

1st Grade Math at a Glance 2015-2016

Grading Period	Unit Name	Estimated Time Frame	Start	End	
All	Every Day Counts	175 days	8/24	6/2	
	Problem Solving	175 days	8/24	6/2	
	Number Talks	175 days	8/24	6/2	
Grading Period 1 8/24-10/16	Graphing and Setting Up Guided Math	9 days	8/24	9/3	
	Diagnostic Numeracy Assessment	5 days	9/4	9/11	
	Numeration and Addition & Subtraction 0 -10	23 days	9/14	10/16	
Grading Period 2 10/19-12/18	Numeration and Addition & Subtraction 0 -20	25 days	10/19	11/20	
	District Assessment (DA Blueprint)	5 days	11/30	12/4	
	Grading Period 3 1/5-3/11	2D Shapes	10 days	12/7	12/18
		9 days	1/5	1/15	
Grading Period 3 1/5-3/11	Numeration 0-120 and Addition & Subtraction	33 days	1/19	3/4	
	Grading Period 4 3/21-6/2	3D Shapes	5 days	3/7	3/11
			4 days	3/21	3/24
Grading Period 4 3/21-6/2	Money	9 days	3/28	4/7	
	Addition and Subtraction	10 days	4/8	4/22	
	District Assessment (DA Blueprint)	5 days	4/25	4/29	
	Addition and Subtraction	5 days	5/2	5/6	
	Length	10 days	5/9	5/20	
	Time	5 days	5/23	5/27	
	Personal Financial Literacy	3 days	5/31	6/2	

**** Note: Also see Testing Blueprint**

All Year Long	
Process Standards	<p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>(A) apply <u>mathematics</u> to problems arising in <u>everyday life</u>, society, and the workplace;</p> <p>(B) use a <u>problem-solving model</u> that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;</p> <p>(C) select <u>tools</u>, including real objects, <i>manipulatives</i>, <i>paper and pencil</i>, and <i>technology</i> as appropriate, and techniques, including <i>mental math</i>, <i>estimation</i>, and <i>number sense</i> as appropriate, <u>to solve problems</u>;</p> <p>(D) communicate mathematical ideas, reasoning, and their implications using <u>multiple representations</u>, including symbols, diagrams, graphs, and language as appropriate;</p> <p>(E) create and use <u>representations</u> to organize, record, and communicate <u>mathematical ideas</u>;</p> <p>(F) analyze mathematical <u>relationships</u> to connect and communicate <u>mathematical ideas</u>; and</p> <p>(G) display, explain, and justify <u>mathematical ideas and arguments</u> using precise mathematical language in <u>written or oral communication</u>.</p>
EDC (Daily)	<p>(1.5A) recite numbers <u>forward and backward</u> from <u>any given number</u> between 1 and 120;</p> <p><i>Measurement and Geometry</i></p> <p>(1.7E) tell <u>time to the hour and half hour</u> using <u>analog and digital</u> clocks.</p> <p><i>Math Vocabulary Development.</i></p>
Problem Solving (Daily)	<p>(1.3B) use <u>objects and pictorial models</u> to solve word problems involving <u>joining, separating, and comparing</u> sets within 20 and unknowns as any one of the terms in the problem such as <u>$2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$</u>;</p> <p>(1.3E) explain <u>strategies</u> used to solve <u>addition and subtraction problems</u> up to 20 using <u>spoken words, objects, pictorial models, and number</u></p>

	<p><u>sentences</u>; and</p> <p>(1.3F) generate and solve problem situations when <u>given a number sentence</u> involving addition or subtraction of numbers within 20.</p>
Number Talks (Daily)	<p>(1.2A) recognize <u>instantly the quantity</u> of structured arrangements;</p> <p>(1.3C) compose 10 with <u>two or more addends</u> with and without concrete objects;</p> <p>(1.3D) apply basic <u>fact strategies</u> to add and subtract within 20, including <u>making 10</u> and <u>decomposing a number leading to a 10</u>;</p>

