Grade 1 Math Curriculum Map

2018 - 2019

Content Area:	Mathematics	**Grade:** 1	**Pacing:**	Beg. Quarter 1-Mid-Quarter 1
Domain(s): Operations & Algebraic Thinking		Addition Concepts Addition Strategies		

Mathematics Florida Standards (MAFS)

MAFS.1.OA.1.1 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 Students are not required to independently read the word problems.)

MAFS.1.OA.1.2 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.

MAFS.1.OA.2.3 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.)

MAFS.1.OA.3.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

MAFS.1.OA.3.6 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).

Essential Question:

- How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20?
- How can we use objects, drawings, and equations to solve addition and subtraction word problems with three whole numbers that equal 20 or less?
- How can we use properties of operations as strategies to add and subtract?
- How is counting used in both addition and subtraction?
- How can we use a variety of strategies to add and subtract within 20?

Essential Vocabulary:	**Rigor:**
Add, addition sentence, count on, number path, compare, fewer, more, doubles, doubles plus one, compose, number, number partners, zero, number bond, total Addends, equal, order, plus, sum	**MAFS.1.OA.1.1 -** Application **MAFS.1.OA.1.2 -** Application **MAFS.1.OA.2.3 -** Conceptual Understanding **MAFS.1.OA.3.5 -** Conceptual Understanding **MAFS.1.OA.3.6 -** Conceptual Understanding & Procedural/Skill Fluency
Assessments:	**Resources:**
Addition Concepts Mid Quarter 1 Test *Located in the 1st grade math folder on the Team Drive.	**iReady-** Unit 1, Lesson 1 Unit 2, Lesson 6 Unit 3, Lesson 15 **Go Math-** Chapter 1, Lessons 1.1-1.8 Chapter 3, Lessons 3.2, 3.6-3.9, 3.1, 3.10 EngageNY Module 1, Lesson 14 , EngageNY Module 1, Lesson 15 EngageNY Module 1, Lesson 21 , EngageNY Module 1, Lesson 23

Notes: Due to summer slide, review number recognition 1-100. Use your 100s chart to begin reviewing place value. EngageNY modules are embedded throughout the maps, here is the link to the entire curriculum. EngageNY-1st Math Ready Math (iReady workbook) should be used as your main resource; all other lessons (Go Math, EngageNY, Illustrative) should be used as additional resources.

Content Area:	Mathematics	**Grade:** 1	**Pacing:**	Mid-Quarter 1 - End-of-Quarter 1
Domain(s): Operations & Algebraic Thinking		Subtraction Concepts Subtraction Strategies		

Mathematics Florida Standards (MAFS)

MAFS.1.OA.1.1 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 Students are not required to independently read the word problems.)

MAFS.1.OA.2.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

MAFS.1.OA.3.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

MAFS.1.OA.3.6 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).

MAFS.1.OA.4.8 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 = []

Essential Question:

- How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20?
- How are addition and subtraction related to one another?
- How is counting used in both addition and subtraction?
- How can we use a variety of strategies to add and subtract within 20?
- How do we determine an unknown number in an addition or subtraction equation?

Essential Vocabulary:	**Rigor:**
subtract, subtraction sentence, minus, difference, compare, fewer, more, count back Fewer, decompose, number, number partner, zero	**MAFS.1.OA.1.1 -** Application **MAFS.1.OA.2.4 -** Conceptual Understanding **MAFS.1.OA.3.5 -** Conceptual Understanding **MAFS.1.OA.3.6 -** Conceptual Understanding & Procedural/Skill Fluency **MAFS.1.OA.4.8** - Procedural/Skill Fluency
Assessments:	**Resources:**
Subtraction Concepts End of Quarter 1 Test	**iReady-** Unit 1, Lessons 2-5 **Go Math-** Chapter 2, Lessons 2.1-2.9 Chapter 4, Lessons 4.1-4.6 EngageNY, Module 1, Lesson 26 , EngageNY Module 1, Lesson 28 EngageNY Module 1, Lesson 33

Notes: Continue to use your 100s chart to begin reviewing place value.

Content Area:	Mathematics	Grade: 1	Pacing:	Beg.-Quarter 2- Mid-Quarter 2
Domain(s): Numbers & Operations in Base Ten Operations & Algebraic Thinking		Count & Model Numbers Compare Numbers		

Mathematics Florida Standards (MAFS)

MAFS.1.NBT.1.1 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.

MAFS.1.NBT.2.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
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).
d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).

