

Lee County Curriculum Road Map - Grade 1 - 2019-2020

2019-2020 1 st Quarter (9 Weeks) August 7 th - October 9 th					
Date	Standard	Test	Standard Description	Content Focus	Teacher Resources
August 7-16 (8 days)	K-CC.2 K-CC.3 K-CC.4 K-OA.5	Number Sense	<ul style="list-style-type: none"> ● Count forward beginning from a given number within the known sequence (instead of having to begin at 1) ● Writing numbers 0-20 correctly. ● Represent a number of objects with a written numeral 0-20. ● Fluently add and subtract within 5. 	<ul style="list-style-type: none"> ➤ Identify and write numbers correctly 0-30 ➤ Count a set of objects (30) ➤ Count on from any given number 0-30 ➤ Fluency within 5 (4 and 1, 3 and 2, 0 and 5) 	<p>Number Talks</p> <p>Investigations (Unit 1 Sessions 1.1-1.4, 2.1-2.5)</p> <p>www.thinkcentral.com</p>
Aug. 19- Sept. 6 (14 days)	1-OA.1 1-OA.2 1-OA.3 1-OA.4 1-OA.5 1-OA.6 1-OA.7 1-OA.8	September 13 th Mid-Quarter Assessment: 1-OA.1 1.OA.3	<ul style="list-style-type: none"> ● 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 symbol for the unknown number to represent the problems. ● Solve word problems that call for addition of three 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. ● Apply properties of operations as strategies to add and subtract. (Commutative property of addition) ● Understand subtraction as an unknown-addend problem. ● Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) ● 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 	<ul style="list-style-type: none"> ➤ Adding within 10 ➤ Addition strategies, modeling, drawing, counting on, counting all, using a number line, using manipulatives ➤ Knowing addition terms, put together, in all, all together, combine ➤ Doubles 0-5 ➤ Understand symbols + - ➤ ★Understand what true/false means ➤ Word problems within 10 ➤ Missing addend within 10 ➤ Make sense of quantity and be able to compare numbers(6 is less than 9) 	<p>Go Math Chapter 1 (1.1-1.8)</p> <p>Investigations (Unit 1 Sessions 2.6-2.7, 3.1-3.7, 4.1-4.7)</p> <ul style="list-style-type: none"> ● Unit 3 <p>Session 1.10A</p> <ul style="list-style-type: none"> ● Unit 6 <p>Session 2.6A</p> <p>**see Investigations and the Common Core State Standards Book pgs. CC15 and CC74**</p>
Sept. 9-20 (10 days)	Subtraction within 10			<ul style="list-style-type: none"> ➤ Subtracting within 10 ➤ Subtraction strategies, counting up to, counting back from, using a number line, modeling, drawing, and using 	<p>Go Math Chapter 2 (2.1-2.9)</p> <p>Investigations Unit 3 (Sessions 2.1-2.3) Unit 6 (Sessions 3.1-3.8)</p>

		1.OA.6	<p>knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).</p> <ul style="list-style-type: none"> ● Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. ● Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. 	<p>manipulatives to subtract</p> <ul style="list-style-type: none"> ➤ Take apart numbers, take from, take all, and take none ➤ Solve word problems involving subtraction within 10 ➤ Find the missing part 	<p>www.thinkcentral.com</p>
<p>Sept. 23- Oct. 4 (10 days)</p> <p>Addition and Subtraction within 10</p> <p>Focus on fluency to 10 and expose students within 20</p>		<p>October 4th Final Assessment: 1.OA.4 1.OA.5 1.OA.7 1.OA.8</p>		<ul style="list-style-type: none"> ➤ Mixed practice of addition and subtraction within 10 ➤ Identify equal/balanced equations ➤ Related facts to 10 ➤ Missing addend/missing part to 10 ➤ Commutative and associative properties within 10 ➤ Identity property of 0 ➤ Understand the relationship between addition and subtraction, use addition to check subtraction or the other way around ➤ 3 addends to 10 ➤ Solve a variety of addition and subtraction word problems ➤ Demonstrate fluency for addition and subtraction within 10 	<p>Go Math Chapter 3 (3.1-3.3)</p> <p>Investigations Unit 3 (Sessions 1.1-1.9, 3.1-3.5) Unit 1 (Session 2.5A) **see Investigations and the Common Core State Standards Book pg. CC4** Unit 7 (Sessions 1.1-1.8, 2.1-2.7)</p> <p>www.thinkcentral.com</p>

