

**Tunkhannock Area School District
Grade One Mathematics
Curriculum Map 2014**

Quarter 1

Targeted Standard(s):

Domain

- 1.NBT Number and Operations in Base Ten
- 1.OA Operations and Algebraic Thinking

PA Core Standards

- CC.2.1.1.B.1** Extend the counting sequence to read and write numerals to represent objects.
- CC.2.1.1.B.2** Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.
- CC.2.1.1.B.3** Use place value concepts and properties of operations to add and subtract within 100.
- CC.2.2.1.A.1** Represent and solve problems involving addition and subtraction within 20.
- CC.2.2.1.A.2** Understand and apply properties of operations and the relationship between addition and subtraction.

Enduring Understandings

- Count on starting at any number less than 100 and continue to 120.
- Read, write, and represent a number of objects with a written numeral.
- Quantities can be compared using matching and words.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Understand place value.
- Recognize and understand patterns on a 99 chart (tens and ones).

Essential Questions:

1. How, when, and why do we represent, compare, and order numbers?
2. What can a number line show us?
3. How can I use a number line to count forwards and backwards?
4. How are addition and subtraction related?
5. When solving a problem, how do we know how to solve it?
6. What do less than, greater than, and equal to mean?
7. What patterns do I hear when I am counting aloud?

Core Content/Objectives		Instructional Actions	
Concepts	Competencies	Activities	Assessment
What students will know	What students will be able to do		How learning will be assessed
I. Numbers	I. Numbers	Count and Write Numbers 1 to 120.	Formative

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<p>A. Count and Write Numbers Correctly 1 to 120 (CC.2.1.1.B.1)</p> <p>B. Compare and Order Numbers (CC.2.1.1.B.2) (CC.2.1.1.B.3)</p> <p>II. Addition/Subtraction Concepts</p> <p>A. Solve and Explain Addition Problems by Counting On-Sums to Ten (CC.2.2.1.A.1) (CC.2.2.1.A.2)</p> <p>B. Use Concrete Objects to Explain Terms-Sum and Difference</p>	<p>A. 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> <p>B. 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> <p>II. Addition/Subtraction Concepts</p> <p>A. Apply properties of operations as strategies to add and subtract. 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.)</p> <p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>B. Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also</p>	<p>Lesson Pathways Compare numbers-up-to-50</p> <p>II. Addition/Subtraction Concepts</p> <p>Math Playground</p> <p>Learning Planet</p> <p>Word Problems</p> <p>Fruit Shoot Addition</p> <p>Addition Word Problems</p> <p>Subtraction Word Problems</p> <p>Add to: Change Unknown Problems (to 20)</p> <p>Add to: Start Unknown Problems (to 20)</p> <p>Take from: Change Unknown</p>	<p>Assesments</p> <p>Rocket Math Vocabulary Open-ended Problems Teacher Observation Benchmark Assessment Homework Review Class work Review Student Produced Models</p>
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<p>(CC.2.2.1.A.1) (CC.2.2.1.A.2)</p> <p>C. Solve Subtraction Problems- Differences from Ten (CC.2.2.1.A.1) (CC.2.2.1.A.2)</p>	<p>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.)</p> <p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>C. Apply properties of operations as strategies to add and subtract. 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.)</p> <p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>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</p>	<p>Problems (to 20)</p> <p>Take from: Start Unknown Problems (to 20)</p> <p>Make 10 Squares</p> <p>Dot Card Addition</p> <p>Addition Domino Train</p> <p>I Have..Who Has? (easy facts) Domino Addition</p> <p>Cuisenaire Doubles</p> <p>Make 10 with Cuisenaire Rods</p> <p>Build a Cuisenaire House</p> <p>Race to 50</p>	
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<p>III. Problem Solving</p> <p>A. Use Problem Solving Strategy - Write a Number Sentence (CC.2.2.1.A.1)</p> <p>B. Use Problem Solving Strategy - Make a Model (CC.2.2.1.A.1) (CC.2.2.1.A.2)</p> <p>C. Use Problem Solving Strategy - Draw a Picture (CC.2.2.1.A.1) (CC.2.2.1.A.2)</p> <p>IV. Place Value</p> <p>A. Model Place Value Concepts- Ones (CC.2.1.1.B.2)</p>	<p>known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>III. Problem Solving</p> <p>A. 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.</p> <p>B. 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.</p> <p>C. 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.</p> <p>IV. Place Value</p> <p>A. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p style="padding-left: 20px;">a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p>	<p>III. Problem Solving</p> <p>Word Problems with 3 Addends</p> <p>Find 3 Cards</p> <p>Three Letter Addends</p> <p>IV. Place Value</p> <p>Math Play- Place Value</p> <p>ABCYA</p>	
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<p>B. Model Place Value Concepts- Tens (CC.2.1.1.B.2)</p> <p>C. Find Ten More or Ten Less Using a Two-Digit Number and Explain Reasoning Without Counting. (CC.2.1.1.B.2)</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>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>B. 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 — called 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>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>C. 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 — called 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>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>Place Value Pirates</p> <p>Build a Train</p> <p>Teens on the Ten Frame</p> <p>Teens on the Ten Frame Book 1</p> <p>Teens on the Ten Frame Book 2</p> <p>Tens and Ones with Unifix Cubes</p> <p>Make 10 Bundles</p> <p>My Double Ten-Frame Riddle</p> <p>Tens and Ones Game</p> <p>Representing Two Digit Numbers with Base 10 Blocks</p> <p>Base Ten Concentration (2 Digit)</p>	
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<p>D. Compare Two Two-Digit Numbers with the Symbols $>$, $<$, $=$ (CC.2.1.1.B.2)</p> <p>V. Skip Counting A. Review Skip Counting by 10's to 100. (CC.2.1.1.B.1)</p> <p>B. Review Skip Counting by 5's to 100. (CC.2.1.1.B.1)</p>	<p>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. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>D. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>V. Skip Counting A. 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. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). B. 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>	<p>V. Skip Counting Skip Counting Songs Math is Fun</p>	
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	<p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>		
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Materials/Resources/Technology

