CURRICULUM MAP
Math

3rd Quarter	WEEK 1-2	WEEK 3-4	WEEK 5-6	WEEK 7-8	WEEK 8-9
	Through activities students will build number sense, understand the order of counting from any given number from 0–120, and apply the concept of 10 by mentally adding 10 more or 10 less.	Students will develop a deeper understanding of adding and subtracting whole numbers using a variety of strategies, such as making tens, composing and decomposing, counting on and back, and understanding that the equal sign signifies a relationship between the left and right side of an equation.	Students will develop a deeper understanding of adding and subtracting whole numbers using a variety of strategies, such as making tens, composing and decomposing, counting on and back, and understanding that the equal sign signifies a relationship between the left and right side of an equation.	Students will compose and decompose plane or solid figures and build an understanding of part-whole relationships as well as the properties of the original and composite shapes.	Students will compose and decompose plane or solid figures and build an understanding of part-whole relationships as well as the properties of the original and composite shapes.
Concept (CCSS Standard)	1.NBT.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.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making $= 8 + 2 + 4 = 10 + 4 = 14$); 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	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making $= 8 + 2 + 4 = 10 + 4 = 14$); 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	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, size) ; build and draw shapes to possess defining attributes. 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, size) ; build and draw shapes to possess defining attributes. 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)

		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.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. 1.OA.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 = □ – 3, 6 + 6 = □.	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.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. 1.OA.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 = □ – 3, 6 + 6 = □.	or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shape from the composite shape. 1.G.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.	or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new the composite shape. 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use eth 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.

Skill (SAT-10, Aimsweb, DIBELS)	Count Orally to 120 Number Identification to 120 Trace and write numbers 1-120 Cut and paste numbers in order 1-120 Compare and order numbers and sets to 1000 Identify the place value of a digit in a whole number	Identify the place value of a digit in a whole number Solve problems using appropriate strategies Solve problems using numerical reasoning Solve problems using place value concepts Addition/subtraction facts using symbolic notation Addition/subtraction facts in context Extend a numerical pattern Identify missing elements in a numerical pattern Identify missing elements in a numerical pattern	Identify the place value of a digit in a whole number Solve problems using appropriate strategies Solve problems using numerical reasoning Solve problems using place value concepts Addition/subtraction facts using symbolic notation Addition/subtraction facts in context Extend a numerical pattern Identify missing elements in a numerical pattern Identify missing elements in a numerical pattern	Identify figures with the same size and/or shape Identify figures with the same size and/or shape Identify symmetry Solve problems involving fraction concepts	Identify figures with the same size and/or shape Identify figures with the same size and/or shape Identify symmetry Solve problems involving fraction concepts
Formative Assessment	Aimsweb Fall/Winter Benchmark Testing Quick assessment 120	Aimsweb Fall/Winter Benchmark Testing Quick assessment 120	Pre/Post Test Oral Presentation Discussion Individual/Group Work Worksheets Tests/Quizzes	Pre/Post Test Oral Presentation Discussion Individual/Group Work Worksheets Tests/Quizzes	Pre/Post Test Oral Presentation Discussion Individual/Group Work Worksheets Tests/Quizzes

Homework	Practice counting 50-100	Practice counting 1-120	Worksheets	Worksheets	Worksheets
Learning Activity	Counting Games Hands-on Activities	Counting Games Hands-on Activities	Adding games Counting Games Hands-on Activities	Talley and graphs Counting Games Hands-on Activities	Toy Clocks Counting Games Hands-on Activities
ESLRs	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.	Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situation. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them.

Subject: Math   Grade: First Grade   Quarter: 3rd Quarter   Teacher(s): Balajadia, Damian, Dela Cruz, Douglas, Miles, Villanueva