

GRADE 1 MATH

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SCOPE AND SEQUENCE CHART

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Developing Base Ten Number Sense	Operations and Algebraic Thinking I	Operations and Algebraic Thinking II	Understanding Place Value	Measuring Length and Time	Understanding Shapes and Fractions
Approximately 4 Weeks	Approximately 8 Weeks	Approximately 4 Weeks	Approximately 8 Weeks	Approximately 6 Weeks	Approximately 2 Weeks
MGSE1.NBT.1*	MGSE1.OA.1* MGSE1.MD.4	MGSE1.OA.6* MGSE1.OA.5	MGSE1.NBT.2*	MGSE1.MD.1*	MGSE1.G.2* MGSE1.G.1 MGSE1.G.3
MGSE1.NBT.7*	MGSE1.OA.2*	MGSE1.OA.7* MGSE1.OA.8	MGSE1.NBT.3*	MGSE1.MD.2*	
	MGSE1.OA.3*		MGSE1.NBT.4* MGSE1.NBT.5	MGSE1.MD.3	
	MGSE1.OA.4*		MGSE1.NBT.6*		

Grades K-2 Key: CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking

***Prioritized Standards:** Grade level standards of highest priority have been identified. Pacing has been modified to allow sufficient time for in-depth instruction and practice.

Supporting Standards: Key concepts and skills, from these grade level standards, will be used to support the Prioritized Standards.

Prerequisite Concepts and Skills: Prioritized concepts and skills, from the previous grade level standards, which are most important for success with the current grade-level content, will be integrated, where they best fit, to address learning loss.

Unit Name	Unit Description	Georgia Standards of Excellence	Unit Duration
Unit 1 Developing Base Ten Number Sense	In this unit, students will: ● Rote count forward to 120 by counting on from any number less than 120. ● Represent a quantity using numerals. ● Locate 0-100 on a number line. ● Use the strategies of counting on and counting back to understand number relationships. ● Explore with the 99 chart to see patterns between numbers, such as, all of the numbers in a column on the hundreds chart have the same digit in the ones place, and all of the numbers in a row have the same digit in the tens place. ● Read, write and represent a number of objects with a written numeral (number form or standard form). ● Build an understanding of how the numbers in the counting sequence are related—each number is one more, ten more (or one less, ten less) than the number before (or after). ● Begin working with dimes and understand a dime is worth ten cents. ● Explore counting by tens with dimes.	<u>Extend the counting sequence.</u> MGSE1.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. MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)	Approximately 4 weeks

Unit 2 Operations and Algebraic Thinking I	In this unit, students will: ● Use addition and subtraction to solve word problems presented in situations requiring finding the start and the change unknown. ● Use addition and subtraction strategies to solve problems based on graph. ● Share, discuss, and compare strategies as a class. ● Explore, understand, and apply the commutative and associative properties as strategies for solving addition problems. ● Connect counting on to solving subtraction problems. For the problem “$15 - 7 = ?$” they think about the number they have to count on from 7 to get to 15.	<u>Represent and solve problems involving addition and subtraction.</u> MGSE1.OA.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. Incorporated Grade-Level Concepts: ▪ Solve problems on addition and subtraction using data (MGSE1.MD.4) (MGSEK.OA.2) Prerequisite Skills: • Add and subtract within 10. MGSE1.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. <u>Understand and apply properties of operations and the relationship between addition and subtraction.</u>	Approximately 8 weeks
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		MGSE1.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.) MGSE1.OA.4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20	
Unit 3 Operations and Algebraic Thinking II	In this unit, students will: • Use the strategies of counting on and counting back to understand number relationships. • Use making ten strategy by decomposing numbers to add and subtract within 20 efficiently. • Use different strategies (count on, making ten, relationship between addition and subtraction, and creating equivalent but easier or known sums to add and subtract within 20.	<u>Add and subtract within 20.</u> MGSE1.OA.6 Add and subtract within 20. - 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 $6 + 6 + 1 = 12 + 1 = 13$). - Fluently add and subtract within 10.	Approximately 4 weeks

