

# 1<sup>st</sup> Grade- Math 4 Quarter Plans

## Quarter 1- August, September, Mid-October

**Focus Areas:** Addition and subtraction and number sense

<b>1.OA.1</b>	I can use addition and subtraction within 20 to solve word problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.	<b>Resources Used:</b> <ul style="list-style-type: none"><li>-iPads</li><li>-Chromebooks</li><li>-Base-10 block manipulatives</li><li>-Number lines</li><li>-Whiteboards</li><li>-SMARTBoard</li><li>-100s chart</li><li>-MyMath online curriculum</li><li>-MyMath student workbooks</li></ul>
<b>1.OA.2</b>	I can solve addition word problems with three numbers whose sum is less than or equal to 20.	
<b>1.OA.3</b>	I can apply properties of operations as strategies to add and subtract. Ex: $8+3=11$ , $3+8=11$	
<b>1.OA.4</b>	I can understand subtraction as an unknown addend problem. Ex: $10-8$ ...what added to 8 makes 10	
<b>1.OA.5</b>	I can relate counting to addition and subtraction Ex: counting on	
<b>1.OA.6</b>	I can add and subtraction with 20, demonstrating fluency within 10	
<b>1.NBT.1</b>	I can read, write, and count to 120. (introduce only)	<b>Summary:</b> After the 1 <sup>st</sup> quarter, 1 <sup>st</sup> graders will be able to add and subtract within 20 and apply their knowledge to word problems. Students will have learned a variety of addition and subtraction strategies and are fluent with their facts within 10.
<b>1.MD.3</b>	I can tell and write time in hours and half-hours using analog and digital clocks. (introduce only)	

# 1st Grade- Math 4 Quarter Plans

## Quarter 2- Mid-October, November, December

Focus Areas: Addition and subtraction, read, write, and counting to 120, understanding 2 digit numbers

<b>1.OA.7</b>	I can understand the meaning of the equal sign and determine if +, - equations are true or false.	<b>Resources Used:</b> <ul style="list-style-type: none"><li>-iPads</li><li>-Chromebooks</li><li>-Base-10 block manipulatives</li><li>-Number lines</li><li>-100s chart</li><li>-MyMath online curriculum</li><li>-MyMath student workbooks</li><li>-Whiteboards</li><li>-SMARTBoard</li><li>-Clock manipulatives</li><li>-Telling time games/centers</li></ul>
<b>1.OA.8</b>	I can determine the unknown whole number in +, - equations relating three whole numbers Ex: $8+?=11$	
<b>1.NBT.1</b>	I can read, write, and count to 120.	
<b>1.NBT.2</b>	I can understand that the 2 digits of a 2-digit number represent amounts of tens and ones.	
<b>1.NBT.3</b>	I can compare two 2-digit numbers based on meanings of the tens and ones digits, making comparison with $<$ , $>$ , and $=$ .	
		<b>Summary:</b> <p>Students will be expected to utilize the standards mastered from Q1 also in Q2 in order to be successful. Students will be able to add numbers to 20 fluently. They will be able to subtract using a number line. Students will also be able to compare numbers and will have a basic understanding of place value.</p>

# 1st Grade- Math 4 Quarter Plans

## Quarter 3- January, February, Mid-March

**Focus Areas:** Addition with 1 and 2 digit numbers, subtraction, data, measurement, and telling time to the hour and half-hour

<b>1.NBT.4</b>	I can add within 100, including addition a 2-digit number and a 1-digit number and adding a 2-digit number and a multiple of 10.	<b>Resources Used:</b> <ul style="list-style-type: none"><li>-iPads</li><li>-Chromebooks</li><li>-Base-10 block manipulatives</li><li>-Number lines</li><li>-100s chart</li><li>-MyMath online curriculum</li><li>-MyMath student workbooks</li><li>-Whiteboards</li><li>-SMARTBoard</li><li>-Clock manipulatives</li><li>-Telling time games/centers</li></ul>
<b>1.NBT.5</b>	I can mentally find 10 more or 10 less than a 2-digit number without having to count and explain the reasoning used.	<b>Summary:</b> In Q3, students will build upon their knowledge they learned in Q1 and Q2 in order to begin solving word problems. Students will also begin to measure in inches and centimeters. Students will also understand the difference between the two units of measurements. Students will
<b>1.NBT.6</b>	I can subtract multiples of 10 in the range of 10-90 from multiplies of 10 in the range of 10-90 (positive or 0 differences).	
<b>1.MD.1</b>	I can order 3 objects by length and compare the lengths of 2 objects indirectly by using a third object.	
<b>1.MD.2</b>	I can express the length of an object as a whole number of length units by laying multiple copies of a short object end to end, understanding that the length measurements of an object is the number of same-size length units that span it without gapes or overlaps.	
<b>1.MD.3</b>	I can tell and write time in hours and half-hours using analog and digital clocks.	

<b>1.MD.4</b>	I can organize, represent, and interpret data with up to 3 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.	continue to practice basic math fact fluency.
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<b>1st Grade- Math 4 Quarter Plans</b>		
<b>Quarter 4- Mid-March, April, May</b>		
<b>Focus Areas: 2D and 3D shapes, <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> fractions</b>		
<b>1.G.1</b>	I can distinguish between defining attributes versus non-defining attributes and build and draw shapes to possess defining attributes.	<b>Resources Used:</b> -iPads -Chromebooks -Number lines -Whiteboards -SMARTBoard -MyMath online curriculum -MyMath student workbooks -Shape manipulatives -Tangrams -Fraction bars -Shape centers -Fraction games/centers
<b>1.G.2</b>	I can compose 2-dimensional shapes or 3-dimensional shapes to create a composite shape and compose new shapes from the composite shape.	<b>Summary:</b> In Q4, students will build upon their knowledge they learned in Q1, Q2, and Q3. In Q4, students will learn the differences
<b>1.G.3</b>	I can partition circles and rectangles into 2 and 4 equal shares, describe the shares using the words halves, fourths, and quarters, use the	In Q4, students will learn the differences

phrases half of, fourth of, and quarter of, describe the whole as two of or four of the shares, and understand that decomposing into more equal shares creates smaller shares.

between 2D and 3D shapes. They will be exposed to adding two digit numbers to two digit numbers with regrouping.

**Note: Plans are subject to change due to what the teacher deems as appropriate pacing for the group of students being taught in that current year. Resources are also subject to change due to availability.**

**\*OA=Operations and Algebraic Thinking**

**\*NBT= Number and Operations in Base-10**

**\*MD= Measurement and Data**

**\*G= Geometry**