

**Standards Curriculum Map  
Bourbon County Schools  
Mathematical Practices**

MP.1. Make sense of problems and persevere in solving them.  
MP.2. Reason abstractly and quantitatively.  
MP.3. Construct viable arguments and critique the reasoning of others.  
MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.  
MP.6. Attend to precision.  
MP.7. Look for and make use of structure.  
MP.8. Look for and express regularity in repeated reasoning.

**Level: 1st grade**

**Grade and/or Course: Math**

**Updated/Created: August 2019**

Kindergarten Review

<b>Days: 1-11</b>	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary:</b>	<b>Strategies/ Activities:</b>	<b>Resources:</b>
	<p><b>KY.K.CC.1</b> a. Count to 100 by ones and tens. b. Count backwards from 30 by ones.</p> <p><b>MP.7, MP.8</b></p> <p><b>KY.K.CC.2</b> Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).</p> <p><b>MP.7</b></p> <p><b>KY.K.CC.4</b> Understand the relationship between numbers and quantities;</p>	<p>I can count to 100 by ones and tens.</p> <p>I can count forward beginning from a given number within the known sequence (instead of beginning at 1). (20-100)</p> <p>I can match objects to correctly one-to-one count.</p>	<p>-Numbers vs. letters -Numbers 1-20 - Counting On -Count backwards - Ones - Tens - Subitize</p>	<p>-Counting (fluency 1 to 5, 1 to 10, 1 to 20) -Number sense -One-to-one correspondence - Sequencing - Number cards -Fill in blank -Hundreds Chart -Subitizing -Memory -Subitizing (number patterns)</p>	<p>-Guided Math Centers -Animal Subitizing (Unit 1 Lesson 4) -Mystery Bags (Unit 1 Lesson 9) -Tally Time Game (Unit 1 Lessons 10-11) -5 in a Line (Unit 1 Lesson 15) -Greater Than/Less Than (Unit 1 Lesson 16) -Part Part Whole Mats (Unit 1 Lesson 17) Books: -Anno's</p>

## Standards Curriculum Map Bourbon County Schools

	<p>connect counting to cardinality.  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted  c. Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>MP.2, MP.8</b>  <b>KY.K.CC.5</b> Given a number from 1-20, count out that many objects.  a. Count to answer “how many?” questions with as many as 20 things arranged in a line, a rectangular array, or a circle. b. Count to answer “how many?” questions with as many as 10 things in a scattered configuration.</p> <p><b>MP.2, MP.3</b>  <b>KY.K.CC.6</b> Identify whether the</p>	<p>I can count to understand how many objects are in a group.  I can count on by ones from any given number.</p> <p>I can count to answer “How many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  I can identify numbers that add to a sum of 10.  I can identify whether the number of objects in one</p>		<p>Flashcards  -Flashing number bonds, ten frames, counters  -Ordering numbers  -Sorting: -sort buttons, shoes, kids, counters</p>	<p>Counting Book - Anno, Mitsumasa -copy a page and let students find all the sets of 5 or 7  -The Great Pet Sale - Hoban, Tana  -26 Letters and 99 Cents - Hoban, Tana</p>
--	--	---	--	--	---

**Standards Curriculum Map  
Bourbon County Schools**

	<p>number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p><b>MP.1, MP.3, MP.6</b> <b>KY.K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals. <b>MP.2</b></p>	<p>group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. I can compare two numbers between 1 and 10 presented as written numerals.</p>			
--	---	---	--	--	--

