| Essential Questions | Domains & Clusters | 1st Grade Skill | | 1 | 2 | Vocabulary | | Resources |
|---|---|---|---|---|---|---|---|---|
| What are the different ways that you can count to 120 starting at any number less than 120?<br><br>What is place value?<br><br>What is an examples of 10 more or 10 less than a number without having to count?<br><br>Why do we need mental math? | ***Number Sense: Number and Operations in Base Ten (NBT)***<br><br>Extend the counting sequence | 1.NBT.1a | Read, write, count, and compare whole numbers up to 120. | M | | Number<br>Before<br>After<br>Between<br>Least<br>Greatest<br>Order<br>Digit<br>Ten(s)<br>One(s)<br><br>Two digit number<br>Group<br>Regroup<br>Add<br>Subtract<br>Strategy<br>Ten more<br>Ten less<br>Skip counting | Place value<br>Value<br>Group<br>Bundle<br>Skip count<br>Compare<br>Greater than >
Less than <<br>More<br>Less<br>Equal | |
| | | 1.NBT.1b | Label a given set of objects with a written numeral | M | | | | |
| | | 1.NBT.1c | Sequence a set of consecutive numbers in order from least to greatest, within 120. | | | | | |
| | | | | | | | | |
| | | 1.NBT.2a | Count objects and sort them into groups of ten. | M | | | | |
| | | 1.NBT.2b | Draw groups of ten(s) to represent multiples of ten. | M | | | | |
| | | 1.NBT.2c | Write & explain the expanded form of a number 11-19. | M | | | | |
| | | 1.NBT.2d | Manipulate objects or draw pictures to show that 1 ten is equal to 10 ones. | M | | | | |
| | | 1.NBT.2e | Manipulate objects or draw groups of tens and ones to represent a two digit number. | M | | | | |
| | | 1.NBT.2f | Name the value and place value of any digit in a two digit number. (i.e. In the number 18, the 8 is in the ones place.) | M | | | | |
| | | | | | | | | |
| | Extend the counting sequence | 1.NBT.3a | Match the symbol (>) with the phrase 'greater than' and the symbol (<) with the phrase 'less than.' | M | | | | |
| | | 1.NBT.3b | Compare and explain 2 two-digit numbers using the terms > (greater than), < (less than), and = (equal to). | M | | | | |
| | | 1.NBT.3c | Name and state the value of any digit in a two-digit number (i.e. In the number 76, the 7 is in the tens place and =70). | M | | | | |
| | | | | | | | | |
| | Use place value understanding and properties of operations to add and subtract. | 1.NBT.4a | Add a two-digit number to a one-digit number, using a variety of strategies and explain the strategy used. | M | | | | |
| | | 1.NBT.4b | Add a two-digit number to a two-digit number with and without regrouping and explain the strategy used. | M | | | | |
| | | 1.NBT.4c | Draw pictures and place value blocks to show why when adding, it might be necessary to compose a ten (regroup). | M | | | | |
| | | 1.NBT.4d | Name and state the value of any digit in a two-digit number when adding two numbers. | M | | | | |

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| | | 1.NBT.4e | Explain the meaning of regrouping when adding. | M | | | | | |
| | | 1.NBT.4f | Explain/write the relationship between addition and subtraction. | M | | | | | |
| | | | | | | | | | |
| | | 1.NBT.5a | Add and subtract 10 to/from a given number with a quick recall and explain reasoning used. | M | | | | | |
| | | 1.NBT.5b | Skip count by tens from any given number. | M | | | | | |
| | | 1.NBT.5c | Write a sequence of numbers with a rule "add ten" or "subtract ten" starting with any number. | M | | | | | |
| | | 1.NBT.5d | Explain how ten more or ten less is related to place value. | M | | | | | |
| | | | | | | | | | |
| | | 1.NBT.6a | Subtract 10 from a given number that is a multiple of 10 and explain the reasoning used. | M | | | | | |
| | | 1.NBT.6b | Explain, show using manipulatives, or drawing and write about how ten less is related to place value. | M | | | | | |