2019-2020 2nd Quarter (9 Weeks) October 10th-December 20th

Date		Test	Standard Description	Content Focus	Teacher Resources
<p align="center">Oct. 7- Nov. 15 (27 days)</p> <p align="center">Addition and Subtraction within 15</p> <p align="center">Focus on fluency to 10 and expose students within 20</p>	<p align="center">1-OA.1 1-OA.2 1-OA.3 1-OA.4 1-OA.5 1-OA.6 1-OA.7 1-OA.8</p>	<p align="center">November 6th Mid-Quarter Assessment: 1-OA.1 1-OA.2 1-OA.3 1-OA.4 1-OA.5 1-OA.6 1-OA.7 1-OA.8</p>	<ul style="list-style-type: none"> ● 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 symbol for the unknown number to represent the problems. ● Solve word problems that call for addition of three 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. ● Apply properties of operations as strategies to add and subtract. (Commutative property of addition) ● Understand subtraction as an unknown-addend problem. ● Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) ● 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 $6+6+1=12+1=13$). ● Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. ● Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. 	<ul style="list-style-type: none"> ➤ Mixed practice of addition and subtraction within 10 ➤ Identify equal/balanced equations ➤ Related facts to 10 ➤ Missing addend/missing part to 10 ➤ Commutative and associative properties within 10 ➤ Identity property of 0 ➤ Understand the relationship between addition and subtraction, use addition to check subtraction or the other way around ➤ 3 addends to 10 ➤ Solve a variety of addition and subtraction word problems ➤ Demonstrate fluency for addition and subtraction within 10 	<p align="center">Go Math Chapter 4 (4.1-4.6)</p> <p align="center">Investigations Unit 3 (Sessions 1.1-1.9, 3.1-3.5 Unit 1 (Session 2.5A) **see Investigations and the Common Core State Standards Book pg. CC4**</p> <p align="center">www.thinkcentral.com</p>

<p>Nov. 18- Dec. 20 (20 days)</p> <p>Geometry</p>	<p>1-G.1 1-G.2 1.G.3</p>	<p>December 18th Final Assessment: 1-OA.1 1-OA.2 1-OA.3 1-OA.4 1-OA.5 1-OA.6 1-OA.7 1-OA.8 1-G.1 1-G.2 1.G.3</p>	<ul style="list-style-type: none"> ● 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. ● 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. ● Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. 	<ul style="list-style-type: none"> ➤ Sort shapes by sides, shape, size or number of angles ➤ Define open and closed shapes ➤ Use geoboards, straws, tooth picks, paper and pencil, and computer games to build shapes that possess the defining attributes. ➤ Use concrete manipulatives (e.g., pattern blocks, attribute blocks, cubes, rectangular prisms, cones, cylinders, geoboards, paper & pencil,) to create composite shapes from 2 or 3 dimensional shapes. ➤ Know that the whole or unit has been partitioned into equal – sized portions or fair shares. ➤ Ability to apply the concept of sharing equally with friends lays the foundation for fractional understanding. ➤ Ability to model halves and fourths with concrete materials. 	<p style="text-align: center;">Go Math Chapter 11 (11.1-11.5) Chapter 12 (12.1-12.10)</p> <p style="text-align: center;">Investigations Unit 2 (Sessions 1.1-1.7) (Sessions 2.1-2.5) Unit 9 (Sessions 1.1-1.5) (Sessions 2.1-2.2, 2.8)</p> <p style="text-align: center;">Unit 5 (Session 3A.2, 3A.3, 3A.4) Unit 9 (Session 2.3A) **see Investigations and the Common Core State Standards Book pgs. CC43-CC57, CC119**</p> <p style="text-align: center;">www.thinkcentral.com</p>
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2019-2020 3rd Quarter (9 Weeks) January 6th – March 11th

