

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**First Grade Math**

| <b>UNIT PACING</b><br>Names of units and approximate pacing  | <b>LEARNING TARGETS</b><br>Students will be able to...   | <b>STANDARD</b><br>Which Common Core standards does this address? | <b>ASSESSMENTS</b><br>Which assessments are given to determine student growth? |
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| Math Expressions<br>Common Core<br><br>Unit 1: Partners and Number Patterns Through 10<br><br><i>September/October</i> | <ul style="list-style-type: none"> <li>I can add to 20 to solve word problems by using objects, drawings, and equations.</li> <li>I can subtract from 20 to solve word problems by using objects, drawings, and equations.</li> <li>I can use facts about addition and subtraction to help me add and subtract (i.e., If I know <math>8 + 3 = 11</math>, then I also know <math>3 + 8 = 11</math>).</li> <li>I can use counting to help me add and subtract.</li> <li>I can add and subtract to 20 using different strategies.</li> <li>I can find the unknown number in an addition or subtraction equation.</li> </ul>   | 1.OA.1<br>1.OA.3<br>1.OA.5<br>1.OA.6<br>1.OA.8                    | Unit 1 Quick Quizzes<br><br>Unit 1 Assessments                                 |
| Math Expressions<br>Common Core<br><br>Unit 2: Addition and Subtraction Strategies<br><br><i>November</i>              | <ul style="list-style-type: none"> <li>I can add to 20 to solve word problems by using objects, drawings, and equations.</li> <li>I can subtract from 20 to solve word problems by using objects, drawings, and equations.</li> <li>I can use facts about addition and subtraction to help me add and subtract (i.e., If I know <math>8 + 3 = 11</math>, then I also know <math>3 + 8 = 11</math>).</li> <li>I can use counting to help me add and subtract.</li> <li>I can add and subtract to 20 using different strategies.</li> <li>I can understand what the equal sign means.</li> <li>I can tell if an addition or subtraction equation is true or false.</li> <li>I can find the unknown number in an addition or subtraction equation.</li> </ul> | 1.OA.1<br>1.OA.3<br>1.OA.5<br>1.OA.6<br>1.OA.7<br>1.OA.8          | Unit 2 Quick Quizzes<br><br>Unit 2 Assessments                                 |
| Math Expressions<br>Common Core<br><br>Unit 3: Unknown Numbers in Addition and Subtraction<br><br><i>December</i>      | <ul style="list-style-type: none"> <li>I can add to 20 to solve word problems by using objects, drawings, and equations.</li> <li>I can subtract from 20 to solve word problems by using objects, drawings, and equations.</li> <li>I can understand subtraction as an unknown-partner problem.</li> <li>I can use counting to help me add and subtract.</li> <li>I can add and subtract to 20 using different strategies.</li> <li>I can understand what the equal sign means.</li> <li>I can tell if an addition or subtraction equation is true or false.</li> <li>I can find the unknown number in an addition or subtraction equation.</li> </ul>   | 1.OA.1<br>1.OA.4<br>1.OA.5<br>1.OA.6<br>1.OA.7<br>1.OA.8          | Unit 3 Quick Quizzes<br><br>Unit 3 Assessments                                 |

