1st Grade Curriculum Guide – 2022-2023

1st Grade BIG-M   Transition Guide

Mathematical Thinking and Reasoning Standards

Key: Exploration (E), Procedural Reliability (PR), Recall/Automaticity (R), * Foundational benchmark,

Yellow highlight: New grade-level concepts, Cyan highlight: Go Math! Lessons from other grade levels that address the benchmark.

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.1.NSO.2.2 (PR) MA.1.AR.1.1 MA.1.NSO.2.1 (R)	**Operations and Algebraic Thinking** **Addition Concepts – Go Math! Chapter 1** •Use pictures and concrete objects and the strategy make a model to solve "adding to" and "putting together" addition problems. •Understand, apply, and explore the Additive Identity Property for Addition and the Commutative Property of Addition. •Model and record all the ways to put together numbers within 10. •Build automaticity for addition within 10.		13 days
Notes:	MA.1.NSO.2.1 • Recall addition facts with sums to 10 and related subtraction facts with automaticity. *Recall with automaticity is new to grade 1. Purpose and instructional strategies can be found on pp. **20-22** in the **1st Grade BIG-M** <table><tr><td>Literature Resources</td><td>Suggested Manipulatives</td></tr></table>		

| | **Addition**
 • *Domino Addition by Lynette Long
 • *Chrysanthemum by Kevin Henkes
 • If You Were a Plus Sign by Trisha Speed Shaskan
 • Ten for Me by Barbara Mariconda
 • What's New at the Zoo? An Animal Adventure by Suzanne Slade | • Objects for counting (e.g., beans chips, coins)
 • Ten-frame
 • Double ten-frame
 • Hundreds chart
 • Dot cards
 • Numeral cards
 • Number line to 20
 • Open number line
 • Part-part-whole chart
 • Number cubes (1-6, 1-10)
 • Spinners (1-4, 1-5, 1-6, 1-10)
 • Dominoes |

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.1.NSO.2.2 (PR) **MA.1.NSO.2.1** (R)	**Operations and Algebraic Thinking** **Subtraction Concepts – Go Math! Chapter 2** •Use pictures and concrete objects and the strategy make a model to solve "taking from" and "taking apart" subtraction problems. •Compare pictorial groups to understand subtraction. •Identify how many are left when subtracting all or 0. •Model and compare groups to show the meaning of subtraction. •Model and record all of the ways to take apart numbers within 10. •Build automaticity for subtraction within 10.		15 days
Notes:	MA.1.NSO.2.1 • Recall addition facts with sums to 10 and related subtraction facts with automaticity. *Recall with automaticity is new to grade 1. Purpose and instructional strategies can be found on pp. **20-22** in the **1st Grade BIG-M** 		

Literature Resources	Suggested Manipulatives
Subtraction • If You Were a Minus Sign by Trisha Speed Shaskan • Ten Red Apples by Pat Hutchins • Ten Sly Piranhas by William Wise	

		- Objects for counting (e.g., beans chips, coins) - Ten-frame - Double ten-frame - Hundreds chart - Dot cards - Numeral cards - Number line to 20 - Open number line - Part-part-whole chart - Number cubes (1-6, 1-10) - Spinners (1-4, 1-5, 1-6, 1-10) - Dominoes

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.1.NSO.1.1 MA.1.NSO.2.2 (PR) MA.1.NSO.2.1 (R) MA.1.AR.1.1 MA.1.AR.1.2	**Addition Strategies - Go Math! Ch. 3** •Apply the Commutative Property of Addition for sums within 20 •Use the count on 1,2, or 3, doubles, doubles plus 1 and doubles minus 1, or make a ten to find sums within 20. •Use visual charts, such as a 120 chart when counting on.*** •Use doubles to create equivalent but easier sum. Use a ten-frame to add 10 and an addend less than10. •Apply the Associative Property or Commutative Property of Addition to add three or more addends.		19 days
Notes:	MA.1.AR.1.1 • Apply properties of addition to find a sum of three or more whole numbers. * Adding more than 3 addends is new to grade 1. Purpose and instructional strategies can be found on pp. **33-34** in the 1st **Grade BIG-M**		
	Literature Resources	**Suggested Manipulatives**	

