Subject: Mathematics **GREENEVILLE CITY SCHOOLS - CURRICULUM MAPPING GRID** **Grade Level: 1**

	MONTHS									
STRANDS	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**
Numeration and Operations	-Match quantities to 20 with numerals -Use pictures or objects to show more or less (to 20) -Represent quantities up to 20 with manip. -Use words, actions, pictures, or manip. to solve problems (on.) -Solve simple story problems (+) and (-) with numbers less than 20 (on.) -Estimate the number of objects in a group and explain reason for estimate	-Express<, >, or = between two numbers less than 20 -Use number line or grid to determine 1 more or 1 less than any number to 50 -Explain and justify solution strategies in problem solving	-Count by 10 to 100 -Use pictures or objects to show 1 more or 1 less (to 99) -Count groups by 1's to 100 -Apply language of ordinal numbers to twelfth	-Count by 5 to 100 -Order whole numbers less than 100 -Name and identify coins and their values	-Count by 10's from any number using chart -Model halves and fourths of single object or figure	-Count by 2's to 100 -Compare two numbers using appropriate symbol* -Identify whole numbers to 50 as odd/even* -Develop story problem that illustrates basic add. and sub. facts (on.)	-Count group by 2's, 5's, and 10's to 30 -Use manip. to model whole numbers to 99 (base ten) -Place Value of digits in numbers to 99	-Count forward/ backward by 1 from any number less than 100* -Read and write numerals to 100 -Count value of set of coins up to .50* -Use calculators in problem-solving situations*	-Model halves and fourths of a set of objects -Recognize one whole as two halves or four fourths -Use variety of strategies to add and subtract two-digit whole numbers*	-Represent numbers in flexible ways* -Match spoken, written, concrete, and pictorial representations of halves and fourths*
Measurements	-Recognize calendar as a way of measuring time (on.) -Relationship between days and months (on.)		-Recognize need for standard units of measurement			-Demonstrate understanding of length -Measure and estimate length with non-standard units -Read and write time to the hour and half-hour -Compare units of time*	-Measure to nearest inch and cm. -Use a thermometer to measure temperature*	-Measure weight to nearest pound or kilogram*	-Compare and order objects according to length, weight, and capacity*	
Geometry	-Name two-dimensional figures		-Identify position of a whole number on number line	-Use directional terms in a variety of situations	-Recognize basic properties of and similarities/ differences between simple geometric fig. -Predict and describe results of putting together and taking apart two and three-dimensional figures*			-Apply spatial sense to create figures from memory*		

Algebra	-Communicate using mathematical terms correctly (on.) -Describe how objects in a group are alike/different. -Identify patterns -Use manipulatives to demonstrate (+) and (-) sentences written symbolically involving numbers 0-20	-Interpret and solve simple addition sentences	-Create and extend patterns	-Apply communicative property of addition		-Identify unit of two-part repeating pattern*	-Translate repeating pattern from one medium to another		-Sort objects by two attributes*	
Data Analysis and Probability	-Represent and interpret data using concrete objects, pictures, pictographs and bar graphs (on.)*									-Describe events related to students experiences as likely or unlikely*
Related Literature	-*Patterns All Around Me* by Jones -*When a Line Bends, A Shape Begins* by Greene	-*Ten Rosy Roses* by Mernam -*The Shape of Things* by Lacome	-*Left of Right* by Korkie	-*The Coin Counting Book* by Williams	-*Apple Fractions* by Palotta -*Eating Fractions* by McMillan	-*A Pair of Socks* by Murphy -*Me Counting Time* by Sweeny	-*Me and Measure of Things* by Sweeney	-*One More Bunny* by Walton	*100 Pound Pround* by Bussling	*Pigs at Odds* by McGenn and Rally
Field Studies										
Technology	-CCC: MCS (ongoing)		Zoo Millions (ongoing)	Internet Flash Cards						
Assessment										

*Denotes a higher-order skill for students at this grade level