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| <p>Math Expressions<br/>Common Core</p> <p>Unit 4: Place Value<br/>Concepts</p> <p><i>January</i></p> | <ul style="list-style-type: none"> <li>• I can add to 20 to solve word problems by using objects, drawings, and equations.</li> <li>• I can subtract from 20 to solve word problems by using objects, drawings, and equations.</li> <li>• I can use facts about addition and subtraction to help me add and subtract (i.e., If I know <math>8 + 3 = 11</math>, then I also know <math>3 + 8 = 11</math>).</li> <li>• I can use counting to help me add and subtract.</li> <li>• I can add and subtract to 20 using different strategies</li> <li>• I can find the unknown number in an addition or subtraction equation.</li> <li>• I can count to 120 starting at any number less than 120.</li> <li>• I can read and write numbers to 120.</li> <li>• I can understand that a two-digit number is made up of tens and ones.</li> <li>• I can understand that 10 is really ten ones called a “ten.”</li> <li>• I can understand that the numbers 11 to 19 are made up of a ten and some more ones.</li> <li>• I can understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 mean the same as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> <li>• I can compare two 2-digit numbers using <math>&gt;</math>, <math>&lt;</math>, <math>=</math>.</li> <li>• I can add numbers to 100.</li> <li>• I can add a two-digit number and a one-digit number using hands-on math tools, drawings and strategies to help me.</li> <li>• I can add a two-digit number and a decade number using hands-on math tools, drawings and strategies to help me.</li> <li>• I can show and explain how my strategy helped me solve the problem.</li> <li>• I can understand that when I add two-digit numbers, I add tens and tens, ones and ones; and sometimes it is necessary to make a new ten.</li> <li>• I can find 10 more or 10 less than a 2-digit number in my head.</li> <li>• I can explain my thinking.</li> </ul> | <p>1.OA.1<br/>1.OA.3<br/>1.OA.5<br/>1.OA.6<br/>1.OA.8<br/>1.NBT.1<br/>1.NBT.2<br/>1.NBT.2a<br/>1.NBT.2b<br/>1.NBT.2c<br/>1.NBT.3<br/>1.NBT.4<br/>1.NBT.5</p> | <p>Unit 4 Quick Quizzes</p> <p>Unit 4 Assessments</p> |
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| <p>Math Expressions<br/>Common Core</p> <p>Unit 5: Place Value<br/>Situations</p> <p><i>February</i></p> | <ul style="list-style-type: none"> <li>• I can add to 20 to solve word problems by using objects, drawings, and equations.</li> <li>• I can subtract from 20 to solve word problems by using objects, drawings, and equations.</li> <li>• I can use facts about addition and subtraction to help me add and subtract (i.e., If I know <math>8 + 3 = 11</math>, then I also know <math>3 + 8 = 11</math>).</li> <li>• I can understand subtraction as an unknown-partner problem.</li> <li>• I can use counting to help me add and subtract.</li> <li>• I can add and subtract to 20 using different strategies such as: <ul style="list-style-type: none"> <li>• counting on</li> <li>• making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>)</li> <li>• decomposing a number to make a ten (e.g., <math>13 - 4 = 10 - 3 - 1 = 10 - 1 = 9</math>)</li> <li>• using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>);</li> <li>• and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>)</li> </ul> </li> <li>• I can find the unknown number in an addition or subtraction equation.</li> <li>• I can count to 120 starting at any number less than 120.</li> <li>• I can read and write numbers to 120.</li> <li>• I can understand that a two-digit number is made up of tens and ones.</li> <li>• I can understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 mean the same as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (For example, 30 means 3 tens.)</li> <li>• I can subtract decade numbers between 10-90 from other decade numbers, using hands-on math tools, drawings and strategies to help me</li> <li>• I can show and explain how my strategy helped me solve the problem.</li> </ul> | <p>1.OA.1<br/>1.OA.2<br/>1.OA.3<br/>1.OA.4<br/>1.OA.5<br/>1.OA.6<br/>1.OA.8<br/>1.NBT.1<br/>1.NBT.2<br/>1.NBT.2c<br/>1.NBT.4<br/>1.NBT.5<br/>1.NBT.6</p> | <p>Unit 5 Quick Quizzes</p> <p>Unit 5 Assessments</p> |
| <p>Math Expressions<br/>Common Core</p> <p>Unit 6: Comparisons<br/>and Data</p> <p><i>March</i></p>      | <ul style="list-style-type: none"> <li>• I can add to 20 to solve word problems by using objects, drawings, and equations.</li> <li>• I can subtract from 20 to solve word problems by using objects, drawings, and equations.</li> <li>• I can add three numbers (total up to 20) to solve word problems by using objects, drawings, and equations.</li> <li>• I can use counting to help me add and subtract.</li> <li>• I can find the unknown number in an addition or subtraction equation.</li> <li>• I can organize, show and understand data with up to three categories.</li> <li>• I can ask and answer questions about the data total.</li> <li>• I can find how many are in each category.</li> <li>• I can find how many more or less are in one category than in another.</li> </ul>  | <p>1.OA.1<br/>1.OA.2<br/>1.OA.5<br/>1.OA.8<br/>1.MD.4</p>  | <p>Unit 6 Quick Quizzes</p> <p>Unit 6 Assessments</p> |

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| <p>Math Expressions<br/>Common Core</p> <p>Unit 7: Geometry,<br/>Measurement, and Equal<br/>Shares</p> <p><i>April</i></p> | <ul style="list-style-type: none"> <li>• I can put three objects in order by length.</li> <li>• I can use an object to compare the length of two objects.</li> <li>• I can use a shorter object to measure the length of an object.</li> <li>• I can understand that the length of an object is the number of same-sized units laid end-to-end with no gaps or overlaps.</li> <li>• I can tell and write time to the nearest hour and half-hour.</li> <li>• I can tell which attributes are important to identify a shape and which ones are not.</li> <li>• I can build and draw shapes when I am given a list of attributes.</li> <li>• I can use two-dimensional shapes to create new shapes.</li> <li>• I can use three-dimensional shapes to create new shapes.</li> <li>• I can divide circles and rectangles into two and four equal sections.</li> <li>• I can correctly use the words halves, fourths, and quarters.</li> <li>• I can describe the whole as two of, or four of the sections.</li> <li>• I can understand dividing a shape into equal sections, makes smaller sections.</li> </ul> | <p>1.MD.1<br/>1.MD.2<br/>1.MD.3<br/>1.G.1<br/>1.G.2<br/>1.G.3</p> | <p>Unit 7 Quick Quizzes</p> <p>Unit 7 Assessments</p> |
| <p>Math Expressions<br/>Common Core</p> <p>Unit 8: Two-Digit<br/>Addition</p> <p><i>May</i></p>                            | <ul style="list-style-type: none"> <li>• I can compare two 2-digit numbers using <math>&gt;</math>, <math>&lt;</math>, <math>=</math>.</li> <li>• I can add numbers to 100.</li> <li>• I can add a two-digit number and a one-digit number using hands-on math tools, drawings and strategies to help me.</li> <li>• I can add a two-digit number and a decade number using hands-on math tools, drawings and strategies to help me.</li> <li>• I can show and explain how my strategy helped me solve the problem.</li> <li>• I can understand that when I add two-digit numbers, I add tens and tens, ones and ones; and sometimes it is necessary to make a new ten.</li> <li>• I can subtract decade numbers between 10-90 from other decade numbers, using hands-on math tools, drawings and strategies to help me</li> <li>• I can show and explain how my strategy helped me solve the problem.</li> </ul>  | <p>1.NBT.3<br/>1.NBT.4<br/>1.NBT.6</p>                            | <p>Unit 8 Quick Quizzes</p> <p>Unit 8 Assessments</p> |