



Curriculum and Instruction –Mathematics

Quarter 1

Grade: 1

Mathematics Grade 1 – Year at a Glance 2019 - 2020

Q1		Q2		Q3		Q4
Module 1 Aug. 12 – Oct. 11	Module 2 Oct. 21 – Nov. 22	Module 3 Dec. 1 – Dec. 20	Module 4 Jan. 6 – Feb. 24	Module 5 Feb. 25 –Mar. 13	Module 6 Mar. 23- May 15	1 st Grade Tasks May 18 – May 22
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 of Numbers to 40	Identifying, Composing, and Partitioning Shapes	Place Value, Comparison, Addition and Subtraction of Numbers to 100	Please see curriculum maps for specific tasks and lessons
1.OA.A.1	1.OA.A.1	1.OA.A.1	1.OA.A.1	1.MD.B.3	1.NBT.A.1	Please see curriculum maps
1.OA.B.3	1.OA.A.2	1.MD.A.1	1.NBT.A.1	1.G.A.1	1.NBT.B.2	
1.OA.B.4	1.OA.B.3	1.MD.A.2	1.NBT.B.2	1.G.A.2	1.NBT.B.3	
1.OA.C.5	1.OA.B.4	1.MD.C.5	1.NBT.B.3	1.G.A.3	1.NBT.C.4	
1.OA.C.6	1.OA.B.5		1.NBT.C.4		1.NBT.C.5	
1.OA.D.7	1.OA.C.6		1.NBT.C.5		1.NBT.C.6	
1.OA.D.8	1.NBT.B.2		1.NBT.C.6		1.MD.B.3	
					1.ND.B.4	

Key:

Major Content	Additional Content
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Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

Use the following guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

[Pacing and Preparation Guide \(Omissions\)](#)



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Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?



In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor.**

Instructional Shifts for Mathematics



Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.





How to Use the Maps

Overview

An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards

TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content

This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support

District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency

The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.)

Instructional Calendar

As a support to teachers and leaders, an instructional calendar is provided **as a guide**. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.



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Grade 1 Quarter 1 Overview

Module 1: Sums and Differences to 10

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Focus Grade Level Standard	Type of Rigor	Foundational Standards
 1.OA.A.1	Application	K.OA.A.1, K.OA.A.2
 1.OA.B.3	Conceptual Understanding	K.OA.A.1, K.OA.A.2
 1.OA.B.4	Conceptual Understanding	K.OA.A.1, K.OA.A.2
 1.OA.C.5	Conceptual Understanding	K.CC.B.4
1.OA.C.6	Conceptual Understanding, Procedural Fluency	K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.4, K.OA.A.5, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5
1.OA.D.7	Conceptual Understanding, Procedural Fluency	Introductory Concept
 1.OA.D.8	Conceptual Understanding	1.OA.D.7
 Indicates Portfolio Standard		
Instructional Focus Document – Grade 1		



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 1: Sums and Differences to 10			
<p>Domain: Operations and Algebraic Thinking Cluster: Represent and solve problems involving addition and subtraction.</p> <p>■ 1.OA.A.1 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.</p> <p>Cluster: Add and subtract within 20.</p> <p>■ 1.OA.C.5 Add and subtract within 20, using strategies such as counting on, counting back, making 10, using fact families and related known facts and 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 $6 + 4 + 3 = 10 + 3 = 13$).</p> <p>■ 1.OA.C.6 <i>Fluently</i> add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • How can I think about numbers, symbols and pictures to help me make sense of problems? • How can numbers be shown in different ways? • How can I find patterns and use them to help me solve problems? • What are the different ways to solve a problem? • How can 10 be broken up in parts of a whole? • How can you find a missing part of a whole when you know the other part? • How can I represent all the number pairs of 10 and write expressions for each? • How does knowing parts of a whole help with addition/subtraction? • How can you use joining parts to show an addition sentence? • How can you write a subtraction sentence to write a story about subtraction? • How can I demonstrate what the equal sign means? 	<p>Eureka Parent Newsletter: Topic A</p> <p>Optional Quiz: Topic A</p> <p>Pacing Considerations: No pacing adjustments recommended</p>	<p>Vocabulary – Module 1 Count on, track, expression, addend, doubles, doubles plus 1</p> <p><i>Familiar terms and symbols:</i> Part, total, whole, label, addition, equal, and subtraction signs, equation and number sentence, number bond, equal sign, 5-Groups</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 7: Number Partners for 6 and 7 <p>Zearn – Mission 1 Lesson 1 – Number Bonds Lesson 2 – Balloon Parts Lesson 3 – 1 More</p> <p>Embarc.online – Module 1</p> <p>Videos:</p> <p>Count on to Add</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Counting On to Solve Addition Problems



