First Grade Saxon Math Curriculum Guide

	Sections and Lessons	Key Standards Addressed in Section	Approximate Dates
MAP September 15–26, 2014	**Section 1: Lessons 1-10** Making Sets of Tens & Ones with Concrete Objects, Numerals, Comparing Numbers, Using Graphs to Organize Data	1.NBT.1 Count to 50, starting at any number less than 50. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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). NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**September**
	Section 2: Lessons 11-20 Ordering Numbers, Identifying Geometric Figures by Counting Angles and Sides, Sorting Geometric Figures by Attributes, Inside & Outside of Shapes	NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.	**Late September**

First Grade Saxon Math Curriculum Guide (Page 2)		Key Standards Addressed in Section	Approximate Dates
Extended Response I November 12–19, 2014	**Section 3: Lessons 21-30** 2-Digit Numbers, Combining Sets, Making Pictures to Solve Problems, Symbols	1.NBT.1 Count to 50, starting at any number less than 50. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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). NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. 1.OA.1 Use addition within 10 to solve word problems involving situations of adding to, putting together, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**Early October**
	Section 4: Lessons 31-40 One More Than, Collecting Data, Making Graphs, Solving Word Problems using Operations, Subtraction	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. 1.OA.1 Use addition and subtraction within 10 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.	**Late October**

First Grade Saxon Math Curriculum Guide (Page 3)		Key Standards Addressed in Section	Approximate Dates
MAP January12–26, 2015	**Section 5: Lessons 41-50** Adding One, Subtracting One, Comparing Capacity, Telling Time	1.OA.1 Use addition and subtraction within 10 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. 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	**Nov**
	Section 6: Lessons 51-60 Counting by 10s with Dimes, Odd & Even Numbers, Making a Whole with Two Halves, Covering Designs with Shapes, Using Manipulatives to Make Sums, Lines of Symmetry	1.NBT.1 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. 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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). 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**Dec**
Common Core Geometry Mini-Unit		**Time Frame:** 1 week (December)	
End of Trimester 1: December 3, 2014			

First Grade Saxon Math Curriculum Guide (Page 4)		Key Standards Addressed in Section	Approximate Dates
Extended Response II March 2–13, 2015	**Section 7: Lessons 61-70** Combining Dimes & Pennies, Measuring Length with Nonstandard Units, Displaying Data on a Graph, Tallying, Solving Problems with Pictures	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**Jan**
	Section 8: Lessons 71-80 Tens & Ones, Adding Doubles and Doubles plus One, 2-Digit Addition with Dimes & Pennies, Acting Out Word Problems, Using Manipulatives for Addition, Measuring Area	1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. 1.OA.5 Relate counting to addition and subtraction. 1.OA.6 Add and subtract within 12, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.	**Feb**

First Grade Saxon Math Curriculum Guide (Page 5)		Key Standards Addressed in Section	Approximate Dates
Extended Response II March 2–13, 2015	**Section 9 Lessons 81-90** Rounding Numbers, Adding Ten, Comparing Groups, Time to the Half Hour, Representing Numbers Concretely and Pictorially, Adding 2-digit Numbers with Regrouping	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.	**Early March**
	End of Trimester 2: March 17, 2015		
	Section 10: Lessons 91-100 Ordering Numbers to 100, Missing Addends, Sums of 10, Measuring using Standard & Nonstandard Units, Counting Nickels, Ordering Events by Elapsed Time, Congruent Shapes	1.NBT.1 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. NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**Late March**

First Grade Saxon Math Curriculum Guide (Page 6)		Key Standards Addressed in Section	Approximate Dates
MAP May 20–June 8, 2015	**Section 11: Lessons 101-110** Subtracting from 10, Identifying Dozen & Half Dozen, Using Tools to Measure Length, Adding 9, Comparing Numbers, Dollar Bills, Decimal Notation, Dividing into Equal Groups, One half, one third, one sixth, Comparison Symbols, Capacity, Cup, Quart, Gallon, Liter	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**April**
	Section 12: Lessons 111-120 Addition to 8 & 9, Identifying Geometric Solids by Attributes, Dollar Bills, Adding Three Numbers, Addition to 11 & 12, Rounding to nearest 10, Pennies, Nickels, Dimes & Dollars, Fractional Parts of a Whole, Making a Bar Graph, Drawing Line Segments	1.OA.1 Use addition and subtraction within 12 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. 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 12. 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**Early May**

First Grade Saxon Math Curriculum Guide (Page 7)		Key Standards Addressed in Section	Approximate Dates
Getting Ready for Second Grade	**Section 13: Lessons 121-130** Difference of 1 & 2, Fractions of a Set, Subtracting 10, Identifying Polygons, Solids, Quarters, Subtract 2-digit Numbers, Temperature, Subtract half of a Double, Probability Experiments	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**Late May**
	Section 14: Lessons 131-135 **Lessons A-D** Place Value to 100, Fact Families, Numbers to 500, Weighing with Ounces & Grams, Transformations	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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). 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	**June**
End of Trimester 3: June 18, 2015			