Prairie-Hills Elementary School District 144
1ST Grade ~ MATH Curriculum Map
Quarter 1

Month: August, September, October

Domain(s):

- **Operations & Algebraic Thinking (OA)**
- **Number – Base Ten (NBT)**

Cluster(s):

- **Extend the counting sequence**
- **Extend the counting Sequence**
- **Work with addition and subtraction equations.**
- **Add and subtract within 10**
- **Represent and solve problems involving addition and subtraction**
- **Understand and apply properties of operations and the relationship between addition and subtraction.**
- **Making number patterns**

Standard(s):

Measure lengths indirectly and by iterating length units

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (Master)

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.(Master)

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 one category than in another. (Introduce & Support)

Standard(s):

Extend the counting sequence (Master)

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.

Standard(s):

Add and subtract within 20 (Introduce & Support)

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 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9) ; using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent 6 + 6 + 1 = 12 + 1 = 13).

Represent and solve problems involving addition and subtraction (Introduce & Support)

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 using objects, drawings, and equations e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction. (Introduce & Support)

1.OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If 8 +3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition).*

1.OA.4 Understand subtraction as an unknown-addend problem. *For example: subtract 10 – 8 by finding the number that makes 10 when added to 8.*

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 one category than in another. (Introduce & Support)

Work with addition and subtraction equations.(Introduce & Support)

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 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11,*

Mathematical Practices Standards	
☐ 1 Make sense of problems and persevere in solving them	☐ 5 Use appropriate tools strategically
☐ 2 Reason abstractly and quantitatively	☐ 6 Attend to precision
☐ 3 Construct viable arguments and critique the reasoning of others	☐ 7 Look for and make use of structure.
☐ 4 Model with mathematics	☐ 8 Look for an express regularity in repeated reasoning

Mastery Standards Supporting Standards Additional Standards

Targeted Skills:

- Count, read and write numbers to 100
- Skip counting by 2's, 5's, and 10s to 100
- Work with addition and subtraction equations, understanding the symbols " +, - , &, =,"
- "Count on" or "count back" to solve addition and subtraction problems
- Understand the meaning of the equal sign in conjunction to the plus and minus signs
- Determine if addition or subtraction sentences are true or false
- Understand subtraction as an unknown addend problem
- Determine the unknown whole number in all positions of a number sentence
  - o Solve addition and subtraction problems to 20
  - o Solve addition and subtraction word/story problems to 20

Vocabulary:

Model	Addition sentence	Plus sign
Order	Subtraction	Minus sign
Compare	Equation	More than
Fewer	Equal to	Less than
Greater	Equal sign	Greater
Equal	adding to	Symbol
Count	taking from	Start
Number	putting together	Change
Numeral	taking apart	Result
Patterns	comparing	Number bonds
Same	difference	Part
Whole	sum	Fact Family
Addition story	unknown	Counting tape

Mastery Standards Supporting Standards Additional Standards

Prairie-Hills Elementary School District 144
1ST Grade ~ MATH Curriculum Map
Quarter 2

Month: October, November, December, January

Domain(s):

- Operations and Algebraic Thinking
- **Number – Base Ten (NBT)**
- **Geometry (G) K-8**

Cluster(s):

- **Extend the counting Sequence**
- **Add and subtract within 20**
- **Represent and solve problems involving addition and subtraction**
- **Understand and apply properties of operations and the relationship between addition and subtraction.**
- **Work with addition and subtraction equations.**
- **Understand place value.**
- **Reason with shapes and their attributes.**
- **Describe position with left and right**
- **Use positional words to describe location**

tadards:

Represent and solve problems involving addition and subtraction

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 using objects, drawings, nd equations e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Master)

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings and equations with a symbol for the nknown number to represent the problem. (Master)

Understand and apply properties of operations and the relationship between addition and subtraction. (Support)

OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If 8 +3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition). To add + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition).*

OA.4 Understand subtraction as an unknown-addend problem. *For example: subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Standards: Work with addition and subtraction equations.

