

**Priority Code**  
 E = Essential  
 I = Important  
 C = Compact

# 1<sup>st</sup> Grade Math Prioritized Curriculum



Goals and Objectives	Priority	Time	Essential Questions	Suggested Activities	Resources/Materials	Assessments
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Goal 1: The learner will read, write, and model whole numbers through 99 and compute with whole numbers.

1.01 Develop number sense for whole numbers through 99.						
a. Connect the model, number word, and number using a variety of representations.	E		a. How do I model this number? Which sets match this number and number word? What is another way to model this number?	a. Games, Building towers, Integrating calendar activities	a. Adopted Curriculum, Math Week by Week Essentials found at <a href="http://www.learnnc.org">www.learnnc.org</a> , click on Educators page and link to Math Instructional Resources, Manipulatives	a. Teacher observations, First Quarter K-2 Math Assessment (DPI website), Second Quarter K-2 Math Assessment (DPI website), Third Quarter K-2 Math Assessment (DPI website), Report Cards, Student Samples
b. Use efficient strategies to count the number of objects in a set.	E	1 <sup>st</sup> Semester	b. What is the best way to count this set of objects? How would I group these objects to count them?	b. Counting sets of manipulatives.	b. Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books.	b. See above
c. Read and write numbers	E	1 <sup>st</sup> Semester	c. How do I read numbers to 99? How do I write numbers to 99?	c. Hundreds board activities, On-going calendar activities, Forming numbers with various types of media (play-doh, markers, etc.)	c. Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books.	c. See above
d. Compare and order sets and numbers.	E	1 <sup>st</sup> Semester	d. How are these sets alike and different? Which set has: the most, least, fewest, greatest, etc. objects? Can I arrange these numbers in order from least to greatest (greatest to least)?	d. Number tile games, Pictures of objects to compare numbers in sets, Groups of manipulatives to order and compare.	d. Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books.	d. See above

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e. Build understanding of place value (ones, tens).	E	On-going  1 <sup>st</sup> Semester	e. How would I represent this number using tens and ones? What number is represented by this model?	e. Build numbers on place value mat, Use pennies and dimes, Games such as I have/Who has.	e. Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books, Base Ten blocks, Money, Place Value mat.	e. See Above
f. Estimate quantities fewer than or equal to 100.	E		f. How many items are in this bag? If ___ items are in bag A, how can I use this information to estimate bag B?	f. Use a take home estimation jar, Mystery bag activities at calendar time	f. Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books	f. See above
g. Recognize equivalence in sets and numbers 1-99.	E		g. Can I make two sets that are equal?	g. Use manipulatives to compare sets for equivalency.	g. Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books.	g. See above
1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.	E	On-going	How do I group and count objects by 2's, 5's, and 10's?	<ul style="list-style-type: none"> <li>Use grid paper to glue beans in groups.</li> <li>Color squares on 100's chart to represent groups.</li> </ul>	Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books	1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> Quarter K-2 Assessment (DPI)
1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.	E	On-going	What happens when I compose numbers? What happens when I decompose numbers? How can you use doubles to add? How can I use ten to add or subtract?	Use manipulatives to represent fact families and make sets of tens.	Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books, Fact Family Flash Cards.	1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> Quarter K-2 Assessment (DPI)
1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two and three).	E	On-going	What picture can I draw to solve the given problem? How would I use manipulatives to solve the given problem? What strategies could I use to share these items equally?	Use story mats with manipulatives to solve problems, Draw pictures to represent story problems.	Story mats	First Quarter K-2 Math Assessment (DPI website), Second Quarter K-2 Math Assessment (DPI website), Third Quarter K-2 Math Assessment (DPI website)

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Goal 2: The learner will use non-standard units of measure and tell time.						
2.01 For given objects: a. Select an attribute (length, capacity, mass) to measure (use non-standard units).  b. Develop strategies to estimate size.  c. Compare, using appropriate language, with respect to the attribute selected.	E   I  I	2 <sup>nd</sup> Semester	a. What attribute will we measure? Which non-standard unit would prove most effective to measure this item?  b. What can I compare to this object to estimate its size?  c. How are these objects alike/different?	a. Use paperclips, money, etc. to measure objects in the classroom environment.  b. Weekly estimation activity.  c. Given two objects students list similarities and differences in their Math journal.	a. Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books, Balance scale, containers for capacity, etc. b. Adopted Curriculum, Math Week by Week Essentials, Manipulatives, Professional Resource books. c. See above.	a. Third Quarter K-2 Math Assessment (DPI website).  b. See above  c. See above
2.02 Develop an understanding of the concept of time. a. Tell time at the hour and half-hour.  b. Solve problems involving applications of time (clock and calendar).	E  E	Mid-year  Clock/2 <sup>nd</sup> semester, Calendar/Ongoing	a. How do I tell time to the hour and half-hour using a digital and analog clock? b. How can I use the calendar to determine yesterday, today, last week, this week, etc.? How can I use the clock to determine the time elapsed?	a. Job Assignment as the classroom time- keeper.  b. Daily calendar activities.	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> </ul>	<ul style="list-style-type: none"> <li>Second Quarter K-2 Math Assessment (DPI website)</li> <li>Third Quarter K-2 Math Assessment (DPI website)</li> </ul>

