

Easthampton Public Schools
Grade 1 Scope and Sequence 2014-2015

Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
Unit 1 Partners and Patterns through 10				
<ul style="list-style-type: none"> • Numbers are embedded within numbers. • Grouping can help us count and combine numbers. • We can represent the same number in many ways. 	<ol style="list-style-type: none"> 1. How can we decompose numbers to ten? 2. How can grouping objects or pictures help us find out how many? 3. How can we use pictures and numbers to show the same amount? 	<p>OA 1 Use Add/ Subt. within 20 to solve problems.</p> <p>OA.3 Commutative Property</p> <p>OA.5 Relate counting to addition and subtracting</p> <p>OA.6 Fact fluency to 10 and facts to 20</p> <p>OA.8 Determine unknown in an equation (any position)</p> <p>MD MA 5 work with money</p>	<p>9 lessons</p> <p>18 days</p> <p>Sept.</p> <p>2 days for Lesson 3,5</p> <p>Allow 2 days for money</p>	<p>MP 2 Reason abstractly</p> <p>MP 5 Use tools strategically</p> <p>MP 7 Make use of structure</p> <hr/> <p>Fact Fluency: +0, +1, to 10 (and switch partners)</p> <p>Focus facts: all sums to 5 (and 5+ (5+2, 5+3 and 5+4))</p> <hr/> <p>Note: Introduce nickels and pennies. Relate values to 5 groups and ones.</p>
Unit 2 Addition and Subtraction Strategies				
<ul style="list-style-type: none"> • There are many strategies for adding and subtracting numbers. • We can use counting to solve problems. • Numbers can be added in any order. 	<ol style="list-style-type: none"> 1. How does counting help us add and subtract? 2. How is addition related to counting on? 3. What is the commutative property of addition? 	<p>OA 1 Use Add/ Subt. within 20 to solve problems.</p> <p>OA.3 Commutative Property</p> <p>OA.5 Relate counting to addition and subtracting</p> <p>OA.6 Fact fluency to 10 and facts to 20</p> <p>OA.7 Equal sign. Determine if equations are T/F.</p> <p>OA.8 Determine the unknown in +/- equation (any position).</p>	<p>16 lessons</p> <p>24 days</p> <p>E</p> <p>End Sept- Oct.</p> <p>2 days: Lessons 4, 14</p>	<p>MP 1 Make sense of problems</p> <p>MP 2 reason abstractly</p> <p>MP 4 Model with Math</p> <p>MP 7 Make use of structure</p> <hr/> <p>Fact fluency: all facts to 5 and 5+ facts w/ switch pts</p> <p>Fact focus: +2 facts (4+2, 6+2, 7+2, 8+2); switch</p>

Easthampton Public Schools
Grade 1 Scope and Sequence 2014-2015

Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
Unit 3 Unknown Numbers in Addition and Subtraction				
<ul style="list-style-type: none"> Addition and subtraction are related to each other. Addition can be used when we know the parts and need to find the whole (total). Subtraction can be used when we know the total and need to find an unknown addend. Visuals models can help us solve real life problems. 	<ol style="list-style-type: none"> How are addition and subtraction alike? How are they different? What models can we use to solve real world problems involving addition and subtraction. 	<p>OA.1 Use Add/ Subt. within 20 to solve problems. OA.3 Commutative Property OA.4 Understand subtraction as unknown addend problem. OA.5 Relate counting to addition and subtracting OA.6 Fact fluency to 10 and facts to 20 OA.7 Equal sign. Determine if equations are T/F. OA.8 Determine unknown in +/- equation in any position.</p>	<p>12 lessons 19 days 2 days: Lessons 1, 9 Nov.-early Dec.</p>	<p>MP 1 Make sense of problems. MP 2 reason abstractly MP3 Make arguments</p> <hr/> <p>Fact fluency : +2 facts Fact focus: Doubles to 10</p>
Unit 4 Place Value Concepts				
<ul style="list-style-type: none"> Ten ones can be grouped to make one ten. Two digit numbers are made up of groups of tens and ones. <p>Unit 4 Continued on next page</p>	<ol style="list-style-type: none"> How can we model and represent two digit numbers? How does the placement of a digit in a number affect its value? 	<p>OA.1 Use Add/ Subt. within 20 to solve problems. OA.3 Commutative property OA.6 Fact fluency to 10 and facts to 20 OA.8 Determine unknown in +/- equation in any position. NBT.1 Count to 120 from any # NBT.2 Understand digits as tens and ones NBT.3, Compare two-digit #s NBT.4 Add with 100</p>	<p>18 lessons 24 days 2 days: Lesson 10 Early Dec.- Mid Jan.</p>	<p>MP 4 Model with math MP 7 Make use of structure</p> <hr/> <p>Fact Fluency: Doubles to 10 Fact focus: 10+ n</p> <hr/> <p>Note: Add activities using dimes and pennies and relate this to tens and ones.</p>