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Quarter 2
<p>Targeted Standard(s): Domain 1.NBT Number and Operations in Base Ten 1.OA Operations and Algebraic Thinking</p> <p>PA Core Standards CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.</p>
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Extend the counting sequence. • Use place value understanding and properties of operations to add and subtract. • Add and subtract within 20. • Represent and solve problems involving addition and subtraction.
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What does a number line show us? 2. How can I use a number line to count on? Count back? 3. How are addition and subtraction related? 4. When solving a problem, how do we know how to solve it?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities	Assessment How learning will be assessed
<p>I. Addition/Subtraction Concepts.</p> <p>A. Solve and Explain Addition Problems-Sums to 20. (CC.2.2.1.A.1) (CC.2.2.1.A.2)</p>	<p>I. Addition/Subtraction Concepts.</p> <p>A. Apply properties of operations as strategies to add and subtract. 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 $2 + 6 +$</p>	<p>Addition/Subtraction Concepts</p> <p>Math Playground</p> <p>http://members.learningplanet.com</p> <p>Word Problems</p>	<p>Formative Assessments</p> <p>Rocket Math Vocabulary Open-ended Problems Teacher Observation Benchmark</p>

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<p>B. Solve and Explain Subtraction Problems- Differences from 20. (CC.2.2.1.A.1) (CC.2.2.1.A.2)</p>	<p>$4 = 2 + 10 = 12$. (Associative property of addition.) Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>B. Apply properties of operations as strategies to add and subtract. 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.) Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 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</p>	<p>Fruit Shoot Addition</p> <p>Build a Train</p> <p>Teens on the Ten Frame</p> <p>Teens on the Ten Frame Book 1</p> <p>Teens on the Ten Frame Book 2</p> <p>Tens and Ones with Unifix Cubes</p> <p>Make 10 Bundles</p> <p>My Double Ten-Frame Riddle</p> <p>Tens and Ones Game</p> <p>Representing Two Digit Numbers with Base 10 Blocks</p> <p>Base Ten Concentration (2 Digit)</p>	<p>Assessment Homework Review Class work Review Student Produced Models</p>
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<p>C. Write Addition and Subtraction Sentences Vertically and Horizontally. (CC.2.2.1.A.1) (CC.2.2.1.A.2)</p> <p>D. Use Doubles and Doubles Plus One to Add and Subtract. (CC.2.2.1.A.1) (CC.2.2.1.A.2)</p>	<p>+ 6 + 1 = 12 + 1 = 13).</p> <p>C. Apply properties of operations as strategies to add and subtract. 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.) Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>D. Apply properties of operations as strategies to add and subtract. 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.) Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);</p>		
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	with a symbol for the unknown number to represent the problem.	Strategy - Make a Model Subtraction Word Problems Use Problem Solving Strategy - Draw a Picture	
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Materials/Resources/Technology