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	<p>Topic A: Embedded Numbers and Decompositions</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ▪ Lesson 1: I can analyze and describe embedded numbers (to 10) using 5-groups and number bonds. (1.OA.C.6) • Lesson 2: I can reason about embedded numbers in varied configurations using number bonds. (1.OA.C.6) • Lesson 3: I can see and describe numbers of objects using 1 more within 5-group configurations. (1.OA.C.5, 1.OA.C.6) 		
<p>Domain: Operations and Algebraic Thinking Cluster: Represent and solve problems involving addition and subtraction.</p> <p>■ 1.OA.A.1 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.</p> <p>Cluster: Add and subtract within 20.</p> <p>■ 1.OA.C.5 Add and subtract within 20, using strategies such as counting on, counting back, making 10, using fact families and related known facts and 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 $6 + 4 + 3 = 10 + 3 = 13$).</p> <p>■ 1.OA.C.6 <i>Fluently</i> add and subtract within</p>	<p>Topic B: Counting On from Embedded Numbers</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ▪ Lesson 4-5: I can represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total. (1.OA.A.1, 1.OA.C.5, 1.OA.C.6) ▪ Lesson 6-7: I can represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total. (1.OA.A.1, 1.OA.C.5, 1.OA.C.6) ▪ Lesson 8: I can represent all the number pairs of 10 as number bonds from a given scenario and generate all expressions equal to 10. (1.OA.A.1, 1.OA.C.5, 1.OA.C.6) 	<p>Eureka Parent Newsletter: Topic B</p> <p>Optional Quiz: Topic B</p> <p>Pacing Considerations:</p> <p>Combine Lesson 4 and 5: Suggestions for combining: Fluency (10 minutes) Sprint: 1 More with dots and numerals</p> <p>Application Problem (6 minutes) Lesson 4</p> <p>Concept Development (20 minutes) Complete Concept Development for Lesson 4, adding 7 in your model/discussion as well.</p> <p>Problem Set: (10 minutes) Lesson 4: Two different ways to make 6 Lesson 5: Two different ways to make 7</p> <p>Debrief/Exit Ticket (17 minutes) Lesson 4 and Lesson 5</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 1: Count on to Add <p>Zearn – Mission 1</p> <p>Lesson 4 – Balloon Parts 6 Lesson 5 – Make 7 Lesson 6 – Balloon Parts 8 Lesson 7 – Make 9 Lesson 8 – Balloon Parts 10</p> <p>Embarc.online – Module 1</p> <p>Videos Count on to Add</p> <p>I-Ready Lessons Counting on to Solve Addition Problems</p>