Add and subtract within 20

OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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 = 14); decomposing a umber leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9) ; using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating quivalent 6 + 6 + 1 = 12 + 1 = (Master)

OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes e equation true in each of the equations 8 + ? = 11, 5 - 3, 6 + 6 =(Support).*

epresent and interpret data

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 ore or less are in one category than in another.

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. (Introduce & Support)

Standard(s): **Understand place value.**

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases

a) 10 can be thought of as a bundle of ten ones- called a "ten"
b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c) 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 ones).

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 >, =, <.

Standards: **Reason with shapes and their attributes.** (Additional Standards)

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

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.

1.G.4

Standards: Extend the counting Sequence (Support)

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 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. example, which of the following equations are true 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 to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11,*
5 = - 3, 6 + 6 = .

Mastery Standards Supporting Standards Additional Standards

Mathematical Practices Standards

- ☐ 1 Make sense of problems and persevere in solving them
- ☐ 2 Reason abstractly and quantitatively
- ☐ 3 Construct viable arguments and critique the reasoning of others
- ☐ 4 Model with mathematics
- ☐ 5 Use appropriate tools strategically
- ☐ 6 Attend to precision
- ☐ 7 Look for and make use of structure.
- ☐ 8 Look for an express regularity in repeated reasoning

Targeted Skills:

- Apply commutative property of addition
- Apply the associative property of addition
- Add 3 whole numbers where the sum is less than 20
- Use fact families to add and subtract
- Make a ten or decompose a number leading to a 10 to add and subtract
- Use the "doubles plus 1" or easier known sums to add or subtract
- Demonstrate fluency for addition and subtraction within 10
- Add and subtract to 20
- Find 10 more or less of a given number without counting
- Add a 2-digit and 1-digit number without regrouping
- Explain the reasoning used when problem solving
- Extended counting to 120

Mastery Standards Supporting Standards Additional Standards

Vocabulary:		
Addition Subtraction Equation Equal Equal sign adding to difference sum	All shapes Corner Sort Color Alike Shape Size Different Half of Fourth of Quarter of Stack Slide Roll Ordinal numbers (First through Tenth)	Positions (ex. Before, Last) Patterns Place Value Chart Greatest/Least Order Doubles Plus One Doubles Fact Same

Mastery Standards Supporting Standards Additional Standards

Prairie-Hills Elementary School District 144
1ST Grade ~ MATH Curriculum Map
Quarter 3

Month: January, February, March

Domain(s):

- Operations and Algebraic Thinking (OA)
- **Number – Base Ten (NBT)**
- **Measurement & Data (MD)**

Cluster(s):

- **Extend the counting Sequence**
- **Understand place value.**
- **Add and subtract within 20**
- **Represent and solve problems involving addition and subtraction**
- **Understand and apply properties of operations and the relationship between addition and subtraction.**
- **Work with addition and subtraction equations.**
- **Represent and interpret data**
- **Measure lengths indirectly and by iterating length units**

Standard(s):

Measure lengths indirectly and by iterating length units

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 object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Represent and interpret data

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 one category than in another. (Support)

Extend the counting Sequence

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.

Understand place value.(Master)

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases (Master)

a) 10 can be thought of as a bundle of ten ones- called a "ten"
b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c) 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 ones).

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 >, =, <. (Master)

Add and subtract within 20

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (Master)

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 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9) ; using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent 6 + 6 + 1 = 12 + 1 = 13). (Master)

Standard(s):

Represent and solve problems involving addition and subtraction (Master)

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 using objects, drawings, and equations e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction. (Master)

1.OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If 8 +3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition).*

1.OA.4 Understand subtraction as an unknown-addend problem. *For example: subtract 10 – 8 by finding the number that makes10 when added to 8.*

Work with addition and subtraction equations. (Master)

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 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = - 3, 6 + 6 = .*

Represent and interpret data (Master)

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 one category than in another.

