

CPSD: Grade 1 Mathematics Curriculum  
6 modules

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Sums and differences to 10	Introduction to place value through addition and subtraction within 20	Ordering and comparing length measurements as numbers	Place value, comparison, addition and subtraction to 40	Identifying shapes and telling time	Place Value, comparison, addition and subtraction to 100
Apx. 45 days	Apx. 40 days	Apx. 15 days	Apx. 35 days	Apx. 12 days	Apx. 25 days
1.OA.A.1 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.D.7 1.OA.D.8  39 lessons	1.OA.A.1 1.OA.A.2 1.OA.B.3 1.OA.B.4 1.OA.C.6 1.NBT.B.2  34 lessons	1.OA.A.1 1.MD.A.1 1.MD.A.2 1.MD.C.6  12 lessons	1.OA.A.1 1.NBT.A.1 1.NBT.B.2 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.B.4 1.MD.B.5  27 lessons	1.MD.B.3 1.G.A.1 1.G.A.2 1.G.A.3  9 Lessons	1.NBT.A.1 1.NBT.B.2 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.B.4 1.MD.B.5  20 Lessons

Pacing equals 172 days out of 178. Additional days within each module have been paced for assessment and reteaching purposes.

<b>Math</b>	Module 1: Sums and differences to 10	<b>Grade Level</b>	1	<b>Dates</b>	Approximately 45 days
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### Standards and student-friendly objectives

- 1.OA.A.1 Use addition and subtraction within 20 to solve problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
  - I can use addition and subtraction to solve problems.
  - I can write an equation to show (represent) a problem.
  - I can use a symbol for an unknown number in an equation.
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract. (See note below)
  - I can use different strategies to add and subtract.
- 1.OA.B.4 Understand subtraction as an unknown-addend problem.
  - I can use addition to help me solve a subtraction problem.
- 1.OA.C.5 Relate counting to addition and subtraction.
  - I can use counting strategies to solve addition and subtraction problems.
- 1.OA.C.6 Add and subtract within 20 demonstrating *computational fluency* for addition and subtraction within 10.
  - I can add and subtract numbers within 20.
  - I can quickly add and subtract numbers within 10.
- 1.OA.D.7 Understand the meaning of the equal sign and determine if equations involving addition and subtractions are true or false.
  - I can use the equal sign correctly.
  - I can decide if an equation is true or false.
- 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.(e.g.,  $5 + \underline{\quad} = 11$  or  $\underline{\quad} = 10 - 2$ )
  - I can find the missing number in addition and subtraction equations.

**Note:**

*1.OA.B.3 - Students should show understanding of commutative and associative properties, but it is not necessary for them to use the formal terms. Examples: Student should understand since  $8+3=11$  then  $3+8=11$  (commutative property). Student could solve  $2+6+4$  by first adding the second two numbers to make 10, so  $2+6+4=2+10=12$  (associative property).*

*1.OA.C.6 - **Computational fluency** is demonstrating a method/strategy of student choice, understanding the strategy he/she selected, and being able to explain how it can efficiently produce accurate answers.*

<b>Math</b>	Module 2: Introduction to Place Value through Addition and Subtraction within 20	<b>Grade Level</b>	1	<b>Dates</b>	Approximately 40 days
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**Standards and student-friendly objectives**

- 1.OA.A.1 Use addition and subtraction within 20 to solve problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
  - I can use addition and subtraction to solve problems.
  - I can write an equation to show (represent) a problem.
  - I can use a symbol for an unknown number in an equation.
- 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
  - I can use addition to solve problems (with three addends).
  - I can write an equation to show (represent) a problem (with three addends).
  - I can use a symbol for an unknown number in an equation (with three addends).
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract. (See note in module 1 regarding this standard.)
  - I can use different strategies to add and subtract.
- 1.OA.B.4 Understand subtraction as an unknown-addend problem.
  - I can use addition to help me solve a subtraction problem.
- 1.OA.C.6 Add and subtract within 20 demonstrating *computational fluency* for addition and subtraction within 10. (See note in module 1 regarding this standard.)
  - I can add and subtract numbers within 20.
  - I can quickly add and subtract numbers within 10.
- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
  - I can show (represent) a two-digit number using ones, tens, or ones and tens. (e.g., 80 = 8 tens and 0 ones; 16 = 1 ten and 6 ones or 16 ones)

