1st GRADE MATHEMATICS

Cardinal Newman Standards: Catholic Identity Integration

- **CS.M.K6.DS1:** Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
  (CCSSI.M.1.OA.1; OA.2; OA.3; OA.4; OA.5; OA.7; NBT.2; NBT.3; NBT.5; MD.1; MD.2; MD.3; MD.4; G.2; G.3)
- **CS.M.K6.DS3:** Show interest in the pursuit of understanding for its own sake.
  (CCSSI.M.1.OA.1; OA.2; OA.5; OA.6; OA.7; OA.8; NBT.1; NBT.2; NBT.4; NBT.5; NBT.6; MD.2; MD.3; MD.4; G.1; G.2; G.3)

Priority Skills	Supporting Skills
• Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing. • Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. • Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. • Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. • Add within 100 and subtract multiples of 10 in the range 10-90, 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. • Tell and write time in hours and half-hours using analog and digital clocks. • Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. • Partition circles and rectangles into two and four equal shares; understand for these examples that decomposing into more equal shares creates smaller shares.	• Understand subtraction as an unknown-addend problem. • Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. • Count to 120, starting at any number less than 120. • Understand that the two digits of a two-digit number represent amounts of tens and ones. • Order three objects by length; compare the lengths of two objects indirectly by using a third object. • Organize, represent, and interpret data with up to three categories. • Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. • Relate counting to addition and subtraction.

Essential Questions
• How can strong counting skills help us become better at addition and subtraction? • What strategies can we use to add and subtract two- and three-digit numbers with consistency? • How does thinking in three-dimensions help us understand and interact with the world? • How can we use patterns within ten-frames to make solving Mathematical problems easier? • What clues do word problems give us that help us understand which operation or strategy to apply? • How can we express our understanding of numbers in words and pictures?
Vital Vocabulary
• Addition, Analog, Apply, Circle, Compare, Composite, Cube, Decompose, Digit, Digital, Equal, Equation, Graph, Interpret, Ones, Operation, Prism, Property, Rectangle, Relationship, Represent, Solve, Sphere, Square, Subtraction, Tens, Three-Dimensional, Triangle, Two-Dimensional, Unequal

Additional Resources: Cardinal Newman Mathematics Resources, Appendix F