Jefferson County Schools

First Grade Math Curriculum

First Grade Pacing Guide
Tennessee State Standards

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Domain	Cluster	Topic 14 Content Standards Estimated _____ Days **First Nine Weeks August 5, 2016 – October 7, 2016**	Vocabulary	Focus
1.G Geometry	**1.G.A Reason with shapes and their attributes**	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. 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, and compose new shapes from the composite shape.	2-D Shapes Sides Vertices Edges Faces Flat surface Rectangular prism 3-D Shapes	• Define 2-D shapes by their attributes • Build and draw 2-D shapes by attributes • Combine 2-D shapes to make another shape • Define 3-D shapes by their number of edges, vertices, and faces or flat surfaces • Combine 3-D shapes to make another shape • Find differences among shapes
Notes:				

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Domain	Cluster	Topic 15 Content Standards Estimated _____ Days	Vocabulary	Focus
1.G Geometry	1.G.A Reason with shapes and their attributes	**3.** Partition circles and rectangles into two and four equal shares, describe he 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.	Equal shares Halves Fourths Quarters	• Determine whether shapes are divided into equal shares • Make halves and fourths of rectangles and circles • Understand halves and fourths • Make a drawing or diagram to show equal shares

Notes:

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Domain	Cluster	Topic 1 Content Standards Estimated _____ Days	Vocabulary	Focus
1.OA Operations and Algebraic Thinking	1.OA.A Represent and solve problems involving addition and subtraction 1. OA. D Work with Addition and Subtraction Equations	**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. **8.** Determine the unknown whole number in an addition or subtraction equation relating 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 = $.	**Add** **Sum** **Plus** **Equals** **Equation**	Solve addition and subtraction problems: • Add to; • Put together; • Both Addends unknown • Take from • Compare Situations • Put together/take apart • Construct arguments

Notes:

Benchmark Testing First Nine Weeks

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Domain	Cluster	Topic 2 Content Standards Estimated _____ Days Second Nine Weeks October 8, 2016 – December 1, 2016	Vocabulary	Focus
1.OA Operations and Algebraic Thinking	1.OA.C Add and subtract within 20 / 1. OA.B Understand and apply properties of operations and the relationship between addition and subtraction.	**3.** Apply properties of operations as strategies to add and subtract. **4.** Understand subtraction as an unknown-addend problem. **5.** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **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. **8.** Determine the unknown whole number in an addition or subtraction equation relating 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 = .	Parts Whole	• Count on to add • Doubles • Near doubles • Facts with 5 on a ten-frame • Add in any order • Count back to subtract • Think addition to subtract • Solve word problems with facts to 10 Look for and use structure
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Domain	Cluster	Topic 3 Content Standards Estimated _____ Days	Vocabulary	Focus
1.OA Operations and Algebraic Thinking	1. OA. A Represent and solve problems involving addition and subtraction. 1.OA.C Add and subtract within 20	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. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 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.	None	• Count on to add • Count on toad using an open number line • Doubles plus 1 and plus 2 • Make 10 to add • Explain addition strategies • Solve addition word problems with facts to 20 • Critique reasoning

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2016-2017

Domain	Cluster	Topic 4 Content Standards Estimated _____ Days	Vocabulary	Focus
1.OA Operations and Algebraic Thinking	1. OA. A Represent and solve problems involving addition and subtraction 1. OA. B Understand and apply properties of addition and subtraction. 1.OA.C Add and subtract within 20	**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. **4.** Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. **5.** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **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.	Difference Subtract Minus	• Count to subtract • Make 10 to subtract • Fact Families • Use addition to subtract • Explain subtraction strategies • Solve word problems with facts to 20 • Reasoning

Notes:

Domain	Cluster	Topic 5 Content Standards Estimated _____ Days	Vocabulary	Focus
1.OA Operations and Algebraic Thinking	1. OA. A Represent and solve problems involving addition and subtraction 1.OA. B Understand and apply properties of addition and subtraction. 1. OA. D Work with addition and subtraction equations	**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. **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. **3.** Apply properties of operations as strategies to add and subtract. **7.** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. **8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	More	• Find the unknown numbers • True or false equations • Make true equations • Word problems with three addends • Add three numbers • Solve addition and subtraction word problems • Precision

