2018-2019 Curriculum Map for **First** Grade Math 2nd Nine Weeks	Go Math Chapters
M.1.1 *Operations and Algebraic Thinking- Represent and solve problems involving addition and subtraction.* 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).	4, 5
M.1.2 *Operations and Algebraic Thinking- Represent and solve problems involving addition and subtraction.* 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).	3
M.1.3 *Operations and Algebraic Thinking- Understand and apply properties of operations and the relationships between addition and subtraction.* Apply properties of operations as strategies to add and subtract (e.g., 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).	3
M.1.4 *Operations and Algebraic Thinking- Understand and apply properties of operations and the relationships between addition and subtraction.* Understand subtraction as an unknown-addend problem (e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8).	4
M.1.5 *Operations and Algebraic Thinking- Addition and Subtraction within 20.* Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	4
M.1.6 *Operations and Algebraic Thinking- Addition and Subtraction within 20.* Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 and use strategies such as 1. counting on; 2. making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); 3. decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); 4. using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and 5. creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	4, 5
M.1.7 *Operations and Algebraic Thinking- Work with addition and subtraction equations.* Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).	5
M.1.8 *Operations and Algebraic Thinking- Work with addition and subtraction equations.* Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., Determine the unknown number that makes the equation true in each of the equations. $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$).	5
M.1.9 *Number and Operations Base Ten- Extend the Counting Sequence* 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.	6
M.1.10 *Number and Operations Base Ten- Understand place value.* Understand the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1. 10 can be thought of as a bundle of ten ones — called a "ten." (e.g., A group of ten pennies is equivalent to a dime.) 2. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones. 3. 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).	6
M.1.11 *Number and Operations Base Ten- Understand place value.* Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	6
Include **Number Talks** and integrate the **Mathematical Habits of Mind**. 1. Make sense of problems and persevere in solving them. 2. Reason Abstractly and Quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	