## MARLBORO CENTRAL SCHOOL DISTRICT – K -5 CURRICULUM MAP 2015 Subject: Mathematics Grade: 1

Instructional Days (Weeks, Quarters)	Essential Questions	Content/NYS Performance Indicator (What Students Should Know)	Skills (What Students Should Be Able To Do)	Resources (District /technology)	Major Assessments (Tests, projects, etc.)
Quarter 1	<ul> <li>-How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20?</li> <li>-How can we use properties of operations as strategies to add and subtract?</li> <li>-How addition and subtraction related to on another?</li> <li>-How is counting used in both addition and subtraction?</li> <li>-How can we use a variety of strategies to add and subtract within 20?</li> </ul>	<ul> <li>1.OA.1- Represent and solve problem involving addition and subtraction.</li> <li>1.OA.3,4- Understand and apply properties of operations and the relationship between addition and subtraction.</li> <li>1.OA.5,6- Add and subtract within 20.</li> </ul>	<ul> <li>-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.</li> <li>-Apply properties of operations as strategies to add and subtract.</li> <li>-Understand subtraction as an unknown-addend problem.</li> <li>-Relate counting to addition and subtraction.</li> <li>-Add and subtract within twenty, demonstrating fluency</li> </ul>	NYS Module 1 Smartboard lessons on the district share drive Brainpopjr.com Starfall.com Abcya.com	Mid Module 1 Assessment End of Module 1 Assessment Module Exit Tickets End of Topic Assessments on the District Share Drive

	-What does the equal sign mean? -How do we determine if the equations we read are true or false? -How do we determine an unknown number in an addition or subtraction equation?	1.0A.7,8- Work with addition and subtraction equations.	for addition and subtraction within ten. -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.		
Quarter 2	<ul> <li>-How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20?</li> <li>-How can we use objects, drawings, and equations to solve addition and subtraction word problems with three whole numbers that equal twenty or less?</li> <li>-How can we use properties of operations as</li> </ul>	<ul> <li>1.0A.1,2- Represent and solve problems including addition and subtraction.</li> <li>1.0A.3,4- Understand and apply properties of operations and the relationship between</li> </ul>	<ul> <li>-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.</li> <li>-Solve word problems that call for addition of three whole numbers whose sum is less than or equal to twenty.</li> <li>-Apply properties of operations as</li> </ul>	NYS Module 2 NYS Module 3 Topics A & B Smartboard lessons on the district share drive Brainpopjr.com Starfall.com Abcya.com	Mid Module 2 Assessment End of Module 2 Assessment Module Exit Tickets End of Topic Assessments on the District Share Drive

	stratogies to add and	addition and	stratogies to add and		
	strategies to auti allu		strategies to add and		
	subtract?	subtraction.	subtract.		
	-How addition and		-Understand		
	subtraction related to		subtraction as an		
	on another?		unknown-addend		
			problem.		
	-How can we use a	1.0A.6- Add and			
	variety of strategies to	subtract within 20.	-Add and subtract		
	add and subtract		within twenty,		
	within 20?		demonstrating fluency		
		1 NBT 2- Understand	for addition and		
	-How are tens and	nlace value	subtraction within ten.		
	ones represented in	place value.			
	each two-digit		-Understand that the		
	number?		two digits of a two-		
	How can we compare	1.MD.1, 2- Measure	digit number represent		
	and order objects by	length indirectly and	amounts of tens and		
	length?	by iterating length	ones.		
	lengen.	using.	-Order three objects by		
	-How can we use a		length: compare the		
	shorter object to		lengths of two objects		
	measure a longer one?		indirectly by using a		
			third object.		
			-Express the length of		
			an object as a whole		
			number of length units		
			by layering multiple		
			copies of a shorter		
			object end to end;		
			understand that the		
			length measure of an		
			object is the number of		
			same-size length units		
			that span it with no		
			gaps or overlaps.		
Quarter 3	-How can we use	1.0A.1- Represent and	-Use addition and	NYS Module 3	Mid Module 3
Qualter 5	objects, drawings, and	solve problems	subtraction within 20	Topics C & D	Assessment
	equations to solve	involving addition and	to solve word	Topics C & D	11550551110110
	addition and	subtraction.	problems involving	NYS Module 4	
			situations of adding to,	IT IS MOULLE T	
			taking from, putting		

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subtractio	on word		together, taking apart	Brainpopjr.com	End of Module 3
problems	51020?	1.MD.2- Measure	and comparing, with		Assessment
-How can	we use a	length indirectly and	unknowns in an	Smartboard	
shorter o	bject to	by iterating length	positions.	lessons on the	Mid Module 4
measure	a longer one?	using.	-Express the length of	district share	Assessment
	5	0	an object as a whole	drive	
		1.MD.4- Represent	number of length units	unve	End of Module 4
Harrison		and interpret data.	by layering multiple	Starfall.com	Assessment
-HOW Can	we organize	1 NPT 1 Extend the	copies of a shorter		
and inter	pret data?	counting socuence	object end to end;	Abcya.com	
-How do	we count to	counting sequence.	understand that the	C C	
120, inclu	uding		length measure of an		Module Exit
counting	on from any		object is the number of		Tickets
number?	How do we		same-size length units		
read and	write these	1 NRT 2 3-	that span it with no		End of Topic
numerals	;?	Understand place	gaps of overlaps.		Assessments on
Ugurtan	s and once	value	-Organize, represent,		the District Share
-now ten	tod in oach	Value	and interpret data with		Duive
two-digit	number?		up to three categories;		Drive
two digit	number		ask and answer		
-How can	we use the		questions about the		
less than,	, greater than,		total number of data		
and equal	l symbols to		points, how many in		
compare	two, two-		each category, and how		
digit num	ibers?		many more or less are		
		1.NBT.4,5,6- Use place	in one category than in		
		value understanding	allouler.		
-How do	we use place	and properties of	-Count to 120, starting		
value and	l properties	subtract	at any number less		
of operation of op	ions to add	Sastrace	than 120.		
numbers	within 100?		** 1 . 1.1		
	we find ton		-Understand that the		
-now can	we mud ten		two digits of a two-		
number v	without		tens and ones		
Counting	?		tens and ones.		
	-		-Compare two two-		
-How do	we use place		digit numbers based		
value and	l properties		on meaning of the tens		
of operation	ion to		and ones digits,		
subtract i	multiples of		recording the results of		
ten?					

