

Key: I- Introduce, P – Practice, M - Mastery

Mead School District Curriculum Map K-8

Content Area: Math

Grade Level: 1st

Overarching Enduring Understandings:

1.

2.

3.

4.

5.

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These curriculum maps represent the content strands for math. The process strands – solves problems, reasons logically, communicates understandings, and makes connections – should be interwoven throughout lessons. Washington State Grade Level Expectations (GLEs) should be consulted for further guidance.

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Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Unit 3 (8 days)	Number Sense Measurement Probability/ Statistics Geometric Sense	<p>1.1.1 Understand different representations of whole numbers.</p> <ul style="list-style-type: none"> • Represent a number to at least 100 in different ways and translate from one representation to another <p>1.2.1 Understand and apply attributes to describe and compare objects.</p> <ul style="list-style-type: none"> • Read a clock with only the hour hand and use approximate language. (I) <p>1.2.4 Understand and apply procedures to measure with non-standard or standard units.</p> <ul style="list-style-type: none"> • Use a variety of records of time. (I) <p>1.4.3 Understand how data can be organized and displayed.</p> <ul style="list-style-type: none"> • Display results of data collection by making student-invented and conventional displays. (P) <p>1.3.2 Understand how to compare figures based on their characteristics. (I)</p>	MTB Unit 3: Exploring Shapes FOSS: New Plants Unit	DPP

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Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Unit 4 (5 days)	Number Sense	<p>1.1.1 Understand different representations of whole numbers.</p> <ul style="list-style-type: none"> Count sets of objects less than 100 using a variety of grouping strategies. <p>1.1.6 Understand and apply procedures for addition of whole numbers with fluency.</p> <ul style="list-style-type: none"> Use strategies for addition to at least sums to 12. (P) Solve problems involving addition using procedures and explaining those procedures. (P) <p>1.1.7 Understand and apply strategies and appropriate tools for adding with whole numbers.</p> <ul style="list-style-type: none"> Use strategies and appropriate tools from among mental math, paper/pencil, manipulatives, or calculator to compute in a problem situation. (I) Use counting strategies to combine whole numbers with sums under 12. (P) 	MTB Unit 4: Adding to Solve Problems	DPP
Unit 5 (9 days)	Number Sense Algebraic Sense Probability/ Statistics	<p>1.1.2 Understand sequential relationships among whole numbers.</p> <ul style="list-style-type: none"> Skip count by 2, 5, and 10. (I) <p>1.1.1 Understand ways of representing whole numbers.</p> <ul style="list-style-type: none"> Identify coins and state their value. (I) <p>1.5.1 Understand the concepts of patterns.</p> <ul style="list-style-type: none"> Identify and describe numerical patterns in the 100's chart. (I) <p>1.4.3 Understand how data can be reorganized and displayed. (P)</p> <p>1.4.5 Understand how a display provides information.</p>	MTB Unit 5: Grouping and Counting FOSS: New Plants Unit	DPP

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Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Unit 6 (10 days)	Number Sense Measurement Probability/ Statistics	<p>1.1.2 Understand sequential relationships among whole numbers</p> <p>1.2.1 Understand and apply attributes to describe and compare objects.</p> <p>1.2.4 Understand and apply procedures to measure with non-standard or standard units.</p> <ul style="list-style-type: none"> • Select units appropriate to the object being measured and explain why it was selected. (I) • Use physical models of measuring units to fill, cover, match, or make the desired comparison of the attributes with the unit. (I) <p>1.4.3 Understand that data can be organized and displayed. (P)</p> <p>1.4.5 Understand how a display provides information.</p>	<p>MTB Unit 6: Measurement: Length</p> <p>FOSS: Solids and Liquids Unit</p> <p>FOSS: New Plants Unit</p>	DPP
Unit 7 (5-7 days)	Geometry Algebraic Sense	<p>1.3.2 Understand how to compare figures based on their characteristics.</p> <p>1.5.1 Understand the concepts of patterns.</p> <ul style="list-style-type: none"> • Create and describe a variety of repeating patterns using sounds, objects, and symbols. (I) • Describe and extend a repeating pattern (I) • Identify the unit in a repeating pattern. (I) 	MTB Unit 7: Patterns and Designs	DPP

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Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Unit 9 (13-15 days)	Number Sense Algebraic Sense	<p>1.1.1 Understand ways of representing whole numbers.</p> <ul style="list-style-type: none"> • Represent a number to at least 100 in different ways and translate from one representation to another. (P) • Group and regroup objects into 1’s and 10’s. (P) • Count sets of objects less than 100 using a variety of grouping strategies. (P) <p>1.1.2 Understand sequential relationships among whole numbers.</p> <ul style="list-style-type: none"> • Skip count by 2, 5, and 10. (P) • Order three or more numbers to at least 100 from the smallest to largest. (P) <p>1.1.6 Understand and apply procedures for addition of whole numbers with fluency.</p> <ul style="list-style-type: none"> • Use strategies for addition facts to at least sums to 12. (P) • Solve problems involving addition using and explaining procedures used. (P) <p>1.1.7 Understand and apply strategies and appropriate tools for adding with whole numbers.</p> <p>1.5.1 Understand the concepts of patterns. Identify and describe numerical patterns in the 100’s chart.</p>	MTB Unit 9: Grouping by Tens	DPP