MAFS.1.NBT.2.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

MAFS.1.NBT.3.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Essential Question:

- **How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20?**
- **How are tens and ones represented in each two digit number?**
- **How can we use the less than, greater than, and equal symbols to compare two two-digit numbers?**
- **How can we find 10 more or 10 less than a number without counting?**

Essential Vocabulary:	Rigor:
Digit, ones, ten, is greater than >, is less than < Addend, teen number, total, 120 chart, row, column, 10 less, 10 more, place value, more than, compare, equal sign =, fewer, more	MAFS.1.NBT.1.1 - Conceptual Understanding & Procedural skills and Fluency MAFS.1.NBT.2.2 - Conceptual Understanding MAFS.1.NBT.2.3 - Conceptual Understanding MAFS.1.NBT.3.5 - Conceptual Understanding & Procedural skills and Fluency
Assessments:	**Resources:**
Base Ten Mid Quarter 2 Test	**iReady-** Unit 3, Lesson 12 Unit 4, Lessons 17-19 Unit 5, Lessons 21-22 **Go Math-** Chapter 6, Lessons 6.1-6.10, Engage NY, Module 4, Lesson 3, Engage NY, Module 4, Lesson 4 Chapter 7, Lessons 7.1-7.5, Illustrative Mathematics, Roll & Build, Illustrative Mathematics, The Very Hungry Caterpillar

Notes: GoMath 6.8 & 7.4, pull more resources and use manipulatives, plan for 2 days.
MAFS.1.NBT.2.2d is only addressed in i-ready lesson 21. Other resources may need to be pulled.

Content Area:	Mathematics	**Grade:** 1	**Pacing:**	Mid-Quarter 2 - End-Quarter 2
Domain(s): Measurement & Data		Represent Data		

Mathematics Florida Standards (MAFS)

MAFS.1.MD.3.4 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.

Essential Question:

- How can we organize and interpret data?

Essential Vocabulary:	**Rigor:**
Picture graph, bar graph, tally chart, tally mark Data, sort, compare	**MAFS.1.MD.3.4-** Conceptual Understanding & Procedural skills and Fluency
Assessments:	**Resources:**
Data: Graphs End of Quarter 2 Test	**iReady-** Unit 7, Lessons 29-30 **Go Math-** Chapter 10, Lessons 10.1-10.7 EngageNY Module 3, Lesson 10 , EngageNY Module 3, Lesson 11 EngageNY Module 3, Lesson 12 , EngageNY Module 3, Lesson 13

Content Area:	Mathematics	**Grade:** 1	**Pacing:**	Beg.-Quarter 3- Mid-Quarter 3
Domain(s): Operations & Algebraic Thinking		Addition and Subtraction Relationships		

Mathematics Florida Standards (MAFS)

MAFS.1.OA.1.1 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 Students are not required to independently read the word problems.)

MAFS.1.OA.3.6 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).

MAFS.1.OA.4.7 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.

MAFS.1.OA.4.8 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 = []

Essential Question:

- How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20?
- How can we use a variety of strategies to add and subtract within 20?
- What does the equal sign mean? How do we determine if the equations we read are true or false?
- How do we determine an unknown number in an addition or subtraction equation?

Essential Vocabulary:	**Rigor:**
Related facts Doubles, number bond, total, equal sign =, is the same as, number sentence, addend	**MAFS.1.OA.1.1 -** Application **MAFS.1.OA.3.6 -** Conceptual Understanding & Procedural/Skill Fluency **MAFS.1.OA.4.7 -** Conceptual Understanding & Procedural/Skill Fluency **MAFS.1.OA.4.8** - Procedural/Skill Fluency
Assessments:	**Resources:**
Addition and Subtraction Relationships Mid Quarter 3 Test (Students need to read test questions by themselves.)	**iReady-** Unit 2, Lessons 7-10 Unit 3, Lessons 13-14,16 **Go Math-** Chapter 5, Lessons 5.1-5.7, Illustrative Mathematics, Maria's Marbles , Illustrative Mathematics, Sharing Markers , Illustrative Mathematics, Boys and Girls, Variation 1, Illustrative Mathematics, Field Day Scarcity 5.8-5.10, Illustrative Mathematics, At the Park, Illustrative Mathematics, The Pet Snake, Illustrative Mathematics, Link-Cube Addition , Illustrative Mathematics, School Supplies EngageNY Module 1, Lesson 5 , EngageNY Module 1, Lesson 6 , EngageNY Module 1, Lesson 7 , EngageNY Module 1, Lesson 8 , EngageNY Module 1 Lesson 11 , EngageNY Module 1 Lesson 12 , EngageNY Module 1 Lesson 18
Notes:	

Content Area:	Mathematics	Grade: 1	Pacing:	Mid-Quarter 3 - End-Quarter 3
Domain(s): Operations & Algebraic Thinking		Two-Digit Addition & Subtraction		

Mathematics Florida Standards (MAFS)

MAFS.1.NBT.3.4 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.

MAFS.1.NBT.3.6 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.

Essential Question:

- How do we use place value and properties of operations to add numbers within 100?
- How can we use a variety of strategies to add and subtract within 20?