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<p>20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p>		<p>Combine Lesson 6 and 7: Suggestions for combining: Fluency (12 minutes) Number Bond Dash; Sparkle the Say Ten Way</p> <p>Application Problem (5 minutes) Lesson 6</p> <p>Concept Development (20 minutes) Consolidate both Concept Developments by using both numbers 8 and 9 in your model/discussions.</p> <p>Problem Set: (10 minutes) Lesson 6: 2,3,5 Lesson 7: 5a, 5b</p> <p>Debrief/Exit Ticket (12 minutes) Lesson 6: 1 Lesson 7; 2a, 2b</p>	
<p>Domain: Operations and Algebraic Thinking Cluster: Represent and solve problems involving addition and subtraction.</p> <p>■ 1.OA.A.1 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.</p> <p>Cluster: Add and subtract within 20.</p> <p>■ 1.OA.C.6 <i>Fluently</i> add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p>	<p>Topic C: Addition Word Problems</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ■ Lesson 9: I can solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution. (1.OA.A.1, 1.OA.C.6) ■ Lesson 10: I can solve put together with result unknown math stories by drawing using 5-group cards. (1.OA.A.1, 1.OA.C.6) ■ Lesson 11: I can solve add to with change unknown math stories as a context for counting on by drawing, writing equations, and making statements of the solution. (1.OA.A.1, 1.OA.C.6, 1.OA.D.8) 	<p>Eureka Parent Newsletter: Topic C</p> <p>Optional Quiz: Topic C Quiz</p> <p>Pacing Considerations:</p> <p>No pacing considerations recommended</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 3: Add and Subtract in Word Problems <p>Zearn – Mission 1 Lesson 9 – How Many? Lesson 10 – All in All Lesson 11 – Count What? Count On! Lesson 12 – Count What? Count More!</p> <p>Embarc.online – Module 1</p>

■ Major Content	➤ Supporting Content
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<p>Cluster: work with addition and subtraction equations.</p> <p>■ 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation with the unknown in any position. (e.g., $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$).</p>	<ul style="list-style-type: none"> ▪ Lesson 12: I can solve add to with change unknown math stories using 5-group cards. (1.OA.A.1, 1.OA.C.6, 1.OA.D.8) ▪ Lesson 13: I can tell put together with results unknown, add to with result unknown, and add to with change unknown stories form equations. (1.OA.A.1, 1.OA.C.6, 1.OA.D.8) 		<p>Videos Cookie Detective: Find the Missing Values in equations</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Addition Facts • Addition Number Sentences • Counting On to Solve Addition Problems <p>Task Bank Task Arc: The Relationship Between Addition and Subtraction School Supplies (1.OA.A.1) At the Park (1.OA.A.1) Domino Addition (1.OA.B.3) Making a Ten (1.OA.C.6) Valid Equalities (1.OA.D.7)</p>
<p>Domain: Operations and Algebraic Thinking Cluster: Add and subtract within 20.</p> <p>■ 1.OA.C.5 Add and subtract within 20, using strategies such as counting on, counting back, making 10, using fact families and related known facts and 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 $6 + 4 + 3 = 10 + 3 = 13$).</p> <p>■ 1.OA.C.6 <i>Fluently</i> add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p>	<p>Topic D: Strategies for Counting On</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ▪ Lesson 14-15: I can count on up to 3 more using numeral and 5-group cards and fingers to track the change (1.OA.C.5, 1.OA.C.6) Combine Lessons 14 and 15 ▪ Lesson 16: I can count on to find the unknown part in missing addend equations such as $6 + _ = 9$. Answer, “How many more to make 6,7,8,9, and 10?” (1.OA.C.5, 1.OA.D.8, 1.OA.C.6) 	<p>Eureka Parent Newsletter: Topic D</p> <p>Optional Quiz: Topic D</p> <p>Pacing Considerations:</p> <p>Combine Lessons 14 and 15 Suggestions for combining: Fluency (13 minutes) Sprint: Count On</p> <p>Application Problem (4 minutes) Lesson 14</p> <p>Concept Development (20 minutes) Lesson 14</p> <p>Problem Set: (10 minutes) Lesson 14: 3, 4a-d</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 2: Count on to Subtract <p>Zearn – Mission 1 Lesson 14 – Count What? Count Up!</p> <p>Embarc.online – Module 1</p> <p>Videos Cookie Detective: Find the Missing Values in equations</p>

