Elementary Math; Grade 1   2016 – 2017

	Week	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 10 – Oct 14	1	First week of school, classes will work on the Standards of Mathematical Practice along with the rituals and routines of what learning will look like/feel like/sound like this year	• Florida Students- website for tutorials and resources
	2	Word problems within 10 focus only on ADD TO result unknown & TAKE FROM result unknown; PUT TOGETHER/TAKE APART total unknown	• Adding and Subtracting- framing video; Go Math lessons- 1.1-1.4
	3	Add and subtract within 10	• Visual and hands-on practice for adding and subtracting; Go Math 3.2
	4	Strategies: counting on/back using a number line including adding zero, make a model, and draw a picture (part/part/whole)	• Go Math 3.6
	5	Determine the unknown whole in add/subt equation of 3 numbers.	• Go Math chapter 3
	6	Count to 120 from any number less than 120 [write/represent to 50 this quarter]	• Go Math lessons 6.1-6.2, 6.9-6.10
	7	Two digits represent amounts of tens and ones, and numbers 10-90 are one to nine tens and 0 ones; compare two digit numbers	• Comparing Numbers with understanding;
	8	Order three objects by length/compare two objects indirectly using a third object; id and combine values of money- recognize pennies, nickels, dimes up to one dollar; organize, represent, and interpret data w/ up to three categories [Two categories this quarter]	• Data Basics;
	9	Distinguish defining attributes vs. non-defining attributes	
	Week		**Possible Resources**
Quarter 2 Oct 18– Dec 21	1	Word problems w/in 10-same focus as first quarter; apply properties of operations as strategies to +/-: focus on commutative property	• Go Math lessons- 3.1, 3.11
	2	relate counting to +/- within 20; +/- within 20 using with these strategies: count on/back mentally, related facts, commutative prop, and part/part/whole	• Add and Subtract as Counting; Go Math lesson 3.2
	3	Intro the meaning of the = siqn and determine if +/- problems are true/false; determine the unknown whole number in +/- equations relating 3 whole numbers.	• What does the equal sign mean; Solve for unknowns; Find the Missing Number; Go Math – chapter 1 and 3
	4	Count to 120 and note the two digits in a two digit number represent amounts of tens and ones	• What makes up tens and ones
	5	10 more/10 less using a hundreds chart	• Go Math lessons- 8.4-8.9

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		Major Concepts / Topics	Possible Resources
	6	Understand how to use a ruler- recognize that it is a tool to measure the attribute of length and understand the importance of the zero point and end point and that the length measure is the span btw two points; Id values in cents up to one dollar and compute value of coin combos	• Easy way to id coins and their value; • How do you measure an object in inches using a ruler?
	7	Organize, represent, and interpret data from three categories this quarter	
	8	Distinguish between defining attributes versus non-defining attributes and build/draw shapes that possess defining attributes- intro compose 2-D shapes or 3-D shapes to create a composite shape.	• Defining Attributes; Composing 3 D Shapes
	9	Continue distinguishing between defining and non-defining attributes	
	Week	**Major Concepts / Topics**	**Possible Resources**
Quarter 3 Jan 5 – Mar 10	1	Word problems within 20- all problem types from Qtr 2 and put together/take apart; addend unknown; solve wd problems that call for addition of three whole numbers whose sum is less than or equal to 20….with a symbol for the unknown number to represent the problem	• Word problems with addition of three numbers whose sum is less than or equal to 20
	2	Apply properties of operations as strategies to +/- with focus on associative property; understand subtraction as an unknown-addend problem	
	3	+/- within 20 using strategies including doubles, doubles plus one, make a ten, part/part/whole, and associative strategies	• Making a Ten
	4	Understanding the meaning of the = sign; determine the unknown whole number in an +/- equation [focus on unknown addend or subtrahend (not start unknown this quarter)].	
	5	Write/represent numbers to 120; intro decomposing two-digit numbers in multiple ways; comparing numbers with symbols, add within 100- two digit plus one digit; decompose in multiple ways	
	6	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count and explain the reasoning used.	• Strategies for counting by 10; More counting by tens- visual
	7	Recognize that the units on a ruler have equal length intervals and fit together with no gaps…; money- count combinations of pennies, nickels, and dimes; organize, represent, and interpret data	• Read-a-Ruler
	8	Compose two-dimensional shapes or three-dimensional shapes to create a composite shape- intro only- partition circles/rectangles into 2 and 4 equal shares…….	• Partition into quarters; Partition into halves
	9	Continue week 8. This is pivotal for spatial understanding	

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	Week	Major Concepts / Topics	Possible Resources
Quarter 4 Mar 21 – May 24	1	Word problems- all types from qtr 3 and add to- start unknown as well as take from-start unknown; commutative and associative properties application	
	2	Review and assess all strategies from the year; practice application of the commutative and associative properties	
	3	Determine the unknown whole number in an addition/subtraction equation relating three whole numbers.	
	4	Decompose two-digit numbers in multiple ways (64 can be decomposed into 6 tens and 4 one or into 5 tens and 14 ones, etc.)	• [Decompose a two digit number](#)
	5	+/- within 100- focus on a two digit number plus/minus a multiple of 10	
	6	Count combinations of all coins; value of coins that make a dollar; tell and write time in hours and half-hours with analog and digital clocks	• [Half-hour](#); [Telling time to the hour](#); • [Easy way to id coins and their value](#)
	7	Describe the whole as two of, or four of the shares and understand for these examples that decomposing into more equal shares creates smaller shares	
	8	Continue to pull groups based upon data driven needs	
	9	Continue to pull groups based upon data driven needs	

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