Essential Vocabulary:	Rigor:
Related facts number sentence, addend, teen number, tens, ones, make a ten	**MAFS.1.NBT.3.4** - Conceptual Understanding **MAFS.1.NBT.3.6** - Conceptual Understanding
Assessments:	**Resources:**
2 Digit Addition and Subtraction End of Quarter 3 Test (Students need to read test questions by themselves.)	**iReady-** Unit 4, Lesson 20 Unit 5, Lessons 23-25 **Go Math-** Chapter 8, Lessons 8.1-8.6, Illustrative Mathematics, Ford and Logan, 8.7-8.9 EngageNY Module 4, Lesson 11 , EngageNY Module 4, Lesson 12 , EngageNY Module 4, Lesson 13 , EngageNY Module 4, Lesson 15, EngageNY Module 4, Lesson 16, EngageNY Module 4, Lesson 17
Notes:	

Content Area:	Mathematics	Grade: 1	Pacing:	Beg-Quarter 4 - Mid-Quarter 4
Domain(s): Geometry		Three-Dimensional Shapes Two-Dimensional Shapes		

Mathematics Florida Standards (MAFS)

Geometry

MAFS.1.G.1.1 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.

MAFS.1.G.1.2 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, Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS) Next Generation Sunshine State Standards (NGSSS) for Mathematics (MA) is now Mathematics Florida Standards (MAFS) Amended Standard New Standard Deleted Standard and compose new shapes from the composite shape

MAFS.1.G.1.3 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.

Essential Question:

- How do we distinguish between attributes of different shapes?
- How do we use those attributes to build and draw shapes?
- How can we separate circles and rectangles into two or four equal shares?

Essential Vocabulary:	Rigor:
Geometry Corner, vertices, rhombus, compose, composite shape, half-circle, quarter-circle, equal parts, fourths, half, quarter, unequal parts, whole, cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere, circles, rectangles, sides, square, triangles, vertices, hexagon, trapezoid	MAFS.1.G.1.1 - Conceptual Understanding MAFS.1.G.1.2 - Conceptual Understanding MAFS.1.G.1.3 - Conceptual Understanding and Procedural Skill & Fluency
Assessments:	**Resources:**
2D and 3D Geometry Mid Quarter 4 Test (Students need to read test questions by themselves.)	**iReady-** Unit 6, Lessons 26-28 **Go Math-** Chapter 12, Lessons 12.1-12.6, 12.8-12.10 Chapter 11, Lessons 11.1-11.5 EngageNY Module 5, Lesson 1 , EngageNY Module 5, Lesson 2 EngageNY Module 5, Lesson 4 EngageNY Module 5, Lesson 3 , EngageNY Module 5, Lesson 6 EngageNY Module 5, Lesson 7 , EngageNY Module 5, Lesson 8 EngageNY Module 5, Lesson 9
Notes:	

Content Area:	Mathematics	Grade: 1	Pacing:	Mid-Quarter 4 - End-Quarter 4
Domain(s): Measurement & Data		Measurement		

Mathematics Florida Standards (MAFS)

Measurement

MAFS.1.MD.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

MAFS.1.MD.1.a Understand how to use a ruler to measure length to the nearest inch.
a. Recognize that the ruler is a tool that can be used to measure the attribute of length.
b. Understand the importance of the zero point and end point and that the length measure is the span between two points.
c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.

MAFS.1.MD.2.3 Tell and write time in hours and half-hours using analog and digital clocks.

MAFS.1.MD.2.a Identify and combine values of money in cents up to one dollar working with a single unit of currency .
a. Identify the value of coins (pennies, nickels, dimes, quarters).
b. Compute the value of combinations of coins (pennies and/or dimes).
c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (1 Students are not expected to understand the decimal notation for combinations of dollars and cents.)

Essential Question:

- How can we compare and order objects by length?
- How can we tell time and write time on different types of clocks?
- How can we identify coins and understand the value?

Essential Vocabulary:	Rigor:
Measurement Length, longer, shorter, taller, tallest, compare, measure, ruler, inch, unit, standard unit, longest, shortest **Time** Analog clock, digital clock, half-hour, half past, hour, minute, minute hand, o'clock, hour hand **Money** Dime, dollar, nickel, penny, quarter, value	MAFS.1.MD.1.1 - Conceptual Understanding MAFS.1.MD.1.a - Conceptual Understanding MAFS.1.MD.2.3 - Conceptual Understanding and Procedural Skill & Fluency MAFS.1.MD.2.a - Procedural Skill & Fluency
Assessments:	**Resources:**
Measurement and Money End of Quarter 4 Test (Students need to read test questions by themselves.)	**iReady-** Unit 7, Lessons 31-35 **Go Math-** Chapter 9, Lessons 9.1-9.9 EngageNY Module 3, Lesson 1 , EngageNY Module 3, Lesson 7 EngageNY Module 5, Lesson 10 , EngageNY Module 5, Lesson 11 EngageNY Module 5, Lesson 12 , EngageNY Module 5, Lesson 13

Notes: End-of-the-Year- Review any unmastered standards.
Jump into 2nd Grade- Go Math Practice Book p. P249-P295