**HOT Questions:**

**How can we organize and represent information about our new class?**

**How can we create, organize, and represent mathematical ideas?**

## Standards Curriculum Map Bourbon County Schools

Addition Concepts: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20

<b>Days: 12-25</b>	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary :</b>	<b>Strategies/ Activities:</b>	<b>Resources:</b>
	<p><b>KY.1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions. <b>MP.1, MP.2</b></p> <p><b>KY.1.OA.7</b> Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. <b>MP.2, MP.3</b></p> <p><b>KY.1.OA.3</b> Apply properties of operations as strategies to add and subtract. <b>MP. 2, MP.7</b></p> <p><b>KY.1.OA.6</b> Add and subtract within 20. a. Fluently add and subtract within 10. b. Add and subtract within 20, demonstrating fluency</p>	<p>I can use a symbol for an unknown number in an addition or subtraction problem (within 20). I can use objects to solve addition problems. I can identify numbers that add to a sum of 10. <b>I can solve equations to determine if addition and subtraction problems are true or false.</b> I can show/understand that the sum of any number and 0 is that number. I can identify turnaround facts. I can use turnaround facts to solve addition problems.</p> <p>I can fluently name addition facts up to the sum of 10.</p>	<p>-addition sentence <b>-addition</b> -is equal to (=) <b>-equal sign</b> -plus (+) -sum -add -zero -addends -order -more <b>-associative property</b> <b>-turnaround fact</b></p>	<p>-use connecting cubes -part-part whole -number bonds <b>-ten frame addition picture stories</b> <b>-ways to show a number (ex. Make a 10 number trains)</b> <b>-make number trains using different color cubes to show associative properties of addition</b></p>	<p>-Counting bags -"Bump" game -Act out addition -Go Fish Cards - play to "Make 10" -Guided Math Centers -"Ways to show a Number" (Unit 2 Lesson 2) -Number bonds (Unit 2 Lesson 12) -Math Stories (Unit 2 Lesson 5) -Pictorial Addition and Colored Blocks (Unit 2 Lesson 10) Books: -Each Orange Had 8 Slices - Giganti, Paul -This Plus That: Life's Little equations - Rosenthal, Amy Krouse -Let's Go Visiting - Williams, Sue -Ten Flashing Fireflies - Ochiltree, Dianne -12 Ways to Get to 11</p>

## Standards Curriculum Map Bourbon County Schools

	<p>for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums. <b>MP.2, MP.7, MP.8</b></p>				<p>- Merriam, Eve -Tunstall guided math unit 2 -Go Math Chapter 1</p>
<p><b>HOT Questions:</b> - <b>Example:</b> Tell children to first draw one group of worms. Then children should draw the second group of worms. Children may use the number of worms in the first group to count up to 9 to draw the number of worms in the second group. Have students explain the strategies they used. How can real life situations involving joining, separating, and comparing be represented mathematically?</p>					

## Standards Curriculum Map Bourbon County Schools

Subtraction Concepts: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20

Days: 26-42	KAS:	Skills/Targets:	Vocabulary :	Strategies/ Activities:	Resources:
	<p><b>KY.1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions. <b>MP.1, MP.2</b></p> <p><b>KY.1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <b>MP.1, MP.2</b></p>	<p>I can show how to solve word problems using subtraction.</p> <p>I can use objects to solve subtraction problems.</p> <p>I can model and compare groups to show the part-part whole relationship of three numbers in a number sentence.</p> <p>I can fluently name subtraction facts up to 10.</p> <p>I can compare pictures to understand subtraction.</p> <p>I can show/understand that subtracting any number from itself will equal 0.</p> <p>I can show/understand that subtracting 0 from</p>	<p>-minus (-)</p> <p>-difference</p> <p>-subtraction sentence</p> <p>-subtract</p> <p><b>-subtrahend</b></p> <p>-compare</p> <p>-fewer</p> <p>-more</p> <p>-take apart/take from</p>	<p>-cubes</p> <p>-comparing 2 groups</p> <p>-part-part-whole</p> <p><b>-Model and draw</b></p> <p><b>-Use pictures to show taking from</b></p> <p><b>-Counters</b></p>	<p>-Model/act out story problems</p> <p>-Subtraction bingo</p> <p>-Subtraction bowling</p> <p>-Jumping back on a giant number line</p> <p>-Dominoes</p> <p>-Roll 2 dice and make problems</p> <p>-Subtraction hide and seek</p> <p>-Guided Math Centers</p> <p>-Doubles and Near Doubles (Unit 3 Lesson 4)</p> <p>-Watermelon Number Bonds (Unit 3 Lesson 6)</p> <p>Books:</p> <p>-Ten Sly Piranhas</p> <p>- Wise, William</p> <p>-Six Dinner Sid - Moore, Inga</p> <p>-Two of Everything - Hong, Lily Toy</p>

**Standards Curriculum Map  
Bourbon County Schools**

	<p><b>KY.1.OA.6</b> Add and subtract within 20.c. Fluently add and subtract within 10. d. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums. <b>MP.2, MP.7, MP.8</b></p>	<p>any number equals the beginning number.</p>			
--	---	--	--	--	--

**HOT Questions:**

- How can you show all the ways to take apart a number?**
- Why are some subtraction facts easy to subtract?**
- How can you subtract numbers from ten or less?**
- How do you subtract to compare?**
- How do you show taking from a group?**

## Standards Curriculum Map Bourbon County Schools

Count and Model Numbers: Develop understanding of whole number relationships and place value, including grouping in tens and ones.

