

Flossmoor School District 161
Mathematics Curriculum Framework
Grade 1

Month August/September

Goal #6 Number Sense

Objective
SD161 Fluently compute basic addition facts adding on 0,1,2,3,4 and 5 to any number with sums up to 100 without regrouping
SD161 Uses ordinal number 1 through 10
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100
6.1.02 Identify and write (in standard form) whole numbers up to 100
6.1.05 Order and compare whole numbers up to 100 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between)
6.1.10 Identify coins (quarter, nickel, dime and penny)

Goal #7 Measurement

7.1.01 Solve problems with time (to the hour)

Goal #8 Algebra

8.1.03 Represent simple mathematical relationships with number sentences (equations and inequalities)

Mathematics Curriculum Framework - Grade 1

Month October

Goal #6 Number Sense

Objective
SD161 Fluently compute basic subtraction facts subtracting 0,1,2,3,4,and 5 from any number with sums up to 100 without regrouping
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 500
6.1.02 Identify and write (in standard form) whole numbers up to 500
6.1.05 Order and compare whole numbers up to 100 using symbols (>, <, or =) and words (e.g., greater (more) than, less than, equal to, between)
6.1.09 Solve problems and number sentences involving addition
6.1.10 Identifying coins and values (quarter, nickel, dime and penny)

Goal #7 Measurement

7.1.01 Solve problems with time (1/2 hour and hour)

Goal #8 Algebra

8.1.02 Write an expression to represent a given situation in an addition story
8.1.03 Represent simple mathematical relationships with number sentences (equations and inequalities)

Goal #9 Geometry

9.1.11 Determine the distance between two points on the number line in whole numbers
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Mathematics Curriculum Framework - Grade 1

Month November

Goal #6 Number Sense

Objective
SD161 Fluently compute basic addition facts adding on 4 and 5 to any number without regrouping with sums up to 100
SD161 Fluently compute basic subtraction facts subtracting 4 and 5 from any number without regrouping with sums up to 100
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 500
6.1.02 Identify and write (in standard form) whole numbers up to 500
6.1.03 Recognize a fraction represented with a pictorial model - whole, halves
6.1.05 Order and compare whole numbers up to 100 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between)
6.1.09 Solve problems and number sentences involving addition
6.1.10 Counting values of coins with dimes, nickels, and pennies
6.1.13 Solve problems involving the additive identity of zero (e.g., $3 + 0 = 3$)

Goal #7 Measurement

7.1.01 Solve problems with time (1/2 hr)
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Goal #8 Algebra

8.1.03 Represent simple mathematical relationships with number sentences (equations and inequalities)
8.1.05 Solve word problems involving unknown quantities

Mathematics Curriculum Framework - Grade 1

Month December

Goal #6 Number Sense

Objective
SD161 Fluently compute basic addition facts adding on up to 6-10 to any number without regrouping with sums up to 100
SD161 Fluently compute basic subtraction facts subtracting up to 6-10 from any number without regrouping with sums up to 100
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 1,000
6.1.02 Identify and write (in standard form) whole numbers up to 1,000
6.1.03 Recognize a fraction represented with pictorial model – fourths and thirds
6.1.05 Order and compare whole numbers up to 100 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between)
6.1.09 Solve problems and number sentences involving subtraction
6.1.10 Counting values of coins with quarters, dimes, nickels, and pennies
6.1.12 Fact families between addition and subtraction to complete basic fact sentences and solve problems (e.g., $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$)

Goal #7 Measurement

7.1.01 Solve problems with time (quarter hour)
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Goal #8 Algebra

8.1.02 Write an expression to represent a given situation with subtraction stories
8.1.03 Represent simple mathematical relationships with number sentences (equations and inequalities)
8.1.04 Solve one-step addition and subtraction equations that have a missing number or missing operation sign (e.g., $3 + \square = 5$, $6 \square 1 = 7$)
8.1.05 Solve word problems involving unknown quantities

Goal #9 Geometry

Objective
9.1.11 Determine the distance between two points on the number line in whole numbers

Mathematics Curriculum Framework - Grade 1

Month January

Goal #6 Number Sense

Objective
SD161 Fluently compute basic addition facts adding on 6-10 to any number without regrouping with sums up to 100
SD161 Fluently compute basic subtraction facts subtracting 6-10 from any number without regrouping with sums up to 100
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 1,000
6.1.02 Identify and write (in standard form) whole numbers up to 1,000
6.1.04 Represent repeated skip-counting by 5's and 10's <ul style="list-style-type: none">- Introduce/ Develop by 3's- Develop by 2's
6.1.05 Order and compare whole numbers up to 1,000 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between)
6.1.08 Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even and greater than, less than)
6.1.09 Solve problems and number sentences involving subtraction
6.1.10 Counting values of coins with quarters, dimes, nickels, and pennies
6.1.14 Make estimates appropriate to a given situation with whole numbers

