

First Grade

Quarter 1

Month: August, September, October

Domains:

- Operations and Algebraic Thinking (OA)
- Number and operations in base ten (NBT)

Clusters:

- Extend the counting sequence
- Understand place value
- Add and subtract within 20
- Represent and solve problems involving addition and subtraction
- Work with addition and subtraction equations
- Understand and apply properties of operations and the relationship between addition and subtraction
- Work with addition and subtraction equations

Standards:

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.

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

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.

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

Targeted Skills:

- Count, read and write numbers to 20
- Solve addition and subtraction problems to 10
- “Count on” or “count back” to solve addition and subtraction problems
- Solve addition and subtraction word problems to 10
- Understand the meaning of the equal sign
- 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

Key Vocabulary

tens and ones	plus	minus	equals	addition sentence	subtraction sentence	sum
add	related facts		subtract	difference	fact family	count on
count back						

First Grade

Quarter 2

Month: October, November, December

Domains:

- Operations and Algebraic Thinking (OA)
- Measurement and Data (MD)

Clusters:

- Understand and apply properties of operations and the relationship between addition and subtraction
- Represent and solve problems involving addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations.
- Tell and write time
- Use place value understanding and properties of operations to add and subtract

Standards:

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.

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.

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.) (Students need not use formal terms for these properties.)

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.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., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

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 three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

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

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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 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.

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.

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
- Tell and write time to the hour and half hour
- Find 10 more or less of a given number without counting
- Add a 2-digit and 1-digit number
- Add a 2-digit number and a multiple of 10
- Subtract multiples of 10 in the range of 10-90
- Explain the reasoning used when problem solving

Key Vocabulary

addend doubles fact family doubles plus 1 sum related facts count on count back
o'clock half past thirty hour minute half hour month yesterday today month

First Grade

Quarter 3

Month: December, January, February, March

Domains:

- Operations and Algebraic Thinking (OA)
- Number and Operations in Base Ten (NBT)
- Measurement and Data (MD)

Clusters:

- Represent and interpret data
- Understand place value
- Extend the counting sequence
- Add and subtract within 20
- Measure length indirectly and by iterating length units

Standards:

1.MD.4: Represent and interpret data 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.

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., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

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

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 $>$, $=$, and $<$.

1.MD.1: Measure lengths indirectly and by iterating length units. 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 unit, 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.*

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 120
- Compare the lengths of 2 objects
- Measure lengths using non standard measurements with no gaps or overlaps

Key Vocabulary

greater than	less than	tens	estimate	ones	equal to	even number	odd number
sort	data	tally chart		bar graph		inch	foot
centimeter	gap	overlap					

First Grade

Quarter 4

Month: March, April, May, June
Domains: <ul style="list-style-type: none">• Operations and Algebraic Thinking (OA)• Geometry (G)• Number and Operation in Base Ten (NBT)
Clusters: <ul style="list-style-type: none">• Add and subtract within 20• Reason with shapes and their attributes
Standards: <p>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.</p> <p>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.</p> <p>1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates similar smaller shares.</p> <p>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., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>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</p>

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 adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 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.

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.

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 120
- Find 10 more or less of a given number without counting
- Add a 2-digit and 1-digit number
- Add a 2-digit number and a multiple of 10
- Subtract multiples of 10 in the range of 10-90
- Explain the reasoning used when problem solving
- Compare the lengths of 2 objects
- Measure lengths using non standard measurements with no gaps or overlaps

Key Vocabulary 3-dimensional figures 2-dimensional figures slide turn flip equal parts fraction halves
fourths quarters half of quarter of fourth of penny nickel dime quarter dollar
equally likely more likely less likely impossible heavier lighter temperature degrees