

First Grade Second Quarter Mathematics

October 7-December 20

Big Ideas/Key Concepts:

Understanding place value leads to the development of number sense and efficient strategies for computing with numbers.

Mathematical operations are used in solving problems in which a new value is produced from one or more values.

Algebraic thinking involves choosing, combining, and applying effective strategies for answering quantitative questions.

Measurement processes are used in everyday life to describe and quantify the world.

Data displays describe and represent data in alternative ways.

Student will, through activities that build number sense, understand the connection between place value and the value of numbers

Students also begin to understand measurement by measuring objects with non-standard measuring tools and compare lengths with up to three objects.

Students will continue to develop fluency with addition and subtraction within 10.

Students will be able to show their mathematical thinking with writings, drawings, or equations.

Mathematical Practices

All practices should be embedded in instruction throughout the 4 quarters.

Student Friendly "I Can" Statements

Resources

MP1. Make sense of problems and persevere in solving them.

I can try different ways to solve a problem.
I can keep trying different ways and not give up until the problem is solved.

[Read Tennessee MP.1](#)

MP2. Reason abstractly and quantitatively.

I can make sense of the numbers and words in a problem, and I know what they represent.

[Read Tennessee MP.2](#)

MP3. Construct viable arguments and critique the reasoning of others.

I can explain my thinking and participate in a discussion about the strategies of others.

[Read Tennessee MP. 3](#)

MP4. Model with mathematics.

I can use math tools, pictures, drawings, and objects to solve a math problem.

[Read Tennessee MP.4](#)

MP5. Use appropriate tools strategically.

I can decide which math tool will best help me solve a math problem.

[Read Tennessee MP.5](#)

MP6. Attend to precision.

I can use math vocabulary correctly.

[Read Tennessee MP.6](#)

I can accurately find the answer.
I can check my work to see if it is reasonable.

MP7. Look for and make use of structure.

I can find and use patterns in numbers and shapes to help me solve problems.

[Read Tennessee MP.7](#)

MP8. Look for and express regularity in repeated reasoning.

I can use repeated patterns in numbers to find shortcuts when solving a problem.

[Read Tennessee MP.8](#)

[Math Practices Poster](#)

Content Standards

1. NBT. A.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.

Student Friendly “I Can” Statements

I can write the number for a given amount of objects to 120.

I can count for 1 to 120.

I can count to 120 starting at any number less than 120.

I can read and write numbers to 120.

Resources

EnVision Topics:

Topic 1: Numbers 1-12

Topic 10: Counting and Number Patterns to 100

Resources:

[Read Tennessee 1.NBT.A.1](#)

[Internet 4 Classrooms 1.NBT.A.1](#)

[Math IXL](#)

[Extending the counting sequence](#)

[Blank 120's chart](#)

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

2a. 10 can be thought of as a bundle of ten ones—called a “ten”.

2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four,

I can explain the value of each digit in a two digit number.

I can identify a bundle of 10 ones as a “ten”.

I can represent numbers 11 through 19 using tens and ones.

EnVision Topics:

Topic 1: Numbers 1-12

Topic 10: Counting and Number Patterns to 100

Topic 11: Tens and Ones

Topic 12: Comparing and Ordering Numbers to 100

Resources:

five, six, seven, eight, or nine ones.

2c. 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 zero ones).

I can represent multiples of ten between 20 and 90 using tens.

[Internet4Classrooms—1.NBT.B.2](#)

[Math IXL](#)

[Read Tennessee 1.NBT.B.2](#)

[Build a Train](#)

[Teens on the Ten Frame](#)

[Tens and Ones with Unifix Cubes](#)

[Make Ten Bundles](#)

[My Double Ten-Frame Riddle](#)

[Tens and Ones Game](#)

[Representing 2 Digit Numbers with Base Ten Blocks](#)

[Base Ten Concentration](#)

1. NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons with the symbols $>$, $=$, and $<$.

I can identify the number that is greater using tens and ones.

I can identify the number that is less using tens and ones.

I can compare two two-digit numbers to determine if a number is equal using the tens and ones.

I can use the symbols $>$, $<$, and $=$ to compare two 2-digit numbers.

I can explain the meaning of the symbols: $<$ as less than, $>$ as greater than, and $=$ as equal to.