| Essential Questions | Domains & Clusters | 1st Grade Skill | | 1 | 2 | Vocabulary | | Resources |
|---|---|---|---|---|---|---|---|---|
| What are the different ways to solve addition and subtraction word problems?<br><br>How do we apply different properties of operations to add or subtract? | ***Operations and Algebraic Thinking***<br><br>Represent and solve problems involving addition and subtraction. | 1.OA.1a | Solve addition and subtraction word problems within 20. | M | | Add<br>Addend<br>Sum<br>Equal<br>Difference<br>Part<br>Whole<br>In all<br>Altogether<br>Left<br>Unknown<br>Symbol<br>Equation<br>Solve<br>Commutative property<br>Associative property<br>Addition<br>Subtraction | Fact family<br>Related Fact | Math journaling<br><br>Math centers:<br>Variety of manipulatives<br>Geometric shapes – 2 & 3 dimensional<br>Pattern blocks<br>Connecting cubes<br>Counting bears<br>Base ten logs<br>Numbers charts/cubes<br>Objects of varying size<br>Calendar<br>Analog & digital clocks<br>Coins<br>Number lines |
| | | 1.OA.1b | Read addition and subtraction word problems to select the operation needed for solving. | M | | | | |
| | | 1.OA.1c | Draw visual representations of addition and subtraction word problems within 20. | M | | | | |
| | | 1.OA.1d | Manipulate object to explain what operations are needed to solve addition and subtraction problems within 20. | M | | | | |
| | | 1.OA.1e | Write an addition or subtraction equation to match a word problem (number story). | M | | | | |
| | | 1.OA.1f | Create word problems (number stories) that match a given number sentence. | M | | | | |
| | | 1.OA.1g | Solve a word problem for an unknown in all positions of addition and subtraction equations (by writing an equation with a symbol for the unknown.) | M | | | | |
| | | | | | | | | |
| | | 1.OA.2a | Solve addition word problems with three addends, for sums up to 20. | M | | | | |

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| What are different strategies for addition and subtraction within 20?<br><br>What is an example of an addition and subtraction equation that is true? | Understand and apply properties of operations and the relationship between addition and subtraction | 1.OA.2b | Draw visual representations of addition word problems with three addends, for sums up 20. | M | | | | |
| | | 1.OA.2c | Manipulate objects to explain what operations are needed to solve addition word problems with three addends, for sums up to 20. | M | | | | |
| | | 1.OA.2d | Create word problems (number stories) that match a given equation with three addends. | M | | | | |
| | | | | | | | | |
| | | 1.OA.3a | Explain or show the commutative property of addition (by switching addends to get the same sum). | M | | | | |
| | | 1.OA.3b | Explain or show the associative property with three addends. | M | | | | |
| | | 1.OA.3c | Explain the meaning of symbols in an addition equation. | M | | | | |
| | | 1.OA.3d | Create different addition equations for the same sum. | M | | | | |
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| | | 1.OA.4a | Describe addition and subtraction relationships. (For example, subtract 10-8 by finding the number that makes 10 when added to 8.) | M | | | | |
| | | 1.OA.4b | Solve for an unknown addend using subtraction. | M | | | | |
| | | | | | | | | |
| | Add and subtract within 20 | 1.OA.5a | Add within 20 using counting or counting on to solve. | M | | | | |
| | | 1.OA.5b | Subtract within 20 using count back or counting on to solve. | M | | | | |
| | | 1.OA.5c | Explain the effect of addition and subtraction (subtraction will result in a smaller number and addition will result in a larger number). | M | | | | |
| | | | | | | | | |
| | | 1.OA.6a | Add and subtract fluently within 10 (with quick recall and without any visual aids). | M | | | | |
| | | 1.OA.6b | Show and explain related addition facts. | M | | | | |
| | | 1.OA.6c | Create a known fact to help with another fact (i.e. composing a ten, doubles, etc.) | M | | | | |
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| | Work with addition and subtraction equations. | 1.OA.7a | Explain the meaning of symbols in an addition and subtraction problem. | M | | | | |

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| | | 1.OA.7b | Read an equation (number sentence) , using the 'plus' for (+) and 'minus for (-) and 'equals' for (=). | M | | Count on<br>Count back<br>Solve<br>Equation<br>Double<br>Group of 5<br>Group of 10<br>Related Fact | Equation<br>Equal<br>Balanced<br>Addition<br>Subtraction | |
| | | 1.OA.7c | Evaluate an equation for given value (Example: 3 + ? = 8. Is this equation true if ? = 6? Why or why not?) | M | | | | |
| | | 1.OA.7d | Manipulate objects, draw pictures or balance a scale to prove an equation (number sentence) true or false for different values. | M | | | | |
| | | | | | | | | |
| | | 1.OA.8 | Calculate the missing value in a given equation. (Example: 3 + ? = 8. What value of ? will make this equation true?) | M | | | | |