<b>Days: 43-58</b>	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary :</b>	<b>Strategies/ Activities:</b>	<b>Resources:</b>
	<p><b>KY.1.NBT.1</b> Count and represent numbers. a. Count forward to and backward from 120, starting at any number less than 120. b. In this range, read and write numerals and represent a number of objects with a written numeral. <b>MP.2, MP.5, MP.8</b></p> <p><b>KY.1.NBT.2</b> Understand the two-digits of a two-digit number represent amounts of tens and</p>	<p>I can count by ones to extend a counting sequence up to 120. I can count by tens from any number to extend a counting sequence up to 120. I can read and write numerals to represent a number of 100 to 110 objects. I can read and write numerals to represent a number of 100 to 110 objects.</p> <p>I can use models and write to represent equivalent forms of ten</p>	<p>-digit -ones -tens -hundreds -number words</p>	<p>-make groups of ten -counting off the decade -Skip Counting -What's Missing (hundreds chart) -looking for and recognizing number patterns on hundreds chart -coloring patterns on</p>	<p>-120 charts/number puzzles -make groups of ten with straws, sticks, etc. Books: -From One to One Hundred - Sloat, Teri -120 Pocket Chart centers -Mystery 120 chart (find missing numbers) - Go Math Chapter 6 -Guided Math (Tunstall) Unit 4</p>

## Standards Curriculum Map Bourbon County Schools

	<p>ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.</p> <p>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).</p> <p><b>MP.5, MP.7</b></p> <p><b>KY.1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>MP.2</b></p>	<p>and ones.</p> <p>I can use objects, pictures, and numbers to represent a ten and some ones.</p> <p>I can use objects, pictures, and numbers to represent tens.</p> <p>I can group objects to show numbers to 50 as tens and ones.</p> <p>I can group objects to show numbers to 100 as tens and ones.</p> <p>I can solve problems using the strategy make a model.</p>		<p>hundreds chart (ex: count by tens from any given number)</p>	
--	--	---	--	---	--

**HOT Questions:**

- How can groupings of ten help us to solve problems mentally?**
- How do you use place value to model, read, and write numbers to 120?**
- How do numbers change as you count by tens to 120?**

## Standards Curriculum Map Bourbon County Schools

Compare Numbers: Developing understanding of whole number relationships and place value, including grouping in tens and ones.

Days: 59-74	KAS:	Skills/Targets:	Vocabulary :	Strategies/ Activities:	Resources:
	<p><b>KY.1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>MP.2</b></p> <p><b>KY.1.OA.7</b> Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.</p> <p><b>MP.1, MP.2</b></p> <p><b>KY.1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the</p>	<p>I can model and compare two-digit numbers to determine which is greater and which is less. I can use symbols for is less than, is greater than, and is equal to to compare numbers. <math>&lt;</math>, <math>&gt;</math>, <math>=</math></p> <p>I can solve problems using the strategy make a model.</p> <p>I can identify numbers that are 10 less or 10 more than a given number.</p>	<p>-is greater than <math>&gt;</math></p> <p>-is less than <math>&lt;</math></p> <p>-fewer</p> <p>-more</p> <p>-same/equal</p>	<p>-Compare tens and ones</p> <p>-10 more, 10 less</p> <p><b>-Balancing scales</b></p> <p><b>-Ordering two-digit numbers</b></p>	<p>-Alligator eats the biggest number</p> <p>-Model/act out</p> <p>-Use arms for symbols</p> <p>-Spill the counters</p> <p>Books: -Alfie the Alligator</p> <p>- Turley, Sandy</p> <p>-Equal Shmequal - Kroll, Virginia</p> <p><b>- GO Math Chapter 7</b></p> <p><b>-Cut and sort Math Journal prompts (Tunstall)</b></p>

**Standards Curriculum Map  
Bourbon County Schools**

	reasoning used. <b>MP.2, MP.8</b>				
--	--------------------------------------	--	--	--	--

**HOT Questions:**

**How do you use place value to compare numbers?**

**What ways can you use tens and ones to compare two-digit numbers?**

**How can you find ten more and ten less than a number?**

## Standards Curriculum Map Bourbon County Schools

Two-Dimensional Geometry: Developing understanding of linear measurement and measuring lengths as iterating length units.

