

Grade 1 Math Curriculum
Unit 1
Canterbury Public Schools

Subject	Mathematics
Grade Level	Grade 1
Unit Title	Adding, Subtracting and Working with Data
Unit Goals	Students add and subtract within 10, and represent and interpret categorical data
Pacing (# of weeks)	4 - 6 weeks
	<p>Section A Add and subtract within 10 K.CC.A.1, K.CC.B, 1.OA.C.5, 1.OA.C.6</p> <p>Section B Show Us Your Data K.CC.A.1, K.CC.B, K.CC. B.4, 1.MD.C.4, 1.OA.B.4,</p> <p>Section C What Does the Data Tell Us? K.CC.A.1, 1.MD.C.4, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6</p>
Content/Conceptual Knowledge (know)	<p>Number facts within 10</p> <p>Use data to answer questions</p> <p>Mathematical problem solvers apply a variety of strategies and methods to solve problem situations</p> <p>Representing mathematical ideas involves using a variety of representations such as graphs, numbers and physical models.</p> <p>The way data is collected, organized and displayed influences interpretations</p> <p>Data can be represented in a variety of ways</p> <p>Adding one or two more is the same as counting one or two more</p> <p>The difference is the result when one number is subtracted from another</p>
Skills (be able to do)	<p>Add and subtract within 10 and represent and interpret data</p> <p>Count on and backwards</p> <p>Know certain sums and differences</p> <p>Problem solve within 10</p> <p>Participate in small groups to complete an activity/center</p> <p>Sort and classify objects and tell how many/</p> <p>Use math vocabulary</p> <p>Identify attributes of objects for sorting and categorizing</p> <p>Create a visual representation of the number of shapes in each category in a way that makes sense</p> <p>Label the categories and represent objects in an organized way.</p>

	<p>Suggest which one doesn't belong- multiple answers possible</p> <p>Interpret different representations based on shape- use different representations to determine how many shapes are in each category</p> <p>Collect categorical data about the class, organize it and represent it in a way others can understand</p> <p>Create a survey of choices/preferences</p> <p>Represent each object with a picture of the object, symbol, or number</p> <p>Label categories</p> <p>Conduct a survey and use cubes to represent their vote</p> <p>Determine whether statements about data are true or false</p> <p>Write statements about data from a visual representation</p> <p>Evaluate statements based on data in a visual representation</p> <p>Create and ask questions about data using different representations</p> <p>Use data to answer questions analyze</p>
Essential Questions	<p>How do we become good problem solvers?</p> <p>How do we select a method to solve problems?</p> <p>How can graphical/pictorial information be applied to practical situations?</p> <p>Why is data collected and analyzed?</p> <p>How do people use data to influence others?</p> <p>How can predictions be made based on data?</p>
Enduring Understandings	<p>Math information can be represented using models, graphs, etc.</p> <p>There can be different strategies to solve a problem, but some are more effective and efficient than others</p>
Vocabulary	<p>Tally marks, sum, difference , category, data, survey</p>
Common Learning Experiences	<p>Develop fluency with sums and differences within 10</p> <p>Find sums greater than 10</p> <p>Engage with data</p> <p>Use drawings, symbols, tally marks, and numbers to represent categorical data</p> <p>Choose categories, interpret representations with up to three categories, ask and answer questions about the data</p> <p>Centers- partner work</p> <p>Find the sum using number cards</p> <p>Use number cards to find the sums/differences</p> <p>Use number cards and add/subtract 1 or 2</p>

	<p>Use cards to play number games</p> <p>Identify what it means to be part of a math community (create a routine that students can display to indicate they have an answer they can support with reasoning) “What do you know about math?”</p> <p>Activities listed in manual Counting Collections Number Race Chart what students do in math- identify what a math community looks and sounds like</p> <p>Write addition expressions and find the sum of two numbers Choral count</p> <p>Count to 41</p> <p>Activity 2 Check it off- add within 10 Activity 1 Five in a Row- adding 1 or 2</p> <p>Activity 1 Find the Pair, Make 10</p>
Assessments	<p>Recognize the number of dots without counting Count all to find a sum Identify the missing number or amount Count on to find the sum Use knowledge of the count sequence to know certain sums Know certain sums Sort objects into categories Represent each object with a picture of the object, symbol, or number Label the categories in their representation</p>
Student Resources	<p>Collections of objects, dot cubes, 10 frames, two-color counters, number cards 0 - 10, inch tiles, pattern blocks, connecting cubes,</p>
Teacher Resources	<p>10 frames, manipulatives, chart paper</p>