	● Identify and then apply a pattern or structure in mathematics. For example, pose a string of addition and subtraction problems involving the same three numbers chosen from the numbers 0 to 20, such as $4 + 13 = 17$ and $13 + 4 = 17$. ● Understand the meaning of equal sign as a symbol to balance the two sides of an equation made up of numbers and operations. ● ● Analyze number patterns and create conjectures or guesses. ● Choose other combinations of three numbers and explore to see if the patterns work for all numbers 0 to 20. ● Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	Incorporated Grade-Level Concepts: ▪ Relate counting to addition and subtraction (MGSE1.OA.5) Prerequisite Skills: • (MGSEK.OA.5) Add and subtract within 5. • (MGSEK.OA.3) Decompose numbers less than or equal to 10 into pairs in more than one way • (MGSEK.OA.4) For any number from 1 to 9, find the number that makes 10 when added to the given number <u>Work with addition and subtraction equations.</u> MGSE1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. The equal sign describes a special relationship between two quantities. In the case of a true equation, the quantities are the same. Incorporated Grade-Level Concepts: ▪ Relate Find the unknown whole number in an addition or subtraction equation. (MGSE1.OA.8)	
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Unit 4 Understanding Place Value	In this unit, students will: • Unitize a group of ten ones as a whole unit: a ten, and understand that a group of ten pennies is equivalent to a dime. • Compose and decompose numbers from 11 to 19 into ten ones and some further ones • Think of whole numbers between 10 and 100 in terms of tens and ones • Explore the idea that decade numbers (e.g., 10, 20, 30, 40) are groups of tens with no left-over ones • Compare two numbers by examining the amount of tens and ones in each number using words, models and symbols greater than ($>$), less than ($<$) and equal to ($=$) • Create concrete models, drawings and place value strategies to add and subtract within 100 (Students should not be exposed to the standard algorithm of carrying or borrowing in first grade.) • Use place value understanding and properties of operations to add and subtract • Mentally add ten more and ten less than any number less than 100 • Use concrete models, drawings and place value strategies to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50)	<u>Understanding Place Value.</u> MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (MGSEK.NBT.1) Prerequisite Skills: • Compose and decompose numbers from 11 to 19 into <u>ten ones and some more ones.</u> MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (MGSEK.CC.7) Prerequisite Skills: ▪ Compare two numbers between 1 and 10 presented as written numerals	Approximately 8 weeks
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		<u>Use place value understanding and properties of operations to add and subtract.</u> MGSE1. 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 ten (e.g., $24 + 9$, $13 + 10$, $27 + 40$), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Incorporated Grade-Level Concepts: ▪ Mentally find 10 more or 10 less than a number without counting (MGSE1.NBT.5) MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings 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. (e.g., $70 - 30$, $30 - 10$, $60 - 60$).	
Unit 5	In this unit students will:	<u>Measure lengths indirectly and by iterating length units.</u>	Approximately 6 weeks

Measuring Length and Time	• Develop an understanding of linear measurement. • Order three objects from shortest to longest or longest to shortest. • Measure lengths as iterating length units without gaps or overlaps. • Tell and write time to the hour and half hour.	MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. MGSE1.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. (Iteration) <u>Tell and write time.</u> MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	
Unit 6 Understanding Shapes and Fractions	In this unit, students will: • Study and compose two- and three-dimensional figures. • Identify basic figures within two- and three-dimensional figures. • Compare, contrast, and/or classify geometric shapes using position, shape, size, number of sides, and number of angles. • Solve simple problems, including those involving spatial relationships	<u>Reason with shapes and their attributes.</u> MGSE1.G.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. <i>This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.</i>	Approximately 2 weeks

	• Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes. • Create mental images of geometric shapes using spatial memory and spatial visualization. • Relate, identify, partition, and label fractions (halves, fourths) as equal parts of whole objects. • Apply terms such as half of, quarter of, to describe equal shares.	Incorporated Grade-Level Concepts: ▪ Distinguish between defining attributes and non-defining attributes (MGSE 1.G.2) ▪ Partition circles and rectangles into two or four equal shares and describe the whole using its parts.	
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