Grading Period 1	
<p>Graphing</p> <p>Setting Up Guided Math</p>	<p>(1.8A) collect, sort, and organize data in <u>up to three categories</u> using models/representations such as <u>tally marks or T-charts</u>;</p> <p>(1.8B) use data to create <u>picture and bar-type graphs</u>; and</p> <p>(1.8C) draw conclusions and generate and answer questions using information from <u>picture and bar-type graphs</u>.</p>
Setting Up Work Stations	Review of Kinder TEKS
Diagnostic Numeracy Assessment	Students continue reviewing procedures and routines for workstations.
Numeration and Addition and Subtraction 0 -10	<p><u>Counting to 10</u> (Quantity, Numeral, and Word Forms)</p> <p>(1.5A) recite numbers <u>forward and backward</u> from <u>any given number</u> between 0 and 10;</p> <p>(1.2D) generate a number that is <u>greater than or less than</u> a given whole number up to 10;</p> <p>(1.2E) use place value to compare <u>whole numbers</u> up to 10 using <u>comparative language</u>;</p> <p>(1.2F) order whole numbers up to 10 using place value and open number lines; and</p> <p>(1.2G) represent the comparison of <u>two numbers</u> to 10 using the <u>symbols</u></p>

>, <, or =.

Facts to 10 (Concrete-Pictorial-Abstract)

(1.2A) **recognize** instantly the quantity of structured arrangements; (Example: Dominos and Ten Frames)/ Chunking

(1.2B) **use** concrete and pictorial models to compose and decompose numbers up to 10 in more than one way ~~as so many hundreds, so many tens, and so many ones~~;

(1.3C) **compose 10** with two or more addends with and without concrete objects;

(1.3D) **apply** basic fact strategies to **add** and **subtract** within 10, ~~including making 10 and~~ decomposing a number leading to a 10;

(1.5G) **apply** properties of operations to add and subtract two or three numbers.

(1.5E) **understand** that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);

(1.5F) **determine** the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and

(1.3E) **explain** strategies used to solve addition and subtraction problems up to 10 using spoken words, objects, pictorial models, and number sentences; and

Problem Solving to 10 (Direct Model, Counting Strategies, Use of Facts)

(1.3B) **use** objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 10 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$;

(1.5D) **represent** word problems involving addition and subtraction of whole numbers up to 10 using concrete and pictorial models and number sentences;

(1.3F) **generate** and **solve** problem situations when given a number sentence involving addition or subtraction of numbers within 10.

Grading Period 2

Numeration and Addition
and Subtraction 0 -20

Counting to 20 (Quantity, Numeral, and Word Forms)

(1.5A) **recite** numbers forward and backward from any given number between 0 and 20;

(1.5B) **skip count** by twos, ~~fives, and tens~~ to determine the total number of **objects** up to 20 in a set; (as a more efficient way of counting a set of objects than by one/ concept of group)

Place Value to 20 (Groups of 10, Tens and Ones, 10 plus)

(1.2A) **recognize** instantly the quantity of structured arrangements;

(1.2B) **use** concrete and pictorial models to compose and decompose numbers up to 20 in ~~more than one way~~ as so many hundreds, so many tens, and so many ones;

(1.2C) **use** objects, pictures, and expanded and standard forms to **represent** numbers up to 20;

(1.2D) **generate** a number that is greater than or less than a given whole number up to 20;

(1.2E) **use** place value to **compare** whole numbers up to 20 using comparative language;

(1.2F) **order** whole numbers up to 20 using place value and open number lines; and

(1.2G) **represent** the comparison of two numbers to 20 using the symbols $>$, $<$, or $=$.

