

GRADE 1 MATH

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EUREKA SCOPE AND SEQUENCE CHART

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Sums and Differences to 10	Introduction to Place Value Through Addition and Subtraction Within 20	Ordering and Comparing Length Measurements as Numbers	Place Value, Comparison, Addition and Subtraction to 40	Identifying, Composing, and Partitioning Shapes	Place Value, Comparison, Addition and Subtraction to 100
Approximately 9 Weeks	Approximately 7 Weeks	Approximately 3 Weeks	Approximately 8 Weeks	Approximately 2 Weeks	Approximately 7 Weeks
MGSE1.OA.1*	MGSE1.OA.1*	MGSE1.MD.1*	MGSE1.NBT.1*	MGSE1.G.1	MGSE1.NBT.1*
MGSE1.OA.3*	MGSE1.OA.2*	MGSE1.MD.2*	MGSE1.NBT.2*	MGSE1.G.2*	MGSE1.NBT.2*
MGSE1.OA.4*	MGSE1.OA.3*	MGSE1.MD.4	MGSE1.NBT.3*	MGSE1.G.3	MGSE1.NBT.3*
MGSE1.OA.5	MGSE1.OA.4*	MGSE1.OA.1*	MGSE1.NBT.4*	MGSE1.MD.3	MGSE1.NBT.4*
MGSE1.OA.6*	MGSE1.OA.6*		MGSE1.NBT.5*		MGSE1.NBT.5*
MGSE1.OA.7*	MGSE1.NBT.2*		MGSE1.NBT.6*		MGSE1.NBT.6*
MGSE1.OA.8			MGSE1.NBT.7*		MGSE1.MD.3
			MGSE1.OA.1*		

Grades K-2 Key: CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking

*Prioritized Standards: Grade level standards of highest priority have been identified. Pacing has been modified to allow sufficient time for in-depth instruction and practice.

Supporting Standards: Key concepts and skills, from these grade level standards, will be used to support the Prioritized Standards.

Module Name	Module Overview	Georgia Standards of Excellence	Module Duration
<p>Module 1</p> <p>Sums and Differences to 10</p>	<p>In this module, students will:</p> <p>Topic A: Embedded Numbers and Decompositions</p> <p>Topic B: Counting On from Embedded Numbers</p> <p>Topic C: Addition Word Problems</p> <p>Topic D: Strategies for Counting On</p> <p>Topic E: The Commutative Property of Addition and the Equal Sign</p> <p>Topic F: Development of Addition Fluency Within 10</p> <p>Topic G: Subtraction as an Unknown Addend Problem</p> <p>Topic H: Subtraction Word Problems</p> <p>Topic I: Decomposition Strategies for Subtraction</p> <p>Topic J: Development of Subtraction Fluency Within 10</p>	<p><u>Represent and solve problems involving addition and subtraction.</u></p> <p>MGSE1.OA.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 symbol for the unknown number to represent the problem.</p> <p><u>Understand and apply properties of operations and the relationship between addition and subtraction.</u></p> <p>MGSE1.OA.3. Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>MGSE1.OA.4. Understand subtraction as an unknown-addend problem. For example, subtract</p>	<p>Approximately 9 Weeks</p>

		<p>10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20</p> <p>MGSE1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Integrate counting into the work of the domain (OA), instead of separate lessons, in order to reduce the amount of time spent on this standard.</p> <p>MGSE1.OA.6 Add and subtract within 20.</p> <p>a. 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p><u>Work with addition and subtraction equations.</u></p> <p>MGSE1.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	
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		<p>MGSE1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the</p>	
<p style="text-align: center;">Module 2</p> <p style="text-align: center;">Introduction to Place Value Through Addition and Subtraction Within 20</p>	<p>In this module, students will:</p> <p>Topic A: Counting On or Making Ten to Solve <i>Result Unknown</i> and <i>Total Unknown</i> Problems</p> <p>Topic B: Counting On or Taking from Ten to Solve <i>Result Unknown</i> and <i>Total Unknown</i> Problem</p> <p>Topic C: Strategies for Solving <i>Change or Addend Unknown</i> Problems</p> <p>Topic D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones</p>	<p><u>Represent and solve problems involving addition and subtraction.</u></p> <p>MGSE1.OA.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 symbol for the unknown number to represent the problem.</p> <p>MGSE1.OA.2 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.</p> <p><u>Understand and apply properties of operations and the relationship between addition and subtraction.</u></p> <p>MGSE1.OA.3. Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.</p>	<p style="text-align: center;">Approximately 7 Weeks</p>

