| Mathematics-First Grade | | | |
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| *Essential Skill Component* | *Standard* | *Mathematical Practices* | *Quarter 3 Focus* |
| **Mathematical Reasoning** | | | |
| Applies strategies to solve problems | 1.OA.1<br>1.OA.2 | 1.MP.1<br>1.MP.3<br>1.MP.4<br>1.MP.7 | Students will continue solving word problems utilizing addition/subtraction properties to 20. Word problems will now include unknown parts in all positions. Focus will need to be on student understanding of what the word problem is asking and does "my answer make sense". |
| **Operations and Algebraic Thinking** | | | |
| Understands relationship between addition and subtraction | 1.OA.1<br>1.OA.4<br>1.OA.8 | 1.MP.1<br>1.MP.2<br>1.MP.6<br>1.MP.7 | Continue assistance to students who are not yet fluent in addition/subtraction to 10.<br>Introduce the concept of equivalent equations. Recognizing equations that show equivalency and those that don't. Creating and/or matching equivalent equations that use addition to addtion, subtraction to subtraction and addition to subtraction. |
| Adds fluently | 1.OA6<br>1.OA3 | 1.MP.3<br>1.MP.7 | |
| Subtracts fluently | 1.OA6<br>1.OA3 | 1.MP.3<br>1.MP.7 | |
| Solves word problems using addition and subtraction | 1.OA1<br>1.OA2 | | |
| **Number Sense and Operations in Base Ten** | | | |
| Extends counting | 1.NBT.1 | | Through knowledge of place value, students will be able to add/subtract 10 mentally from a ten. (i.e. ten less than 50. ten more than 70). |
| Understands place value | 1.NBT.2<br>1.NBT.3 | 1.NBT.2a<br>1.NBT.2b<br>1.NBT.2c<br>1.MP.2<br>1.MP.8 | Students will utilize base ten blocks to build the concept of adding/subtracting "a ten" and then extend this knowledge to represent numerically. Extend knowledge using ANY number up to 120. (i.e. ten more than 37, ten less than 84). |
| Uses place value understanding to add and subttact | 1.NBT.4<br>1.NBT.5<br>1.NBT.6 | 1.MP.3<br>1.MP.5<br>1.MP.8 | |
| **Measurement and Data** | | | |
| Tells and writes time to the hour and half hour | 1.MD.3 | 1.MP.5 | **Reinforce all to profiency** |
| Collects, organizes, and analyzes data | 1.MD.4 | 1.MP.2 | Students will collect, organize and analyze data with up to 3 categories. Students will ask and answer questions about the data and SHOULD NOW INCLUDE telling how many more/less in a category. Students will be able to explain their answers using quantitative reasoning for specific quantities on the graph. |
| **Geometry** | | | |
| Identifies and describes 2D and 3D shapes | 1.G.1<br>1.G.2 | 1.MP.3 | Focus will be on identifying 2D and 3D shapes by the shape name and its defining attributes (i.e.- a triangle is a closed shape with 3 sides and 3 angles and NOT by color, size, orientation), build and draw shapes to show knowledge of attributes. |
| Compares, composes, and partitions shapes | 1.G.1<br>1.G.2<br>1.G.3 | 1.MP.3<br>1.MP.4 | Students will compose the 2D shapes: retangle, square, trapezoid, triangle, half circles and quarter circles and 3D shapes cube, rectangular prism, cone, and cylinder.<br><br>Students should be able to compose a composite shape and then create new shapes from the composite shape. (for example: use a square and a triangle to make a "house" shape)<br><br>Students will be able to partition circles and rectangles into TWO and FOUR equal shares (this could be through folding paper shapes, playdough/clay, draw a line on a shape, etc) and describe using the terms- "halves, four*ths, and quarters"  and the phra*ses "half of, four*th of, quarter of".*<br><br>***Students can tell** the whole as "two of or four of **the shares".   Students will* |