

Campbell County Schools
4th Nine Weeks at-a-Glance
1st Grade Math

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| <p>Mathematical Practices:</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. | <p>Common Core Coding Explanation</p> <div style="text-align: center;"> <p>1st Grade Cluster Standard</p> </div> <p>Domain:</p> <p>OA: Operations and Algebraic Thinking NBT: Number and Operations in Base Ten MD: Measurement and Data G: Geometry</p> |
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| Common Core State Standard | Aligned Textbook Lessons/Activities |
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| Geometry – suggested 8 days | |
| <p>1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> | |
| <p>1.G.A.1. 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.</p> | |
| <p>1.G.A.2. 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.¹ (Students do not need to</p> | |

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| <p>learn formal names such as “right rectangular prism.”)</p> | |
| <p>Measurement of Lengths – suggested 20 days</p> | |
| <p>L.MD.A.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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps</i></p> | |
| <p>L.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> | |
| <p>Unit 14 – Demonstrating Proficiency in Addition and Subtraction Situations</p> | |
| <p>1.OA.A.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking 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.</p> | |
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1.OA.C.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

