

Curriculum Map – First Grade

September – Mid September

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.NBT.1	<p>Extend the counting sequence.</p> <p>1. Count to 10, starting at any number less than 10. In this range, read and write numerals and represent a number of objects with a written numeral.</p>		0 – zero 1 – one 2 – two 3 – three 4 – four 5 – five 6 – six 7 – seven 8 – eight 9 – nine 10 – ten same more fewer greater than less than more than pattern	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 1 (9 days) 9/3/2013 to 9/13/2013
Notes:					

Curriculum Map – First Grade

Mid-September – Mid October

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.OA.1	<p>Represent and solve problems involving addition.</p> <p>1. Use addition within 20 to solve word problems involving situations of adding to, 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. (Refer to Glossary, Table 1 of the Mass. Mathematics Curriculum Frameworks)</p>		part whole number bond add plus + equal to = addition sentence more than word problem (addition story)	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 2 & Chapter 3 (18 days) 9/16/2013 to 10/10/2013
1.OA.3	<p>Understand and apply properties of operations for addition.</p> <p>3. Apply properties of operations as strategies to add. <i>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.)</i> (Refer to Glossary, Table 1 of the Mass. Mathematics Curriculum Frameworks)</p>				
1.OA.6	<p>Add and subtract within 20.</p> <p>6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental 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 $6 + 6 + 1 = 12 + 1 = 13$).</p>				

Notes:

Curriculum Map – First Grade

Mid-September – Mid October (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.OA.7 1.OA.8 1.OA.MA.9	<p>Work with addition and subtraction equations.</p> <p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> <p>MA.9. Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.</p>				<p>Chapter 2 & Chapter 3 (18 days)</p> <p>9/16/2013 to 10/10/2013</p>

Notes:

Curriculum Map – First Grade

Mid October –Late October

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.OA.1	<p>Represent and solve problems involving addition.</p> <p>1. Use addition within 20 to solve word problems involving situations of adding to, 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. (Refer to Glossary, Table 1 of the Mass. Mathematics Curriculum Frameworks)</p>		take away subtract minus – subtraction sentence true false less than word problem (subtraction story) fact family	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 4 (10 days) 10/15/2013 to 10/30/2013
1.OA.4	<p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8</i></p>				
1.OA.5 1.OA.6	<p>Add and subtract within 20.</p> <p>5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>6. Add and subtract within 10, demonstrating fluency for addition and subtraction within 10. Use mental 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 $6 + 6 + 1 = 12 + 1 = 13$).</p>				
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Curriculum Map – First Grade

Mid October –Late October (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.OA.7 1.OA.8 1.OA.MA.9	<p>Work with addition and subtraction equations.</p> <p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> <p>MA.9. Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 10.</p>				Chapter 4 (10 days) 10/15/2013 to 10/30/2013
Notes:					

Curriculum Map – First Grade

Early November – Late November

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.NBT.1	<p>Extend the counting sequence.</p> <p>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.</p>		11-20 place value greatest least order group same doubles fact doubles plus 1	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 7 and Chapter 8 (17 days) 11/1/2013 to 11/26/2013
1.NBT.2a 1.NBT.2b 1.NBT.3	<p>Understand place value.</p> <p>2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones – call a “ten”.</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>				
1.NBT.4	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>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 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.</p>				
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Curriculum Map – First Grade

Early November – Late November (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
	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. 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.				Chapter 7 and Chapter 8 (17 days) 11/1/2013 to 11/26/2013
1.OA.1	Represent and solve problems involving subtraction. 1. Use addition and subtraction within 10 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. (Refer to Glossary, Table 1 of the Mass. Mathematics Curriculum Frameworks)				
1.OA.4	Understand and apply properties of operations and the relationship between addition and subtraction. 4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8</i>				
Notes:					

Curriculum Map – First Grade

Early November – Late November (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.OA.6	<p>Add and subtract within 20.</p> <p>6. Add and subtract within 10, demonstrating fluency for addition and subtraction within 10. Use mental 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 $6 + 6 + 1 = 12 + 1 = 13$).</p>				<p>Chapter 7 and Chapter 8 (17 days)</p> <p>11/1/2013 to 11/26/2013</p>
1.OA.7 1.OA.8 1.OA.MA.9	<p>Work with addition and subtraction equations.</p> <p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> <p>MA.9. Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 10.</p>				
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Curriculum Map – First Grade

Early December – Early January

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.MD.1 1.MD.2	<p>Measure lengths indirectly and by iterating length units.</p> <p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>		tall, taller, tallest short, shorter, shortest long, longer, longest start line about unit data picture graph more fewer most fewest tally mark bar graph	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 9 and Chapter 11 (17 days) 12/2/2013 to 1/3/2014
1.MD.4	<p>Represent and interpret data.</p> <p>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.</p>				
1.OA.8	<p>Work with addition and subtraction equations.</p> <p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p>				
Notes:					

Curriculum Map – First Grade

Early January – Late January

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.NBT.1	<p>Extend the counting sequence.</p> <p>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.</p>		count on count back place value regroup	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 12 and Chapter 13 (18 days) 1/6/2014 to 1/31/2014
1.NBT.2a 1.NBT.2c 1.NBT.3	<p>Understand place value.</p> <p>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 – call a “ten”. 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).</p> <p>3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>		21-29 30 40 counting tape		
1.NBT.4	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>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 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.</p>				

