

New Paltz Central School District

Mathematics
First Grade

TIME	CONTENT	SKILLS	ASSESSMENTS
<p style="text-align: center;">S E P T E M B E R</p> <p style="text-align: center;">(and through- out the year)</p>	<p><u>UNIT 1: Number Sense and Operations</u></p> <ul style="list-style-type: none"> • How can I use different math materials (tools) to solve a problem? • Why is it important to count accurately? • What is a pattern? What is a number pattern? • Why is it important to study math? <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> • Initial understanding of base ten number system • Commutative property of addition • Strategies to compose and decompose numbers • Different parts can be added to get the same whole • Vocabulary to compare two numbers (higher, lower, greater, less) 	<ul style="list-style-type: none"> • Count the items in a collection (1 to 100) • Count and (produce) a collection of a specified size (10 to 100 items), using groups of 10 • Quickly see and label with a number, collections of 1 to 10 • Count by 1's to 100 • Skip count by 10's to 100 • Skip count by 5's to 50 • Skip count by 2's to 20 • Verbally count from a number other than one by 1's • Count backwards from 20 by 1's • Draw pictures or other informal symbols to represent a spoken number up to 20 • Arrange objects in size order (increasing and decreasing) • Write numerals to 100 • Read the number words <i>one, two, three...ten</i> • Compare and order whole numbers up to 100 • Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 • Represent addition and subtraction word problems and their solutions as number sentences • Create problem situations that represent a given number sentence • Demonstrate fluency and apply addition and subtraction facts to and including 10 • Use mathematics to show and understand mathematical phenomena (e.g., draw pictures to show a story problem) 	<ul style="list-style-type: none"> • End-of-Year Benchmark Assessment (begin) • Teacher observation • Student discussion • Teacher determined check points

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D E C E M B E R - F E B R U A R Y	<p><u>UNIT 2: Data and Probability</u></p> <ul style="list-style-type: none"> • How can we use data to make predictions? • How do we use graphs, charts, and diagrams to show information? ----- • Creating questions • Interpreting data • Displaying data • Formulating conclusions and predictions 	<ul style="list-style-type: none"> • Collect and record data related to a question • Display data in simple pictographs for quantities up to 20 with units of one • Display data in bar graphs using concrete objects with intervals of one • Use Venn diagrams to sort and describe data • Construct a question that can be answered by using information from a graph 	<ul style="list-style-type: none"> • Data and Probability unit assessment • Teacher observation • Student discussion • Teacher determined checkpoints
F E B R A R Y - M A R C H	<p><u>UNIT 3: Geometry</u></p> <ul style="list-style-type: none"> • How can I use geometric shapes to solve a problem? • How can I explain my answer? ----- • Names and attributes of 2-D and 3-D shapes • Geometric shapes in the environment • Transformations and symmetry in problem solving situations • Congruency 	<ul style="list-style-type: none"> • Recognize, name, describe, create, sort, and compare 2-D and 3-D shapes • Identify symmetry in two-dimensional shapes • Recognize geometric shapes and structures in the environment 	<ul style="list-style-type: none"> • Geometry unit assessment • Teacher observation • Student discussion • Teacher determined checkpoints

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<p style="text-align: center;">A P R I L - M A Y</p>	<p><u>UNIT 4: Operations</u></p> <ul style="list-style-type: none"> • What strategies can I use to solve addition and subtraction word problems? • How can I explain my answer? ----- • Strategies to solve addition and subtraction word problems without regrouping • Showing and explaining problem solving 	<ul style="list-style-type: none"> • Represent addition and subtraction word problems and their solutions as number sentences • Demonstrate fluency and apply addition and subtraction facts to and including 10 • Understand that different parts can be added to get the same whole • Estimate the number in a collection to 50 and then compare by counting the actual items in the collection • Use mathematics to show and understand mathematical phenomena (e.g., draw pictures to show a story problem) 	<ul style="list-style-type: none"> • Operations unit assessment • Teacher observation • Student discussion • Teacher determined checkpoints
<p style="text-align: center;">M A Y - J U N E</p>	<p><u>UNIT 5: Measurement</u></p> <ul style="list-style-type: none"> • Why do we measure length? money? time? • Why is it important to measure accurately? • How can I explain my answer? ----- • Determining what can be measured and how • using units to give meaning to measurements • Developing strategies for estimating measurement • Recognizing specific times (morning, noon, afternoon, evening) • Money-coins • Telling time to the hour • Days of the week/months of the year 	<ul style="list-style-type: none"> • Use non-standard units to measure both vertical and horizontal lengths • Know vocabulary and recognize coins (penny, nickel, dime, quarter) • Recognize the cent notation as ¢ • Use different combinations of coins to make money allotments up to 25 cents • Tell time to the hour, using both digital and analog clocks • Know the days of the week and months of the year in sequence • Classify months and connect to seasons and other events 	<ul style="list-style-type: none"> • Measurement unit assessment • Teacher observation • Student discussion • End-of-Year Benchmark Assessment