Mastery Standards Supporting Standards Additional Standards

Targeted Skills:

- Organize, represent, and interpret data up to 3 categories
- Answer questions about how many in each category
- Answer questions about how many more or less in each category
- Understand place value for the tens and ones place
- Compare two 2-digit numbers
- Count, read and write numbers to 175
- Compare the lengths of 2 objects
- Measure lengths using nonstandard measurements with no gaps or overlaps
- Subtract multiples of 10 in the range of 10-40
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Mathematical Practices Standards
☐ 1 Make sense of problems and persevere in solving them
☐ 2 Reason abstractly and quantitatively
☐ 3 Construct viable arguments and critique the reasoning of others
☐ 4 Model with mathematics
☐ 5 Use appropriate tools strategically
☐ 6 Attend to precision
☐ 7 Look for and make use of structure.
☐ 8 Look for an express regularity in repeated reasoning

Mastery Standards Supporting Standards Additional Standards

Vocabulary:		
Addition Subtraction Equation Equal Equal sign adding to taking from putting together taking apart comparing remainder difference sum unknown	Greater than Less than Equal to Equal sign comparing Digit Place Value Tens Ones Ten and some more	**Supplemental Terms:** Decomposing Composing Compensation Decompensation Conceptual Place Value

Prairie-Hills Elementary School District 144
1ST Grade ~ MATH Curriculum Map
Quarter 4

Month: March, April, May

Domain(s):

- Operations and Algebraic Thinking **(OA)**
- **Number – Base Ten (NBT)**
- **Measurement & Data (MD)**

Cluster(s):

- **Use place value understanding and properties of operations to add and subtract.**
- **Extend the counting Sequence**
- **Understand and apply properties of operations and the relationship between addition and subtraction.**
- **Add and subtract within 20**
- **Work with addition and subtraction equations.**
- **Tell and write time.**

Standard(s):

Extend the counting Sequence (Master)

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.

Use place value understanding and properties of operations to add and subtract. (Master)

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding 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. Understand that in addition two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples 10 in the range 10-90 (positive or zero differences), 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.

Mastery Standards Supporting Standards Additional Standards

Standard(s):

Understand and apply properties of operations and the relationship between addition and subtraction. (Master)
1.OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If 8 +3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition).*
1.OA.4 Understand subtraction as an unknown-addend problem. *For example: subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20 (Master)
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Work with addition and subtraction equations.
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 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11,*
5 = □ - 3, 6 + 6 = .

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

Standards: **Reason with shapes and their attributes.** (Support)
1.G.5 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.6 Compose two-dimensional shapes (rectangles, squares , trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.G.7 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.

Mastery Standards Supporting Standards Additional Standards

Mathematical Practices Standards
☐ 1 Make sense of problems and persevere in solving them ☐ 2 Reason abstractly and quantitatively ☐ 3 Construct viable arguments and critique the reasoning of others ☐ 4 Model with mathematics ☐ 5 Use appropriate tools strategically ☐ 6 Attend to precision ☐ 7 Look for and make use of structure. ☐ 8 Look for an express regularity in repeated reasoning

Targeted Skills:

- Organize, represent, and interpret data up to 3 categories
- Tell and write time to the hour and half hour, analog and digital
- Answer questions about how many in each category
- Extended counting to 120
- Continue skip counting by 2's to 100, 5's and 10's to 120.
- Answer questions about how many more or less in each category
- Understand place value for the tens and ones place
- Compare two 2-digit numbers
- Count, read and write numbers to 200
- Find 10 more or less of a given number without counting
- Add a 2-digit and 1-digit number without regrouping
- Add a 2-digit number and a multiple of 10

Vocabulary:		
Compose Decompose Relationship in numbers Unit Group Unknown Addend Part/part/whole Multiple of 10 Decade	Rectangular prism 2-dimensional 3-dimensional Hour Minute Trapezoid Half circle Quarter circle Halves Fourths Quarters Half of Fourth of Quarter of Equal shares Triangle Circle Square Rectangle Hexagon Cube Sphere Cone Cylinder Flat Solid	**Supplemental Terms:** Properties of Operations Commutative Property Associative Property Quantitative Relationship