Date	Standard	Test	Standard Description	Content Focus	Teacher Resources
<p>Jan. 6-24 (14 days)</p> <p>Measurement (Time)</p>	<p>1-MD.3</p>		<ul style="list-style-type: none"> ● Tell and write time in hours and half-hours using analog and digital clocks. 	<ul style="list-style-type: none"> ➤ Understand the function of the parts on a clock (minute hand, hour hand) ➤ Apply knowledge of fractional wholes and halves to telling time ➤ Equate a number line to 12 with the face of a clock ➤ Match time on a digital clock with that on an analog clock ➤ Tell time to the hour ➤ Tell time to the half hour 	<p align="center">Go Math Chapter 9 (9.6-9.9)</p> <p align="center">Investigations Unit 5 (Session 1.5A 3A.1) **see Investigations and the Common Core State Standards Book pgs. CC31 and CC37**</p> <p align="center">www.thinkcentral.com</p>
<p>Jan. 27 – Feb. 14 (15 days)</p> <p>Measurement (non standard)</p>	<p>1-MD.1 1-MD.2</p>	<p>February 7th Mid-Quarter Assessment: 1-MD.1 1-MD.2 1-MD.3</p>	<ul style="list-style-type: none"> ● Order three objects by length; compare the lengths of two objects indirectly by using a third object. ● 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. 	<ul style="list-style-type: none"> ➤ Knowledge of the concept of transitivity (e.g. the understanding that if the length of object A is longer than the length of object B and the length of object B is longer than the length of object C, then the length of object A is longer than the length of object C) ➤ Knowledge that length is the distance between the two endpoints of an object ➤ Knowledge of nonstandard units of measurement (e.g., paper clips, eraser length, toothpicks) ➤ Measure with no gaps or overlaps and end to end 	<p align="center">Go Math Chapter 9 (9.1-9.5)</p> <p align="center">Investigations Unit 5 (Sessions 1.1-1.4, 1.6) (Sessions 2.1-2.5)</p> <p align="center">www.thinkcentral.com</p>

<p>Feb. 18- March 6 (14 days)</p> <p>Addition and Subtraction within 20</p> <p>Continue into 4th 9 weeks</p>	<p>1-OA.1 1-OA.2 1-OA.3 1-OA.4 1-OA.5 1-OA.6 1-OA.7 1-OA.8</p>	<p>March 6th Final Assessment:</p> <p>1-MD.1 1-MD.2 1-MD.3 1-OA.1 1-OA.2 1-OA.3 1-OA.4 1-OA.5 1-OA.6 1-OA.7 1-OA.8</p>	<ul style="list-style-type: none"> ● 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 symbol for the unknown number to represent the problems. ● Solve word problems that call for addition of three 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. ● Apply properties of operations as strategies to add and subtract. (Commutative property of addition) ● Understand subtraction as an unknown-addend problem. ● Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) ● 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 $6+6+1=12+1=13$). ● Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. ● Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. 	<ul style="list-style-type: none"> ➤ Mixed practice of addition and subtraction within 20 ➤ Identify equal/balanced equations ➤ Related facts to 20 ➤ Understand the relationship between addition and subtraction, use addition to check subtraction or the other way around ➤ 3 addends to 20 ➤ Solve a variety of addition and subtraction word problems within 20 ➤ Doubles 0-10 ➤ Use a variety of Addition and Subtraction strategies beyond Counting on or Counting back ➤ Finding the unknown in all positions ➤ Create equivalent sums 	<p>Go Math Chapter 3 (3.4-3.12)</p> <p>Investigations Unit 6 (Sessions 1.1-1.7, 2.1-2.5)</p> <p>Unit 6 (Session 1.8A, 1.8B) **see Investigations and the Common Core State Standards Book pgs. CC62, CC68**</p> <p>www.thinkcentral.com</p>
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2019-2020 4th Quarter (9weeks) March 12th - May 21st

