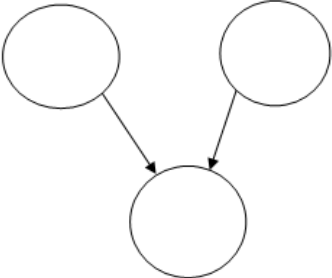


Math Essential Elements – First Grade
Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities
1 st Quarter	I can show addition using objects or drawings. (change out how your students are showing addition strategies) I can show subtraction using drawing or acting out with objects.	EE.1.OA.1.a- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations.	-Give students preferred items to add or subtract with or whiteboards to draw on. -Use a five frame or a ten frame.
	I can identify if two groups have the same or equal amount.	EE.1.OA.1.b.- Recognize two groups that have the same or equal quantity.	-Show students different groups of objects to identify same and equal.
	I can put together two sets to find out how many in all.	EE.1.OA.2- Use “putting together” to solve problems with two sets.	-Use number bonds to show putting together. 

	<p>I can use manipulatives to show the number when we add one more.</p> <p>I can use manipulatives to show the number when we subtract one less.</p>	<p>EE.1.OA.5.a-Use manipulatives or visual representations to indicate the number that results when adding one more.</p> <p>EE.1.OA.5.b-Apply knowledge of “one less” to subtract one from a number.</p>	<p>-Use a number line on the table or floor and have counters available to show one more and one less.</p>
2 nd Quarter	I can count to 30.	EE.1.NBT.1.a- Count by ones to 30	-Give students objects to count. Have students match the items to numbers on a number line in front of them.
	I can count out up to 10 items and match the number with each group.	EE.1.NBT.1.b- Count as many as 10 objects and represent the quantity with the corresponding numeral.	-Have numbers written down for emerging communicators to use for counting.
	I can count out sets of 10 with counters.	EE.1.NBT.2- Create sets of 10.	-Given counters or objects students will count to 10 and write the number down or match the number to the set. Students will count on a ten frame.
	I can compare two groups of items when the groups have similar items.	EE.1.NBT.3-Compare two groups of 10 or fewer items when the number of items in each group is similar.	-Use different objects to make groups of 10.
	I can show ways to add numbers less than 5 in different ways.	EE.1.NBT.4- Compose numbers less than or equal to five in more than one way.	-Given counters or objects students can make groups with 10 or less items and compare with a peer.
	I can show ways to subtract numbers less than 5 in different ways.	EE.1.NBT.6- Decompose numbers less than or equal to five in more than one way.	-Given counters and a white board, students can show how they compose and decompose numbers 5 or less in different ways. Check to see if students can use the language or a number bond to model their problems.

3 rd Quarter	I can compare objects and identify if they are longer/shorter or taller/shorter.	EE.1.MD.1-2; Compare lengths to identify which is longer/shorter, taller/shorter.	-Give students objects of different lengths to compare. Give students cards to place for identifying longer, shorter, and taller if needed.
	I can identify days by labeling tomorrow, yesterday, and today.	EE.1.MD.3.a-Demonstrate an understanding of the terms tomorrow, yesterday, and today.	-Use the calendar to have students label the days of the week as tomorrow, yesterday, and today. Do the same thing with activities that happen weekly in class.
	I can identify the time of day by labeling different times of day as morning, afternoon, day, and night.	EE.1.MD.3.b- Demonstrate an understanding of the terms morning, afternoon, day, and night.	-Use visuals of activities people normally do at the different times of the day (brush teeth, eat breakfast, dinner, etc.). Also use visuals of the school routine.
	I can identify if an activity comes before, next, or after.	EE.1.MD.3.c-Identify activities that come before, next, and after.	-Use a schedule and small group activities for students to use the language of before, next, and after.
	I can use the schedule to show that the same events happen at the same time each day.	EE.1.MD.3.d- Demonstrate an understanding that telling time is the same every day.	-Use a schedule with times next to it to show that time is the same each day.

4 th Quarter	I can sort data into categories.	EE.1.MD.4- Organize data into categories by sorting.	-Students can sort tactile data into categories; then move to sorting visuals by categories.											
	I can identify if an object is on, off, in, or out.	EE.1.G.1- Identify the relative position of objects that are on, off, in, and out.	- Make visuals for on, off, in, and out for students who are emerging communicators. -Have students practice placing objects in those relative positions.											
	I can group shapes by their size and orientation.	EE.1.G.2- Sort shapes of same size and orientation (circle, square, rectangle, triangle).	-Sort pictures or real shapes onto a chart that has the shapes listed at the top (example below). <table border="1"><tr><td>Circle ○</td><td>Square □</td><td>Rectangle □</td><td>Triangle △</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>				Circle ○	Square □	Rectangle □	Triangle △				
	Circle ○	Square □	Rectangle □	Triangle △										
I can put parts of a shape together to make a whole (semicircles or two triangles).	EE.1.G.3- Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two square to make a rectangle).	-Give students different shapes or parts of a shape to make a whole shape.												

Embedded Throughout the Year:

- Continue to work on counting and number recognition up to 100 depending on the level of your students.
- Use the calendar and songs to reinforce days of the week, months of the year, today, yesterday, and tomorrow.
- Use the classroom schedule to discuss what happens before, next, and after to allow students to use that verbiage.
- Use songs and books to help with addition and subtraction strategies (for example, Jack Hartmann songs, 5 little pumpkins).