First grade Reading Curriculum Map 2023-2024"Covington Elementary School/ Math Curriculum Map
Grade: First Grade 2023

TIME: When and for how long will the content be taught	Standard: List the exact standard as adopted or our locally adopted skill	Topic: Brief explanation of what you will be doing to teach this standard	Assessments: How and when students will be assessed
August: Topic 1-Understand Addition and subtraction	**Standards:** **1.CA.2-Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). (E)** Recite Months-Days	**Teaching Methods** ● Splash Math ● Teacher Pay Teachers ● Math Units ● Math Journals ● Center Games ● Envision practice sheets ● Math Seeds ● Xtra math	Assessments: ● TPT Unit Test/Envision ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Exit Slips
September: Topic 2-Fluently Add and Subtract within 10 Topic 3-Addition Facts to 20:Use Strategies	**Standards:** **1.CA.1-Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number**	**Teaching Methods:** ● Math Seeds ● Splash Math ● Xtra Math ● Teacher Pay Teachers ● Math Units ● Math Journals ● Center Games ● Envision practice	**Assessments:** ● TPT Unit Test/Envision ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Exit Slips

		sheets	
	leading to a 10 (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E) 1.CA.2-Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). (E)		
October: ● Topic 4-Subtraction Facts to 20: Use	**Standards:** **1.CA.1-Demonstrate fluency with addition facts and the**	**Teaching Methods:** ● Math Seeds ● Splash Math	**Assessments:** ● TPT Unit Test/Envision ● Teacher Observations

Strategies	corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E) 1.CA.2-Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for	• Xtra Math • Teacher Pay Teachers • Units • Math Journals • Center Games • Envision practice sheets	• White Boards • Thumbs Up and Down • Exit Slips

	the unknown number to represent the problem). (E)		
November: Topic 5-Work with addition and subtraction equations	**Standards:** **1.CA.1-Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)** **1.CA.2-Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting**	**Teaching Methods:** ● Math Seeds ● Splash Math ● Xtra Math ● Teacher Pay Teachers ● Units ● Math Journals ● Center Games ● Envision practice sheets	**Assessments:** ● TPT Unit Test/Envision ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Exit Slips]

	together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). (E)		
December Topic 6 Represent and Interpret Data Topic 7 Extend the Counting Sequence	**Standards:** **1.DA.1**-With guidance, collect data from a simple survey or collaborative investigation; organize data into appropriate single-unit bar graphs, pictographs, and/or tables and draw conclusions based on mathematical observations, comparisons, and grade-level computation strategies. (E) **1.CA.2**-Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and	**Teaching Methods:** ● Math Seeds ● Splash Math ● Xtra Math ● Teacher Pay Teachers ● Units ● Math Journals ● Center Games ● Envision practice sheets	**Assessments:** ● TPT Unit Test/Envision ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Exit Slips

	equations with a symbol for the unknown number to represent the problem). (E) 1.NS.1-Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. (E) 1.NS.2-Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (E) 1.NS.3-Match the ordinal numbers (e.g., first, second, third) with an ordered set of up to 20 items. 1.CA.4-Create, extend, and give an appropriate rule for number patterns using addition within 100.		
January: Topic 8 Understand Place Value Topic 9 Compare 2 digit numbers	**Standards:** 1.NS.1-Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. (E)	**Teaching Methods:** ● Math Seeds ● Splash Math ● Xtra Math ● Teacher Pay Teachers ● Units ● Math Journals	**Assessments:** ● TPT Unit Test/Envision ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Exit Slips

	1.NS.2-Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (E) 1.NS.4-Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols > , = , and <. (E)	- Center Games - Envision practice sheets	
February: Topic 10 Use models and strategies to add tens and ones Topic 11 Use models and strategies to subtract tens	**Standards: 1.NS.2-Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (E) 1.CA.3-Using number sense and place value strategies, add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10. Use models or drawings and strategies based on place value, properties of operations, and/or the**	**Teaching Methods:** - Math Seeds - Splash Math - Xtra Math - Teacher Pay Teachers - Units - Math Journals - Center Games - Envision practice sheets	**Assessments:** - TPT Unit Test/Envision - Teacher Observations - White Boards - Thumbs Up and Down - Exit Slips

	relationship between addition and subtraction; describe the strategy and explain the reasoning used. (E) 1.CA.4-Create, extend, and give an appropriate rule for number patterns using addition within 100.		
March: Topic 12 Measure Lengths Topic 13 Time and $	**Standards:** 1.M.1-Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature. (E) 1.M.2 Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E) 1.M.3 Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes. Use the word "clockwise"	**Teaching Methods:** ● Math Seeds ● Splash Math ● Xtra Math ● Teacher Pay Teachers ● Units ● Math Journals ● Center Games ● Envision practice sheets	**Assessments:** ● TPT Unit Test/Envision ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Exit Slips

April:	Standards:	Teaching Methods:	Assessments:
Topic 14 Reason with Shapes and their Attributes Topic 15 Equal Shares of Circles and Rectangles	**1.G.1 Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.** **1.G.2 Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. [In grade 1, students do not need to learn formal names such as "right rectangular prism."]** **1.G.3 Partition circles and rectangles into two and four equal parts; describe the parts using the words**	● Math Seeds ● Splash Math ● Xtra Math ● Teacher Pay Teachers ● Units ● Math Journals ● Center Games ● Envision practice sheets	● TPT Unit Test/Envision ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Exit Slips

	halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.		
May: Review skills Topics 1-15 Two digit addition and subtraction-regroup Elapsed time Level Up to 2nd grade skills	**Standards:** **Review all** **Prep for 2nd grade**	**Teaching Methods:** ● Math Seeds ● Splash Math ● Xtra Math ● Teacher Pay Teachers ● Units ● Math Journals ● Center Games ● Envision practice sheets	**Assessments:** ● TPT Unit Test/Envision ● Teacher Observations ● White Boards ● Thumbs Up and Down ● Exit Slips