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Goal 3: The learner will identify, describe, draw, and build basic geometric figures.						
3.01 Identify, build, draw, and name parallelograms, squares, trapezoids, and hexagons.	E	On-going	How do I recognize parallelograms, squares, trapezoids, and hexagons? How can I construct each of these shapes?	<ul style="list-style-type: none"> <li>Create shapes on geoboards.</li> <li>Find shapes in environment.</li> </ul>	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> <li>Geoboards</li> </ul>	<ul style="list-style-type: none"> <li>Second Quarter K-2 Math Assessment (DPI website)</li> <li>Third Quarter K-2 Math Assessment (DPI website)</li> </ul>
3.02 Identify, build, and name cylinders, cones, and rectangular prisms.	E	2 <sup>nd</sup> Semester	How do I recognize solids? How can I construct each of these solids?	<ul style="list-style-type: none"> <li>Make construction paper solids.</li> </ul>	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> </ul>	See above
3.03 Compare and contrast geometric figures.	E	2 <sup>nd</sup> Semester	How are these two shapes alike and/or different? Note: Have children use appropriate terminology.	<ul style="list-style-type: none"> <li>Use Venn diagrams and comparison charts.</li> </ul>	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> </ul>	Third Quarter K-2 Math Assessment (DPI website)
3.04 Solve problems involving spatial visualization.	I	2 <sup>nd</sup> Semester	How can I recreate this design using the given manipulatives?	<ul style="list-style-type: none"> <li>Cover an outlined area with pattern blocks, then cover same area with different blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> <li>Pattern Blocks</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Report Cards</li> <li>Student Samples</li> <li>Third Quarter K-2 Math Assessment (DPI website)</li> </ul>

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Goal 4: The learner will understand and use data and simple probability concepts.						
4.01 Collect, organize, describe, and display data using line plots and tallies.	I	Mid-year	How can I use tallies to gather information? How can I plot these tallies to describe and display the information?	Use Popsicle sticks to record tally marks.	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Report Cards</li> <li>Student Samples</li> <li>Second Quarter K-2 Math Assessment (DPI website)</li> <li>Third Quarter K-2 Math Assessment (DPI website)</li> </ul>
4.02 Describe events as certain, impossible, more likely or less likely to occur.	C	Teacher determined	How can I make predictions based upon the information I have gathered?	Ask certain, impossible, more likely or less likely questions at calendar time on a daily basis.	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Report Cards</li> <li>Student Samples</li> <li>Third Quarter K-2 Math Assessment (DPI website)</li> </ul>

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Goal 5: The learner will demonstrate an understanding of classification and patterning.						
5.01 Sort and classify objects by two attributes.	E	1 <sup>st</sup> Semester	What rules can I use to sort and classify objects?	Give students various objects to sort and classify.	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Report Cards</li> <li>Student Samples</li> <li>Second Quarter K-2 Math Assessment (DPI website)</li> <li>Third Quarter K-2 Math Assessment (DPI website)</li> </ul>
5.02 Use Venn diagrams to illustrate similarities and differences in two sets.	E	2 <sup>nd</sup> Semester	Where should these items be placed in a Venn diagram?	After sorting ask students to record on Venn diagram.	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Report Cards</li> <li>Student Samples</li> <li>Third Quarter K-2 Math Assessment (DPI website)</li> </ul>
5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.	E	On-going	How can I create the pattern unit? How can I extend the pattern unit? What is the pattern unit? How can I change this pattern to another form?	Use patterns on calendar. Ask students to translate in Math journal.	<ul style="list-style-type: none"> <li>Adopted Curriculum</li> <li>Math Week by Week Essentials</li> <li>Manipulatives</li> <li>Professional Resource books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations (extends beyond ABB pattern)</li> <li>Report Cards</li> <li>Student Samples</li> <li>First Quarter K-2 Math Assessment (DPI website)</li> <li>Third Quarter K-2 Math Assessment (DPI website)</li> </ul>