<b>Days: 75-87</b>	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary :</b>	<b>Strategies/ Activities:</b>	<b>Resources:</b>
	<p><b>KY.1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. <b>MP.7</b></p> <p><b>KY.1.G.2</b> Compose shapes. a. Compose two-dimensional shapes to create rectangles, squares, trapezoids, triangles, half-circles and quarter-circles composite shape and compose new shapes from the composite shapes. b. Use 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 shapes. <b>MP.1, MP.4</b></p>	<p>I can use defining attributes to sort shapes. I can describe attributes of two-dimensional shapes.</p> <p>I can use objects to compose new two dimensional shapes. I can compose a new shape by combining two dimensional shapes. I can make new shapes from composite two dimensional shapes using the strategy act it out. I can decompose combined shapes into shapes. I can decompose two-dimensional shapes into parts.</p>	<p>-circles -rectangles -sides -square -triangle -vertices -hexagon -trapezoid -equal parts -equal shares -unequal parts -unequal shares -half of -halves -fourth of -fourths -quarter of -quarters</p>	<p>-Sort by attributes -vertices, sides -Combine shapes to make new shapes -Find real world shapes <b>-Fraction Shape Bingo</b> <b>-2D shape bingo</b> <b>-Fourths and halves with food (graham crackers, Hershey bars, tortillas, kit</b></p>	<p>-Pattern blocks -Geoboards -Tangrams Books: -Round is a Mooncake: A Book of Shapes - Thong, Rosanne -The Secret Birthday Message - Carle, Eric <b>-Guided Math Unit 5 (Tunstall)</b> <b>-Go Math Chapter 12</b></p>

## Standards Curriculum Map Bourbon County Schools

	<p><b>KY.1.G.3</b> 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. <b>MP.3, MP.6</b></p>	<p>I can identify equal and unequal parts (or shares) in two-dimensional shapes. I can partition circles and rectangles into two or four equal shares.</p>		<p>kats, etc.) -Relate to time and clock shape (halves and fourths)</p>	
--	--	--	--	---	--

**HOT Questions:**

**How do you sort and describe two dimensional shapes?**

**How can you identify unequal and equal parts in two dimensional shapes?**

**How many equal parts can a shape be divided into?**

**How can knowing your shapes help you make new ones?**

**Is there more than one way to represent your mathematical thinking of shapes?**

**Why is it important to partition shapes equally?**

## Standards Curriculum Map Bourbon County Schools

Three Dimensional Geometry: Developing understanding of linear measurement and measuring lengths as iterating length units.

<b>Days: 88-100</b>	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary:</b>	<b>Strategies/ Activities:</b>	<b>Resources:</b>
	<p><b>KY.1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p> <p><b>MP.7</b></p> <p><b>KY.1.G.2</b> Compose shapes. a. Compose two-dimensional shapes to create rectangles, squares, trapezoids, triangles, half-circles and quarter-circles composite shape and compose new shapes from the composite shapes. b. Use 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 shapes.</p>	<p>I can identify and describe three-dimensional shapes according to defining attributes.</p> <p>I can identify two-dimensional shapes on three-dimensional shapes.</p> <p>I can compose a new shape by combining three-dimensional shapes.</p> <p>I can use composite shapes to build new shapes.</p> <p>I can identify three-dimensional shapes used to build a composite shape using the strategy act it out.</p>	<p>-cone -cube -curved surface -cylinder -flat surface -rectangular prism -sphere <b>-edges</b> <b>-vertices/corner</b> <b>-three-dimensional</b> <b>-pyramid</b> <b>-face</b></p>	<p>-Sort by attributes - faces, vertices, sides -Combine shapes to make new shapes -Find real world shapes <b>-3d shapes with food (Bugles, cheese cubes, grapes, pretzel sticks, cereal, ice cream cone, tootsie rolls)</b> <b>-Build shapes with marshmallows and</b></p>	<p>-Model with 3d shapes Books: -Cubes, Cones, Cylinders, and Spheres - Hoban, Tana -GO Math Chapter 11</p>

