MIDDLETOWN MATH SCOPE & SEQUENCE

Grade: 1
Quarter: 2

Standards **Key Ideas, Major Understandings, Performance Indicators, Competencies**		**Pacing**	**Resources** **Print, Visual, Technology, Manipulatives**	**Assessment** **Evidence & Scoring Guides**
Number Sense and Operations Strand Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.	*Number Systems* **1.N.13** Write numbers to 50. **1.N.14** Read the number words one, two, three…ten. **1.N.16** Compare and order whole numbers up to 50. **1.N.23** Use and understand verbal ordinal terms, first to twentieth. **1.N.9** Count backwards from 20 by 1's. **1.N.2** Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten. **1.N.4** Count by 1's to 50.	Ongoing	**Chapter 14**-Lesson 2 pgs. 239-240 **Chapter 14**-Lesson 3 pgs. 241-242 Lesson 4 pgs. 243-244 **Compass Learning Link** Ordinals one to ten **Chapter 3**-Lesson 5 pgs. 41-42 Use alternate resources **Chapter 13**-Lesson 3 **Chapter 14**-Lesson 3 pgs. 241-242 Lesson 4 pgs. 243-244 **Chapter 14**-Lesson 3 pgs. 241-242	**Chapter 14** Check for Understanding TE pgs. 239, 241, 243 Assess TE pgs. 240 , 242, 244 **Compass Learning** Ordinal Test **Chapter 13** Check for Understanding TE pgs. 239 Assess TE pgs. 240

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	1.N.5 Skip count by 10's to 50. **1.N.6** Count by 5's to 50. **1.N.7** Skip count by 2's to 20. **1.N.13** Write numbers to 50. **1.N.16** Compare and order whole numbers up to 50. **1.N.20** Name the number before and the number after a given number, and name the number(s) between two given numbers up to 50 (with the use of a number line or hundreds chart). **1.N.21** Use before, after, or between to order numbers to 50 (with or without the use of a number line). **1.N.22** Use the words higher, lower, greater, and less to compare two numbers.	Ongoing	Lesson 4 pgs. 243-244 **Compass Leaning Link** Count by 2's and 5's Count by 2's, 5's .. Tool (Hundreds Chart) **Chapter 14**-Lesson 3 pgs. 241-242 Lesson 4 pgs. 243-244 ** Math Toolkit – counters and 10 frame Use alternate resources **Chapter 14**-Lesson 2 pgs. 239-240 **Chapter 14**-Lesson 1 pgs. 237-238	**Compass Learning** Quiz – Count by 2's and 5's

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Students will understand meanings of operations and procedures, and how they relate to one another.	*Operations* **1.N.24** Develop and use strategies to solve addition and subtraction word problems. **1.N.27** Use a variety of strategies to solve addition and subtraction problems with one-digit and two-digit numbers without regrouping. ***Focus:** One digit numbers. **1.N.25** Represent addition and subtraction word problems and their solutions as number sentences. **1.N.28** Demonstrate fluency and apply addition and subtraction facts to and including 10. **1.N.29** Understand that different parts can be added to get the same whole number.	Ongoing	**Compass Learning** Strategies to Add and Subtract Chapter 5- All lessons Chapter 6 – All lessons Chapter 7 – All lessons Chapter 8 – All lessons Chapter 9 – All lessons Chapter 25- Lesson 5 pgs. 463-464	**Chapter 5** Check for Understanding TE pgs. 71, 73, 75, 77 Assess TE pgs. 72, 74, 76, 78 **Chapter 6** Check for Understanding TE pgs. 85, 87, 89, 91 Assess TE pgs. 86, 88, 90, 92 **Chapter 7** Check for Understanding TE pgs. 103, 105, 107, 109, 111 Assess TE pgs. 104,106,108,110,112 **Chapter 8** Check for Understanding TE pgs. 119, 121, 123, 125 Assess TE pgs. 120, 222, 124, 126 **Chapter 9** Check for Understanding TE pgs. 143, 145, 147, 149, 151