Goal #7 Measurement

7.1.05 Compare and estimate length and weight
7.1.07 Solve problems involving simple unit conversions <u>within the same measurement system</u> for time (seconds to minutes, minutes to hours)

Goal #8 Algebra

8.1.01 Determine a missing term in a pictorial pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence)

8.1.01 Determine a missing term in a number pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence)

8.1.03 Represent simple mathematical relationships with number sentences (equations and inequalities)

Goal #10 Data Analysis, Statistics and Probability

10.1.01 Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table

10.1.02 Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data

10.3.03 Determine the mode, given a set of data or a graph

10.3.04 Classify events using words such as possible and impossible

10.3.05 Describe the chances associated with a context presented visually, including using the response format “3 out of 4”

Mathematics Curriculum Framework - Grade 1

Month February

Goal #6 Number Sense

Objective
SD161 Fluently compute basic addition facts adding on 6-10 to any number without regrouping with sums up to 100
SD161 Fluently compute basic subtraction facts subtracting 8 from any number without regrouping with sums up to 100
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 5,000
6.1.02 Identify and write (in standard form) whole numbers up to 5,000
6.1.05 Order and compare whole numbers up to 1,000 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between)
6.1.06 Order and compare decimals expressed using monetary units
6.1.10 Solve problems involving the value of a collection of bills and coins whose total value is \$1.00 or less, and make change

Goal #7 Measurement

7.1.07 Solve problems involving simple unit conversions <u>within the same measurement system</u> for time (seconds to minutes, minutes to hours)

Goal #8 Algebra

8.1.03 Recognize simple mathematical relationships with number sentences (equations and inequalities)

Mathematics Curriculum Framework - Grade 1

Month March

Goal #6 Number Sense

Objective
SD161 Fluently compute basic addition facts adding on 6-10 to any number without regrouping with sums up to 100
SD161 Fluently compute basic subtraction facts subtracting 6-10 from any number without regrouping with sums up to 100
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 5,000
6.1.02 Identify and write (in standard form) whole numbers up to 5,000
6.1.05 Order and compare whole numbers up to 1,000 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between)
6.1.06 Order and compare monetary units

Goal #8 Algebra

8.1.03 Represent simple mathematical relationships with number sentences (equations and inequalities)

Mathematics Curriculum Framework - Grade 1

Month April

Goal #6 Number Sense

Objective
SD161 Fluently compute basic addition facts adding on 6-10 to any number without regrouping
SD161 Fluently compute basic subtraction facts subtracting 6-10 from any number without regrouping
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values to 10,000
6.1.02 Identify and write (in standard form) whole numbers to 10,000
6.1.05 Order and compare whole numbers up to 1,000 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between)
6.1.03 Recognize a fraction represented with a pictorial model- whole, halves, fourths, and thirds
6.1.11 Model and apply basic repeated addition ($4+4+4$) etc.

Goal #8 Algebra

8.1.03 Represent simple mathematical relationships with number sentences (equations and inequalities)

Goal #9 Geometry

9.1.01 Identify and describe two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides and length of sides and vertices-corners
9.1.02 Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, and vertices)
9.1.04 Identify whether or not a figure has a line of symmetry, and sketch or identify the line of symmetry
9.1.05 Identify images resulting from flips (reflections), and slides (translations)

9.1.06 Identify parallel lines
9.1.07 Identify the two-dimensional object (e.g., a cube has square faces)
9.1.08 Identify a three dimensional object from its net
9.1.09 Predict the result of putting shapes together (composing) and taking them apart (decomposing)
9.1.10 Identify congruent and similar figures by visual inspection

Mathematics Curriculum Framework - Grade 1

Month May/June

Goal #6 Number Sense

Objective
SD161 Fluently compute basic addition facts adding on up to 10 to any number without regrouping
SD161 Fluently compute basic subtraction facts subtracting up to 10 from any number without regrouping
6.1.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 10,000
6.1.02 Identify and write (in standard form) whole numbers up to 10,000
6.1.05 Order and compare whole numbers up to 1,000 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between)
6.1.09 Solve problems and number sentences involving addition with regrouping

Goal #7 Measurement

7.1.02 Use appropriate standard units and tools to measure length (to the nearest inch or cm) and temperature (to the nearest degree)
7.1.04 Solve problems involving the area of a figure
7.1.06 Determine the volume of a solid figure that shows cubic units
7.1.07 Solve problems involving simple unit conversions (inches to feet)

Goal #8 Algebra

8.1.03 Represent simple mathematical relationships with number sentences (equations and inequalities)

Goal #9 Geometry

9.1.03 Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., ♥ is 2 units below ☀, point A is 3 units to the right of point B). (student A go up three desks and over two where did you end up)
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