
*The mission of the Chardon Local Schools is high achievement
for all students where learning is our most important work.*

Course of Study – MATH
Revised 2021-22
1ST GRADE





Course of Study — MATH — Revised 2021-2022

1st Grade

Strand: Operations and Algebraic Thinking

Learning Standard:

1.OA.1 Use addition and subtraction with in 20 to solve word problems, involving situations of adding to, take 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.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.3 Apply properties of operations as strategies to add and subtract.2 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.)

1.OA.4 Understand subtraction as an unknown-addend problem.

1.OA.5 Relate counting to addition and subtraction.

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Using strategies such as counting on , making ten, decomposing a number , using the relationship between addition and subtraction and creating equivalent but easier or unknown sums.

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

How Taught?

- Whole Group instruction
- Small group instruction (differentiate instruction)
- Hands on lessons
- Using visuals
- Playing Math games
- Math talk (vocabulary introduction)
- Cooperative learning
- Active participation
- Drill and practice
- Modeling
- Monitoring and adjusting
- Guided practice

How Assessed?

- Math program providing assessments (pre and post) to ensure mastery of standards being taught.
- Teacher observation
- Teacher made assessments (exit slips)

Materials:

- Math Series Resources- worksheets, workbooks assessments, and using hands on materials (manipulatives) when needed
- Smartboards and student chromebooks.
- Websites and videos relevant to standards being taught.
- Chardon approved online resources such as Moby Max, Prodigy, and xtramath, splash learn,

How Re-Taught?

- Small group instruction
- Assessment review
- One-on-One with teacher
- Peer teacher
- Building tutor
- Review games
- Center work



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1st Grade

Strand: Number and Operations

Learning Standard:

1.NBT.1 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.

1.NBT.2 Understand that the two digits of a two-digit number represent the amount of tens and ones.

1.NBT.3 Compare two two digit numbers based on the meaning of the tens and ones digits, recording the results of comparisons with the symbols $<$, $=$, $>$.

1.NBT.4 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 for drawing 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.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number without having to sound; explain the reasoning used.

1.NBT.6 Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 (positive or zero differences) using concrete models or drawing 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.

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Strand: Measurement and Data

Learning Standard:

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.4 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.

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Strand: Geometry

Learning Standard:

1G1. 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.

1G2. 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.

1G3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, quarters, and use the phrases of 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.

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