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Quarter 3

Targeted Standard(s):

Domain

- 1.G Geometry
- 1.MD Measurement and Data
- 1.OA Operations and Algebraic Thinking

PA Core Standards

- CC.2.3.1.A.1** Compose and distinguish between two- and three- dimensional shapes based on their attributes.
- CC.2.4.1.A.1** Order lengths and measure both indirectly and by repeating length units.
- CC.2.3.1.A.2** Use the understanding of fractions to partition shapes into halves and quarters.

Enduring Understandings:

- Reason with shapes and their attributes.
- Measure lengths indirectly and by iterating length units.
- Represent and interpret data.
- Important information can be found in representations of data such as tallies, tables, and charts.
- Tables and charts can make solving problems easier.
- Questions can be answered by collecting and interpreting data.
- Measure lengths indirectly and by iterating length units.

Essential Questions:

1. How are geometric shapes and objects classified?
2. How do we use shapes and attributes in the real world?
3. Why is data collected and analyzed?
4. How can predictions be made based on data?
5. Why do I measure?
6. Why do I need standard units of measurement?
7. How can measurement be used to solve problems?

Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities	Assessment How learning will be assessed

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<p>I. Two-Dimensional Shapes</p> <p>A. Name, Describe, Draw and Build a Circle, Square, Triangle, Rectangle, and Trapezoids (CC.2.3.1.A.1)</p> <p>B. Identify and Sort the Plain Shapes According to its Properties (CC.2.3.1.A.1)</p> <p>C. Name, Describe, Build and Draw the Shapes (CC.2.3.1.A.1)</p>	<p>I. Two-Dimensional Shapes</p> <p>A. 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. 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.</p> <p>B. 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. 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.</p> <p>C. 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. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes</p>	<p>Two-Dimensional Shapes</p> <p>Shape Matching</p> <p>Education.com</p> <p>Geoboard Squares</p> <p>Comparing Polygons Writing Template</p> <p>My 3D Shapes Book</p> <p>Comparing 3D Shapes Writing Template</p> <p>Shape Patterns</p> <p>Read Aloud Task Cards:</p> <p>When a Line Bends a Shape Begins</p> <p>Mouse Shapes</p>	<p>Formative Assessments</p> <p>Rocket Math Vocabulary</p> <p>Open-ended Problems</p> <p>Teacher Observation</p> <p>Benchmark Assessment</p> <p>Homework Review</p> <p>Class work Review</p> <p>Student Produced Models</p>
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<p>D. Identify and Sort the Plane Shapes According to its Properties (CC.2.3.1.A.1)</p> <p>II. Three-Dimensional Shapes A. Compare Three-Dimensional Shapes-Cube, Right Rectangular Prism, Right Circular Cone, and Right Circular Cylinder.</p>	<p>(cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>D. 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. 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.</p> <p>E. 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. 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.</p> <p>II. Three-Dimensional Shapes A. 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.</p>	<p>Three-Dimensional Shapes</p> <p>Pattern Block Numbers</p> <p>Pattern Block Triangles</p> <p>Fold a Square</p>	
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<p>(CC.2.3.1.A.1)</p> <p>B. Identify the Vertices and Faces of the Shapes. (CC.2.3.1.A.1)</p> <p>III. Fractions</p> <p>A. Review the Fractions-Halves and Fourths to Represent Quantities. (CC.2.3.1.A.2)</p>	<p>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.</p> <p>B. 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.</p> <p>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 shapes.</p> <p>III. Fractions</p> <p>A. 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.</p>	<p>Cover a Hexagon</p> <p>Tangram Squares</p> <p>Tangram Triangles</p> <p>Fractions</p> <p>Fraction Pictures</p> <p>Make a Pizza</p> <p>More Geometry Read Alouds:</p> <p>Three Pigs, One Wolf, and Seven Magic Shapes</p> <p>Hexagon</p>	
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Quarter 4