<b>Math</b>	Module 3: Ordering and Comparing Length Measurements as Numbers	<b>Grade Level</b>	1	<b>Dates</b>	Approximately 15 days
<b>Standards and student-friendly objectives</b>					
<ul style="list-style-type: none"> <li>● 1.OA.A.1 Use addition and subtraction within 20 to solve problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (using objects, drawings, and equations with a symbol for the unknown number to represent the problem). <ul style="list-style-type: none"> <li>○ I can use addition and subtraction to solve problems.</li> <li>○ I can write an equation to show (represent) a problem.</li> <li>○ I can use a symbol for an unknown number in an equation.</li> </ul> </li> <li>● 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. <ul style="list-style-type: none"> <li>○ I can put three objects in order from shortest to longest.</li> <li>○ I can compare the lengths of objects.</li> </ul> </li> <li>● 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 end to end; understand that length is the number of same-size units that span it with no gaps or overlaps. (First grade is limited to whole number units.) <ul style="list-style-type: none"> <li>○ I can measure an object to find its length.</li> </ul> </li> <li>● 1.MD.C.6 Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs, and bar graphs; ask and answer questions about the total number represented, how many in each category, and how many more/less are in one category <ul style="list-style-type: none"> <li>○ I can show (represent) information using a tally table, picture graph, or bar graph.</li> <li>○ I can ask and answer questions about information shown in tally tables, picture graphs, or bar graphs.</li> </ul> </li> </ul>					

<b>Math</b>	Module 4: Place Value, Comparison, and Addition & Subtraction to 40	<b>Grade Level</b>	1	<b>Dates</b>	Approximately 35 days
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### Standards and student-friendly objectives

- 1.OA.A.1 Use addition and subtraction within 20 to solve problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
  - I can use addition and subtraction to solve problems.
  - I can write an equation to show (represent) a problem.
  - I can use a symbol for an unknown number in an equation.
- 1.NBT.A.1 Count to 120 starting at any number; Read and write numerals and represent a number of objects with a written numeral (up to 120).
  - I can count to 120 from any number.
  - I can read and write any numeral up to 120.
  - I can use a numeral to show (represent) a number of objects.
- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
  - I can show (represent) a two-digit number using ones, tens, or ones and tens. (e.g., 80 = 8 tens and 0 ones; 16 = 1 ten and 6 ones or 16 ones)
- 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results with the symbols  $<$ ,  $>$ , or  $=$ .
  - I can use symbols to compare two numbers.
- 1.NBT.C.4 Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation. (*Strategies should be based on place value, properties of operations, and/or addition/subtraction relationships*).
  - I can add numbers within 100 and explain my thinking.
- 1.NBT.C.5 Mentally find 10 more or 10 less than a given two-digit number (without having to count) and explain the reasoning used.
  - I can find 10 more or 10 less than a number and explain my thinking.
- 1.NBT.C.6 Subtract multiples of 10 from multiples of 10 (both in the range of 10-90) using concrete models or drawings, relate the strategy to a written method, and explain the reasoning used.
  - I can subtract groups of 10 and explain my thinking.
- 1.MD.B.4 Identify and know the value of a penny, nickel, dime, and quarter.
  - I can name a coin.
  - I can tell how much a coin is worth.
- 1.MD.B.5 Count collections of like coins (pennies, nickels, and dimes)
  - I can count a group of coins and tell how much the group is worth.