<p>■ Major Content</p>	<p>➤ Supporting Content</p>
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<p>Cluster: work with addition and subtraction equations.</p> <p>■ 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation with the unknown in any position. (e.g., $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$).</p>		<p>Lesson 15: 1c, 1e</p> <p>Debrief/Exit Ticket (15 minutes)</p> <p>Lesson 14: 2a, 2b</p> <p>Lesson 15: Part 1 only</p>	<p>I-Ready Lessons</p> <ul style="list-style-type: none"> Addition Facts Addition Number Sentences Counting On to Solve Addition Problems Addition Facts for 10
<p>Domain: Operations and Algebraic Thinking</p> <p>Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>■ 1.OA.B.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties)</p> <p>Cluster: work with addition and subtraction equations.</p> <p>■ 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	<p>Topic E: The Commutative Property of Addition and the Equal Sign</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> Lesson 17-18: I can understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences. (1.OA.D.7) Lesson 19: I can represent the same story scenario with addends repositioned (the commutative property). (1.OA.B.3) Lesson 20: I can apply the commutative property to count on from a larger addend. (1.OA.B.3) 	<p>Eureka Parent Newsletter: Topic E</p> <p>Optional Quiz: Topic E</p> <p>Pacing Considerations:</p> <p>Combine Lesson 17 and 18:</p> <p>Suggestions for combining:</p> <p>Fluency (10 minutes)</p> <p>Penny Drop, Number Bond Dash</p> <p>Application Problem (5 minutes)</p> <p>Lesson 17</p> <p>Concept Development (20 minutes)</p> <p>Lesson 17 Part 1 – Do on of the problems in the suggested sequence</p> <p>Lesson 18: Play a shortened version of the game</p> <p>Problem Set: (10 minutes)</p> <p>Lesson 17: 5a, 4e</p> <p>Lesson 18: 2a, 2e, 2h</p> <p>Debrief/Exit Ticket (10 minutes)</p> <p>Lesson 17: 2</p> <p>Lesson 18: a</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 10: Understand the Equal Sign <p>Zearn – Mission 1</p> <p>Lesson 17 – Are These Equal?</p> <p>Lesson 19 – Fruit Flip</p> <p>Lesson 20 – Add with Speed</p> <p>Embarc.online – Module 1</p> <p>Videos</p> <p>Fluently Add Numbers by Making a 10</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Joining Sets to Add Taking Away to Subtract Counting Back to Subtract <p>Task Bank</p> <p>Fact Families (1.OA.B,3)</p>

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<p>Domain: Operations and Algebraic Thinking Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>■ 1.OA.B.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties)</p> <p>Cluster: Add and subtract within 20.</p> <p>■ 1.OA.C.6 <i>Fluently</i> add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p>	<p>Topic F: Development of Addition Fluency Within 10</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ■ Lesson 21: I can visualize and solve doubles and double plus 1 with 5-group cards. (1.OA.C.6) ■ Lesson 22: I can look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends. (1.OA.B.3, 1.OA.C.6) Combine with lessons 23 ■ Lesson 23: I can look for and make use of structure on the addition chart by looking for and coloring problems with the same total. (1.OA.C.6) Combine with lessons 22 ■ Lesson 24: I can practice to build fluency with facts to 10. (1.OA.B.3, 1.OA.C.6) <p>Complete Mid Module Assessment</p>	<p>Eureka Parent Newsletter: Topic F</p> <p>Optional Quiz: Topic F</p> <p>Pacing Considerations:</p> <p>Combine Lessons 22 and 23 Suggestions for combining: Fluency (15 minutes) Penny Drop, Number Bond Dash, Missing Part</p> <p>Application Problem (5 minutes) Lesson 22</p> <p>Concept Development (20 minutes) Concept development from Lesson 22; use questions from Lesson 23 such as: “What do you notice about the totals?”</p> <p>Problem Set: (10 minutes) Lesson 22</p> <p>Debrief/Exit Ticket (10 minutes) Lesson 22 but add the directions that go with Lesson 23 as well.</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 6: Doubles and Doubles Plus 1 <p>Zearn – Mission 1 Lesson 21: Double Trouble Lesson 22: Smart Adding</p> <p>Embarc.online – Module 1</p> <p>Videos Fluently Add Numbers by Making a 10</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Addition Facts: Doubles • Addition Facts for 10 <p>Task Bank Doubles? (1.OA.B.3)</p>
<p>Domain: Operations and Algebraic Thinking Cluster: Represent and solve problems involving addition and subtraction.</p> <p>■ 1.OA.A.1 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.</p>	<p>Topic G: Subtraction as an Unknown Addend Problem</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ■ Lesson 25: I can solve add to with change unknown math stories with addition and relate to subtraction. Model with materials and write corresponding number sentences. (1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6) 	<p>Eureka Parent Newsletter: Topic G</p> <p>Optional Quiz: Topic G</p> <p>Pacing Considerations:</p> <p>No pacing considerations recommended.</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 4: Understand Missing Addends <p>Zearn – Mission 1 Lesson 25 – Subtraction Story</p>

