1st Grade Curriculum Map: Math

Lessons	GLCEs
20,21,43,47,54,70,71,93	N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.
17,20,21,52	N.ME.01.02 Read and write numbers to 110 and relate them to the quantities they represent.
17,92,108,4,9,20,21,32,92	N.ME.01.03 Order numbers to 110; compare using phrases such as "same as", "more than", "greater than", "fewer than"; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.
123,44,45,89,90,91,32,34,36,37	N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.
77,80	N.ME.01.05 Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.
4,34,94	N.ME.01.06 Count backward by 1's starting from any number between 1 and 100.
3-135	N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.*
94	N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10, e.g., 8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4; 10 = 8 + 2 = 2 + 8.
108,119, 84, 131	N.MR.01.09 Compare two or more sets in terms of the difference in number of elements.
12 and up	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.*
101, 121, 125-1	N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if 3 + 5 = 8, we know that 8 - 3 = 5 and 8 - 5 = 3; recognize that some problems involving combining, "taking away," or comparing can be solved by either operation.
ongoing through lesson 115	N.FL.01.12 Know all the addition facts up to 10 + 10, and solve the related subtraction problems fluently.
94 and up	N.MR.01.13 Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: ■ + 2 = 7 and 10 - ■ = 6.
114 and up	N.FL.01.14 Add three one-digit numbers.
meeting/ mystery bag	N.FL.01.15 Calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10.
89,90-1, 91, 86 and up	N.FL.01.16 Compute sums and differences through 30 using number facts and strategies,
35,62,104	M.UN.01.01 Measure the lengths of objects in non-standard units, e.g., pencil lengths, shoe lengths, to the nearest whole unit.
62,104	M.UN.01.02 Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.
48,57,87	M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour.
16,46,98,126	M.UN.01.04 Identify the different denominations of coins and bills.

66 and up	M.UN.01.05 Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.
	M.UN.01.06 Tell the amount of money: in cents up to $1, in dollars up to $100. Use the symbols $ and ¢.
73-75-1, 81	M.PS.01.07 Add and subtract money in dollars only or in cents only.
62, 104,	M.PS.01.08 Solve one-step word problems using addition and subtraction of length, money and time, including "how much more/less", without mixing units.
6, 13, 24, 26, 124	G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.
31, 42, 60-1, 65-1	G.LO.01.02 Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.
calendar, meetings 31-135	G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.
	G.SR.01.04 Distinguish between repeating and growing patterns.
meetings 1-135	G.SR.01.05 Predict the next element in a simple repeating pattern.
meetings 1-135	G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.
5, 7, 19	D.RE.01.01 Collect and organize data to use in pictographs.
7 and up, math meeting	D.RE.01.02 Read and interpret pictographs.
38, 40-1, 65-1, 82	D.RE.01.03 Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., J represents one child.