

Knox County Schools Mathematics Curriculum

1st Grade Planning Guide

Unit 4: Numbers Through 100

Time: About 3-4 weeks

| Knox County Key | Knox County Performance Objectives/ <i>State Assessed Performance Indicators</i> | State Blueprint Key/SPI # | Lessons | Text Pages |
|-----------------|--|----------------------------------|--|---------------------|
| A | 1. Count to 100; read/write numeral to 100; model numbers <i>Count to 100; read/write numerals to 100; model numbers</i> | D 1.1.1 b,f,h | 10.1 | 277-278 |
| A | 2. Recognize the place value for tens and ones <i>Recognize the place value for tens and ones; represent numbers in flexible ways; apply strategies to solve problems</i> | D 1.1.1 e,p, 1.1.3d | 10.2,10.3, 10.4,10.5, 10.6, 10.7 | 279-292 |
| A | 3. Order/compare two quantities to 100 <i>Order whole numbers less than 100</i> | I/D 1.1.1 o,p | 11.1 | 303-304 |
| A | 4. Identify and use ordinal numbers to 12th <i>Apply the language of ordinal numbers to 12th</i> | D 1.1.1q | 11.2 | 305-306 |
| I | Estimate quantities; justify estimates <i>Estimate number of objects in group, explain reasoning</i> | I 1.1.3c | 11.3, 11.6 | 307-308, 315-316 |
| A | 5. Compare two numbers using symbols >,<, or = <i>Compare two numbers using symbols <, >, or =</i> | 1.1.1a | 11.4, 11.5 | 311-314 |
| A | 6. Count by twos, fives, and tens to 100 <i>Count by 2's, 5's, and 10's to 100</i> | I/D 1.1.1d | 12.1, 12.2 | 323-326, 329 |
| A | 7. Use a number line or hundred grid to determine one more or one less than any number 0-100 <i>Count by tens using hundred chart; use number line or grid to find one more or less; count forward or backwards by one beginning with any number less than 100; count objects to 100</i> | I 1.1.1d, 1.1.1s, 1.1.3 | 12.3 | 327-328 |
| A | 8. Determine 10 more/10 less than any given 2-digit number; use number patterns to solve problems <i>Use pictorial representations ten frames, hundred grid and unifix cubes; use words actions or pictures to solve problems; count by tens</i> | I 1.1.3b,a 1.1.1g | 12.3 | 327-328 |
| D | Identify even and odd numbers to 50 <i>Identify even and odd numbers to 50</i> | I 1.1.1i | 12.4 | 331-332, |

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| <p>Essential Vocabulary: Refer to Houghton Mifflin, <i>Planning the Lesson</i> for vocabulary</p> <p>Writing Prompts: Refer to <i>Keeping a Journal</i> and <i>Writing Prompts</i> in the <i>Quick Check Options</i></p> | <p>Advanced Objectives:</p> <ol style="list-style-type: none"> 1. Skip count with a calculator p. 350 2. Sequence whole numbers less than 100 p. 349 3. Identify even/odd numbers to 100 |
| <p>State Accomplishments</p> <ul style="list-style-type: none"> • <i>Count by tens from any number I</i> • <i>Model whole numbers D</i> • <i>Represent numbers in flexible ways D</i> • <i>Estimate objects in a group I</i> • <p>Literature Resources:</p> <ul style="list-style-type: none"> • Unit start-up pages (Unit Bibliography T.E.) • Literature Connections (Lesson Planning T.E.) • Read Aloud Anthology <u>100 Days of School</u> • Interactive Math Readers <u>Party Under the Sea</u> • <p>Technology:</p> <ul style="list-style-type: none"> • Eduplace.com/math • Ways to Success CD-ROM • eMath Book • Ways to Assess CD-ROM • eGames • emanipulatives | <p>Commercial Materials/manipulatives:</p> <ul style="list-style-type: none"> • Vocabulary Cards • Manipulative Pack • Teacher Tools • Calendar • Daily Transparencies <p>Chapter Planner Materials lists pages 275 b, 301 b, 321 b</p> <p>Text: <u>Houghton Mifflin Textbook</u></p> <p>Assessment: Knox County Mathematics, Grade 1 Unit 4 Test</p> <p>Available in Houghton Mifflin Student Text:</p> <ul style="list-style-type: none"> ▪ Quick Checks ▪ Chapter Reviews/Tests |