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<p>Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>■ 1.OA.B.4 Understand subtraction as an unknown-addend problem.</p> <p>Cluster: Add and subtract within 20.</p> <p>■ 1.OA.C.5 Add and subtract within 20, using strategies such as counting on, counting back, making 10, using fact families and related known facts and 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 $6 + 4 + 3 = 10 + 3 = 13$).</p> <p>■ 1.OA.C.6 <i>Fluently</i> add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p>	<p>■ Lesson 26-27: I can count on using the number path to find an unknown part. (1.OA.B.4, 1.OA.C.5, 1.OA.C.6)</p>	<p>Lesson 27 – Count on or Count Back</p> <p>Embarc.online – Module 1</p> <p>Videos Fluently Add Numbers by Making a 10</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Subtraction Concepts: Part Part Whole Subtraction Facts: Counting Back Subtraction Facts: Counting Up <p>Task Bank Cave Game Subtraction (1.OA.B.4)</p>	
<p>Domain: Operations and Algebraic Thinking Cluster: Represent and solve problems involving addition and subtraction.</p> <p>■ 1.OA.A.1 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.</p> <p>Cluster: Understand and apply properties of operations and the relationship between</p>	<p>Topic H: Subtraction Word Problems</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> Lesson 28: I can solve take from with results unknown math stories with math drawings, true number sentences, and statements using horizontal marks to cross off what is taken away. (1.OA.A.1) Combine with lesson 29 Lesson 29: I can solve take apart with addend unknown math stories with math drawings, equations, and statements 	<p>Eureka Parent Newsletter: Topic H</p> <p>Optional Quiz: Topic H</p> <p>Pacing Considerations:</p> <p>Combine Lessons 28 and 29 Suggestions for combining: Fluency (12 minutes) Sprint: 1 Less, Cold Call 2 Less Application Problem (6 minutes) Lesson 28</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 3: Add and Subtract in Word Problems <p>Zearn – Mission 1 Lesson 29 – Take it Apart Lesson 30 – Sum Subtraction Lesson 31 – Lost and Found Lesson 32 – Put It All Together</p>	