Notes:

Benchmark Testing Second Nine Weeks

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Domain	Cluster	Topic 6 Content Standards Estimated _____ Days Third Nine Weeks January 5, 2017 – March 15, 2017	Vocabulary	Focus
1.OA Operations and Algebraic Thinking 1.MD Measurement and Data	1. OA. A Represent and solve problems involving addition and subtraction 1.MD.C Represent and interpret data	**OA.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. **OA.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. **MD. 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.	Tally marks Data Tally chart Picture Graph	• Organize data into three categories • Collect and organize information using a picture graph • Interpret organized data • Use a picture graph to interpret data • Use perseverance to solve problems about sets of data

Notes:

Domain	Cluster	Topic 7 Content Standards Estimated _____ Days	Vocabulary	Focus
1.NBT Number and Operations in Base Ten	1. NBT.A Extend the counting sequence. 1.NBT.B Understand place value	**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. **2.** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: 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).	Hundred chart Tens digit Row Ones digit Column	• Count by 10's to 120 • Count by 1's to 120 • Count on a number chart to 120 • Find number patterns on a number chart • Count to 120 using an open number line • Write numerals to show how many objects are in a group

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Domain	Cluster	Topic 8 Content Standards Estimated _____ Days	Vocabulary	Focus
1.NBT Number and Operations in Base Ten	1.NBT.B Understand place value	**2.** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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).	Ten Ones	• Read and write numbers 11-19 • Show groups of 10 with connecting cubes • Group tens to solve problems • Use tens and ones to make a 2-digit number • Use drawings to solve problems • Use tens and ones to make numbers in different ways

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Domain	Cluster	Topic 9 Content Standards Estimated _____ Days	Vocabulary	Focus
1.NBT Number and Operations in Base Ten	1.NBT.B Understand place value 1.NBT.C Use place value understanding and properties of operations to add and subtract	3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Less Compare Greater than > Less than <	• Find 1 more, 1 less, 10 more, 10 less • Compare numbers using place value blocks • Compare numbers with symbols (>, >, =) • Compare numbers on a number line • Make sense of a problem

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Domain	Cluster	Topic 10 Content Standards Estimated _____ Days	Vocabulary	Focus
1.NBT Number and Operations in Base Ten	1.NBT.C Use place value understanding and properties of operations to add and subtract	4. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	None	Add tens and ones: • Using models • Mentally • Using a hundreds chart • Using an open number line Addition Strategies • Make a ten • Use place value • Draw a picture • Write an equation

Notes:

Benchmark Testing Third Nine Weeks

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Domain	Cluster	Topic 11 Content Standards Estimated _____ Days Fourth Nine Weeks March 16, 2017 – May 25, 2017	Vocabulary	Focus
1.NBT Number and Operations in Base Ten	1.NBT.C Use place value understanding and properties of operations to add and subtract	5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 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.	None	Subtract tens: • Using models • Using a hundreds chart • Using an open number line • Using addition • Using mental math

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Domain	Cluster	Topic 12 Content Standards Estimated _____ Days	Vocabulary	Focus
1.MD Measurement and Data	1.MD.A Measure lengths indirectly and by iterating length units	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 2. 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Length Longer Longest Shorter Shortest Measure Length unit	• Order objects by length • Indirect measurement • Use objects to measure length • Use cubes and other units to compare lengths and heights of objects • Use appropriate tools for measurement

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Domain	Cluster	Topic 13 Content Standards Estimated _____ Days	Vocabulary	Focus
1.MD Measurement and Data	1. MD.B Tell and write time.	**3.** Tell and write time in hours and half-hours using analog and digital clocks.	Hour Hour hand Minute Minute hand O'clock Half hour	• Tell time to the hour using analog and digital clocks • Tell time to the half hour using analog and digital clocks • Use reasoning to tell and write time

Notes: