**Math Curriculum: Grade 1**

**Instructional Focus:** developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; developing understanding

of whole number relationships and place value, including grouping in tens and ones, developing understanding of linear measurement and measuring

lengths; reasoning about attributes of, and composing and decomposing, geometric shapes

**Grade Overview:**

● Operations and Algebraic Thinking: represent and solve problems involving addition and subtraction, understand and apply properties of

operations and the relationship between addition and subtraction

● Number and Operations in Base Ten: extend the counting sequence, understand place value, use place value understanding and properties of

operations to add and subtract

● Measurement and Data: measure lengths, tell and write time, represent and interpret data

● Geometry: reason with shapes and their attributes

**Overarching Mathematical Practices Learning Targets:**

● I can understand a problem, find a way to solve it, and work until the answer makes sense.

● I can think about and explain the operations needed to solve a problem.

● I can explain my work and agree or disagree with others.

● I can use numbers to solve real-life problems and can make connections to my life.

● I can choose the correct tools to help me solve a problem.

● I can clearly tell others how I got an answer and why.

● I can find and use patterns and relationships to solve problems.

● I can use what I already know to learn new skills.

**Learning Targets**

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| **Operations and Algebraic****Thinking** | **Number and Operations in Base****Ten** | **Measurement and Data** | **Geometry** |
| ● I can model and solve addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions within 20 (e.g. 6+\_=8).● I can add three whole numbers whose sum is less than or equal to 20. ● I can solve word problems with three whole numbers using objects, drawings, and equations. ● I can show that adding or subtracting zero to any number does not change the answer.● I can show adding up to three numbers in any order does not change the sum. ● I can give an example and explain how a subtraction equation can be rewritten as an addition equation within 20.● I can rewrite a subtraction equation as an addition equation with a missing addend. ● I can add with strategies (by counting all, counting on, one more and two more, doubles and doubles plus one). ● I can subtract with strategies (by counting back, counting up from, one less and two less, doubles minus one). ● I can add and subtract within 10 with automaticity. ● I can add and subtract within 20 by counting on and making ten. ● I can explain that the equals sign means “same as”. ● I can compare the value of both sides of an equation and determine whether the equation is true or false.  | ● I can count, read, and write to 120 starting at 1 or any number. ● I can label a set of objects up to 120 with the written numeral. ● I can represent numbers as ones and tens. ● I can explain the value of each digit in a two-digit number (place value). ● I can determine when and explain why a two-digit number is greater than, less than, or equal to another two-digit number. ● I can record the comparison using the symbols >, <, and =. ● I can use concrete models or drawings to show and explain a strategy based on place value to add the following: a two digit number and a one digit number, a two digit number and a multiple of ten, and a two digit number and a two digit number. ● I can mentally find ten more or ten less for any two digit number. ● I can explain why the tens digit increases or decreases by one when ten is added or subtracted. ● I can subtract a multiple of 10 from a multiple of 10 and explain the strategy (90-40=50).  | ● I can compare and order three objects by length from shortest to longest. ● I can explain why it is important to avoid gaps and overlaps when measuring. ● I can report the length of an object as the total number of shorter objects it takes to span the longer object. ● I can identify a digital and an analog clock. ● I can identify the hours and minutes on a digital and an analog clock. ● I can tell how many minutes are in an hour. ● I can explain why 30 minutes is a half hour. ● I can identify, write and draw the hands for time to the hour and half hour on a digital and analog clock using the terms “\_o’clock,” “\_thirty”, and “half past \_.” ● I can organize and represent data in up to 3 categories (groups). ● I can answer questions about the total number of data points and how many data points are in each category. ● I can determine when a category has more or less than another category.  | ● I can explain the difference between defining attributes (sides, angles, faces) and non-defining attributes  (color, orientations, overall size).● I can construct and draw a shape when given defining attributes. I can identify 2 dimensional shapes (rectangles, squares, triangles, trapezoids, circles, half and quarter circles) and 3 dimensional shapes (cubes, rectangular prisms, cones, cylinder). ● I can create new shapes using 2 dimensional and/or 3 dimensional shapes.● I can divide a circle and rectangle into two and four equal parts. ● I can describe the equal parts of a circle and rectangle with words (halves, fourths, and quarters).● I can describe the whole by the number of equal parts (2 halves make a whole). ● I can explain the more equal parts in a given shape, the smaller the parts.  |