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<p>addition and subtraction.</p> <p>■ 1.OA.B.4 Understand subtraction as an unknown-addend problem.</p> <p>Cluster: Add and subtract within 20.</p> <p>■ 1.OA.C.5 Add and subtract within 20, using strategies such as counting on, counting back, making 10, using fact families and related known facts and 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 $6 + 4 + 3 = 10 + 3 = 13$).</p> <p>Cluster: work with addition and subtraction equations.</p> <p>■ 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation with the unknown in any position. (e.g., $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$).</p>	<p>circling the known part to find the unknown. (1.OA.A.1, 1.OA.B.4) Combine with lesson 28</p> <ul style="list-style-type: none"> ■ Lesson 30: I can solve add to with change unknown math stories with drawings, relating addition to subtraction. (1.OA.A.1, 1.OA.B.4, 1.OA.D.8) ■ Lesson 31: I can solve take from with change unknown math stories with drawings. (1.OA.A.1, 1.OA.B.4, 1.OA.D.8) ■ Lesson 32 : I can solve put together/take apart with addend unknown math stories. (1.OA.A.1, 1.OA.B.4, 1.OA.D.8) 	<p>Concept Development (10 minutes) Lesson 28 plus add the strategy of circling the known in your Math Stories Theatre</p> <p>Problem Set: (10 minutes) Lesson 28: 2 Lesson 29: 2,3</p> <p>Debrief/Exit Ticket (15 minutes) Lesson 29</p>	<p>Embarc.online – Module 1</p> <p>Videos Cookie Detective: Find the Missing Values in equations</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Subtraction Concepts: Part Part Whole • Subtraction Facts: Counting Back • Subtraction Facts: Counting Up <p>Task Bank Sharing Markers 1.OA.A.1</p>
<p>Domain: Operations and Algebraic Thinking Cluster: Represent and solve problems involving addition and subtraction.</p> <p>■ 1.OA.B.4 Understand subtraction as an unknown-addend problem.</p> <p>Cluster: Add and subtract within 20.</p> <p>■ 1.OA.C.5 Add and subtract within 20, using strategies such as counting on, counting back, making 10, using fact families and related known facts and</p>	<p>Topic I: Decomposition Strategies for Subtraction</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ■ Lesson 33: I can model 0 less and 1 less pictorially and as subtraction number sentences. (1.OA.C.5, 1.OA.C.6) ■ Lesson 34: I can model n-n and n-(n-1) pictorially and as subtraction sentences. (1.OA.C.6) ■ Lesson 35: I can relate subtraction facts 	<p>Eureka Parent Newsletter: Topic I</p> <p>Optional Quiz: Topic I</p> <p>Pacing Considerations:</p> <p>Combine Lessons 33 and 34: Suggestions for combining: Fluency (13 minutes) Rekenrek Counting within 20, Sprint: Addition</p> <p>Application Problem (5 minutes) Lesson 33</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 8: Number Partners for 8 and 9 • Lesson 9: Number Partners for 10 <p>Zearn – Mission 1 Lesson 33: Smart Subtracting Lesson 34: Subtract That</p>

■ Major Content

➤ Supporting Content



Curriculum and Instruction –Mathematics

Quarter 1

Grade: 1

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<p>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 $6 + 4 + 3 = 10 + 3 = 13$).</p> <p>■ 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.</p>	<p>involving fives and doubles to corresponding decompositions. (1.OA.C.6)</p> <ul style="list-style-type: none"> ■ Lesson 36: I can relate subtraction from 10 to corresponding decompositions. (1.OA.C.6) ■ Lesson 37: I can relate subtraction from 9 to corresponding decompositions. (1.OA.C.6) 	<p>Concept Development (20 minutes) The concept development is very similar for both lessons. Choose 2 of the suggested sequences from each lesson.</p> <p>Problem Set: (10 minutes) Lesson 34</p> <p>Debrief/Exit Ticket (12 minutes) Lesson 33: 3,4 Lesson 34: 1,4</p> <p>Combine Lessons 36 and 37: Suggestions for combining: Fluency (12 minutes) Number Bond of 10, Five Group Flash</p> <p>Application Problem (5 minutes) Lesson 36</p> <p>Concept Development (22 minutes) Use the concept development from Lesson 36 and add the following sequence from 37: 9-5 and 9-1</p> <p>Problem Set: (10 minutes) Lesson 36: 1a,b,c, 19 Lesson 37: 7, 11a, 11c</p> <p>Debrief/Exit Ticket (10 minutes) Lesson 36: 3 Lesson 37: 1,2</p>	<p>Lesson 36: Subtract Twice Lesson 37: Subtract Some More</p> <p>Embarc.online – Module 1</p> <p>Videos</p> <p>Pockets: Trajectory of Learning</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Subtraction Concepts: Part Part Whole • Subtraction Facts: Counting Back • Subtraction Facts: Counting Up <p>Task Bank</p> <p>Cave Game Subtraction (1.OA.B.4)</p>
<p>Domain: Operations and Algebraic Thinking Cluster: Add and subtract within 20.</p>	<p>Topic J: Development of Subtraction Fluency Within 10</p>	<p>Eureka Parent Newsletter: Topic J</p> <p>Optional Quiz: Topic J</p>	<p>Additional instructional resources for enrichment/remediation:</p>