Facts to 20 (Concrete-Pictorial-Abstract)

(1.2A) **recognize** instantly the quantity of structured arrangements; (Example: Dominos and Ten Frames)/ Chunking

(1.2B) **use** concrete and pictorial models to compose and decompose numbers up to 20 in more than one way ~~as so many hundreds, so many tens, and so many ones~~;

(1.3C) **compose 10** with two or more addends with and without concrete objects;

(1.3D) **apply** basic fact strategies to **add** and **subtract** within **20**, including

	<p>making 10 and decomposing a number leading to a 10;</p> <p>(1.5G) apply <u>properties</u> of operations to <u>add and subtract two or three numbers</u>.</p> <p>(1.5E) understand that the <u>equal sign</u> represents a relationship where expressions on each side of the equal sign represent the same value(s);</p> <p>(1.5F) determine the <u>unknown whole number</u> in an <u>addition or subtraction equation</u> when the unknown may be any one of the <u>three or four terms in the equation</u>; and</p> <p>(1.3E) explain <u>strategies</u> used to solve <u>addition and subtraction</u> problems up to 20 using <u>spoken words, objects, pictorial models, and number sentences</u>; and</p> <p><u>Problem Solving to 20</u> (Direct Model, Counting Strategies, Use of Facts)</p> <p>(1.3B) use <u>objects and pictorial models</u> to solve <u>word problems</u> involving <u>joining, separating, and comparing</u> sets within 20 and <u>unknowns as any one of the terms</u> in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$;</p> <p>(1.5D) represent <u>word problems</u> involving <u>addition and subtraction</u> of whole numbers up to 20 using <u>concrete and pictorial models and number sentences</u>;</p> <p>(1.3F) generate and solve <u>problem situations</u> when <u>given a number sentence</u> involving <u>addition or subtraction</u> of numbers within 20.</p> <p>(1.8A) collect, sort, and organize data in <u>up to three categories</u> using models/representations such as <u>tally marks or T-charts</u>;</p> <p>(1.8B) use data to create <u>picture and bar-type graphs</u>; and</p> <p>(1.8C) draw <u>conclusions</u> and generate and answer <u>questions</u> using information from <u>picture and bar-type graphs</u>.</p>
DA Assessment	
Geometry 2-Dimensional Shapes	<p>(1.6A) classify and sort <u>regular and irregular two-dimensional</u> shapes based on attributes using informal <u>geometric language</u>;</p> <p>(1.6B) distinguish between <u>attributes</u> that <u>define</u> a two-dimensional or three-dimensional figure and <u>attributes</u> that <u>do not define</u> the shape;</p> <p>(1.6C) create two-dimensional figures, including <u>circles, triangles,</u></p>

	<p><u>rectangles, and squares, as special rectangles, rhombuses, and hexagons;</u></p> <p>(1.6D) identify two-dimensional shapes, including <u>circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons</u> and describe their attributes using formal <u>geometric language</u>;</p> <p>(1.6F) compose two-dimensional shapes by <u>joining two, three, or four figures to produce a target shape in more than one way</u> if possible;</p>
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Grading Period 3	
Geometry 2-Dimensional Shapes	<p>(1.6F) compose two-dimensional shapes by <u>joining two, three, or four figures to produce a target shape in more than one way</u> if possible;</p> <p>Fractions:</p> <p>(1.6G) partition two-dimensional figures into two and four <u>fair shares or equal parts</u> and describe the <u>parts using words</u>; and</p> <p>(1.6H) identify examples and non-examples of <u>halves and fourths</u>.</p>
Numeration 0-120 and Addition and Subtraction of multiples of 10 and 1's	<p><u>Counting to 120</u> (Quantity, Numeral, and Word Forms)</p> <p>(1.5A) recite numbers <u>forward and backward</u> from <u>any given number</u> between 0 and 120;</p> <p>(1.5B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set; (as a more efficient way of counting a set of objects than by one/ concept of group)</p> <p>(1.5C) use <u>relationships</u> to determine the <u>number that is 10 more and 10 less</u> than a <u>given number</u> up to 120;</p> <p><u>Place Value to 120</u> (Groups of 10, Tens and Ones, 10 plus)</p> <p>(1.2A) recognize <u>instantly the quantity of structured arrangements</u>;</p> <p>(1.2B) use <u>concrete and pictorial models</u> to <u>compose and decompose</u> numbers up to 120 in <u>more than one way as so many hundreds, so many tens, and so many ones</u>;</p> <p>(1.2C) use <u>objects, pictures, and expanded and standard forms</u> to represent numbers up to 120;</p> <p>(1.3A) use <u>concrete and pictorial models</u> to determine the <u>sum of a</u></p>

