

# Simpson Elementary 1st Grade Math Curriculum Map

Timeline	Topic	Priority	Standard	Learning Targets
Unit 1			<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>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).</p>	<p>I can represent the numbers 20, 30, 40, 50, 60, 70, 80, and 90 as composed of tens.</p> <p>I can identify the value of each digit represented in the two-digit number.</p> <p>I can represent numbers 11-19 as composed of tens and ones.</p>
			<p>1.NBT. 3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<p>I can use the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> to compare numbers.</p>
			<p>1.NBT.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.</p>	<p>I can count to 20 starting at any given number.</p> <p>I can read and write numerals up to 20.</p>
			<p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p>I can add and subtract using different strategies- counting on, counting back. I can fluently add 0 and 1 within 10 (Students should complete 20 problems in 2 minutes with 100% accuracy using the counting on strategy.)</p>

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<b>Unit 2</b>		<p>1.OA.1 Use addition 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.(refer to chart on p. 88)</p>	<p>I can solve word problems when the sums are less than 10.</p> <p>I can solve word problems when the differences are less than 10.</p> <p>(Types of word problems- Result Unknown (Add to &amp; Take from) &amp; Total Unknown (Put Together/Take Apart))</p>
		<p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p>	<p>I can decide if an equation is true or false.</p>
		<p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>I can relate counting to addition and subtraction. (skip count by 2's, 5's, &amp; 10's)</p>
		<p>1.NBT.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.</p>	<p>I can count to 20 starting at any given number.</p> <p>I can read and write numerals up to 20.</p>
		<p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p>Teach addition/subtraction strategies- counting on/counting back, making 10 &amp; decomposing numbers less than 10.</p> <p>Fluently add 2 and 3 within 10 (Students will complete 20 problems in 2 minutes with 100% accuracy using counting on and doubles.</p>

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<b>Unit 3</b>		1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	I can use counting to add and subtract.
		1.OA.3 Apply properties of operations as strategies to add and subtract.	I can solve subtraction problems by using an addition problem. (associative property) I can use the commutative property to solve addition problems.
		1.NBT.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.	I can count to 30 starting at any given number. I can read and write numerals up to 30.
		1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count	I can find 10 more or 10 less than a number using a hundreds chart. I can explain how I found my answer.
		1.OA.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 (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	Teach addition/subtraction strategies-decomposing a number up to 10, doubles, & using the relationship between addition and subtraction. Fluently add 4 and 5. (Students should be able to complete 20 problems in 2 minutes with 100% accuracy.)
		1.OA.1 Use addition 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.(refer to chart on p. 88)	I can solve difference unknown problems.

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Unit 4		1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	I can tell time to the hour using an analog and digital clock. I can tell time to the half hour using an analog and digital clock.
		1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	I can order three objects by length. I can compare the length of two objects by using a third object.
		1.MD.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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	I can measure an object by using nonstandard units.
		1.NBT.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.	I can count to 40 starting at any given number. I can read and write numerals up to 40.
		1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	I can find 10 more or 10 less than a number using a hundreds chart. I can explain how I found my answer.

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		<p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p>Continue taught strategies. Fluently subtract 0 and 1. (Students will complete 20 problems in 2 minutes with 100% accuracy.)</p>
		<p>1.OA.1 Use addition 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.(refer to chart on p. 88)</p>	<p>I can solve result unknown, total unknown, and difference unknown word problems.</p>
<b>Unit 5</b>		<p>1.OA.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 <math>8 + ? = 11</math>, <math>5 = \square - 3</math>, <math>6 + 6 = \square</math>.</p>	<p>I can determine the missing value in an addition equation. I can determine the unknown number in a subtraction equation. I can solve word problems when there is a missing addend.</p>
		<p>1.OA.3 Apply properties of operations as strategies to add and subtract. .</p>	<p>I can choose an appropriate strategy for solving an addition or subtraction problem.</p>

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		1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i>	<b>I can determine the missing value in a subtraction equation.</b>
		1.NBT.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.	I can subtract multiples of ten from multiples of ten up to 90 in different ways.
		1.NBT.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.	I can count to 60 starting at any given number. I can read and write numerals up to 60.
		1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	I can find 10 more or 10 less than a number using base ten blocks. I can explain how I found my answer.
		1.OA.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 (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	Continue previously taught addition/subtraction strategies. Fluently subtract 2 and 3. (Students should complete 20 problems in 2 minutes with 100% accuracy.)

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Unit 6		<p>1.OA.1 Use addition 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.(refer to chart on p. 88)</p>	<p>I can solve word problems in addition sentences when there is a missing number. I can solve word problems in subtraction sentences when there is a missing number. I can solve change unknown, start unknown, and addend unknown problems.</p>
		<p>1.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.</p>	<p>I can organize data with up to three categories. I can represent data with up to three categories. I can ask and answer questions about a chart or bar graph.</p>
		<p>1.NBT.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.</p>	<p>I can count to 100 starting at any given number. I can read and write numerals up to 100.</p>
		<p>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>I can find 10 more or 10 less than a number using base ten blocks. I can explain how I found my answer.</p>

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		1.NBT.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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	I can solve adding equations including two digit numbers, one digit numbers, and multiples of 10 using different strategies.
		1.OA.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 (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	Continue addition/subtraction strategies. Fluently subtract 4 and 5. (Students should complete 20 problems in 2 minutes with 100% accuracy.)
<b>Unit 7</b>		1.G.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.	I can draw shapes when given attributes. I can compare shapes by telling how they are the same and different. I can tell if an attribute is a defining one. I can build shapes when given attributes.

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		<p>1.G.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.</p>	<p>I can create new two-dimensional or three-dimensional shapes using other shapes.</p> <p>I can use the composite shape to create a new shape.</p>
		<p>1.G.3 Partition circles and rectangles into two and four equal shares, describe the 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.</p>	<p>I can identify if shares are equal or not equal.</p> <p>I can identify two and four equal shares.</p> <p>I can describe equal shares using correct vocabulary.</p> <p>I can describe the whole as two of two equal shares.</p> <p>I can describe the whole as four of four equal shares.</p> <p>I can partition a circle or rectangle into two or four equal shares.</p> <p>I can explain that when there are more equal shares the shares get smaller.</p>
		<p>1.NBT.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.</p>	<p>I can count to 120 starting at any given number.</p> <p>I can read and write numerals up to 120.</p>
		<p>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>I can find 10 more or 10 less than a number mentally.</p> <p>I can explain how I found my answer.</p>

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		1.OA.1 Use addition 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.(refer to chart on p. 88)	I can solve result unknown, change unknown, start unknown, total unknown, addend unknown, both addends unknown, and difference unknown types of word problems.
		1.OA.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 (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	Continue addition/subtraction strategies. Fluency addition and subtraction-mixed problems. (Students complete 20 problems in 2 minutes with 100% accuracy.)
<b>Unit 8</b>		1.OA.1 Use addition 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.(refer to chart on p. 88)	I can solve word problems using addition when the sums are less than 20. I can solve word problems using subtraction when the differences are less than 20. I can solve all types of word problems.
		1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	I can explain how to count back to find the difference to a subtraction problem.
		1.OA.3 Apply properties of operations as strategies to add and subtract.	I can use the associative property to solve addition and subtraction problems.

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		<p>1.OA.2 Solve word problems that call for addition of 3 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.</p>	<p>I can solve word problems for adding three numbers whose sum is less than 20.</p>
		<p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p>Continue addition/subtraction strategies. Fluency addition and subtraction-mixed problems. (Students complete 20 problems in 2 minutes with 100% accuracy.)</p>