	Addition	
	• *Each Orange Had 8 Slices by Paul Giganti	• Connecting cubes
	• Double the Ducks by Steven Murray	• Two-color counters
	• Mission Addition by Loreen Leedy	• Ten-frame
	• One Hundred Hungry Ants by Elinor Pinczes	• Double ten-frame
	• 10 Up on Top by Theo LeSieg	• Hundreds chart
	• Amelia Bedelia Goes Camping, by P. Parish and L. Sweat	• Open number line
	• Are You a Ladybug? by Judy Allen and Tudor Humphries	• Numeral cards
	• Dealing with Addition by Lynette	• Number line to 20
		• Place value chart
		• Number cubes
		• Playing cards

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.1.NSO.1.1 MA.1.AR.2.1 MA.1.NSO.2.2 (PR) MA.1.NSO.2.1 (R)	**Subtraction Strategies - Go Math! Ch. 4** •Understand the relationship between addition and subtraction when problem solving. ** •Use the following strategies/methods to find differences within 20: count back 1, 2, or 3, use addition to subtract, use a number line, or make a ten. •Use visual charts, such as a 120 chart when counting backward. •Recall addition facts to 10 and apply to strategies/methods for subtracting numbers within 20. •Subtract by breaking apart to make a ten. •Solve subtraction problem situations using the strategy act it out.		13 days

Notes:	**Literature Resources** **Subtraction** • *The Doorbell Rang by Pat Hutchins • Sea Sums by Joy N. Hulme • A Bag Full of Pups by Dick Gackenback	**Suggested Manipulatives** • Connecting cubes • Two-color counters • Ten-frame • Double ten-frame • Hundreds chart • Open number line • Numeral cards • Number line to 20 • Place value chart • Number cubes • Playing cards

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.1.NSO.2.2 (PR) MA.1.AR.2.3 MA.1.AR.2.2 MA.1.NSO.2.1 (R)	**Addition and Subtraction Relationships - Go Math! Ch. 5** •Solve addition and subtraction problem situations using the strategy make a model. •Identify and record related facts within 20 and use them to subtract. •Apply the inverse relationship of addition and subtraction. •Represent equivalent forms of numbers using sums and differences within 20. •Determine if an equation is true or false. •Add and subtract facts within 20 and recall addition facts with sums to 10 and related subtraction facts with automaticity.		**17 days**
Notes: Additional resources	Supplement for Basic Facts to 20 Supplement for Problem Solving Supplement for Missing Numbers Supplement for Choose an Operation		
	Literature Resources	**Suggested Manipulatives**	

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.1.NSO.1.1 MA.1.NSO.1.3 MA.1.NSO.1.2	**Count and Model Numbers Go Math! Ch. 6** •Recognize patterns when skip counting by 2s to 20 and by 5s to 100 •Use objects, pictures, and numbers to represent numbers (or quantities) to100. •Solve problems using the strategy make a model. •Count, read, and write numerals to represent a number of 100 to 120 objects. •Read numbers from 0 to 100 written in standard form, expanded form and word form •Write numbers from 0 to 100 using standard form and expanded form.	Skip lessons 6.2, 6.3	18 days
Notes: Additional resources	Supplement for Ten More, Ten Less Supplement for Making Tens and Ones Supplement for Tens and Ones to 50 NEW TO 1ST GRADE: **Skip counting by 5 - 2nd grade Go Math Chapter 1 lesson 8** **Number words – 2nd grade Go Math Chapter 1 lesson 5** **Expanded form – 2nd grade Go Math Chapter 1 lesson 6**		

MA.1.NSO.1.1

- Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.

<mark>* Counting backwards within 120 by ones, and skip counting by 2s to 20 and by 5s to 100 are new to grade 1.</mark>

Purpose and instructional strategies can be found on pp. **13-14** in the **1st Grade BIG-M**

MA.1.NSO.1.2

- Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.

