

| Mathematics-First Grade | | | |
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| Essential Skill Component | Standard | Mathematical Practices | Quarter 1 Focus |
| Mathematical Reasoning | | | |
| Applies strategies to solve problems | | 1.MP.1 | Students will participate in discussions about the created class graphs. Students will explain their thinking of how they arrived at their answer and prove their answer by using the data in the graph to confirm or deny correctness. |
| Operations and Algebraic Thinking | | | |
| Understand relationship between addition and subtraction | 1.OA3 1.OA5 1.OA6 1.OA7 | 1.MP.6 1.MP.7 | Addition: Add fluently within 10 using various strategies (i.e. counting on, number path, number line, touchpoints, ten frame, manipulatives, draw a picture) |
| Adds fluently | 1.OA.3 1.OA.6 | 1.MP.3 1.MP.7 | Students will utilize the " Commutative Property of Addition " knowing that $3+8 = 11$ and $8 + 3= 11$. The concept should focus on the quantity that exists (11) not the order that students count the quantity in (count 8 then 3 or 3 then 8) . |
| Subtracts fluently | 1.OA3 1.OA6 | 1.MP.3 1.MP.7 | Subtraction: Subtract fluently within 10 using various strategies (i.e. counting back, number path, number line, touchpoints, manipulatives, draw a picture, etc) Students will have knowledge of addition symbol, subtraction symbol and the concept of the equal symbol. |
| Solves word problems using addition and subtraction | | | It is important to focus on the meaning behind each of the mathematical "symbols" .Addition is the "adding to" and "putting together", Subtraction is the "breaking apart" and "taking from" and the equal symbol DOES NOT mean "here is the answer" but rather showing a relationship between the quantities. |
| Number Sense and Operations in Base Ten | | | |
| Extends counting | 1.OA5 | | Counting: Students will count to and count back from 120 starting at any number as well as read and write numbers up to and including 120. |
| Understands place value | 1.NBT.1 1.NBT.2 | 1.NBT.2a 1.NBT.2b 1.NBT.2c 1.MP.2 | Place Value: Focus on the meaning behind two digit numbers will begin. Students will understand that the two digits of a number represent the amounts of tens and ones. A "ten" is thought of as a bundle of ones called "a ten". Numbers 11-19 are composed of a "ten" and its respective "ones". Knowledge of the "decade" numbers (10,20, 30.....90) are composed of "___ tens" and zero ones. |
| Measurement and Data | | | |
| Collects, organizes, and analyzes data | 1.MD.4 | 1.MP.2 | Graphing: With prompting and support, students will assist in collecting, organizing and analyzing data with up to 3 categories. Students will ask and answer questions about the data collected in regards to total number of data points and how many in each category. Students will be able to explain their answers using quantitative reasoning for specific quantities on the graph. (i.e."I know dogs has the most on the graph because it has 8 and cats has 5.) |
| Geometry | | | |
| n/a | | | |