Date	Standard	Test			
<p>Mar. 9- May 1 (34 Days)</p> <p>Place Value</p>	<p>1-NBT.1 1-NBT.2 1-NBT.2a 1-NBT.2b 1-NBT.2c 1-NBT.3 1-NBT.4 1-NBT.5 1-NBT.6</p>	<p>April 16th Mid-Quarter Assessment: 1-OA.6 1.NBT.1 1.NBT.2 1.NBT.3</p>	<ul style="list-style-type: none"> ● 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. ● Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: ● 10 can be thought of as a bundle of ten ones, called a “ten.” ● The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. ● 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). ● Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. ● 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. ● Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used. ● 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 	<ul style="list-style-type: none"> ➤ Represent one-to-one correspondence with concrete materials ➤ Read and write numeral to 120 ➤ Use base ten manipulatives (e.g., base ten blocks, ten frames,) to represent two-digit numbers Knowledge that two-digit numbers are composed of bundles of tens and leftover ones Count by tens and ones ➤ Use base ten manipulatives (e.g., base ten blocks, ten frames) to build and compare ten ones and ten ➤ Compare the placement of the numbers on the number line or 100s chart Knowledge of the symbols \leftarrow, $>$, $=$, $<$ and their meaning ➤ Ability to model addition and subtraction using base ten manipulatives (e.g., base ten blocks, Unifix cubes) and explain the process Ability to use a variety of methods that could involve invented, flexible or standard algorithmic thinking (e.g., expanded form, partial sums, a 	<p align="center">Go Math Chapter 6 (6.1-6.10) Chapter 7 (7.1-7.5) Chapter 8 (8.2-8.9)</p> <p align="center">Investigations Unit 8 (Session 1.1-1.4, 2.1-2.8, 3.1-3.6) Unit 3 (Sessions 4.1-4.8)</p> <p align="center">Unit 8 (Sessions 1.3A, 4A.1-4A.5) **see Investigations and the Common Core State Standards Book pgs. CC85, CC91-CC114**</p> <p align="center">www.thinkcentral.com</p>

			between addition and subtraction; relate the strategy to a written method, and explain the reasoning used.	<p>traditional algorithm) Knowledge of place value to add and subtract two digit.</p> <ul style="list-style-type: none"> ➤ Ability to decompose numbers into tens and ones. ➤ Use base ten manipulatives, number lines or hundreds charts to model finding 10 more or 10 less mentally and explain your reasoning ➤ Model subtracting multiples of 10 (10-90) from multiples of 10(10-90) using base ten manipulatives (e.g., base ten blocks, Unifix cubes) and explain the process 	
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<p>May 4-21 (14 days)</p> <p>Measurement (Graphs)</p>	1-MD.4	<p>May 15th Final Assessment:</p> <p>1-OA.6 1.NBT.1 1.NBT.2 1.NBT.3 1.NBT.6 1. MD.4</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ➤ Sort data into separate categories ➤ Display data in appropriate graph, such as a picture graph ➤ Answer questions about the data 	<p>Go Math Chapter 10 (10.1-10.7)</p> <p>Investigations Unit 4 (Session 1.1-1.4, 2.1-2.5, 3.4)</p> <p>Unit 4 (Session 3.4A) **see Investigations and the Common Core State Standards Book pg. CC23**</p> <p>www.thinkcentral.com</p>
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