<mark>*Reading number words in word form and expanded form, and writing numbers in expanded form are new to grade 1.</mark>

Purpose and instructional strategies can be found on pp. **15-16** in the **1st Grade BIG-M**

Literature Resources	Suggested Manipulatives
• *One Hundred Hungry Ants by Elinor Pinczes • Over in the Ocean: In a Coral Reef by Marianne Berkes • How Many Jelly Beans? by Andrea Menotti • A Place for Zero by Angeline Sparagna • 10 Minutes Till Bedtime by Peggy Rathmann • One Monday Morning by Uri Shulevitz	• Two-color counters • Ten-frame • Double ten-frame • Number lines

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame (2 days allotted for assessments)
MA.1.NSO.1.4 **MA.1.NSO.2.3**	**Compare Numbers - Go Math! Ch. 7** •Model and compare two-digit numbers using symbols. •Plot, order, and compare whole numbers up to 100 using a number line. •Solve problems using the strategy make a model. •Identify numbers that are 1 more, 1 less, 10 less, and 10 more than a given number.		**12 days**
Notes: Additional resources	Supplement for Representing Tens and Ones (1) Supplement for Representing Tens and Ones (2) Supplement for 1 more, 1 less https://leonschools-my.sharepoint.com/:b:/g/personal/thomasm2_leonschools_net/EdsuqHAqP6ZDkrHEaxq3CgUBzyHnlDtDQuVuUMHgNCJJIw?e=hNysHK MA.1.NSO.1.4 • Plot, order and compare whole numbers up to 100. *Plotting and ordering numbers are new to grade 1. Purpose and instructional strategies can be found on pp. **18-20** in the **1st Grade BIG-M**		

	Literature Resources	**Suggested Manipulatives**
	*One Hundred Hungry Ants by Elinor Pinczes - Over in the Ocean: In a Coral Reef by Marianne Berkes - How Many Jelly Beans? by Andrea Menotti - A Place for Zero by Angeline Sparagna 10 Minutes Till Bedtime by Peggy Rathmann - One Monday Morning by Uri Shulevitz	120 chart - Number line - Place value work mat - Base ten rods

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame
MA.1.NSO.2.4 (E) MA.1.NSO.2.5 (E)	**Two-Digit by One-Digit Addition and Subtraction - Go Math! Ch. 8** •Explore the addition of a two-digit number and a one-digit number with sums to 100. •Decompose tens and regroup ones when subtracting a one-digit number from a two-digit number using manipulatives, drawings or equations. •Explore subtraction of a one-digit number from a two-digit number using tools such as a number line. •Use and draw models and manipulatives to add or subtract a two-digit number and a one-digit number. •Solve and explain two-digit addition word problems using the strategy draw a picture.	Skip lessons 8.2 and 8.3 Only part of the practice in 8.4 is applicable to the benchmark	**15 days**

Notes: Additional resources	Supplement for Make Ten to Add _Khan Academy-Subtracting a one-digit number from a two-digit number with regrouping_ _Subtracting a one-digit number from a two-digit number without regrouping_ _Brainpop Jr. Subtracting without regrouping_ Purpose and instructional strategies can be found on pp. **28-29** in the **1st Grade BIG-M**

Literature Resources	Suggested Manipulatives
	• Place value chart • Base-ten blocks

	• Dealing with Addition by Lynette Long • Elevator Magic by Stuart Murphy • Shark Swimathon by Stuart J. Murphy	• Number lines

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame
MA.1.M.1.2 MA.1.M.1.1 MA.1.M.2.1 MA.1.M.2.2 MA.1.M.2.3	**Measurement and Data Measurement - Go Math! Ch. 9** •Compare and order objects by length. •Estimate length to the nearest inch. Give a reasonable number of inches for the length of an object. •Use the Transitivity Principle to measure indirectly. •Make a nonstandard measuring tool to measure length. •Solve measurement problems using the strategy act it out. •Tell and write times to the hour and half hour. •Partition circles into halves and to semicircles to tell time to the nearest half hour. •Identify coins from both sides and express their values. •Find the money value of coin and bill combinations of one, five and ten dollar bills up to $100.		**18 days**
Notes:	*NEW TO 1ST GRADE:* *Measure to the nearest centimeter – 2nd grade Go Math! Chapter 9 lesson 2* MA.1.M.1.1 • Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter. *Measuring an object to the nearest centimeter is new to grade 1. Purpose and instructional strategies can be found on pp. **42-43** in the 1st **Grade BIG-M**		

MA.1.M.2.3

- Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five, and ten dollar bills up to $100. Use the ¢ and $ symbols appropriately.

