First Grade Math Curriculum Map

Quarter 1-Mid Quarter 1			
Domains	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*
Cluster	Add and subtract within 20.	Add and subtract within 20.	Represent and solve problems involving addition and subtraction.
Target Standards	MAFS.1.OA.3.5 : Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	MAFS.1.OA.3.5 : Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	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.
Mathematical Practices	1 and 4	1 and 4	1 and 4
Objective/Learning Goal/SWBT	*Add by counting all, counting on, and recognizing +1 means the number that is two numbers after in the counting sequence. *Identify, describe, and use mathematical patterns of adding or subtracting any number up to 20.	*Subtract by counting back, counting up from, and recognizing -1 means the number before, and -2 means the number that is two numbers before in the counting sequence. *Identify, describe, and use mathematical patterns of adding or subtracting any number up to 20.	*Solve addition and subtraction equations where the unknown number is represented by a symbol, such as a box or question mark. *Represent the problem using objects, drawings, and equations as models.
iReady Resources	Unit 1 Lesson 1	Unit 1 Lesson 2	Unit 1 Lesson 3

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First Grade Math Curriculum Map

Mid Quarter 1-End Quarter 1					
Domains	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*
Cluster	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.	Understand and apply properties of operations and the relationship between addition and subtraction.
Target Standards	MAFS.1.OA.2.4 : Understand subtraction as an unknown-addend problem.	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.	MAFS.1.OA.3.6 : Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	MAFS.1.OA.4.8 : Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	MAFS.1.OA.2.3 : Apply properties of operations as strategies to add and subtract.
Mathematical Practices	3 and 7	1 and 4	2 and 3	2 and 4	3 and 7
Objective/Learning Goal/SWBT	*Show and explain how a subtraction equation can be rewritten as a related addition equation. *Demonstrate the relationship between addition and subtraction using a variety of strategies and tools as a foundation for missing addends.	*Model addition and subtraction word problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem. *Solve addition and subtraction word problems including situations that involve sums and differences less than or equal to 20 using numbers 0-20.	*Use strategies to add and subtract within 20, with a focus on <u>doubles, doubles plus 1</u>. *Use tools, such as ten frames, part-part whole, and number lines to model addition and subtraction within 20. *Add and subtract within 10 with fluency.	*Solve addition and subtraction equations where the unknown number is represented by a symbol, such as a box or question mark. *Determine the unknown value in an addition or subtraction equation when two of three numbers in the equation are given.	*Demonstrate and explain that adding zero to any number does not change the number (Identity Property of Addition and Subtraction). *Demonstrate and explain that when adding numbers in any order, the sum does not change (Commutative Property of Addition). *Demonstrate and explain how to group two of three addends (when adding three numbers) to create a friendly number making addition easier.
iReady Resources	Unit 1 Lesson 4	Unit 1 Lesson 5	Unit 2 Lesson 6	Unit 2 Lesson 7	Unit 2 Lesson 8

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First Grade Math Curriculum Map

Quarter 2-Mid Quarter 2				
Domains	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Numbers and Operations in Base Ten*	*Operations and Algebraic Thinking*
Cluster	Add and subtract within 20.	Work with addition and subtraction equations.	Understand place value.	Add and subtract within 20.
Target Standards	MAFS.1.OA.3.6 : Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	MAFS.1.OA.4.7 : Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	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. b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	MAFS.1.OA.3.6 : Add and subtract within 20, demonstrating fluency for addition and subtraction within 20.
Mathematical Practices	2 and 3	2 and 3	2 and 3	2 and 3
Objective/Learning Goal/SWBT	*Use strategies to add and subtract within 20, with a focus on <u>making a ten</u>. *Use tools, such as ten frames, part-part whole, and number lines to model addition and subtraction within 20. *Add and subtract within 10 with fluency.	*Explain that the equal sign means “is the same value as” or “balances”. *Compare the quantities of both sides of an equation and determine whether the equation is true or false.	*Represent 10 and ten ones *Bundle objects in groups of ten and explain that ten ones can be called a “ten”. *Represent the numbers 11 to 19 as a ten and some ones.	*Use strategies to add and subtract within 20, with a focus on <u>using different addends for the same sum</u>. *Use tools, such as ten frames, part-part whole, and number lines to model addition and subtraction within 20.
iReady Resources	Unit 2 Lesson 9	Unit 2 Lesson 10	Unit 3 Lesson 12	Unit 3 Lesson 13