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				Assess TE pgs. 144, 146, 148, 150, 152
Statistics and Probability Strand Students will collect, organize, display, and analyze data.	*Collection of Data* **1.S.1** Pose questions about themselves and their surroundings. **1.S.2** Collect and record data related to a question.	Ongoing	Chapter 2 - pgs. 23-24 Chapter 12 – pgs. 199-200	**Chapter 2** Check for Understanding TE pgs. 23 Assess TE pgs. 24 **Chapter 12** Check for Understanding TE pgs. 199, Assess TE pgs.200
	Organization and Display of Data **1.S.3** Organize and display data in simple pictographs for quantities up to 20 with units of one. **1.S.4** Display data in bar graphs using concrete objects with intervals of one. **1.S.5** Use Venn diagrams to sort and describe data.	Ongoing	Chapter 12-Lesson 1, 2, 3, 5 pgs. 195-206 **Compass Learning:** Display Data – Tally Charts, Pictographs, Bar Graphs	**Chapter 12** Check for Understanding TE pgs. 195, 197, 199, 205 Assess TE pgs. 196, 198, 200, 206 **Compass Learning:** Chapter Test Graphing

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	Analysis of Data **1.S.6** Interpret data in terms of the words: most, least, greater than, less than, or equal to. **1.S.7** Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how may all together in two categories).	Ongoing Ongoing	Chapter 1-Lesson 1 pgs. 3-4 Chapter 13-Lesson 6 pgs. 229-230 Interpret Data Chapter 23-Lesson 6 pgs. 421-422 Chapter 13-Lesson 5 pgs. 227-228; Lesson 6 pgs. 229-230 Chapter 14-Lesson 1 pgs. 237-238 Use alternate resource	**Chapter 1** Check for Understanding TE pgs. 3 Assess TE pgs. 4 **Chapter 13** Check for Understanding TE pgs. 227, 229 Assess TE pgs. 228, 230 **Chapter 14** Check for Understanding TE pgs. 239 Assess TE pgs. 240 **Chapter 23** Check for Understanding TE pgs. 421 Assess TE pgs. 422
Students will make predictions that are based upon data analysis.	*Predictions from Data* **1.S.8** Discuss conclusions and make predictions in terms of the words likely and unlikely. **1.S.9** Construct a question that can be answered by	Ongoing	Chapter 26-Lesson 3 pgs. 477-478 Chapter 12-Lesson 5 pgs. 205-206	**Chapter 26** Check for Understanding TE pgs. 477 Assess TE pgs. 478

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	using information from a graph.		Lesson 2 pgs. 197-198	**Chapter 12** Check for Understanding TE pgs. 205 Assess TE pgs. 206
Measurement Strand Students will determine what can be measured and how, using appropriate methods and formulas.	*Units of Measurement* **1.M.10** Classify months and connect to seasons and other events.	Ongoing	Ongoing in daily calendar TE pgs. 350, 355,	**Check for Understanding** TE pgs. 351 **Quick Check** TE pgs. 352 **Assess**
Problem Solving Strand Students will build new mathematical knowledge through problem solving.	**1.PS.1** Explain to others how a problem was solved, giving strategies and justifications. **1.PS.2** Interpret information correctly, identify the problem, and generate possible solutions.	Ongoing	Problem Solving **Chapter 20** 255-356	**Problem of the Day Flip Chart And Quick Check** TE pgs.
Students will solve problems that arise in mathematics and in other contexts.	**1.PS.3** Act out or model with manipulatives activities involving mathematical content from literature and/or story telling. **1.PS.4** Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class or using the calendar to teach counting).	Ongoing	Student Presentation of Solution on chalkboard, whiteboard, or oral presentation	Teacher Checklist Observation

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Students will apply and adapt a variety of appropriate strategies to solve problems.	**1.PS.5** Use informal counting strategies to find solutions. **1.PS.6** Experience teacher-directed questioning process to understand problems. **1.PS.7** Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking. **1.PS.8** Use manipulatives (e.g., tiles, blocks) to model the action in problems. **1.PS.9** Use drawings/pictures to model the action in problems.	Ongoing Ongoing	** Math Toolkit	
Students will monitor and reflect on the process of mathematical problem solving.	**1.PS.10** Explain to others how a problem was solved, giving strategies and justifications.	Ongoing	Student Presentation of Solution on chalkboard, whiteboard, or oral presentation	Teacher Checklist Observation

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Students will us representations to model and interpret physical, social, and mathematical phenomena.	**1.R.5** Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree). **1.R.6** Use mathematics to show and understand social phenomena (e.g., count and represent sharing cookies between friends). **1.R.7** Use mathematics to show and understand mathematical phenomena (e.g., draw pictures to show a story problem, show number value using fingers on your hand.	Ongoing Ongoing	**Chapter 13** **Lessons 13.4**	**Chapter 13** Check for Understanding TE pgs. 225, 227, 229 Assess TE pgs. 226, 228, 230