	<p><u>multiple of 10 and a one-digit number</u> in problems up to 99;</p> <p>(1.5C) use <u>relationships</u> to determine the <u>number that is 10 more and 10 less than a given number</u> up to 120;</p> <p>(1.2D) generate a number that is <u>greater than or less than</u> a given whole number up to 120;</p> <p>(1.2E) use place value to compare <u>whole numbers</u> up to 120 using <u>comparative language</u>;</p> <p>(1.2F) order whole numbers up to 120 using place value and open number lines; and</p> <p>(1.2G) represent the comparison of <u>two numbers</u> to 100 using the <u>symbols >, <, or =</u>.</p> <p><u>Facts to 20</u> (Concrete-Pictorial-Abstract)</p> <p>(1.2A) recognize <u>instantly the quantity of structured arrangements</u>; (Example: Dominos and Ten Frames)/ Chunking</p> <p>(1.2B) use <u>concrete and pictorial models</u> to <u>compose and decompose</u> numbers up to 20 in more than one way <u>as so many hundreds, so many tens, and so many ones</u>;</p> <p>(1.3C) compose 10 with <u>two or more addends with and without concrete objects</u>;</p> <p>(1.3D) apply basic <u>fact strategies</u> to add and subtract within 20, including making 10 and decomposing a number leading to a 10;</p> <p>(1.5G) apply <u>properties</u> of operations to <u>add and subtract two or three numbers</u>.</p> <p>(1.5E) understand that the <u>equal sign</u> represents a relationship where expressions on each side of the equal sign represent the same value(s);</p> <p>(1.5F) determine the <u>unknown whole number</u> in an <u>addition or subtraction equation</u> when the unknown may be any one of the <u>three or four terms in the equation</u>; and</p> <p>(1.3E) explain <u>strategies</u> used to solve <u>addition and subtraction</u> problems up to 20 using <u>spoken words, objects, pictorial models, and number sentences</u>; and</p>
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	<p><u>Problem Solving to 20</u> (Direct Model, Counting Strategies, Use of Facts)</p> <p>(1.3B) use <u>objects and pictorial models</u> to solve <u>word problems</u> involving <u>joining, separating, and comparing</u> sets within 20 and <u>unknowns as any one of the terms</u> in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$;</p> <p>(1.5D) represent <u>word problems</u> involving <u>addition and subtraction</u> of whole numbers up to 20 using <u>concrete and pictorial models and number sentences</u>;</p> <p>(1.3F) generate and solve <u>problem situations</u> when <u>given a number sentence</u> involving <u>addition or subtraction</u> of numbers within 20.</p> <p>(1.8A) collect, sort, and organize data in <u>up to three categories</u> using models/representations such as <u>tally marks or T-charts</u>;</p> <p>(1.8B) use data to create <u>picture and bar-type graphs</u>; and</p> <p>(1.8C) draw <u>conclusions</u> and generate and answer <u>questions</u> using information from <u>picture and bar-type graphs</u>.</p>
<p>Geometry 3-Dimensional Figures (4 days in Grading Period 4)</p>	<p>(1.6B) distinguish between <u>attributes</u> that <u>define a two-dimensional</u> or three-dimensional figure and <u>attributes</u> that <u>do not define</u> the shape;</p> <p>(1.6E) identify three-dimensional solids, including <u>spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms</u>, and describe their attributes using formal <u>geometric language</u>;</p>
<p>Grading Period 4</p>	
<p>Money</p>	<p>(1.4A) identify U.S. coins, including <u>pennies, nickels, dimes, and quarters</u>, by <u>value</u> and describe the <u>relationships among them</u>;</p> <p>(1.4B) write a number with the <u>cent symbol</u> to describe the value of a coin; and</p> <p>(1.4C) use <u>relationships</u> to <u>count by twos, fives, and tens</u> to determine the value of a <u>collection of pennies, nickels, and/or dimes</u>.</p> <p>(1.9A) define money earned as <u>income</u>;</p> <p>(1.9B) identify <u>income</u> as a means of <u>obtaining goods and services</u>, oftentimes making <u>choices</u> between <u>wants and needs</u>;</p>

