**Grade 1:** Math Year Plan

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| **1st Reporting Period:** Sept.-Nov. | **2nd Reporting Period:** Nov.- Feb. | **3rd Reporting Period:** Feb.- June |
| **N1**: Say the number sequence **0 to 20**, forwards and backwards by 1’s  **N2**: Recognize at a glance and name familiar arrangement (subitizing):1 to 10 objects  **N4**:Represent and describe numbers to 20  (number words to 10)  **N3**: Demonstrate an understanding of counting principles | **N1**: Say the number sequence **0 to 50**, forwards and backwards by 1’s; count by **2’s to 20**; count by **5’s and 10’s to 50**  **N2**: Revisit - Recognize at a glance and name familiar arrangement (subitizing):1 to 10 objects  **N4**:Revisit **-** Represent and describe numbers to 20 (number words to 10)  **N3**: Revisit - Demonstrate an understanding of counting principles  **N5**: Compare sets to 20, using referents and one-to-one correspondence  **N8**: Identify the number, up to 20 that is one more, one less, two more, two less  **N6**: Estimate quantities up to 20 using referents  **N7**: Demonstrate how a given number can be represented by a variety of equal groups with and without singles  **N9**: Demonstrate an understanding of addition with **answers to 12** and the corresponding subtraction facts  **N10**: Describe and use mental math strategies for addition and subtraction **facts to 12** | **N1**: Say the number sequence **0 to 100**, forwards and backwards; count by **5’s and 10’s to 100** (revisit - by 2’s to 20)  **N2**: Revisit - Recognize at a glance and name familiar arrangement (subitizing):1 to 10 objects  **N4**:Revisit **-** Represent and describe numbers to 20 **(number words 11 to 20)**  **N3**: Revisit - Demonstrate an understanding of counting principles  **N7**: Revisit - Demonstrate how a given number can be represented by a variety of equal groups with and without singles  **N9**: Demonstrate an understanding of addition with **answers to 18** and the corresponding subtraction facts  **N10**: Describe and use mental math strategies for addition and subtraction **facts to 18** |
| **PR1**: Demonstrate an understanding of repeating patterns (2 to 4 elements) by describing, reproducing, extending and creating patterns  **PR2**: Translate repeating patterns from one representation to another  **PR3**: Describe equality as a balance and inequality as an imbalance  **PR4**: Record equalities using an equal sign |
| **SS2**: Sort 3-D objects and 2-D shapes using one attribute and explain the sorting rule | **PR3**: Revisit - Describe equality as a balance and inequality as an imbalance  **PR4**: Revisit - Record equalities using an equal sign | **PR3**: Revisit - Describe equality as a balance and inequality as an imbalance  **PR4**: Revisit - Record equalities using an equal sign |
| **SS2**: Revisit - Sort 3-D objects and 2-D shapes using one attribute and explain the sorting rule | **SS1**: Demonstrate an understanding of measurement as a process of comparing attributes  **SS2**: Revisit - Sort 3-D objects and 2-D shapes using one attribute and explain the sorting rule  **SS3**: Replicate composite 2-D shapes and 3-D objects  **SS4**: Compare 2-D shapes to parts of 3-D objects in the environment |