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First Grade Math Curriculum Map

Mid Quarter 2-End Quarter 2				
Domains	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Operations and Algebraic Thinking*	*Numbers and Operations in Base Ten*
Cluster	Add and subtract within 20.	Represent and solve problems involving addition and subtraction.	Add and subtract within 20.	Understand place value.
Target Standards	MAFS.1.OA.3.6 : Add and subtract within 20, demonstrating fluency for addition and subtraction within 20.	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, by using objects, drawing, and equations with a symbol for the unknown number to represent the problem.	MAFS.1.OA.3.6 : Add and subtract within 20, demonstrating fluency for addition and subtraction within 20.	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. c: The numbers 10,20,30,40,50,60,70,80,90 refer to as one, two, three, four, five, six, seven, eight, or nine tens and (and 0 ones).
Mathematical Practices	2 and 3	7 and 8	1, 4 and 5	2 and 3
Objective/Learning Goal/SWBT	*Use strategies to add and subtract within 20, with a focus on <u>making a ten to add</u>. *Use tools, such as ten frames, part-part whole, and number lines to model addition and subtraction within 20.	*Add three whole numbers whose sum is less than or equal to 20. *Solve addition word problems involving three whole numbers with an unknown number in different positions. *Solve addition word problems with a symbol representing the unknown number.	*Use strategies to add and subtract within 20, with a focus on <u>making a ten to subtract</u>. *Use tools, such as ten frames, part-part whole, and number lines to model addition and subtraction within 20.	*Represent the numbers 11 to 19 as a ten and some ones. *Represent bundles of tens and some ones as the numerals 11-99, using appropriate tools.
iReady Resources	Unit 3 Lesson 14	Unit 3 Lesson 15	Unit 3 Lesson 16	Unit 4 Lesson 17

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First Grade Math Curriculum Map

Quarter 3-Mid Quarter 3				
Domains	*Numbers and Operations in Base Ten*	*Numbers and Operations in Base Ten*	*Numbers and Operations in Base Ten*	*Numbers and Operations in Base Ten*
Cluster	Extend the counting sequence.	Use place value understanding and properties of operations to add or subtract.	Use place value understanding and properties of operations to add or subtract.	Understand place value.
Target Standards	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.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.	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 drawing 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.	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. c: The numbers 10,20,30,40,50,60,70,80,90 refer to as one, two, three, four, five, six, seven, eight, or nine tens and (and 0 ones). d: Decompose two-digit numbers in multiple ways.
Mathematical Practices	2 and 7	1 and 5	1 and 5	2 and 3
Objective/Learning Goal/SWBT	*Count to 120 starting at any number less than 120. *Read and write numerals to 120. *Label a set of objects with a written numeral to 120.	*Count forward and backward by tens starting at any number within 100 on a hundreds chart. *Identify the pattern that occurs when counting by tens. *Identify 10 more or 10 less than any number within 100.	*Subtract a multiple of ten from multiples of ten. *Explain the pattern of subtracting a multiple of ten from multiples of ten to aid in efficiency and fluency.	*Represent the numbers 11 to 19 as a ten and some ones. *Represent bundles of tens and some ones as the numerals 11-99, using appropriate tools. *Use strategies to decompose numbers in multiple ways. *Identify a digit's value based on its place in a two-digit numeral.
iReady Resources	Unit 4 Lesson 18	Unit 4 Lesson 19	Unit 4 Lesson 20	Unit 5 Lesson 21

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First Grade Math Curriculum Map

