

SMMUSD GRADE ONE MATHEMATICS CURRICULUM GUIDE

Counting Collection and Sense Making Routines Throughout the Year!

Trimester 1: August – October		Trimester 2: November - Mid March		Trimester 3: Mid March - June	
Unit 1 Addition and Subtraction Concepts Aug. – Mid Sept.	Unit 2 Addition & Subtraction Strategies to 20 and Organize & Use Graphs Mid Sept. – Oct.	Unit 3 Place Value & Number Relationships Nov. – Dec.	Unit 4 Place Value Review Two-Digit Addition & Subtraction Geometry Jan. – Mid March	Unit 5 Place Value Review, Measurement & Fair Sharing Mid March - April	Unit 6 Place Value Review, Time, Review all problem types May - June

Problem Solving/Strategy Development using all problem types throughout the year (addition, subtraction, multiplication, division/fair sharing)

<ul style="list-style-type: none"> Youcubed Week of Inspirational Math https://www.youcubed.org/week-inspirational-math/ Administer CGI Assessment Add and Subtract to and within 10 -Represent and solve Word Problems -Fluency within 10 Understand and apply properties of operations and the relationship between addition and subtraction Work with addition and subtraction equations Understand the Equal Sign <p>My Math: Chapter 1 and Chapter 2 Establish routines with counting collections, warm-ups, Number Talks, and Number Strings</p>	<ul style="list-style-type: none"> Add and Subtract to and Within 20 -Represent and solve Word Problems Fact Families with unknown in any position (Number Relationships) Represent and solve Word Problems with 2 and 3 Addends (sum less than 20) Organize, represent, and interpret data (w/ tally charts, picture graphs, and bar graphs) <p>My Math: Chapters 3 and 4 (teach simultaneously)</p> <p>My Math: Chapter 7</p>	<ul style="list-style-type: none"> Count, Read, Write & Represent Numbers to 120 Understand Place Value -A “ten” is a bundle of 10 ones. -10 ones can regroup to make one ten. -Teen Numbers (count and write numbers 11-19) -30 is 3 tens and 0 ones Compare 2-Digit Numbers -Understand the meaning of tens and ones digits -Compare using $<$, $>$, $=$ Mentally Find Ten More/Ten Less of a 2-Digit Number <p>My Math: Chapter 5</p>	<ul style="list-style-type: none"> Add & Subtract Tens Count on Tens & Ones Count Back by 10’s Add Tens & Ones with Regrouping Continue Mentally Finding Ten More/Ten Less of a 2-Digit Number Review Place Value Concepts as needed Distinguish between defining vs. non-defining attributes. Compose 2D and 3D composite shapes. <p>My Math:</p> <p>Chapter 6</p> <p>Chapter 9 (lessons 1 - 7)</p> <p>Chapter 10</p>	<ul style="list-style-type: none"> Measure lengths indirectly and by iterating length units. Fair Sharing Concepts (partition circles and rectangles into halves and fourths) <p>My Math:</p> <p>Chapter 8 (lessons 1 - 4)</p> <p>Chapter 9 (Lessons 8 - 10)</p>	<ul style="list-style-type: none"> Review Place Value and Number Sense Concepts Tell and write time in hours and half-hours using analog and digital clocks. <p>My Math: Chapter 8 (lessons 5 - 9)</p>
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SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

* **Structures to Support CA Content Standards/CGI/Problem Solving:** Real Life Math, Problem Analysis “Think Time”, Partner Collaboration, Productive Struggle, Whole Group Student Share
 * **Mathematical practices 1-8** are integrated into the content areas throughout the year.
 * *OA and NBT standards should be spiraled and reviewed periodically throughout the year after being introduced, especially 1.OA.A.1*
 * **Number sense routines and warm-ups should address/frontload the following concepts:** Measurement; Time; Data Collection
 * **Number sense routines and warm-ups should address/review the following concepts:** Place Value; Number Sense; Addition, Subtraction; Geometry

Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6:
1.OA.1 1.OA.6	1.OA.1 1.OA.5	1.NBT.1	1.NBT.4	1.MD.1	1.MD.3
1.OA.3 1.OA.7	1.OA.2 1.OA.6	1.NBT.2a-c	1.NBT.6	1.MD.2	1.NBT.2 a-c (Review)
1.OA.4 1.OA.8	1.OA.3 1.OA.7	1.NBT.3	1.G.1	1.G.3	
1.OA.5	1.OA.4 1.OA.8 1.MD.4	1.NBT.5	1.G.2		

Domains: OA: Operations & Algebraic Thinking; MD: Measurement & Data; NBT: Numbers & Operations in Base Ten; G: Geometry

Standards for Mathematical Practices:

MP1: Make sense of problems and persevere in solving them

MP2: Reason abstractly and quantitatively

MP3: Construct viable arguments and critique the reasoning of others

MP4: Model with mathematics

MP5: Use appropriate tools

MP6: Attend to precision

MP7: Look for and make use of structure

MP8: Look for and express regularity in repeated reasoning

Mathematical Practices 1-3-6 = connections to EL/ELD and NGSS standards: See Overview Curriculum Guide for details of grade expectations

For Grade One Mathematics, instructional time should focus on five critical areas:

- (1) Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.**
- (2) Starts Day 1 - Developing understanding of whole number relationships and place value, including grouping in tens and ones.**
- (3) Developing understanding of linear measurement and measuring lengths as iterating length units.**
- (4) Reasoning about attributes of, and composing and decomposing geometric shapes.**
- (5) Problem solving and strategy development (all types of addition, subtraction, multiplication, and division/fair sharing problems)**