EnVision Topics:

Topic 2: Comparing and Ordering Numbers

Topic 12: Comparing and Ordering Numbers to 100

Resources:

Read Tennessee 1.NBT.B.3

Internet4Classrooms—1.NBT.B.3

[Math IXL](#)

[Ten Frame Compare](#)

[Compare Two Digit Numbers](#)

[Scoop It](#)

1.OA.A.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

I can represent an unknown number in a problem using a symbol. ($?$, x , $_$)

I can determine if I need to add or subtract in a word problem with unknowns. (within 20)

I can solve addition word problems using objects, symbols, drawings, and equations

EnVision Topics:

Topic 3: Understanding Addition

Topic 4: Understanding Subtraction

Topic 6: Addition Facts to 12

Topic 7: Subtraction Facts to 12

Topic 16: Addition Facts to 18

symbol for the unknown number to represent the problem.

1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).

with a symbol. (within 20)

I can solve addition and subtraction problems where the result is unknown. Ex: Two mice were in the kitchen. Three more mice joined them. How many mice are in the kitchen all together?

I can solve addition and subtraction problems where the change is unknown. Ex: Two mice were in the kitchen. Some more joined them for dinner, and now there are 5 mice all together. How many joined them for dinner?

I can fluently add and subtract within 10.

I can add and subtract within 20 by counting on and making a ten.

I can add and subtract within 20 by using equal but easier numbers (e.g., doubles, doubles plus one, doubles minus one).

I can fluently add and subtract within 20 using the following strategies:

- Ten Frames
- Hundreds Chart
- Number Line
- Drawing Pictures
- Part-Part-Whole Mat
- Using manipulatives
- Start-Change-Result Mat

Topic 17: Subtraction Facts to 18

Resources:

[Read Tennessee 1.OA.A.1](#)
[Internet 4 Classrooms 1.OA.A.1](#)
[Math IXL](#)
[Addition Word Problems](#)
[Subtraction Word Problems](#)
[Add to Change Unknown Problems](#)
[Add to Start Unknown Problems](#)
[Bunk Bed Problem](#)
[Double Decker Bus Problem](#)
[Making Apple Ten Packs](#)
[Put Together, Take Apart](#)
[Add to Change Unknown](#)

EnVision Topics:

