2017.18 First Grade, Mathematics, Quarter 1

Effective Teaching Practices
1. Establish mathematics goals to focus learning.
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student thinking.

-Ongoing fluency expectations:
1.OA.C.6 Fluently add and subtract within 20 using mental strategies. (Know from memory all sums up to 10.)

-Literacy Skills for Mathematical Proficiency:
1. Use multiple reading strategies.
2. Understand and use correct mathematical vocabulary.
3. Discuss and articulate mathematical ideas.
4. Write mathematical arguments.

Domain → Cluster → TN Standard  

1.WCE.M.1 Demonstrate the use of calendar as a way of measuring units of time and understanding numerical patterns. (Q1, Q2, Q3, Q4)

Student Friendly “I Can” Statements
I can use a calendar in order to identify the year, month, week, day, yesterday, today, and tomorrow.
I can tell that a calendar is used to measure time in days, weeks or months. Days make weeks, weeks make months, and months make years.
I can identify patterns in a calendar and understand the calendar is set up in columns and rows.
I can match ordinal numbers to the months and days of the year. (e.g., January 15 is the first month, fifteenth day.)
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1.OA.A.1</strong></td>
<td>Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Q1, Q2) (See Table 1 - Addition and Subtraction Situations)</td>
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<tr>
<td><strong>1.OA.A.2</strong></td>
<td>Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</td>
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<tr>
<td><strong>1.OA.B.3</strong></td>
<td>Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)</td>
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<tr>
<td><strong>1.OA.C.5</strong></td>
<td>Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and</td>
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composing/ decomposing numbers with an emphasis on making ten (e.g., \(13 - 4 = 13 - 3 - 1 = 10 - 1 = 9\) or adding \(6 + 7\) by creating the known equivalent \(6 + 4 + 3 = 10 + 3 = 13\)). (Q1, Q2)

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<tr>
<th>I can count up to subtract. I can use fluency strategies to add and subtract within 20.</th>
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**1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10. (Q1, Q2, Q3)

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<tr>
<th>I can add and subtract within 20 by counting on and making a ten. I can add and subtract within 20 by using doubles, doubles plus one, doubles minus one. I can add and subtract within 20 by using the relationship between addition and subtraction. I can fluently add and subtract within 20 by using multiple strategies. (e.g.)</th>
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- Tens frames
- Counting back
- Fact families and related unknown facts
- Hundreds chart
- Number line
- Drawing pictures
- Part-Part-Whole mat
- Number Bond
- Using manipulatives
- Rekenrek
- Decomposing numbers with an emphasis on making a ten

**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position (e.g., \(8+?=11, 5=?-3, 6+6=?\)). (Q1, Q2)

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<th>I can recognize part-part-whole relationships of three numbers with the unknown in any position. I can determine the unknown value in an addition or subtraction equation when two out of three of the numbers in the equation are given. I can show equations in different forms with an addend unknown, the result unknown, and starting with an unknown.</th>
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