**Standards Curriculum Map  
Bourbon County Schools**

	<b>MP.1, MP.4</b>			toothpicks	
--	-------------------	--	--	------------	--

**HOT Questions:**

**How can you identify and describe three-dimensional shapes?**

**How can you combine 3-D shapes to make new shapes?**

**How can you use a combined shape to make a new shape?**

**What 2-D shapes are on 3-D shapes?**

## Standards Curriculum Map Bourbon County Schools

Addition Strategies: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20

Days: 100-115	KAS:	Skills/Targets:	Vocabulary:	Strategies/ Activities:	Resources:
	<p><b>KY.1.OA.3</b> Apply properties of operations as strategies to add and subtract. <b>MP. 2, MP.7</b></p> <p><b>KY.1.OA.5</b> Relate counting to addition and subtraction. <b>MP.5, MP.8</b></p> <p><b>KY.1.OA.6</b> Add and subtract within 20. a. Fluently add and subtract within 10. b. Add and subtract within 20, demonstrating fluency</p>	<p>I can understand and apply the commutative property of addition for sums within 20. I can use the associative property of addition to add three addends. I can understand and apply the associative property or commutative property of addition to add three addends.</p> <p>I can use count on 1, 2, or 3 as a strategy to find sums within 20.</p> <p>I can use doubles as a strategy to solve addition facts with sums within 20. I can use doubles to</p>	<p>-count on -doubles -doubles minus one -doubles plus one -make a ten -add -addends <b>-sum</b> <b>-addition</b></p>	<p>-turn around facts (related addition problems, problems with the same addends in a different order) -count on -doubles, doubles plus one, doubles minus one -ten frames -make ten</p>	<p>-Addition Bingo -"Crazy Cone 2" Addition Game (<a href="http://www.fun4thebrain.com/addition/flurryadd.html">http://www.fun4thebrain.com/addition/flurryadd.html</a>) -"Flocabulary" -Dice -Dominoes -Model/act out problems -Lego People Addition (activity from TPT) <b>- GO Math Chapter 3</b> <b>-Guided Math Unit 3 (Tunstall)</b></p>

## Standards Curriculum Map Bourbon County Schools

	<p>for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums. <b>MP.2, MP.7, MP.8</b></p> <p><b>KY.1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <b>MP.1, MP.2</b></p> <p><b>KY.1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawing, and equations with a symbol for one unknown number to represent the problem.</p>	<p>create equivalent but easier sums. I can use doubles plus 1 and doubles minus 1 as strategies to find sums within 20. I can use the strategies count on, doubles, doubles plus 1, and doubles minus 1 to practice addition facts within 20. I can use a ten frame to add 10 and an addend less than 10. I can use make a ten as a strategy to find sums within 20. I can use numbers to show how to use the make a ten strategy to add.</p> <p>I can solve adding to and putting together situations using the strategy draw a picture.</p>			
--	--	--	--	--	--

**Standards Curriculum Map  
Bourbon County Schools**

	<b>MP.1, MP.4, MP.5</b>				
<b>HOT Questions:</b> <b>How do you solve addition problems?</b> <b>What strategies can you use to add facts?</b> <b>Why can you add in any order?</b> <b>How can you add three numbers?</b> <b>How can patterns in numbers help us better understand and solve problems?</b>					

## Standards Curriculum Map Bourbon County Schools

Subtraction Strategies: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20

<b>Days: 116-130</b>	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary:</b>	<b>Strategies/ Activities:</b>	<b>Resources:</b>
	<p><b>KY.1.OA.5</b> Relate counting to addition and subtraction. <b>MP.5, MP.8</b></p> <p><b>KY.1.OA.6</b> Add and subtract within 20. c. Fluently add and subtract within 10. d. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums. <b>MP.2, MP.7, MP.8</b></p> <p><b>KY.1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p>	<p>I can use count back 1, 2, or 3 as a strategy to subtract.</p> <p>I can use make a ten as a strategy to subtract. I can subtract by breaking apart to make a ten.</p> <p>I can use the associative property of addition to add three addends. I can understand and</p>	<p>-count back -difference -subtraction sentence -take away -subtract</p>	<p>-use cubes/manipulatives -comparing two groups -part-part-whole -counting back -think addition to subtraction -ten frames <b>-Roll 2 dice and make problems</b> <b>-subtraction hide and seek (part-part-whole)</b> <b>-model/act out story problems</b></p>	<p>-dominoes <b>-GO Math Chapter 4</b> <b>- Guided Math Unit 3 (Tunstall)</b></p>