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Unit 10 (5 days)	Number Sense Measurement Geometric Sense	<p>1.1.1 Understand different representations of whole numbers.</p> <ul style="list-style-type: none"> • Represent a number to at least 100 in different ways and translate from one representation to another. (P) <p>1.2.1 Understand and apply attributes to describe and compare objects.</p> <p>1.2.4 Understand and apply procedures to measure with non-standard or standard units.</p> <ul style="list-style-type: none"> • Use physical models of measuring units to fill, cover, match, or make the desired comparison of the attribute with the unit. <p>1.3.2 Understand how to compare figures based on their characteristics.</p> <ul style="list-style-type: none"> • Identify, compare, and sort two-dimensional figures in their surroundings. (M) • Describe figures using accurate terminology. (M) 	<p>MTB Unit 10: Measurement: Area</p> <p>FOSS: Solids and Liquids Unit</p>	DPP

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Unit 11 (9 days)	Number Sense Algebraic Sense Measurement Probability/ Statistics	<p>1.1.2 Understand sequential relationships among whole numbers.</p> <ul style="list-style-type: none"> • Skip count by 2, 5, and 10. (P) <p>1.1.6 Understand and apply procedures for addition of whole numbers with fluency.</p> <ul style="list-style-type: none"> • Use strategies for addition facts to at least sums to 12. (P) • Solve problems involving addition using and explaining procedures used. (P) <p>1.1.1 Understand ways of representing whole numbers.</p> <ul style="list-style-type: none"> • Represent a number to at least 100 in different ways. (P) • Identify coins and state their value. (M) <p>1.1.5 Understand the meaning of subtraction.</p> <p>1.1.7 Understand and apply strategies and appropriate tools for adding with whole numbers.</p> <p>1.5.1 Understand the concept of patterns.</p> <ul style="list-style-type: none"> • Identify and describe numerical patterns in the 100's chart. (M) <p>1.2.1 Understand and apply attributes to describe and compare objects.</p> <ul style="list-style-type: none"> • Identify coins and state their value <p>1.4.3 Understand how data can be organized and displayed.</p> <ul style="list-style-type: none"> • Use a calendar as a record of time. (M) 	MTB Unit 11: Looking at 100	DPP

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Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Unit 12 (6-7 days)	Number Sense Measurement	<p>1.1.1 Understand ways of representing whole numbers.</p> <ul style="list-style-type: none"> Count sets of objects less than 100 using a variety of grouping strategies. (P) Represent a number to at least 100 in different ways and translate from one representation to another. (P) <p>1.1.2 Understand sequential relationships among whole numbers.</p> <ul style="list-style-type: none"> Skip count by 2, 5, and 10. (P) <p>1.2.1 Understand and apply attributes to describe and compare objects.</p>	MTB Unit 12: Cubes and Volume	DPP
Unit 13 (8 days)	Number Sense Algebraic Sense	<p>1.1.1 Understand different representations of whole numbers.</p> <p>1.1.6 Understand and apply procedures for addition of whole numbers with fluency.</p> <ul style="list-style-type: none"> Use strategies for addition to at least sums to 12. (P) Solve problems involving addition using procedures and explaining those procedures. (P) <p>1.1.5 Understand the meaning of subtraction.</p> <ul style="list-style-type: none"> Express stories involving subtraction with models, pictures, and symbols. (M) Show relationships between addition and subtraction using physical models, diagrams, and acting out problems. (M) <p>1.1.7 Understand and apply strategies and appropriate tools for adding with whole numbers.</p> <ul style="list-style-type: none"> Use counting strategies to combine whole numbers with sums under 12. (M) 	MTB Unit 13: Thinking About Addition and Subtraction	DPP

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Unit 13 Continued	Algebraic Sense	1.5.3 Understand the meaning of symbols and labels used to represent situations. <ul style="list-style-type: none"> • Demonstrate equality by recording number sentences with balance using the “=” symbol. (M) • Complete open sentences showing equalities. (M) 		
Unit 14 (5-8 days)	Number Sense Probability/ Statistics	1.1.1 Understand different representations of whole numbers. 1.2.1 Understand sequential relationships among whole numbers. <ul style="list-style-type: none"> • Skip count by 2, 5, and 10. (M) 1.1.5 Understand the meaning of subtraction. <ul style="list-style-type: none"> • Show relationships between addition and subtraction using physical models, diagrams, and acting out problems. (M) 1.4.3 Understand how data can be organized and displayed. (P) 1.4.5 Understand how a display provides information.	MTB Unit 14: Exploring Multiplication and Division	DPP
Unit 15 (5 days)		Concept Foundation for Future Grades	MTB Unit 15: Exploring 3-D Shapes	DPP
Unit 16 (5 days)	Probability/Statistics	1.4.3 Understand how data can be organized and displayed. (M)	MTB Unit 16: Collecting and Organizing Data Foss Science (FOSS)	DPP

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Unit 17 (5-6 days)	Number Sense	<p>1.1.1 Understand different representations of whole numbers.</p> <ul style="list-style-type: none"> • Represent a number to at least 100 in different ways and translate from one representation to another. (M) • Group and regroup objects into 1s and 10s. (M) • Count sets of objects less than 100 using a variety of grouping strategies. (M) <p>1.1.6 Understand and apply procedures for addition of whole numbers with fluency.</p> <ul style="list-style-type: none"> • Use strategies for addition to at least sums to 12. (M) • Solve problems involving addition using procedures and explaining those procedures. (M) 	MTB Unit 17: Moving Beyond 100	DPP
Unit 18 (6-7 days)	Algebraic Sense	1.5.3 Understand the meaning of symbols and labels used to represent equality in situations.	MTB Unit 18: Pieces, Parts, and Symmetry	DPP
Unit 19 (4-5 days)	Measurement	1.2.4 Understand and apply procedures to measure with non-standard or standard units.	MTB Unit 19: Measurement and Mapping	DPP
Unit 20 (7 days)			MTB Unit 20: Looking Back at First Grade	DPP Criterion Reference Test (CRT) post-test

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