Targeted Standard(s):

Domain

- 1.MD Measurement and Data
- 1.OA Operations and Algebraic Thinking
- 1.NBT Number and Operations in Base Ten
- 1.G Geometry

PA Core Standards

- CC.2.4.1.A.2** Tell and write time to the nearest half hour using both analog and digital clocks.
- CC.2.2.1.A.2** Understand and apply properties of operations and the relationship between addition and subtraction.
- CC.2.3.1.A.2** Use the understanding of fractions to partition shapes into halves and quarters.
- CC.2.1.1.B.2** Use place value concepts to represent amounts of tens and ones and to compare two digits numbers.

Enduring Understandings:

- Tell and write time.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Work with addition and subtraction equations.
- Use place value understanding and properties of operations to add and subtract.
- Represent and solve problems involving addition and subtraction.
- Tell and write time.
- Work with money.

Essential Questions:

1. How, when, and why do we represent, compare, and order numbers?
2. How are addition and subtraction related?
3. When solving a problem, how do we know how to solve it?
4. Why is telling time important?
5. How do you use a calendar in daily life?
6. How do the different units of time (minutes, day, weeks) relate to each other?
7. How do I use a clock to tell time to the nearest quarter hour?
8. How can I tell time using both digital and analog clock faces?
9. Why is it important to understand the values of coins?
10. How can I represent the same amount of money using different combinations of coins?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities	Assessment How learning will be assessed
<p>I. Time A. Tell Time Using an Analog and Digital Clock-Hour. (CC.2.4.1.A.2)</p> <p>II. Tables/Graphs A. Acquire Data from Observations in the Classroom for a Table or Chart (CC.2.4.1.A.4)</p> <p>B. Sort and Classify Data from Tables and Charts (Tallies, Pictographs, Bar Graphs, (CC.2.4.1.A.4)</p> <p>C. Record and Read Data Displayed in a Tally Table, Bar Graph, and Pictograph (CC.2.4.1.A.4)</p> <p>D. Answer Questions from Data (CC.2.4.1.A.4)</p>	<p>I. Time A. Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>II. Tables/Graphs A. 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> <p>B. 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> <p>C. 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> <p>D. Organize, represent, and interpret data with up to three categories; ask and answer questions</p>	<p>Time My Favorite Time of Day Time Barrier Game Time Barrier Game Grid</p> <p>Tables/Graphs Duck! Rabbit!</p>	<p>Formative Assessments</p> <p>Rocket Math Vocabulary Open-ended Problems Teacher Observation Benchmark Assessment Homework Review Class work Review Student Produced Models</p>

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<p>E. Make a Concrete Graph Using Classroom Objects. (CC.2.4.1.A.4)</p> <p>F. Use Data from a Tally Table to Construct a Bar Graph and Pictograph. (CC.2.4.1.A.4)</p> <p>III. Money</p> <p>A. Identify and Compare Penny, Nickel, Dime, Quarter, and Half Dollar (CC.2.4.2.A.3)</p> <p>IV. Addition and Subtraction Concepts</p> <p>A. Solving Problems with</p>	<p>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> <p>E. 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> <p>F. 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> <p>III. Money</p> <p>A. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>IV. Addition and Subtraction Concepts</p> <p>A. Fluently add and subtract within 20 using mental strategies.</p>	<p>III. Money</p> <p>Math Bucks Math Store Piggy Banks Play Money Cash Register</p> <p>Identify and Compare Penny and Nickel Money-Names-and-Values Pennies-Nickels-and-Dimes</p> <p>IV. Addition and Subtraction Concepts</p> <p>Adding Three Numbers</p>	
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<p>Sums to 20 (CC.2.2.2.A.1) (CC.2.2.2.A.2) (CC.2.4.2.A.6)</p> <p>B. Solve Sums of Two and Three Digit Numbers with Regrouping</p> <p>C. Solving Two-Digit subtraction problems with and without regrouping.</p>	<p>B. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>C. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>Pattern-Missing Addends</p> <p>Green Goes First</p> <p>Fruit Shoot Subtraction</p> <p>At the Zoo addition</p> <p>Mathscore</p>	
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Materials/Resources/Technology