



Course Title: First Grade Math		
Description: In first grade, content focuses on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none">• Understanding addition, subtraction, and strategies for addition and subtraction within 20.• Understanding whole number relationships and place value, including grouping by tens and ones.• Understanding linear measurement using non standard units• Composing and decomposing geometric shapes and defining and explaining the attributes of shapes.		
<i>Number and Quantity</i>		
Reporting Topic	Grade Level Standards	Standard Summary
Number Names	Extend the counting sequence <ul style="list-style-type: none">• 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.A.1)	Students will: <ul style="list-style-type: none">• Read, write and count numbers up to 120.
Place Value	Understand place value <ul style="list-style-type: none">• Understand that the two digits of a two-digit number represent amounts of tens and ones (1.NBT.B.2)• Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $<$, $>$, and $=$. (1.NBT.B.3) Use place value understanding and properties of operations to add and subtract <ul style="list-style-type: none">• Given a two digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used (1.NBT.C.5)	Students will: <ul style="list-style-type: none">• Correctly use the symbols $<$, $>$, and $=$ in comparing numbers.• Explain the value of numbers in the ones and tens place.• Represent numbers 40-99 using objects or drawings.• Mentally find ten more or ten less of a number.
<i>Operations and Algebra</i>		



<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Standard Summary</u>
<p>Addition and Subtraction</p>	<p>Represent and solve problems involving addition and subtraction</p> <ul style="list-style-type: none"> • 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.A.1) • 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.A.2) • Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) (1.OA.C.5) • Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating (1.OA.C.6) <p>Work with addition and subtraction equations</p> <ul style="list-style-type: none"> • Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (1.OA.D.7) • Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (1.OA.D.8) <p>Use place value understanding and properties of operations to add and subtract</p> <ul style="list-style-type: none"> • 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.C.4) • Subtract multiples of 10 in the range of 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.C.6) <p>Understand and apply properties of operations and the relationship between addition and subtraction</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Add and subtract word problems up to 20. • Add three numbers with sums up to 20. • Add and subtract multiples of ten with models or drawings. • Add a two digit and one digit number.



	<ul style="list-style-type: none"> Apply properties of operations as strategies to add and subtract (1.OA.B.3) Understand subtraction as an unknown-addend problem. (1.OA.B.4) 	
Geometry		
Reporting Topic	Grade Level Standards	Standard Summary
Shapes	Reason with shapes and their attributes <ul style="list-style-type: none"> 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 (1.G.A.1) 	Students will: <ul style="list-style-type: none"> Describe shapes using their defining attributes.
Compose and Decompose Shapes	Reason with shapes and their attributes <ul style="list-style-type: none"> 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 (1.G.A.2) 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 smaller shares. (1.G.A.3) 	Students will: <ul style="list-style-type: none"> Divide circles and rectangles into halves and fourths. Identify pieces as, whole, halves, fourths, and quarters. Use two and three dimensional shapes to create a new shape.
Measurement, Data, Statistics, and Probability		
Reporting Topics	Grade Level Standards	Standard Summary
Measurement	Measure lengths indirectly and by iterating length units <ul style="list-style-type: none"> Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.A.1) Express the length of an object as a whole number of length units, 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 (1.MD.A.2) 	Students will: <ul style="list-style-type: none"> Measure the length of an object using a smaller object. Measure a longer object with repeated shorter objects.



Represent and Interpret Data	Represent and Interpret Data <ul style="list-style-type: none">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.MD.C.4)	Students will: <ul style="list-style-type: none">Display and analyze information in a bar graph.
Time	Tell and write time <ul style="list-style-type: none">Tell and write time in hours and half-hours using analog and digital clocks. (1.MD.B.3)	Students will: <ul style="list-style-type: none">Tell and write time to the nearest half hour using analog and digital clocks.Identify days of the week.