Mid Quarter 3-End Quarter 3				
Domains	*Numbers and Operations in Base Ten*	*Numbers and Operations in Base Ten*	*Geometry*	*Geometry*
Cluster	Understand place value.	Use place value understanding and properties of operations to add or subtract.	Reason with shapes and their attributes.	Reason with shapes and their attributes.
Target Standards	MAFS.1.NBT.2.3 : Compare two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols <, >, and =.	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.	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 or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.
Mathematical Practices	2 and 7	1 and 5	2, 3, 4 and 7	2, 3, 4 and 7
Objective/Learning Goal/SWBT	*Compare the numbers from 11-99 by understanding the value of the tens digit and the ones digit. *Determine when a two-digit number is greater than, less than, or equal to another two-digit number. *Record using the symbols = < and > to compare two-digit numbers.	*Add a two-digit number and a multiple of 10, within 100, using appropriate tools and strategies. *Add a two-digit number to a one-digit number, within 100. *Explain and record the steps that were followed when using concrete models and drawings.	*Explain that defining attributes are features that are always true for classifying and identifying shapes. *Explain that non-defining attributes are features that may be present but are not always true for every shape. *Sort, compare and identify shapes based on their attributes. *Construct and draw a shape when given specific defining attributes.	*Review two- and three-dimensional shapes. *Combine two-dimensional shapes to create a composite shape. *Combine three-dimensional solids to create a composite solid. *Compose new shapes by adding to composite shapes and solids.
iReady Resources	Unit 5 Lesson 22	Unit 5 Lessons 23-25	Unit 6 Lesson 26	Unit 6 Lesson 27

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First Grade Math Curriculum Map

Quarter 4-Mid Quarter 4			
Domains	*Geometry*	*Measurement and Data*	*Measurement and Data*
Cluster	Reason with shapes and their attributes.	Represent and interpret data.	Measure lengths indirectly and by iterating length units.
Target Standards	MAFS.1.G.1.3 : Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	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.	MAFS.1.MD.1.1 : Order three objects by length; compare the length of the two objects indirectly by using a third object.
Mathematical Practices	3 and 6	1, 2 and 3	3, 4, 5 and 6
Objective/Learning Goal/SWBT	*Partition circles and rectangles into two and four equal parts. *Describe the parts using the words halves, fourths, and quarters. *Describe the whole as two of two parts or four of four parts. *Explain that decomposing a shape into more equal shares creates smaller shapes.	*Sort and represent up to three categories of data. *Answer questions about the total number of data points and how many data points are in each category. *Determine when a category has more or less than another category.	*Recognize when an object is longer, shorter, or taller than another object. *Order three objects by length. *Compare the length of two objects, indirectly, by using a third object.
iReady Resources	Unit 6 Lesson 28	Unit 7 Lessons 29-30	Unit 7 Lessons 31-32

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First Grade Math Curriculum Map

Mid Quarter 4-End Quarter 4			
Domains	*Measurement and Data*	*Measurement and Data*	*Measurement and Data*
Cluster	Measure lengths indirectly and by iterating length units.	Tell and write time and money.	Tell and write time and money.
Target Standards	MAFS.1.MD.1.a : Understand how to use a ruler to measure length to the nearest inch.	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.
Mathematical Practices	3, 4, 5 and 6	5 and 6	4, 5 and 6
Objective/Learning Goal/SWBT	*Understand and recognize that the ruler is a tool used to measure the attributes of length. *Discuss the importance of the zero and end point. *Explain that length measure is the span between two points. *Recognize and explain that a ruler has equal length intervals with no gaps or overlaps. *Use a ruler to measure to the nearest inch.	*Identify a digital and analog clock. *Identify the parts of an analog clock. *Tell how many minutes are in one whole hour. *Explain why 30 minutes is half an hour. *Tell and write time in hours and half-hours using analog and digital clocks. *Determine the time on an analog clock and write the time as it would appear on a digital clock. *Determine the time on a digital clock when the minutes are displayed as :00 or :30, and draw hands on an analog clock to show time.	*Identify both sides of a coin by sight. *Name the value of pennies, nickels, dimes, and quarters. *Count to find how many pennies equal $1. *Skip count to find how many dimes equal $1. *Know how many quarters equal $1. *Calculate the value of a combination of pennies and/or dimes up to $1.
iReady Resources	Unit 7 Lesson 33	Unit 7 Lesson 34	Unit 7 Lesson 35

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