<mark>*Finding the value of combinations of coins with nickels and the combination of one, five, and ten dollar bills are new to grade 1.</mark>

Purpose and instructional strategies can be found on pp. **52-53** in the **1st Grade BIG-M**

Literature Resources	Suggested Manipulatives
- Inch by Inch by Leo Lionni - How Big Is a Foot? By Rolf Myller - The Grouchy Ladybug by Eric Carle - Me and the Measurement of Things by Joan Sweeney - How Long or How Wide?: A Measuring Guide by Brian Cleary - Just a Little Bit by Marilyn Burns - Measuring a Penny by Loreen Leedy - Beanstalk: The Measure of a Giant by Ann McCallum	- Connecting cubes - Centimeter cubes - Color tiles - Ruler (inch and centimeter) - Nonstandard objects (e.g., paperclips, erasers) - Student coins and dollars

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame
MA.1.DP.1.2 **MA.1.DP.1.1**	**Represent Data - Go Math! Ch. 10** •Analyze and compare data shown in a picture graph where each symbol represents one. Analyze and compare data shown in a picture graph or a tally chart. •<u>Collect Data and represent using tally marks or pictographs</u>. •Make a picture graph or a tally chart. •Solve problem situations using the strategy make a graph.		6 days
Notes:	*Tally marks and connecting them to skip counting are new to grade 1. Purpose and instructional strategies can be found on pp. **63-65** in the **1ˢᵗ Grade BIG-M** **Literature Resources** • The Great Graph Contest by Loreen Leedy • Tiger Math: Learning to Graph from a Baby Tiger by Ann Whitehead Nagda • Tally O'Malley by Stuart J. Murphy **Suggested Manipulatives** • Color tiles • Number lines • Connecting cubes		

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame
MA.1.GR.1.1 **MA.1.GR.1.4** **MA.1.GR.1.3**	**Geometry Three-Dimensional Geometry - Go Math! Ch. 11** •Identify, compare and sort two-and three-dimensional shapes based on their defining attributes. •Compose a new shape by combining three-dimensional shapes •Given a real-world object, identify parts that are modeled by two and three-dimensional figures. •Identify two-and three-dimensional shapes used to build a composite shape using the strategy, act it out.		7 days
Notes:	MA.1.GR.1.1 • Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. *Using formal and informal language to describe the defining attributes of figures when comparing and sorting; identifying two- and three-dimensional; and the addition of semi-circles and spheres are new to grade 1. Purpose and instructional strategies can be found on pp. **54-56** in the **1ˢᵗ Grade BIG-M** MA.1.GR.1.4		

	• Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, and hexagons, spheres, cubes, rectangular prisms, cones and cylinders. ==*New to grade 1.== Purpose and instructional strategies can be found on pp. **60-62** in the **1ˢᵗ Grade BIG-M**

Literature Resources	Suggested Manipulatives
• Shapes on a Roll by Karen Nagel • The Shape of Things by Dayle Ann Dodds	• Solid shapes • Real world objects

Benchmarks	Learning Targets	NOT Aligned Go Math! Lessons	Suggested Time Frame
MA.1.GR.1.1 **MA.1.GR.1.2** **MA.1.GR.1.3** **MA.1.FR.1.1***	**Two-Dimensional Geometry - Go Math! Ch. 12** •Describe attributes of two-dimensional shapes including trapezoids and use defining attributes to sort shapes. •Compose a new shape by combining two-and three-dimensional shapes. •Given a real-world object, identify parts that are modeled by two-dimensional figures. •Make new shapes from composite two-dimensional shapes using the strategy act it out. •Decompose combined shapes into shapes. •Identify equal and unequal parts (or shares) in two-dimensional shapes. •Partition circles and rectangles into two or four equal shares.		10 days
Notes:	MA.1.GR.1.1 • Identify, compare and sort two- and three- dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders. *Using formal and informal language to describe the defining attributes of figures when comparing and sorting; identifying two- and three-dimensional; and the addition of semi-circles and spheres are new to grade 1. Purpose and instructional strategies can be found on pp. **54-56** in the **1st Grade BIG-M**		

	Literature Resources • The Greedy Triangle by Marilyn Burns • If You Were a Polygon by Marcie Aboff • Icky Bug Shapes by Jerry Palotta	Suggested Manipulatives • Plane shapes • Attribute blocks • Pattern blocks • Geoboards and geobands (rubber bands)

	Revisit grade-level benchmarks that were NOT previously mastered prior to the Getting Ready for 2nd Grade lessons.		