## Standards Curriculum Map Bourbon County Schools

	<p><b>MP.1, MP.2</b></p> <p><b>KY.1.OA.4</b> Understand subtraction as an unknown addend problem.</p> <p><b>MP.2, MP.7</b></p> <p><b>KY.1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.</p> <p><b>MP.1, MP.2</b></p>	<p>apply the associative property or commutative property of addition to add three addends.</p> <p>I can recall addition facts to subtract numbers within 20.</p> <p>I can use addition as a strategy to subtract numbers within 20.</p>		<p>-subtraction bingo</p> <p>-subtraction bowling</p> <p>-jumping back on a giant number line</p>	
--	---	--	--	---	--

**HOT Questions:**

**How can you use addition to help you subtract?**

**How do you solve subtraction problems?**

**What strategies can you use to subtract two numbers?**

**Why do you start with the largest number when you are subtracting?**

**How can patterns in numbers help us better understand and solve problems?**

## Standards Curriculum Map Bourbon County Schools

Measurement: Developing understanding of linear measurement and measuring length as iterating length units

<b>Days: 131-141</b>	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary:</b>	<b>Strategies/ Activities:</b>	<b>Resources:</b>
	<p><b>KY.1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object. <b>MP.6</b></p> <p><b>KY.1.MD.2</b> Express the length of an object as a whole number of same-size length units, by laying multiple copies of a shorter object (the length unit) end to end with no gaps or overlaps. <b>MP.2, MP.5</b></p> <p><b>KY.1.MD.3</b> Assign values to time and money. a. Tell and write time in</p>	<p>I can order objects by length. I can use the Transitivity Principle to measure indirectly.</p> <p>I can measure length using nonstandard units. I can make a nonstandard measuring tool to measure length. I can solve measurement problems using the strategy act it out.</p> <p>I can write times to the hour shown on an</p>	<p>-long -longer -longest -short -shorter -shortest -hour hand -hour -half-hour -minutes -minute hand -cents -penny -nickel -dime -quarter</p>	<p>-make watches/clocks -incorporate into calendar -standard vs. non-standard units <b>-measuring stations</b> <b>-sorting coins</b> <b>-coin mazes</b> <b>-counting coins</b></p>	<p>-using non-standard units to measure -ordering objects Books -Who Sank the Boat? - Allen, P. -Lulu's Lemonade - deRubertis, Barbara -How Big is a Foot? - Myller, Rolf <b>- GO Math Chapter 9</b> <b>- Guided Math Unit 6 (Tunstall)</b> <b>-Money in My Pocket (Youtube video)</b></p>

**Standards Curriculum Map  
Bourbon County Schools**

	<p>hours and half hours using analog and digital clocks.</p> <p>b. Assign values to time and money. Identify the coins by values (penny, nickel, dime, quarter). <b>MP.6, MP.8</b></p>	<p>analog clock. I can write times to the half hour shown on analog clocks. I can tell times to the hour and half hour using analog and digital clocks. I can use the hour hand to draw and write times on analog and digital clocks.</p> <p>I can identify coins (penny, nickel, dime, quarter) and their values.</p>			
--	--	--	--	--	--

**HOT Questions:**  
**How can you measure length?**  
**How can you describe using nonstandard units to help you measure the length of an object?**  
**How can you tell time?**  
**How can you use the hour and minute hands of the clock to tell time to the hour and half hour?**  
**How can you identify coins?**  
**How do you know the value of each coin?**

## Standards Curriculum Map Bourbon County Schools

Addition and Subtraction Relationships: Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20

