

Harrison County Schools – Mathematics Curriculum Maps

| FIRST GRADE – 4th Nine Weeks | | | | | | | |
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| Harrison County Schools – Mathematics Curriculum Maps | | | | | | | |
| Electronic Curriculum Resources by Janet Benincosa, TI Specialist | | | | | | | |
| Big Ideas/Content | Obj. | Investigations | Scott Foresman Textbook | Performance Assessments * Required | Technology Resources techSteps Measure Your Hand | Vocabulary | |
| Finding totals of 2s. Counting by 2s. Identify odd and even numbers. | 1.1.4 1.1.3 | Number Games and Story Problems Investigation 2 Session 1,2,3 | Count by 2s, 4s, 5s, 10s. Using, How many hands? Use the input/output idea. 1 person in 2 feet out, 2 in 4 feet out, etc | Chapter 7 pp. 243,244, 255-258 | Record strategies for counting by 2s, 5s, 10s. | Odyssey 10100 10114 | Skip counting Odd even |
| Introduction to coins, keeping track of 25 cents. Becoming familiar with coins and equivalencies among them. Organize objects to count. | 1.4.6 | Number Games and Story Problems Investigation 2 Session 3,4,5 | Using real/imitation coins students will count and associate money with amount. | Chapter 9 pp. 329-346 | Count money; identify amounts and associate coins to identify amounts. | Odyssey 10169 | Penny Nickel Dime Quarter coin |
| Exploring 100s chart. Collecting and counting money. Rounding numbers to 10s. Estimate amounts. | 1.1.6 1.1.8 1.4.6 | Number Games and Story Problems Investigation 2 Session: 6,7,8 | Read and sequence numbers to 100. Count coins and associate amounts. Play the round up game. | Chapter 7 pp. 245-246, pp. 249- 250 | Identify numbers on the 100s chart, count in sequence. Associates and counts money to corresponding amounts | Odyssey 10169 | Estimations, rounding, collecting, exploring, associate. |
| Repeating and representing patterns in various ways: exploring patterns in the number sequence. Organizing/counting, and find totals of 2s, 5s, 10s. | | Number Games and Story Problems Investigation 2 Session 9-13 | Use number charts to identify and sequence numbers. Skip count to sequence numbers. | | Identifies patterns of numbers when skip counting. | Odyssey 10130 10169 oc | Repeat, patterns, sequence, total |
| Visualizing combining situations. Developing strategies for solving story problems. Record strategies for solving combining problems. (words or illustrations) | 1.1.10 1.1.11 1.1.12 1.1.14 | Number games and Story Problems Investigation 3 Session 1 | On chart paper have students show ways to combine numbers. Tell stories and set up problems to solve. | Chapter 2 pp. 53-62 pp. 91-92 pp. 95-102,106, 115- 116,121-122 | Diagnostic checkpoint Dialogue ways to solve problem, written explanations. | Odyssey 10119 10120 10120 10123 | solve addition combining visualize |
| Exploring Weight Heavier / Lighter Using a Balance Scale Comparing Weight | | Investigation 1 Sessions 1-6 Bigger / Taller Heavier / Smaller | Compare using a pan balance - more or less Make equal amounts using a pan balance | | | | Heavy / light Heavier / lighter Same / weight |
| Exploring Capacity Comparing Capacities Measuring Capacity using non-standard units Collecting Data | M.O.1.4.2 | Investigation 2 Sessions 1-7 Bigger / Taller Heavier / Smaller | Measure cups of sand using teaspoons Explore area using pattern blocks Find bottles that hold same amount of water | | | | Capacity / short Tall / wide Narrow / data Container / empty / fill holds more / less same amount |
| Compare lengths Measuring length using non- standard measurement | | Investigation 3 | | | | | Length / long Longer / longest Short / shorter shortest |