Easthampton Public Schools
Grade 1 Scope and Sequence 2014-2015

		NBT.5 Sdd/subt. 10 from two digit # MD MA 5 Work with money		Use N, D Ps to represent numbers in many ways.
Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
Unit 5 Place Value Situations				
<ul style="list-style-type: none"> • Addition equations can have more than two addends and these can be grouped and added in any order. • Addition and subtraction is facilitated by mentally making groups of ten. • There are patterns in numbers that allow us to easily add and subtract 10 or multiples of ten. 	<ol style="list-style-type: none"> 1. How can I use the properties of addition to help me add three or more numbers? 2. How can making groups of ten help me to add and subtract numbers fluently? 3. Why is it easy to add or subtract ten to or from another number? 4. Why is it easy to add and subtract decade numbers? 	<p>OA 1 Use Add/ Subt. within 20 to solve problems. OA 2 Solve word problems with 3 addends OA.3 Commutative Property OA.4 Understand subtraction as unknown addend problem. OA.5 Relate counting to addition and subtracting OA.6 Fact fluency to 10 and facts to 20 OA.8 Determine unknown in +/- NBT.1 Count to 120 from any # NBT.2 Understand digits as tens and ones NBT.4 Add with 100 NBT.5 Sdd/subt. 10 from two digit #</p>	<p style="text-align: center;">11 lessons</p> <p style="text-align: center;">20 days</p> <p style="text-align: center;">Mid to Late Jan. to Feb. Vac.</p>	<p>Fact Fluency: 10 + facts and switch Fact Focus: Partners of 10 (add and subt.)</p>
				<p>Note: Activities connecting to computing the value of groups of dimes, nickels and pennies will be included. Word problems will be created relating to this.</p>

Easthampton Public Schools
Grade 1 Scope and Sequence 2014-2015

Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
6. Comparisons and Data				
<ul style="list-style-type: none"> • We can use graphs to organize information and make comparisons. • We can use models to solve comparison problems. • The word “difference” has specific meaning when used to compare numbers. 	<ol style="list-style-type: none"> 1. How can we use pictures to make numerical information easy to interpret? 2. What models can we use to represent problems involving comparisons? 	<p>OA 1 Use Add/ Subt. within 20 to solve problems.</p> <p>OA 2 Solve word problems with 3 addends</p> <p>MD 4 Organize, represent and interpret data. Ask and answer questions about totals, how many in each category and make comparisons.</p>	<p style="text-align: center;">9 lessons*</p> <p style="text-align: center;">17 days</p> <p style="text-align: center;">Late February- end of March</p> <p style="text-align: center;">*see notes for modified lessons 6.5-6.7</p>	<p>MP 1 Make sense of problems</p> <p>MP 3 Construct arguments</p> <p>MP 4 Model with math</p> <p>MP 6 Work with precision</p> <hr/> <p>Fact Fluency: Partners to Ten</p> <p>Fact Focus: Near doubles (2+3, 3+4, 4+5) and the last fact to 10 (6+3) and switch partners</p> <hr/> <p>Notes: Follow Lesson 6.1-6.4 in MX. Use modified Plans for 6.5-6.7 with leveled word problem bank for differentiation.</p> <p>* a unit 6 supplement will be given to teachers.</p>

Easthampton Public Schools
Grade 1 Scope and Sequence 2014-2015

Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
Unit 7 Geometry, Measurement and Equal Shares				
<ul style="list-style-type: none"> • Shapes can be defined by their attributes. Some attributes are more important than others. • Shapes can be divided into equal shares in many ways. • The length measurement of an object is the number of same size, length units that span it with no gaps or overlaps. • larger unit lengths will result in a smaller measurement. Smaller unit lengths will result in a larger measurement. 	<ol style="list-style-type: none"> 1. How are shapes with the same name alike and how are they different? 2. How can we break shapes into equal shares and what are these share called? 3. How do we measure length? 4. How does the unit length affect the measurement of an object? 	<p>Measure lengths indirectly and by iterating length units.</p> <p>MD.1 Order and compare objects by length</p> <p>MD.2 Understand and explain what a length measurement means.</p> <p>MD.3 Tell and write time to the hour and half hour.</p> <p>G.1 Distinguish between defining attributes and non defining attributes.</p> <p>G.2 Compose 2D and 3D shapes</p> <p>G.3 Partition circles and rectangles into two and four equal shares, describe the shares</p>	<p style="text-align: center;">14 lessons</p> <p style="text-align: center;">20 days</p> <p style="text-align: center;">Beg. April thru Beg. May</p>	<p>MP3 Construct arguments MP6 Work with precision MP7 Use structure</p> <hr/> <p>Fact Fluency: All facts to 10 Addition and subtraction Fact Focus: Partners of 11, 12 and 13.</p> <hr/> <p>Notes: Math fact café can be used to generate extra practice time, money and math facts.</p>