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|---|---|---|---|---|---|---|---|---|
| How do you compare two objects by using a third? | ***Measurement & Data***<br><br>Measure lengths indirectly and by iterating length units | 1.MD.1a | Order three objects by length | M | | Length<br>Longer than<br>Shorter than<br>Taller than<br>Measure<br>Measurement | Order<br>Width<br>Inch(es)<br>Centimeter(s)<br>Ruler | |
| | | 1.MD.1b | Describe the lengths of three objects on terms of measurement. | M | | | | |
| | | 1.MD.1c | Compare the length of a two object indirectly using a third and explain how this conclusion can be made. | M | | | | |
| | | | | | | | | |
| | | 1.MD.2a | Measure, then write and record, the length of an object using shorter, non-standard units, end-to-end with no gaps and overlaps. (could also introduce inches and centimeters) | M | | | | |
| | | 1.MD.2b | Compare and contrast between standard and non-standard units. | M | | | | |
| How do you read a clock?<br><br>What is the difference between an analog and a digital clock? | Tell and write about time. | | | | | | | |
| | | 1.MD.3a | Read & write the time shown on a digital clock & analog clock to the hour and half-hour. | M | | Time<br>Clock<br>Hour(s)<br>Minute(s)<br>Digital<br>Analog<br>O'Clock<br>Hour Hand<br>Minute Hand<br>Second Hand | | |
| | | 1.MD.3b | Draw the minute and hour hands on an analog to show a given time to the hour and half-hour. | M | | | | |
| | | 1.MD.3c | Manipulate the hands on an analog clock to show directionality. | M | | | | |
| | | 1.MD.3d | Match time shown on a digital clock with an analog clock to the hour and half-hour (and vice versa). | M | | | | |

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|---|---|---|---|---|---|---|---|---|
| What are the names of coins?<br><br>How do we interpret data? | Recognize and identify coins, their names and values<br><br>Represent and interpret data | 1.MD.4a | Name the coins: penny, nickel, dime, and quarter. | M | | Penny<br>Nickel<br>Dime<br>Quarter<br>Coin<br><br>Data<br>Graph<br>Chart<br>Table | Cent(s)<br>Money<br>Value<br>Decimal point | |
| | | 1.MD.4b | State the value of the coins: penny, nickel, dime and quarter. | M | | | | |
| | | 1.MD.4c | Calculate the total value of a group of coins, up to $1.00. | M | | | | |
| | | 1.MD.4d | Read and write coin amounts using decimal notation. | M | | | | |
| | | 1.MD.4e | State the value of paper money. | I | M | | | |
| | | 1.MD.4f | Read and write the value of paper and coin money using decimal notation. | I | M | | | |
| | | | | | | | | |
| | | 1.MD.5a | Read and compare information provided in charts and graphs using the terms most, least, greater than, less than or equal to. | M | | | | |
| | | 1.MD.5b | Calculate how many more or less of a quantity is displayed in a graph. | M | | | | |
| | | 1.MD.5c | Calculate the total number of data points and answer how many is shown in a specific category. | M | | | | |
| | | 1.MD.5d | Display a given set of data with up to three categories. | M | | | | |

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|---|---|---|---|---|---|---|---|---|
| How can you define a shape?<br><br>How do we use shapes to create new shapes? | ***Geometry***<br><br>Reason with shapes and their attributes | 1.G.1a | Name the defining attributes of two dimensional shapes (closed, number of sides, number of angles, etc.). | M | | Attribute<br>Shapes<br>Closed<br>Side(s)<br>Angle(s)<br>Two-dimensional<br>Triangle<br>Circle<br>Square | Cone<br>Cylinder<br>Half<br>Half of<br>Quarter<br>Quarter of<br>Fourth<br>Fourth of<br>Divide<br>Equal shares | |
| | | 1.G.1b | Name the defining attributes of three dimensional shapes. | I | M | | | |
| | | 1.G.1c | Name the non-defining attributes of two dimensional shapes (color, orientation, size, etc.). | M | | | | |
| | | 1.G.1d | Name the non-defining attributes of three dimensional shapes. | I | M | | | |
| | | 1.G.1e | Build and draw shapes with specified attributes. | M | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| How would you divide shapes into equal shares? | | | | | | Rectangle<br>Trapezoid<br>Hexagon<br>Three-dimensional<br>Cube<br>Prism | Whole<br>Part<br>Fraction | |
| | | 1.G.2a | Create two and three dimensional shapes using triangles, squares, rectangles, trapezoids, half-circles and quarter circles and explain the composition created. | M | | | | |
| | | 1.G.2b | Compare and contrast between two and three dimensional shapes. | M | | | | |
| | | 1.G.2c | Name the faces of three dimensional shapes in terms of two dimensional shapes. | M | | | | |
| | | 1.G.2d | Draw and explain two dimensional figures in terms of sides and angles. | M | | | | |
| | | | | | | | | |
| | | 1.G.3a | Draw lines to equally divide circles and rectangles into halves and fourths (quarters). | M | | | | |
| | | 1.G.3b | Name and label (describe) the divided pieces of a shape using the terms halve, fourth (quarter), etc. | M | | | | |
| | | 1.G.3c | Explain the effects of dividing a shape in terms of the size of the divided pieces (ex. The more pieces a shape divided into (the more equal shares formed), the smaller the pieces (the smaller the shares)). | M | | | | |