

Mendham Township

First Grade Math Curriculum

June 2023

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Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive mathematics instruction based on the New Jersey Learning Standards and best practices found in research. Mathematics is a challenging subject that consists of numbers, shapes, and patterns, broken into the following components at the elementary level - counting and cardinality, operations and algebraic thinking, numbers and operations (in base ten and fractions), measurement and data, and geometry. The K - 4 curriculum can be looked at as building blocks of concepts and skills with foundational skills introduced first, then rehearsed, practiced and applied at each grade level. Mathematics instruction consists of hands-on, authentic activities in addition to the use of manipulatives and technology. There is a strong emphasis on problem solving and communication of the process used to achieve an outcome. Through all the strands of math, critical thinking skills are empowering the students to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of mathematics to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

1. make sense of problems and persevere in solving them.
2. reason abstractly and quantitatively.
3. construct viable arguments and critique the reasoning of others.
4. model with mathematics.
5. use appropriate tools strategically.
6. attend to precision.
7. look for and make use of structure.
8. look for and express regularity in repeated reasoning.

Mendham Township School District
Math Curriculum
Grade 1

Grade 1, Unit 1: Operations and Algebraic Thinking (Chapters 1 -5)

Stage 1: Desired Results

Unit Goals:

- Understanding addition
- Understanding fluency and strategies
- Understanding problem solving
- Understanding counting strategies
- Understanding subtraction strategies

Essential Questions:

- How can you model adding within 20?
- How can you subtract numbers from 20 or less?
- How do you solve addition problems?
- How do you solve subtraction problems?
- How can relating addition and subtraction help you to learn and understand facts within 20?

Skills/Knowledge:

- Write an addition equation and a subtraction equation
- Model addition and subtraction
- Explain rules.
- Apply strategies
- Explain an equation
- Apply strategies
- Explain the strategies used
- Apply strategies to solve word problems
- Explain the subtraction strategy used
- Compare addition and subtraction strategies.

NJSLS:

Operations and Algebraic Thinking

1.OA.A.1 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.²

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B.3 Apply properties of operations as strategies to add and subtract.³ Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) {Students need not use formal terms for these properties}

1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number

leading to a ten (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 $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

Number and Operations in Base Ten

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Stage 2-Assessment

Assessment:

- **Formative:**
 - independent classwork
 - checkpoint quizzes
- **Summative:**
 - Beginning/Middle/ End of Year
 - Course Benchmark (Assessment Book)
 - Fact Fluency
 - Chapter Tests
 - Performance Tasks end of each chapter

Evidence:

- Observation of student participation and written work showing an understanding of the following Mathematical Practices: Note - these mathematical practices are proven methods of demonstrating mathematical processes and evidence of student learning. The following practices are incorporated into the updated New Jersey Student Learning Standards (NJSLS) and should be highlighted in lessons as strategies for success.
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 - MP7. Look for and make use of structure.
 - MP8. Look for and express regularity in repeated reasoning.

Stage 3- Learning Plan

Teaching Points

Chapter 1 - Addition and Subtraction Situations

1. Addition : *Add To*
2. Solve *Add To* Problems
3. Solve *Put Together* Problems
4. Solve *Put Together* Problems With Both Addends Unknown
5. Solve *Take From* Problems
6. Solve *Compare* Problems: More
7. Solve *Compare* Problems: Fewer
8. Solve *Add To* Problems With Change Unknown
9. Connect *Put Together* And *Take Apart* Problems

Chapter 2 - Fluency and Strategies within 10

1. Add 0
2. Subtract 0 And Subtract All
3. Add And Subtract 1
4. Add Doubles From 1 To 5
5. Use Doubles
6. Add In Any Order
7. Count On To Add
8. Count Back To Subtract
9. Use Addition To Subtract

Chapter 3 - More Addition And Subtraction Situations

1. Solve *Add To* Problems With Start Unknown
2. Solve *Take From* Problems With Change Unknown
3. Solve *Take From* Problems With Start Unknown
4. *Compare* Problems: Bigger Unknown
5. *Compare* Problems: Smaller Unknown
6. True Or False Equations
7. Find Numbers That Make 10
8. Fact Families

Chapter 4 - Add Numbers Within 20

1. Add Doubles From 6 to 10
2. Use Doubles Within 20
3. Count On To Add Within 20
4. Add Three Numbers
5. Add Three Numbers By Making A 10
6. Add 9
7. Make A 10 To Add
8. Problem Solving: Addition Within 20

Chapter 5 - Subtract Numbers Within 20

1. Count Back To Subtract Within 20
2. Use Addition To Subtract Within 20
3. Subtract 9
4. Get To 10 To Subtract
5. More True Or False Equations
6. Make True Equations