Topic 4: Understanding Subtraction

Topic 6: Addition Facts to 12

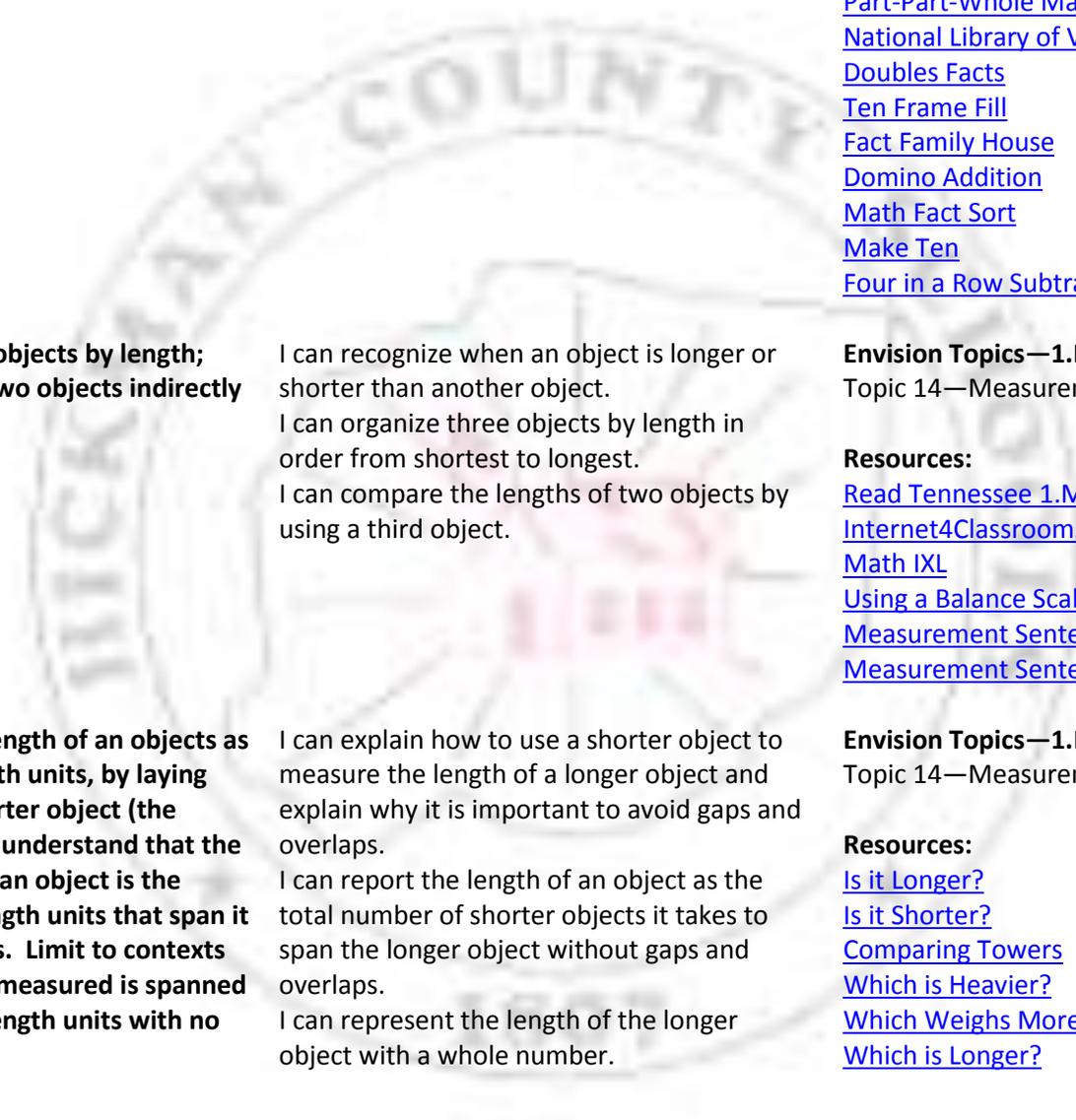
Topic 7: Subtraction Facts to 12

Topic 16: Addition Facts to 18

Topic 17: Subtraction Facts to 18

Resources:

[Read Tennessee 1.OA.C.6](#)
[Internet 4 Classrooms 1.OA.C.6](#)
[Math IXL](#)
[Math Magician](#)
[Math Facts Pro](#)
[Math Facts Monster](#)
[Illuminations Ten Frames](#)
[Ten Frames and Dot Cards](#)



1. MD.A.1 Order three objects by length; compare the length of two objects indirectly by using a third object.

I can recognize when an object is longer or shorter than another object.
I can organize three objects by length in order from shortest to longest.
I can compare the lengths of two objects by using a third object.

- [Hundreds Chart](#)
- [Part-Part-Whole Mat](#)
- [National Library of Virtual Manipulatives](#)
- [Doubles Facts](#)
- [Ten Frame Fill](#)
- [Fact Family House](#)
- [Domino Addition](#)
- [Math Fact Sort](#)
- [Make Ten](#)
- [Four in a Row Subtraction](#)

Envision Topics—1.MD.A.1
Topic 14—Measurement

- Resources:**
- [Read Tennessee 1.MD.A.1](#)
 - [Internet4Classrooms 1.MD.A.1](#)
 - [Math IXL](#)
 - [Using a Balance Scale](#)
 - [Measurement Sentence Frames Set 1](#)
 - [Measurement Sentence Frames Set 2](#)

1.MD.A.2 Express the length of an objects 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.

I can explain how to use a shorter object to measure the length of a longer object and explain why it is important to avoid gaps and overlaps.
I can report the length of an object as the total number of shorter objects it takes to span the longer object without gaps and overlaps.
I can represent the length of the longer object with a whole number.

Envision Topics—1.MD.A.2
Topic 14—Measurement

- Resources:**
- [Is it Longer?](#)
 - [Is it Shorter?](#)
 - [Comparing Towers](#)
 - [Which is Heavier?](#)
 - [Which Weighs More?](#)
 - [Which is Longer?](#)

Other Resources:
[Utah Educator Network](#)
[Curriculum Page](#)