■ Major Content

➤ Supporting Content



Curriculum and Instruction –Mathematics

Quarter 1

Grade: 1

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
<p>■ 1.OA.C.6 <i>Fluently</i> add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p>	<p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> ▪ Lesson 38: I can look for and make use of repeated reasoning and structure, using the addition chart to solve subtraction problems. (1.OA.C.6) Combine with Lesson 39 ▪ Lesson 39: I can analyze the addition chart to create sets of related addition and subtraction facts. (1.OA.C.6) Combine with Lesson 38 <p>Complete End of Module Assessment</p>	<p>Pacing Considerations:</p> <p>Combine Lessons 38 and 39: Suggestions for combining: Fluency (12 minutes) Rekenrek: Teen Numbers, Sprint: Decomposing Teen Numbers</p> <p>Application Problem (5 minutes) Lesson 39</p> <p>Concept Development (20 minutes) Lesson 38</p> <p>Problem Set: (10 minutes) Lesson 38: 1,3 Lesson 39: 1,2</p> <p>Debrief/Exit Ticket (12 minutes) Lesson 38: 2 Lesson 39: 1</p>

Remediation Guide

Ready teacher-toolbox aligned lessons:

- Lesson 11: [Facts I Know](#)

Zearn – Mission 1
Lesson 38: Add and Subtract
Lesson 39: Add and Subtract Again

Embarc.online – Module 1

Videos

Pockets: Trajectory of Learning

I-Ready Lessons

- Subtraction Concepts: Part Part Whole
- Subtraction Facts: Counting Back
- Subtraction Facts: Counting Up

Task Bank

Cave Game Subtraction (1.OA.B.4)

RESOURCE TOOLKIT

The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. Incorporated materials may assist educators with grouping,



Curriculum and Instruction –Mathematics

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enrichment, remediation, and differentiation.

<p>Textbook Resources</p> <p>Greatminds.org</p>	<p>TN Core/CCSS</p> <p>Tennessee Math Standards</p> <p>Achieve the Core - Tasks</p> <p>Coherence Map</p>	<p>Videos</p> <p>Teaching Math: A Video Library K-4</p> <p>SEDL: CCSS Online Video Series</p> <p>NCTM Common Core Videos</p>
<p>Interactive Manipulatives</p> <p>Library of Virtual Manipulatives</p> <p>Math Playground</p> <p>Think Central</p> <p>Learnzillion</p> <p>Missing Addends</p> <p>Counting and Adding Games</p> <p>http://www.abcya.com/first_grade_computers.htm</p> <p>www.cobbk12.org/sites/literacy/math/math.htm</p> <p>http://www.onlinemathlearning.com/grade-1.html</p>		<p>Additional Sites</p> <p>Illustrative Mathematics 1st Grade</p> <p>Mathematical Practices Posters</p>
<p>Other</p> <p>Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.</p> <p>Pacing and Preparation Guide (Omissions)</p> <p>Homework Help: Digital Access</p> <p>Parent Roadmap</p> <p>Parent Newsletters</p>		



SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 1



August 2019						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
				1	2	Optional Quizzes: Module 1 Topic A Topic B Topic C (Quizzes should not take more than 15 minutes to administer) Flex Day Options include: Standard- Suggested standard(s) to review for the day (*-denotes a Portfolio Standard) Pacing - Use this time to adjust instruction to stay on pace Other - Includes assessments, review, reteaching, etc.
	5	6	7	8	9	
	12	13	14	15	16	
<i>Use this time to establish routines, procedures, and build positive classroom culture. Additional SEL resources: SEL Connections and SEL Competencies</i>						
	<i>1st Day of School</i>					
Module 1	19 Module 1 Topic A: Lesson 1	20 Module 1 Topic A: Lesson 2	21 Module 1 Topic A: Lesson 3	22 Module 1 Topic B: Lessons 4 and 5 combined	23 Flex Day Options 1.OA.C.6 Pacing Other	
Module 1	26 Module 1 Topic B: Lessons 6 and 7 combined	27 Module 1 Topic B: Lesson 8	28 Module 1 Topic C: Lesson 9	29 Module 1 Topic C: Lesson 10	30 Flex Day Options 1.OA.A.1* 1.OA.C.5* Pacing Other	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.



SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 1



September 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1	2 <i>Labor Day (Out)</i>	3 Module 1 Topic C: Lesson 11	4 Module 1 Topic C: Lesson 12	5 Module 1 Topic C: Lesson 13	6 Module 1 Topic D: Lessons 14 and 15 combined	<p>Flex Day Options include:</p> <p>Standard- Suggested standard(s) to review for the day (*-denotes a Portfolio Standard)</p> <p>Pacing – Use this time to adjust instruction to stay on pace</p> <p>Other – Includes assessments, review, reteaching, etc.</p> <p>Optional Quizzes: Module 1 Topic D Topic E Topic F Topic G Topic H (Quizzes should not take more than 15 minutes to administer)</p>
Module 1	9 Module 1 Topic D: Lesson 16	10 Module 1 Topic E: Lessons 17 and 18 combined	11 Module 1 Topic E: Lesson 19	12 Module 1 Topic E: Lesson 20	13 Flex Day Options 1.OA.C.5* 1.OA.C.6 1.OA.D.8* Pacing Other	
Module 1	16 Module 1 Topic F: Lesson 21	17 Module 1 Topic F: Lessons 22 and 23 combined	18 Module 1 Topic F: Lesson 24	19 <i>Parent Teacher Conferences</i> M4:Mid Module Assessment	20 <i>½ day students</i> Flex Day Options 1.OA.C.6 Pacing Other	
Module 1	23 Module 1 Topic G: Lesson 25	24 Module 1 Topic G: Lesson 26	25 Module 1 Topic G: Lesson 27	26 Module 1 Topic H: Lessons 28 and 29 combined	27 Flex Day Options 1.OA.A.1* 1.OA.B.4* Pacing Other	
Module 1	30 Module 1 Topic H: Lesson 30	1	2	3	4	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.



SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 1



October 2019						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1	30	1 Module 1 Topic H: Lesson 31	2 Module 1 Topic H: Lesson 32	3 Module 1 Topic I: Lessons 33 and 34 combined	4 Flex Day Options 1.OA.A.1* 1.OA.B.4* 1.OA.D.8* Pacing Other	Optional Quizzes: Module 1 Topic I Topic J (Quizzes should not take more than 15 minutes to administer)
Module 1	7 Module 1 Topic I: Lesson 35	8 Module 1 Topic I: Lessons 36 and 37 combined	9 Module 1 Topic I: Lessons 38 and 39 combined	10 M1: End of Module Assessment	11 <i>½ day students End of 1st Quarter</i> Flex Day Options 1.OA.A.1* 1.OA.B.4* 1.OA.D.8* Pacing Other	
	14	15	16	17	18	Optional Quizzes: Module 2 Topic A: Lessons 1-2 Topic A: Lessons 3-6 Topic A: Lessons 7-9 Topic A: Lesson 10-11 (Quizzes should not take more than 15 minutes to administer)
<i>Fall Break</i>						
Module 2 Omit Lesson 5	21 <i>2nd Quarter Begins</i> Module 2 Topic A: Lesson 1	21 Module 2 Topic A: Lesson 2	23 Module 2 Topic A: Lessons 3 and 4 combined	24 Module 2 Topic A: Lesson 6	25 Flex Day Options 1.OA.A.1* 1.OA.C.6 Pacing Other	(Quizzes should not take more than 15 minutes to administer)
Module 2 Omit Lesson 9 and 11	28 Module 2 Topic A: Lessons 7 and 8 combined	29 Module 2 Topic A: Lesson 10	30 M2: Mid Module Assessment	31 Module 2 Topic B: Lessons 12 and 13 combined <i>Halloween</i>	1	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.