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	-How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20? -How can we use properties of operations as strategies to add and subtract? -How addition and subtraction related to on another? -How is counting used in both addition and subtraction? -How can we use a variety of strategies to add and subtract within 20?	1.OA.1- Represent and solve problem involving addition and subtraction. 1.OA.3,4- Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.5,6- Add and subtract within 20.	-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. -Apply properties of operations as strategies to add and subtract. -Understand subtraction as an unknown-addend problem. -Relate counting to addition and subtraction. -Add and subtract within twenty, demonstrating fluency	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.OA.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	-How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20? -How can we use objects, drawings, and equations to solve addition and subtraction word problems with three whole numbers that equal twenty or less? -How can we use properties of operations as	1.OA.1,2- Represent and solve problems including addition and subtraction. 1.OA.3,4- Understand and apply properties of operations and the relationship between	-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. -Solve word problems that call for addition of three whole numbers whose sum is less than or equal to twenty. -Apply properties of operations as	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

	strategies to add and subtract?	addition and subtraction.	strategies to add and subtract.		
	-How addition and subtraction related to on another?		-Understand subtraction as an unknown-addend problem.		
	-How can we use a variety of strategies to add and subtract within 20?	1.OA.6- Add and subtract within 20.	-Add and subtract within twenty, demonstrating fluency for addition and subtraction within ten.		
	-How are tens and ones represented in each two-digit number?	1.NBT.2- Understand place value.	-Understand that the two digits of a two-digit number represent amounts of tens and ones.		
	-How can we compare and order objects by length?	1.MD.1, 2- Measure length indirectly and by iterating length using.	-Order three objects by length; compare the lengths of two objects indirectly by using a third object.		
	-How can we use a shorter object to measure a longer one?		-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 objects, drawings, and equations to solve addition and	1.OA.1- Represent and solve problems involving addition and subtraction.	-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting	NYS Module 3 Topics C & D NYS Module 4	Mid Module 3 Assessment

subtraction word problems to 20? -How can we use a shorter object to measure a longer one? -How can we organize and interpret data? -How do we count to 120, including counting on from any number? How do we read and write these numerals? -How tens and ones represented in each two-digit number? -How can we use the less than, greater than, and equal symbols to compare two, two-digit numbers? -How do we use place value and properties of operations to add numbers within 100? -How can we find ten more or ten less than a number without counting? -How do we use place value and properties of operation to subtract multiples of ten?	1.MD.2- Measure length indirectly and by iterating length using. 1.MD.4- Represent and interpret data. 1.NBT.1-Extend the counting sequence. 1.NBT.2, 3- Understand place value 1.NBT.4,5,6- Use place value understanding and properties of operations to add and subtract	together, taking apart and comparing, with unknowns in all positions. -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. -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. -Count to 120, starting at any number less than 120. -Understand that the two digits of a two-digit number represent tens and ones. -Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of	Brainpopjr.com Smartboard lessons on the district share drive Starfall.com Abcya.com	End of Module 3 Assessment Mid Module 4 Assessment End of Module 4 Assessment Module Exit Tickets End of Topic Assessments on the District Share Drive

			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 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 than the number, without having to count; explain the 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 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.		

| Quarter 4 | -How do we tell and write time on different types of clocks?

-How do we recognize, identify, and name coins and their values?

-How do distinguish between attributes of different shapes? How do we use those attributes to use and draw shapes?

-How can we compose two or three dimensional shapes to create a new shape?

-How can we separate circles and rectangles into two or four equal shares? How can we describe these shares?

-How can we use objects, drawings, and equations to solve addition and subtraction word problems to 20?

-How do we count to 120, including counting on from any number? How do we read and write these numerals?

-How tens and ones represented in each two-digit number? | 1.MD.3-Tell and write time and money.

1.G.1,2,3- Reason with shapes and their attributes.

1.OA.1- Represent and solve problems involving addition and subtraction.

1.NBT.1-Extend the counting sequence.

1.NBT.2, 3- Understand place value | -Tell and write time in hours and half hours using analog and digit clocks.

-Recognize and identify coins, and their values.

-Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

-Compose two-dimensional shapes or three-dimensional shapes to create a composite shape and compose new shapes from the composite shape.

-Partition circles and rectangles into two and four equal shares, using the worlds halves, fourths, and quarters, half-of, quarter –of.

-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. | NYS Module 5

NYS Module 6

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End of Module 5 Assessment

Mid Module 6 Assessment

End of Module 6 Assessment

Module Exit Tickets

End of Topic Assessments on the District Share Drive |

	-How can we use the less than, greater than, and equal symbols to compare two, two-digit numbers? -How do we use place value and properties of operations to add numbers within 100? -How can we find ten more or ten less than a number without counting? -How do we use place value and properties of operation to subtract multiples of ten?	1.NBT.4,5,6- Use place value understanding and properties of operations to add and subtract	-Count to 120, starting at any number less than 120. -Understand that the two digits of a two-digit number represent tens and ones. -Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of 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 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 than the number, without having to count; explain the 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 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.		