Days: 142-157	KAS:	Skills/Targets:	Vocabulary:	Strategies/ Activities:	Resources:
	<p><b>KY.1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions. <b>MP.1, MP.2</b></p> <p><b>KY.1.OA.6</b> Add and subtract within 20. a. Fluently add and subtract within 10. b. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing</p>	<p>I can solve addition and subtraction problem situations using the strategy make a model. I can choose an operation and strategy to solve an addition or subtraction word problem.</p> <p>I can record related facts within 20. I can identify related addition and subtraction facts within 20. I can apply the inverse relationship of addition and subtraction. I can use related facts to determine unknown numbers. I can represent equivalent</p>	<p>-related facts -<b>fact family</b> -add -addition facts -difference -subtract -subtraction facts -sum</p>	<p>-part-part-whole/number bonds -turn around facts/related facts/facts with addends in a different order -use addition to check your subtraction -missing number -cubes/manipulatives -ways to make numbers to 20 -equal.unequal -<b>counting bags</b> -<b>"Bump" game</b></p>	<p>-<b>"Crazy Cone 2"</b> Addition (<a href="http://www.fun4thebrain.com/addition/flurryad d.html">http://www.fun4thebrain.com/addition/flurryad d.html</a>) -<b>"Bleepy's Gift"</b> Subtraction (<a href="http://www.fun4thebrain.com/subtraction/bleepysub.html">http://www.fun4thebrain.com/subtraction/bleepysub.html</a>) -<b>"Flocabulary"</b> -Dice -Dominoes -<b>GO Math Chapter 5</b> -<b>Guided Math Unit 3 (Tunstall)</b></p>

## Standards Curriculum Map Bourbon County Schools

	<p>a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums. <b>MP.2, MP.7, MP.8</b></p> <p><b>KY.1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <b>MP.1, MP.2</b></p> <p><b>KY.1.OA.7</b> Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true and false. <b>MP.2, MP.3</b></p>	<p>forms of numbers using sums and differences within 20. I can add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10.</p> <p>I can determine if an equation is true or false.</p>		<p>-Act our addition and subtraction problems -Addition/Subtraction Bingo -Subtraction bowling -Jumping up and back on a giant number line</p>	
--	--	--	--	--	--

**HOT Questions:**

**How can relating addition and subtraction help you to learn and understand facts within 20?**

**How do addition and subtraction undo each other?**

**What is the relationship between related facts?**

**How can you find missing numbers in related facts?**

## Standards Curriculum Map Bourbon County Schools

Represent Data: Developing understanding of linear measurement and measuring lengths as iterating length units

<b>Days:</b> 157-167	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary:</b>	<b>Strategies/ Activities:</b>	<b>Resources:</b>
	<p><b>KY.1.MD.4</b> Investigate questions involving categorical data.</p> <p>a. Pose a question that can be answered by gathering data.</p> <p>b. Determine strategy for gathering data from peers.</p> <p>c. Organize and represent data in a table/chart with up to three categories.</p> <p>d. Interpret data to answer questions about the table/chart that connects to the question posed, including total number of data points, how many in each category and how many more or less are in one category that in another.</p> <p><b>MP.1, MP.3, MP.4, MP.6</b></p>	<p>I can analyze and compare data shown in a picture graph where each symbol represents one.</p> <p>I can make a picture graph where each symbol represents one and interpret the information.</p> <p>I can analyze and compare data shown in a bar graph.</p> <p>I can make a bar graph and interpret information.</p> <p>I can analyze and compare data shown in a tally chart.</p> <p>I can make a tally chart and interpret the information.</p> <p>I can solve problem situations using the strategy make a graph.</p>	<p>-graph</p> <p>-more/most</p> <p>-fewer/fewest</p> <p>-picture graph</p> <p>-bar graph</p> <p>-tally chart</p> <p>-tally mark</p>	<p>-Label graphs</p> <p>-Analyze (more, less, equal)</p> <p>-Graph everything (food, candy, cereal, shoes, colors)</p> <p>-easy to incorporate into calendar</p> <p>-use a cheap shower curtain to make a grid and graph shoes, classroom objects, favorite animals, boys/girls, etc.</p>	<p>-Guided Math Unit 1(Tunstall)</p> <p>-Go Math Chapter 10</p>
<p><b>HOT Questions:</b></p> <p><b>How can graphs and charts help you organize, represent, and interpret data?</b></p>					

## Standards Curriculum Map Bourbon County Schools

How can you look at a graph or chart to tell the most or least popular item without counting?  
How are tally charts, picture graphs, and bar graphs alike? How are they different?  
How can you compare information recorded in a graph?