Easthampton Public Schools
Grade 1 Scope and Sequence 2014-2015

Unit 8 Two Digit Addition

<ul style="list-style-type: none"> • There are many ways to add one and two digit numbers. • place value can help us add numbers more efficiently. 	<ol style="list-style-type: none"> 1. How do I add larger numbers? 2. How can place value help me add larger numbers. 	<p>NBT.3 Understand 2 digit place value NBT.4 Add within 100 including 1digit to 2digit and multiplies of ten. NBT.6 Subtract multiples of ten. MD MA 5 work with money</p> <p>Note: Lesson 1 and 2 address standards and Rest go above standards. Good to explore but does not need to be mastered.</p>	<p>2+ lessons n MX (will need at least a week) Supplement with Money</p> <p>2 weeks Mid May-end early June.</p>	<p>MP 3 Construct arguments MP 4 Model with math MP6 Use precision Mp7 Make us of structure</p> <p>Fact Fluency: All facts to 11, 10+ facts addition, subtraction, unknowns Fact Focus: Partners of 12, 13, and 14.</p>
--	---	--	---	---

June
End of Year Review and Assessment
Fact fluency Consolidation and Assessment

Easthampton Public Schools
Grade 1 Scope and Sequence 2014-2015

First Grade Fact Fluency Program

Summary of Initiative There is a distinction between solving facts using strategies and obtaining fact fluency. We need to be working on both. To this end, SPECIFIC FACTS WILL BE A FOCUS during each unit. These facts will be studied in classrooms for patterns and common structure. There has been an effort to assign facts to each unit that correspond to content whenever possible. Students will be accountable to “know” these facts by the end of the unit following their study. During this follow up they will be sent home and practiced like spelling words. It is suggested that each student have a set of flashcards, kept at school. Every two weeks or at the end of each unit the FOCUS FACTS will be sent home to practice. Parents should keep flash cards in a bag or box at home and continually review old facts.

Finding ways to motivate students to practice focus facts until they become automatic will be our challenge next year. Let’s be creative and build in some rewards. We can also try and share routines for teaching Focus Facts. Materials/games/practice will be developed and shared.

Definitions:

FACT FLUENCY: These facts should come to automaticity during the unit. These should be sent home to practice like spelling words. Students will demonstrate fluency.

FACT FOCUS: These facts will be a focus of study during the unit and should be worked into routines and centers. They will become automatic in the next unit.

Unit	Fact Fluency	Fact Focus
1	+0 and +1 sums to ten and switch partners	All sums to 5 and 5+ facts with switch partners
2	All sums to 5 and 5+ facts (switch partners)	+2 facts (quick count on, show on number line)
3	+2 facts (quick count on, show on number line)	Doubles to 10
4	Doubles to 10	10+ facts (goes with place value unit)
5	10+ facts	Partners of ten (add, subtract, missing addends)
6	Partners of ten (add, subtract, unknown partners)	Near doubles (2+3, 3+4, 4+5), the last fact to 10 (6+3) switch partners. Subtraction facts to 10.
7	All facts to 10, Addition and subtraction	Partners of 11, 12 and 13
8	All facts to 11. Addition and subtraction.	Partners of 12, 13, and 14

Easthampton Public Schools
Grade 1 Scope and Sequence 2014-2015

End of Year Assessment May 24, 2014: This new edition of MX has greatly increased rigor for first grade.

The most challenging unit has been Unit 6 Comparisons and Data. Several teachers have found using the comparison bar model very abstract for first graders. Additionally the language in many of the word problems is very difficult for students as it varies from how we talk. We are meeting to look closely at this unit and make some revision before school ends.

The MA Frameworks added a standard on money that was not included in the Common Core curriculum. While this standard was addressed in the previous edition of Math Expressions, it has been removed from the current 2013 edition. We will be including this standard in our scope and sequence in the future. Meanwhile I have created a mini unit on Money to be completed this year.

We also want to assess how effective we have been in promoting fact fluency and mental math this year and make plans to improve this next year.

Next Steps

- Revise Unit 6
- Weave money into the curriculum where appropriate.
- Address fact fluency and mental math strategies.
- Share what has worked this year and teacher enhanced activities

Update June 16, 2014

Unit 6 Revision is in process following a half-day meeting with Martha Morgan, Rachel Breton, Margaret Betts and Joan Schaffer. Notes have been included in this scope and sequence.

Money has also been included in Units 1, 4, 5 and 8. Materials have been distribute but more work needs to be done in 2014-15

A proposal for a Fact Fluency Schedule developed by Joan Schaffer has been included in this revision. Teacher will need to review, refine and pilot it next year.