7. Problem Solving: Subtract Within 20

Integrated accommodations and modifications for students with IEP/504/ELL/Gifted and Talented

- Reteach and Enrichment activities from Big Ideas Math
- Small group instruction
- Use of manipulatives, visuals, and other teaching tools
- Flexible grouping
- Check for comprehension and understanding
- Repeating, clarifying or rewording directions
- Teacher modeling of what is expected and necessary steps to complete task
- Provide student with open ended questions that stimulate higher order thinking
- Tiered assignments

List of Core Instructional and Supplemental Materials

Core:

BIG IDEAS MATH: Modeling Real Life

Supplemental:

MTES Math Tasks

Star Math

Manipulatives

www.illustrativemathematics.org

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[Inside Mathematics](#)

Interdisciplinary Connections

NJSLS:

English Language Arts

RI.1.1 Ask and answer questions about key details in a text.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Science

ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**For each lesson, refer to “Cross-Curricular Connections” in TE on the page before each ‘Practice’ page.*

Career Readiness, Life Literacies and Key Skills

9.1.2.PB.1 Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2 Explain why an individual would choose to save money.

Integration of the Technology Standard

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Grade 1, Unit 2: Number and Operations in Base Ten (Chapters 6-9)

Stage 1: Desired Results

Unit Goals:

- Understand counting.
- Understand two-digit numbers
- Understand adding and subtracting tens
- Adding two digit numbers

Essential Questions:

- How do you use place value to model, read, and write numbers to 120?
- How do you use place value to compare numbers?
- How can you add and subtract two-digit numbers?

Skills/Knowledge:

- Count on from a number
- Write numbers
- Locate two-digit numbers on a number line
- Compare two-digit numbers
- Model adding and subtracting tens
- Use a number line to show adding and subtracting tens
- Write a sum
- Explain the strategy and the sum

NJSLS:

Operations and Algebraic Thinking

1.OA.A.1 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.²

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1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \heartsuit - 3$, $6 + 6 = \heartsuit$

Number and Operations in Base Ten

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B.2 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.NBT.C.4 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, using concrete models (e.g., base ten blocks) 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.C.5 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 6.

1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.

Stage 2-Assessment

Assessment:

- **Formative:**
 - independent classwork
 - checkpoint quizzes
- **Summative:**
 - Beginning/Middle/ End of Year
 - Course Benchmark (Assessment Book)
 - Fact Fluency
 - Chapter Tests
 - Performance Tasks end of each chapter

Evidence:

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Stage 3- Learning Plan

Teaching Points:

Chapter 6 - Count And Write Numbers To 120

1. Count To 120 by Ones
2. Count To 120 by Tens
3. Compose Number 11 To 19
4. Tens
5. Tens and Ones
6. Make Quick Sketches
7. Understand Place Value
8. Write Numbers In Different Ways
9. Count And Write Numbers To 120

Chapter 7 - Compare Two-Digit Numbers

1. Compare Numbers 11 To 19
2. Compare Numbers
3. Compare Numbers Using Place Value
4. Compare Numbers Using Symbols
5. Compare Numbers Using a Number Line
6. 1 More, 1 Less; 10 More, 10 Less

Chapter 8 - Add And Subtract Tens

1. Mental Math: 10 More
2. Mental Math: 10 Less
3. Add Tens
4. Add Tens Using A Number Line
5. Subtract Tens
6. Subtract Tens Using A Number Line
7. Use Addition To Subtract Tens
8. Add Tens To A Number

Chapter 9 - Add Two-Digit Numbers

1. Add Tens And Ones
2. Add Tens And Ones Using A Number Line
3. Make A 10 To Add
4. Add Two-Digit Numbers
5. Practice Addition Strategies
6. Problem Solving: Addition

Integrated accommodations and modifications for students with IEP/504/ELL/Gifted and Talented

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Integration of the Technology Standard

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Grade 1, Unit 3: Measurement and Data (Chapters 10-12)

Stage 1: Desired Results

Unit Goals:

- Understand length
- Understand data
- Understand time

Essential Questions:

- How can you measure length and tell time?
- How can graphs and charts help you organize, represent and interpret data?

Skills/Knowledge:

- Compare different lengths
- Measure the length of objects

NJSLS:

Operations and Algebraic Thinking

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1.OA.A.2 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Number and Operations in Base Ten

1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Measurement and Data

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.C. 4 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.