*Note: The Eureka Math Module 4 lessons only focus on dimes and pennies as it relates to standards 1.MD.B.4 and 1.MD.B.5, but the standards are revisited in Module 6.*

<b>Math</b>	Module 5: Identifying Shapes and Telling Time	<b>Grade Level</b>	1	<b>Dates</b>	Approximately 12 days
<b>Standards and student-friendly objectives</b>					
<ul style="list-style-type: none"> <li>● 1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks. (Introductory standard - mastery not expected until grade 3.) <ul style="list-style-type: none"> <li>○ I can tell and write the time to the nearest hour using different clocks.</li> <li>○ I can tell and write the time to the nearest half-hour using different clocks.</li> </ul> </li> <li>● 1.G.A.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. <ul style="list-style-type: none"> <li>○ I can draw or build certain shapes.</li> <li>○ I can explain what makes a <u>triangle</u> a <u>triangle</u> (and that color, position, and size do not matter). (Replace underlined words with other shapes.)</li> </ul> </li> <li>● 1.G.A.2* Compose two-dimensional shapes (e.g., rectangles, triangles, squares, trapezoids, half-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape. <i>Note: Formal names are not necessary at this level (e.g., right circular cylinder)</i> <ul style="list-style-type: none"> <li>○ I can use put shapes together to make new shapes.</li> </ul> </li> <li>● 1.G.A.3 Partition circles and rectangles into two and four equal shares, describing the shares using words such as two of, four of, half/halves, or fourths/quarters <ul style="list-style-type: none"> <li>○ I can divide shapes into equal parts.</li> </ul> </li> </ul>					

<b>Math</b>	Module 6: Place Value, Comparison, and Addition & Subtraction to 100	<b>Grade Level</b>	1	<b>Dates</b>	Approximately 25 days
<b>Standards and student-friendly objectives</b>					
<ul style="list-style-type: none"> <li>● 1.NBT.A.1 Count to 120 starting at any number; Read and write numerals and represent a number of objects with a written numeral (up to 120). <ul style="list-style-type: none"> <li>○ I can count to 120 from any number.</li> <li>○ I can read and write any numeral up to 120.</li> <li>○ I can use a numeral to show (represent) a number of objects.</li> </ul> </li> <li>● 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. <ul style="list-style-type: none"> <li>○ I can show (represent) a two-digit number using ones, tens, or ones and tens. (e.g., 80 = 8 tens and 0 ones; 16 = 1 ten and 6 ones or 16 ones)</li> </ul> </li> <li>● 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results with the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>. <ul style="list-style-type: none"> <li>○ I can use symbols to compare two numbers.</li> </ul> </li> <li>● 1.NBT.C.4 Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation. (<i>Strategies should be based on place value, properties of operations, and/or addition/subtraction relationships</i>). <ul style="list-style-type: none"> <li>○ I can add numbers within 100 and explain my thinking.</li> </ul> </li> <li>● 1.NBT.C.5 Mentally find 10 more or 10 less than a given two-digit number (without having to count) and explain the reasoning used. <ul style="list-style-type: none"> <li>○ I can find 10 more or 10 less than a number and explain my thinking.</li> </ul> </li> <li>● 1.NBT.C.6 Subtract multiples of 10 from multiples of 10 (both in the range of 10-90) using concrete models or drawings, relate the strategy to a written method, and explain the reasoning used. <ul style="list-style-type: none"> <li>○ I can subtract groups of 10 and explain my thinking.</li> </ul> </li> <li>● 1.MD.B.4 Identify and know the value of a penny, nickel, dime, and quarter. <ul style="list-style-type: none"> <li>○ I can name a coin.</li> <li>○ I can tell how much a coin is worth.</li> </ul> </li> <li>● 1.MD.B.5 Count collections of like coins (pennies, nickels, and dimes) <ul style="list-style-type: none"> <li>○ I can count a group of coins and tell how much the group is worth.</li> </ul> </li> </ul>					