## Standards Curriculum Map Bourbon County Schools

Two-Digit Addition and Subtraction: Developing understanding of whole number relationships and place value, including grouping in tens and ones

Days: 168-183	KAS:	Skills/Targets:	Vocabulary:	Strategies/ Activities:	Resources:
	<p><b>KY.1.OA.6</b> Add and subtract within 20.</p> <p>a. Fluently add and subtract within 10.</p> <p>b. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p>Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums.</p> <p><b>MP.2, MP.7, MP.8</b></p> <p><b>KY.1.NBT.4</b> Add within 100 including adding a two-digit number and a one-digit number. Add a two-digit number and a multiple of 10.</p> <p>a. Add within 100 using i. Concrete models or drawings ii. Strategies based on place value iii. Properties of operations iv. The relationship between addition and subtraction</p>	<p>I can add and subtract within 20.</p> <p>I can draw a model to subtract tens.</p> <p>I can draw a model to add tens.</p> <p>I can use a hundred chart to find sums.</p> <p>I can use concrete models to add ones or tens or a two-digit number.</p> <p>I can make a ten to add a two-digit number to a one-digit number.</p> <p>I can use tens and ones</p>	<p>- add -subtract -sum -difference - tens -ones</p>	<p>-Use 120 chart -Make 10 -Place value to add</p>	<p>-Draw pictures -Straws, sticks, etc. -Model with base 10 pieces -Spinner game -"Trade up" - place value to add - GO Math Chapter 8 -Guided Math Unit 8 (Tunstall)</p>

**Standards Curriculum Map  
Bourbon County Schools**

	<p>b. Relate the addition 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. <b>MP.7, MP.2, MP.3</b></p> <p><b>KY.1.NBT.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences). a. Subtract using: i. Concrete models or drawings ii. Strategies based on place value iii. Properties of operations iv. The relationship between addition and subtraction b. Relate the subtraction strategy to a written method and explain the reasoning used. <b>MP.3, MP.5</b> <b>KY.1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions. <b>MP.1, MP.2</b></p>	<p>to add two-digit numbers. I can solve and explain two-digit addition word problems using the strategy use a picture. I can add and subtract within 100, including continued practice within 20.</p>			
--	--	--	--	--	--

## Standards Curriculum Map Bourbon County Schools

**HOT Questions: How can you add and subtract two digit numbers?  
What ways can you use tens and ones to add and subtract two digit numbers?  
How can making a ten help you add a two digit number and a one digit number?**

Ongoing Reading Standards or Math Practices to be incorporated in every unit.

<b><u>STANDARD #</u></b> (e.g. RL.8.1)	<b><u>STATE THE STANDARD</u></b> (e.g. Cite the relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)	<b><u>VOCABULARY</u></b> (e.g. RL 8.1 textual evidence analyze explicit inference)
MP.1 (Units K review, 1,2, 4, 5, 6, 7, 8, 10, 11,12)	Make sense of problems and persevere in solving them.	persevere
MP.2 (Units K review, 1, 2, 3,4,7,8,9,10,12)	Reason abstractly and quantitatively.	Abstractly, quantitatively
MP.3 (Units K review, 1, 5, 10,11,12)	Construct viable arguments and critique the reasoning of others.	Construct, viable arguments, critique, reasoning
MP.4 (Units 5, 6, 7, 11)	Model with mathematics.	Model
MP.5 ( Units 3, 7, 8, 9, 12)	Use appropriate tools strategically.	Appropriate, strategically
MP.6 (Units K review, 5, 9, 11)	Attend to precision.	attend , precision

**Standards Curriculum Map  
Bourbon County Schools**

MP.7 (Units K review, 1, 2, 3, 5, 6, 7, 8, 10, 12)	Look for and make use of structure.	Structure
MP.8 (Units K review, 1, 2, 3, 4, 7, 8, 9, 10, 12)	Look for and express regularity in repeated reasoning.	Express regularity, repeated reasoning

**Standards Curriculum Map  
Bourbon County Schools**