Stage 2-Assessment

Assessment:

- **Formative:**
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 - checkpoint quizzes
- **Summative:**
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 - Chapter Tests
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Stage 3- Learning Plan

Teaching Points

Chapter 10 - Measure And Compare Lengths

1. Order Objects By Length
2. Compare Lengths Indirectly
3. Measure Length
4. Measure More Lengths
5. Solve *Compare* Problems Involving Length

Chapter 11 - Represent And Interpret Data

1. Sort And Organize Data
2. Read And Interpret Picture Graphs
3. Read And Interpret Bar Graphs
4. Represent Data
5. Solve Problems Involving Data

Chapter 12 - Tell Time

1. Tell Time To The Hour
2. Tell Time To The Half Hour
3. Tell Time To The Hour And Half Hour
4. Tell Time Using Analog And Digital Clocks

Integrated accommodations and modifications for students with IEP/504/ELL/Gifted and Talented

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ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**For each lesson, refer to “Cross-Curricular Connections” in TE on the page before each ‘Practice’ page.*

Career Readiness, Life Literacies and Key Skills

9.1.2.PB.1 Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2 Explain why an individual would choose to save money.

Integration of the Technology Standard

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Grade 1, Unit 4: Geometry (Chapters 13-14)

Stage 1: Desired Results

Unit Goals:

- Understand two- and three-dimensional shapes
- Understand equal shares

Essential Questions:

- How do you sort, describe and combine three-dimensional shapes?
- How do you sort, describe and combine two-dimensional shapes?
- How do you identify and partition halves and fourths?

Skills/Knowledge:

- Compare shapes
- Create shapes
- Compare shares
- Draw to show shares

NJCCCS:

Geometry

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words 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 shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Stage 2-Assessment

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Stage 3- Learning Plan

Teaching Points

Chapter 13 - Two- And Three- Dimensional Shapes

1. Sort Two-Dimensional Shapes
2. Describe Two-Dimensional Shapes
3. Combine Two-Dimensional Shapes
4. Create More Shapes
5. Take Apart Two-Dimensional Shapes
6. Sort Three-Dimensional Shapes
7. Describe Three-Dimensional Shapes
8. Combine Three-Dimensional Shapes
9. Take Apart Two-Dimensional Shapes

Chapter 14 - Equal Shapes

1. Equal Shares
2. Partition Shapes Into Halves
3. Partition Shapes Into Fourths

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Pacing Guide

Chapter	NJSLS	Marking Period	Days	Assessments
Chapters 1 - 15				
1. Addition and Subtraction Situations	1.OA.1 1.OA.C.6 1.OA.D.7-8	1	13	Ch. 1 Test
2. Fluency and Strategies Within 10	1.OA.1 1.OA.B.3-4 1.OA.C.5-6 1.OA.D.7-8	1	13	Ch. 2 Test
3. More Addition and Subtraction Situations	1.OA.1 1.OA.B.4 1.OA.C.5-6 1.OA.D.7-8	1	12	Ch. 3 Test
Chapters 1 - 3 Course Benchmark				
4. Add Numbers Within 20	1.OA.1-2 1.OA.B.3 1.OA.C.5-6 1.OA.D.8	1	12	Ch. 4 Test #1 Performance Task
5. Subtract Numbers Within 20	1.OA.1 1.OA.B.3-4 1.OA.C.5-6 1.OA.D.7-8	2	11	Ch. 5 Test
6. Count and Write Numbers To 20	1.NBT.A.1 1.NBT.B.2, a-c	2	13	Ch. 6 Test
7. Compare Two-Digit Numbers	1.NBT.B.2b 1.NBT.B.3	2	10	Ch. 7 Test #2 Performance Task
Chapters 4 - 7 Course Benchmark				
8. Add and Subtract Tens	1.NBT.B.2a,c 1.NBT.B.4 1.NBT.C.4-6	2	12	Ch. 8 Test
9. Add Two-Digit Numbers	1.NBT.B.2. a-c	3	10	Ch. 9 Test

	1.NBT.C.4			
10. Measure and Compare Lengths	1.MD.A.1-2 1.OA.A.1	3	9	Ch. 10 Test
11. Represent and Interpret Data	1.MD.C.4 1.OA.A.1 1.OA.A.2	3	9	Ch. 11 Test
Chapters 8-11 Course Benchmark			1	Course Benchmark 3
12. Tell Time	1.MD.B.3	3	8	Ch. 12 Test #3 Performance Task
13. Two And Three Dimensional Shapes	1.G.A.1-2	3	13	Ch. 13 Test
14. Equal Share	1.G.A.3	4	7	Ch. 14 Test #4 Performance Task
Chapters 1 - 14 Course Benchmark				Post - Course Test