	comparisons with the		
	symbols <,>,=.		
	-		
	-Add within 100,		
	including adding a		
	two-digit number and		
	a one-digit number.		
	and adding a two-digit		
	number and a multiple		
	of top, using concrete		
	models on drawings		
	models of 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.		
	3		
	-Given an two-digit		
	number, mentally find		
	ten more or ten less		
	than the number.		
	without having to		
	count: explain the		
	reasoning used		
	reasoning used.		
	-Subtract multiples of		
	ten in the range 10-90		
	from multiples of in		
	the range 10-90 using		
	concrete models or		
	drawings and		
	urawings and atratagiag bagad ar		
	strategies based on		
	place value, properties		
	of operations, and/or		
	relationship between		
	addition or		
	subtraction; relate the		
	strategy to a written		
	method and explain		
	the reasoning used.		
	_		

<b>a</b>	How do we tall or d	1 MD 2 Toll and units	Toll and umits time in	NWON LL F	
Quarter 4	-How do we tell and	1.MD.3-Tell and write	- Tell and write time in	NYS Module 5	Mid Module 5
	trmes of clocks?	ume and money.	nours and nair nours		Assessment
	types of clocks?		using analog and digit	NYS Module 6	
	-How do we recognize,		CIUCKS.	C	End of Module 5
	identify, and name		-Recognize and	Smartboard	Assessment
	coins and their values?	4.6.4.9.9. P	identify coins, and	lessons on the	
		1.G.1,2,3- Reason with	their values.	district share	Mid Module 6
	-How do distinguish	shapes and their		drive	Assessment
	between attributes of	attributes.	-Distinguish between		
	different shapes? How		defining attributes	Brainpopjr.com	End of Module 6
	do we use those		versus non-defining		Assessment
	draw chapas?		draw chapes to passess	Starfall.com	1.0000000000000000000000000000000000000
	uraw shapes?		defining attributes		
	-How can we compose		ucining attributes.	Abcya.com	
	two or three		-Compose two-		Module Exit
	dimensional shapes to		dimensional shapes or		Tickets
	create a new shape?		three-dimensional		11011010
			shapes to create a		End of Topic
	-How can we separate		composite shape and		Assessments on
	circles and rectangles		compose new shapes		the District Chara
	into two or four equal		from the composite		the District Share
	snares? How can we		shape.		Drive
	uescribe triese shares?		-Partition circles and		
			rectangles into two		
		1 0 A 1- Represent and	and four equal shares.		
	-How can we use	solve problems	using the worlds		
	objects, drawings, and	involving addition and	halves, fourths, and		
	equations to solve	subtraction.	quarters, half-of,		
	addition and		quarter –of.		
	subtraction word				
	problems to 20?		-Use addition and		
	-How do we count to		subtraction within 20		
	120, including	1.NBT.1-Extend the	to solve word		
	counting on from any	counting sequence.	cituations of adding to		
	number? How do we	5 1	taking from putting		
	read and write these		together taking anart		
	numerals?		and comparing with		
	II. (		unknowns in all		
	-How tens and ones	1.NBT.2. 3-	positions.		
	two digit number?	Understand place	· ·		
	two-uigit number?	value			

-How can we use the		-Count to 120, starting	
less than, greater than,		at any number less	
and equal symbols to		than 120.	
compare two, two-		II dowetow d that the	
digit numbers?		-Understand that the	
TT. J	1.NBT.4,5,6- Use place	two digits of a two-	
-How do we use place	value understanding	algit number represent	
value and properties	and properties of	tens and ones.	
of operations to add	operations to add and	-Compare two two-	
numbers within 100?	subtract	digit numbers based	
-How can we find ten		on meaning of the tens	
more or ten less than a		and ones digits	
number without		recording the results of	
counting?		comparisons with the	
counting.		symbols $< > =$	
-How do we use place		Jiibold ,, , , , .	
value and properties		-Add within 100,	
of operation to		including adding a	
subtract multiples of		two-digit number and	
ten?		a one-digit number,	
		and adding a two-digit	
		number and a multiple	
		of ten, 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.	
		-Given an two-digit	
		number, mentally find	
		ten more or ten less	
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		reasoning used.	
		Culture at multiplace of	
		-Subtract multiples of	
		ten in the range 10-90	

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the range 10-90, using	
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strategy to a written	
method and explain	
the reasoning used	
the reasoning used.	