		<p>(Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>MGSE1.OA.4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20</p> <p><u>Add and subtract within 20.</u></p> <p>MGSE1.OA.6 Add and subtract within 20.</p> <p>a. 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p><u>Understand place value.</u></p> <p>MGSE1.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>	
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		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>Module 3</p> <p>Ordering and Comparing Length Measurements as Numbers</p>	<p>In this module students will:</p> <p>Topic A: Indirect Comparison in Length Measurement</p> <p>Topic B: Standard Length Units</p> <p>Topic C: Non-Standard and Standard Length Units</p> <p>Topic D: Data Interpretation</p>	<p><u>Measure lengths indirectly and by iterating length units.</u></p> <p>MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MGSE1.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. (Iteration)</p> <p><u>Represent and interpret data.</u></p> <p>MGSE1.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>Eliminate lessons devoted to representing and interpreting data. (Do not eliminate problems about using addition and subtraction to solve problems about the data.)</p>	<p>Approximately 3 Weeks</p>

		<p><u>Represent and solve problems involving addition and subtraction.</u></p> <p>MGSE1.OA.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 symbol for the unknown number to represent the problem</p>	
<p>Module 4</p> <p>Place Value, Comparison, Addition and Subtraction to 40</p>	<p>In this module, students will:</p> <p>Topic A: Tens and Ones</p> <p>Topic B: Comparison of Pairs of Two-Digit Numbers</p> <p>Topic C: Addition and Subtraction of Tens</p> <p>Topic D: Addition of Tens or Ones to a Two-Digit Number</p> <p>Topic E: Varied Problem Types Within 20</p> <p>Topic F: Addition of Tens and Ones to a Two-Digit Number</p>	<p><u>Extend the counting sequence.</u></p> <p>MGSE1.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><u>Understanding Place Value.</u></p> <p>MGSE1.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> <ol style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones – called a “ten.” 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>Approximately 8 Weeks</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>MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p><u>Use place value understanding and properties of operations to add and subtract.</u></p> <p>MGSE1. 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 ten (e.g., $24 + 9$, $13 + 10$, $27 + 40$), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>MGSE1.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>MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using</p>	
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		<p>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. (e.g., $70 - 30$, $30 - 10$, $60 - 60$).</p> <p>MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)</p> <p><u>Represent and solve problems involving addition and subtraction.</u></p> <p>MGSE1.OA.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 symbol for the unknown number to represent the problem</p>	
<p>Module 5</p> <p>Identifying, Composing, and</p>	<p>In this module students will:</p> <p>Topic A: Attributes of Shapes</p> <p>Topic B: Part–Whole Relationships Within Composite Shapes</p>	<p><u>Reason with shapes and their attributes.</u></p> <p>MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color,</p>	<p>Approximately 2 Weeks</p>

<p>Partitioning Shapes</p>	<p>Topic C: Halves and Quarters of Rectangles and Circles</p> <p>Topic D: Application of Halves to Tell Time</p>	<p>orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>Combine lessons to address key concepts of defining attributes of shapes and composing shapes in order to reduce the amount of time spent on this cluster.</p> <p>MGSE1.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. <i>This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.</i></p> <p>MGSE1.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>Combine lessons to address key concepts of defining attributes of shapes and composing</p>	
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		<p>shapes in order to reduce the amount of time spent on this cluster.</p> <p><u>Tell and write time.</u></p> <p>MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Reduce the number of lessons devoted to telling and writing time to the hour and half-hour (1.MD.B.3).</p>	
<p>Module 6</p> <p>Place Value Comparison, Addition and Subtraction to 100</p>	<p>In this module, students will:</p> <p>Topic A: Comparison Word Problems</p> <p>Topic B: Numbers to 120</p> <p>Topic C: Addition to 100 Using Place Value Understanding</p> <p>Topic D: Varied Place Value Strategies for Addition to 100</p> <p>Topic E: Coins and Their Values</p>	<p><u>Extend the counting sequence.</u></p> <p>MGSE1.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><u>Understanding Place Value.</u></p> <p>MGSE1.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>Approximately 7 Weeks</p>

	<p>Topic F: Varied Problem Types Within 20</p> <p>Topic G: Culminating Experiences</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>MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p><u>Use place value understanding and properties of operations to add and subtract.</u></p> <p>MGSE1. 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 ten (e.g., $24 + 9$, $13 + 10$, $27 + 40$), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	
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		<p>MGSE1.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>MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 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. (e.g., $70 - 30$, $30 - 10$, $60 - 60$).</p> <p><u>Tell and write time.</u></p> <p>MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks</p> <p>Reduce the number of lessons devoted to telling and writing time to the hour and half-hour (1.MD.B.3).</p>	
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