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| Time |  |  |
| Instr.  Weeks | September 6 weeks October | October 6 weeks November |
| Unit | **Unit 1*: Building Number Patterns and Meaning*** | **Unit 2: *Building Number Sense*** |
| Essential Question | **How does finding number patterns help with counting and computation?** | **What big ideas in mathematics promote the development of number sense in first grade?** |
| Power Standards | Exploring mathematical patterns and relationships  1.OA.1 Use addition and subtraction within 20 to solve word problems  1.OA.3 Apply properties of operations as strategies for adding and subtracting  1.OA.5 Relate counting to addition and subtraction  1.OA.7 Understand the meaning of the equal sign  1.NBT.1 Count 120, starting at any number less than 120 | Building Number Sense  1.OA.6 Add and subtract within 20, demonstrating fluency |
| Focus Questions | What does counting help you understand about numbers?  What are strategies to help you count quickly?  When you look at 2 numbers, how can you tell which number is bigger? How can you tell which number is smaller?  How could you explain to a friend what you know about the number 10?  What patterns do you see when you list all the addition pairs of ten?  How can we show that addition and subtraction are related? | If two people get different answers to a problem, how can you tell which answer is correct?  How can it help you to be able to solve a problem in more than one way?  How does it help you to explain your thinking to others?  What strategies help you add and subtract numbers? How do you use these strategies  What does it mean that addition and subtraction are inverse operations? |
| Vocabulary | Communitive property; compare; compose/decompose  equal sign; equations; equivalence; inverse relationship between addition & subtraction; number models; number relationships; part-part-whole; strategies; subitizing; sums of ten; unknown | Addition; commutative property; compose/decompose numbers;  Equation; equivalence; inverse operations (addition and subtraction);  number pattern; place value; subtraction; unknown |
| Assess  ment |  |  |

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| Time |  |  |
| Instr.  Weeks | November 4 weeks December | December 3 weeks January |
| Unit | **Unit 3*: Measurement (Length and Time)*** | **Unit 4: *Organizing and Representing Data*** |
| Essential Question | **In what ways does measurement help us in our daily lives?** | **How do data displays help us in real life?** |
| Power Standards | Identifying and using units to measure length and time  1.MD.1 Order three objects by length; compare the lengths of two objects  1.MD.2 Express the length of an object as a whole number of length units  1.MD.3 Tell and write time in hours and half-hours using analog and digital | Making sense of our world  1.MD.4 Organize, represent, and interpret data |
| Focus Questions | How do we measure the length of an object?  Why are measurement tools used in finding length?  How do we use a clock to measure time?  What is the relationship between minutes and hours?  What do we need to be thinking about to measure something  accurately?  How does the knowledge of measuring length and time  support problem solving in the real world. | Where do questions for collecting data come from?  How do graphs and charts help us answer questions  How can I collect and organize data I collect?  How can I display data I get from a data collection?  Why might it be useful to represent the data I collect in another way (e.g., a  tally chart)?  What questions can I ask and answer about the data displayed in my chart or  graph? How might this be represented as an equation?  What are the strengths and weaknesses of the different ways of representing  data? |
| Vocabulary | Afternoon; analog clock; digital clock; half-hour; hour;   1. measurement tools; minute; morning; night; nonstandard unit; standard unit; unit | Attribute; category; classify; collect; columns; compare; data;  data representation; different; draw conclusions; fewer, fewest; interpret;  investigate; least; less than, least; more than; most; organize; question;  represent; rows; same; sort; survey |
| Assess ment |  |  |

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| Time |  |  |
| Instr.  Weeks | January 6 weeks March | March 5 weeks April |
| Unit | **Unit 5: *Basic Facts and Place Value*** | **Unit 6: *Geometric Shapes, Patterns and Attributes*** |
| Essential Question | **How can composing and decomposing numbers help us solve math problems?** | **Why are shapes important in our lives?** |
| Power Standards | Deepening and extending number sense  1.NBT.2 Understand that the two digits of a 2-digit number represent ones and tens  1.NBT.2a 10 can be thought of as a bundle of ten ones  1.NBT.2b The numbers from 11 to 19 are composed of a ten and a one  1.NBT.3 Compare two 2-digit numbers  1.NBT.5 Given a 2-digit number, mentally find 10 more or 10 less | The study of shapes and their attributes  1.G.1 Distinguish between defining attributes  1.G.2 Compose two-dimensional shapes (i.e. rectangles, squares)  1.G.3 Partition circles and rectangles into two and four equal shares |
| Focus Questions | What strategies can help us solve addition and subtraction facts  quickly and accurately?  What is important to pay attention to when converting an addition or  subtraction problem so that it is easier for you to solve?  What does the equal sign mean?  How does the value of a digit change when its position in a number  changes?  What does "O" represent in a number?  What strategies help you compare two numbers? | What are the attributes of various closed shapes?  What are the attributes of various three-dimensional shapes?  What shapes can you make by composing or decomposing squares,  triangles, rectangles, trapezoids, hexagons and circles?  How are 2-dimensional and 3-dimensional shapes alike and how are they  different? 5.How can you share a sandwich (with square bread) with a  friend so that you will both have the same amount? |
| Vocabulary | Addend; Associative Property; basic facts; Commutative Property;  Compare (greater than, less than, equal to); compose; decompose;  Difference; equivalence; fact families; part-part-whole; place value;  Strategy; sum; unit (ones, tens); zero | 2-dimensional shapes; 3-dimensional shapes; angel; base; closed figure;  composite shape; corner; defining attributes; face; fourths; halves;  non-defining attributes; polygon; quarters; shape; side; vertex; whole |
| Assess ment |  |  |

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| Time |  |
| Instr.  Weeks | April 6 weeks June |
| Unit | **Unit 7: *Using Equivalence and Place Value*** |
| Essential Question | **How does understanding equivalence help us solve addition and subtraction problems?** |
| Power Standards | Exploring mathematical patterns and relationships  1.OA.2 Solve word problems that call for addition of three whole numbers  1.OA.4 Understand subtraction as an unknown-addend problem  1.OA.8 Determine the unknown whole number in an addition or subtraction problem  1.NBT.4 Add within 100, including adding two and one digit numbers  1.NBT.6 Subtract multiples of 10 in the range 10-90 |
| Focus Questions | In what ways can numbers be decomposed and composed? How is  decomposing/composing helpful when solving problems?  How is knowledge of place value important to solving problems?  How can exploring one another's strategies help us understand and  solve problems?  What can you learn from solving problems in more than one way?  How can we use strategies (e.g., make-a-ten) to make problems  easier to solve in our heads?  What are benchmark numbers and why are they important? |
| Vocabulary | Associative property; benchmark number (10 or a multiple of 10)  Commutative property; composing; decomposing; equivalence  Inverse operations; modeling; ones; place value; strategy; tens |
| Assess ment |  |