	(1.9C) distinguish between <u>spending and saving</u>
Addition and Subtraction	<p><u>Facts to 20</u> (Concrete-Pictorial-Abstract)</p> <p>(1.2A) recognize <u>instantly the quantity of structured arrangements</u>; (Example: Dominos and Ten Frames)/ Chunking</p> <p>(1.2B) use <u>concrete and pictorial models to compose and decompose</u> numbers up to 20 in more than one way as so many hundreds, so many tens, and so many ones;</p> <p>(1.3C) compose 10 with <u>two or more addends with and without concrete objects</u>;</p> <p>(1.3D) apply basic <u>fact strategies</u> to add and subtract within 20, including making 10 and decomposing a number leading to a 10;</p> <p>(1.5G) apply <u>properties</u> of operations to <u>add and subtract two or three numbers</u>.</p> <p>(1.5E) understand that the <u>equal sign</u> represents a relationship where expressions on each side of the equal sign represent the same value(s);</p> <p>(1.5F) determine the <u>unknown whole number</u> in an <u>addition or subtraction equation</u> when the unknown may be any one of the <u>three or four terms in the equation</u>; and</p> <p>(1.3E) explain <u>strategies</u> used to solve <u>addition and subtraction</u> problems up to 20 using <u>spoken words, objects, pictorial models, and number sentences</u>; and</p> <p><u>Problem Solving to 20</u> (Direct Model, Counting Strategies, Use of Facts)</p> <p>(1.3B) use <u>objects and pictorial models to solve word problems</u> involving <u>joining, separating, and comparing</u> sets within 20 and <u>unknowns as any one of the terms</u> in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$;</p> <p>(1.5D) represent <u>word problems</u> involving <u>addition and subtraction</u> of whole numbers up to 20 using <u>concrete and pictorial models and number sentences</u>;</p> <p>(1.3F) generate and solve <u>problem situations</u> when <u>given a number sentence</u> involving <u>addition or subtraction</u> of numbers within 20.</p> <p>(1.8A) collect, sort, and organize data in <u>up to three categories</u> using</p>

	<p>models/representations such as <u>tally marks or T-charts</u>;</p> <p>(1.8B) use data to create <u>picture and bar-type graphs</u>; and</p> <p>(1.8C) draw <u>conclusions</u> and generate and answer <u>questions</u> using information from <u>picture and bar-type graphs</u>.</p>
Measurement – Length	<p>(1.7A) use measuring <u>tools to measure</u> the <u>length</u> of objects to reinforce the continuous nature of linear measurement;</p> <p>(1.7B) illustrate that the <u>length</u> of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;</p> <p>(1.7C) measure the <u>same object/distance</u> with units of <u>two different lengths</u> and describe <u>how and why</u> the measurements <u>differ</u>;</p> <p>(1.7D) describe a <u>length</u> to the <u>nearest whole</u> unit using a number and a unit; and</p>
Measurement – Time	<p>(1.7E) tell <u>time to the hour and half hour</u> using <u>analog and digital</u> clocks.</p>
Personal Financial Literacy	<p>(1.9A) define money earned as <u>income</u>;</p> <p>(1.9B) identify <u>income</u> as a means of <u>obtaining goods and services</u>, oftentimes making <u>choices</u> between <u>wants and needs</u>;</p> <p>(1.9C) distinguish between <u>spending and saving</u>; and</p> <p>(1.9D) consider <u>charitable giving</u>.</p>