Understand that the two digits of a two-digit number represent amounts of tens and ones. 1.NBT.2a- 10 can be thought of as a bundle of ten ones â€" called a "ten.â€E 1.NBT.2c- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one two, three, four, five, six, seven, eight, or nine tens (and 0

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Develop an understanding of the equal					1.OA.7- Understand the
		sign, and determine if					meaning of the equal

equations involving addition are true or false.	sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6, 7 = 8$ $8 \cdot 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.$
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M Number and Operations in Base Ten*

r c	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
h		Place Value: Numbers to 120	Compose in writing a two digit number to represent amounts of tens and ones to 120. Compare two two-digit numbers based on meanings of the tens and ones digits, recording					1.NBT.2- Understand that the two digits of a two-digit number represent amounts of tens and ones. 1.NBT.3- Compare two two- digit numbers based on meanings of the tens and

	the results of comparisons with the symbols >, =, and <.	ones digits, recording the results of comparisons with the symbols >, =, and <.
Place Value: Operations Addition and Subtraction	with a one digit	1.NBT.4- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

1 1 1	
value,	that in
properties	adding two-
of	digit
operations,	numbers,
and/or the	one adds
relationship	tens and
between	tens, ones
addition	and ones;
and	and
subtraction.	sometimes
Find 10	it is
more or 10	necessary to
less than a	compose a
two digit	ten.
number	1.NBT.5-
without	Given a
having to	two-digit
count.	number,
Explain the	mentally
reasoning	find 10
used.	more or 10
Subtract	less than the
multiples	number,
of ten from	without
a two digit	having to
number	count;
using	explain the
concrete	reasoning
models or	used.
drawings	1.NBT.6-
and	Subtract
strategies	multiples of
based on	10 in the
place	range 10-90
value,	from
properties	multiples of
of	10 in the
operations,	range 10-90
and/or the	(positive or
relationship	zero
between	differences),
addition	using
and	concrete
subtraction	models or
in writing	drawings
	and

TI.			strategies
			based on
			place value,
			properties
			of
			operations,
			and/or the
			relationship
			between
			addition and
			subtraction;
			relate the
			strategy to a
			written
			method and
			explain the
			reasoning
			used.

Measurement and Data*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Data: Representing and Interpreting	Organize, represent and interpret data with up to three categories. Ask and answer questions about the data (data points, number per category, how many more or less).					1.MD.4- Organize, represent, and interpret data with up to three categories ask and answer questions about the total number of data points, how many in each category, and how many more or less are in

A	M		4.*							one category than in another.
p	Measuren	ent and Da	ita*							
r i	Essential Questions	Content	Skills	Vocal	bulary A	Assessmei	nts Less	ons Re	esources	Standards
1		Values of Coins	Identify coins by their appearance and know the value of each (penny, nickel, dime, quarter).							
M	Measuren	nent and Da	ata*							
a y	Essential Questions	Content	Skills		Vocabu	lary Asse	essments	sLesson	s Resourc	ces Standards
		Measurem Length	Estima lengths objects measure objects using restandary and measure objects using restandary units.	te s of 3 and re s on-rd te easure						1.MD.1- Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.2- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter

Estimate and measure objects using centimeters.		le e u tl le n o is n sa le tl	bject (the ength unit) nd to end; nderstand nat the ength neasurement f an object is the number of ame-size ength units nat span it with no gaps
			r overlaps.

Measurement and Data*

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Time: Hour and Minute	Understand the hour and minute hands on the analog clock. Tell and write time to the hour.					1.MD.3- Tell and write time in hours and half- hours using analog and digital clocks.
		Tell and write time to the half hour.					
		Read a data table					

Geometry		to solve problems about time.					
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Shapes: Fractional Parts	Decide whether a shape is divided into equal or unequal parts. Identify and describe equal parts of whole objects Show and describe equal parts of a set.					1.G.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.
Operations and Algebraic Thinking*							
Essential Questions	Content	Skills	Vocabular	y Assessment	s Lessons	Resource	s Standards

Addition	Solve	1.OA.1-
and	word	Use
Subtraction:	problems	addition
3 Numbers	that call	and
	for	subtraction
	addition of	within 20
	three	to solve
	whole	word
	numbers	problems
	whose sum	involving
	is less than	situations
	or equal to	of adding
	20 by	to, taking
	using	from,
	objects,	putting
	drawings,	together,
	and	taking
	equations	apart, and
	with a	comparing,
	symbol for	with
	the	unknowns
	unknown	in all
	number to	positions,
	represent	e.g., by
	the	using
	problem.	objects,
		drawings,
		and
		equations
		with a
		symbol for
		the
		unknown
		number to
		represent
		the
		problem.