Curriculum Map – First Grade

Early January – Late January (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.NBT.6	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>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.</p>				<p>Chapter 12 and Chapter 13 (18 days)</p> <p>1/6/2014 to 1/31/2014</p>
1.OA.1	<p>Represent and solve problems involving subtraction.</p> <p>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. (Refer to Glossary, Table 1 of the Mass. Mathematics Curriculum Frameworks)</p>				
1.OA.2	<p>Represent and solve problems involving addition and subtraction.</p> <p>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.</p>				
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Curriculum Map – First Grade

Early January – Late January (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.OA.3 1.OA.4	<p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>3. Apply properties of operations as strategies to add and subtract. (Students need not use form terms for these properties.) <i>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.)</i></p> <p>4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p>			Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 12 and Chapter 13 (18 days) 1/6/2014 to 1/31/2014
1.OA.5 1.OA.6	<p>Add and subtract within 20.</p> <p>5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental 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., $13 - 4 = 13 = 13 - 3 - 1 = 10 - 1 = 9$); 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 $6 + 6 + 1 = 12 + 1 = 13$).</p>				
1.OA.7 1.OA.8 1.OA.MA.9	<p>Work with addition and subtraction equations.</p> <p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 + 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p>				

Curriculum Map – First Grade

Early January – Late January (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
	<p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 + \square = 3$, $6 + 6 = \square$.</i></p> <p>MA.9. Write and solve number sentences from problem situations that express relationships involving addition and subtraction with 20.</p>				<p>Chapter 12 and Chapter 13 (18 days)</p> <p>1/6/2014 to 1/31/2014</p>
Notes:					

Curriculum Map – First Grade

Early February – Mid-February

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.NBT.4 1.NBT.5	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>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 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.</p> <p>5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to account; explain the reasoning used.</p>		mentally doubles fact	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 14 (10 days) 2/3/2014 to 2/14/2014
1.OA.1	<p>Represent and solve problems involving additional and subtraction.</p> <p>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. (Refer to Glossary, Table 1 of the Mass. Mathematics Curriculum Frameworks).</p>				
1.OA.3	<p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>3. Apply properties of operations as strategies to add and subtract. (Students need not use form terms for these properties.) <i>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.)</i></p>				

Curriculum Map – First Grade

Early February – Mid-February (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.OA.6	<p>Add and subtract within 20.</p> <p>6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental 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., $13 - 4 = 13 = 13 - 3 - 1 = 10 - 1 = 9$); 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 $6 + 6 + 1 = 12 + 1 = 13$).</p>				<p>Chapter 14 (10 days)</p> <p>2/3/2014 to 2/14/2014</p>
<p>1.OA.7 1.OA.8 1.OA.MA.9</p>	<p>Work with addition and subtraction equations.</p> <p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 + 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 + \square - 3$, $6 + 6 = \square$.</i></p> <p>MA.9. Write and solve number sentences from problem situations that express relationships involving addition and subtraction with 20.</p>				
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Curriculum Map – First Grade

Late February –Late March

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.NBT.1	Extend the counting sequence. 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.		50 60 70 80 90 100	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 16 and Chapter 17 (19 days) 2/24/2014 to 3/21/3014
1.NBT.2.a 1.NBT.2.b 1.NBT.2.c	Understand Place Value 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) 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		estimate number line		
1.OA.5	Add and subtract with 20. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).				
1.OA.8	Work with addition and subtraction equations. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>				
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Curriculum Map – First Grade

Late March – Early April

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.OA.7	<p>Work with addition and subtraction equations.</p> <p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p>		cents nickel value penny dime exchange quarter change		Chapter 19 (10 days) 3/24/2014 to 4/4/2014
Notes:					

Curriculum Map – First Grade

Early April – Mid April

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.MD.3	Tell and write time. 3. Tell and write time in hours and half-hours using analog and digital clocks.		o'clock minute hand hour hand half past half hour	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 15 (9 days) 4/7/2014 to 4/17/2014
Notes:					

Curriculum Map – First Grade

Late-April to Late May

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.G.1 1.G.2 1.G.3	<p>Reason with shapes and their attributes.</p> <p>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 that possess defining attributes.</p> <p>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. (Students do not need to learn formal names such as “right rectangular prism.”)</p> <p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal share creates smaller shares.</p>		sort color alike size different rectangular prism cube sphere cone cylinder pyramid stack slide roll repeating pattern	Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap	Chapter 5 (18 days) 4/28/2014 to 5/21/2014
<p>Notes:</p>					

Curriculum Map – First Grade

Late May – Mid June

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
1.G.3	<p>Reason with shapes and their attributes.</p> <p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal share creates smaller shares.</p>		<p>same groups each share equally</p>	<p>Create a common assessment; blending best items from test-prep, chapter assessment, and put on your thinking cap</p>	<p>Chapter 18 (16 days)</p> <p>5/22/2014 to 6/13/2014</p>

Notes: