

Math Curriculum for Grade 1
Scott Foresman – Addison Wesley
Revised 2006

First Nine Weeks

- Problem of the Day each day
- Vocabulary as indicated in italics
- Calendar
- Spiral Review Lessons 1-1 through 3-10

Chapter 1 – Patterns and Readiness for Addition and Subtraction

- 1-1 Show ways that the number 6 can be divided into two parts. Pp 3-4 (Goals 6B/6C)
- 1-2 Show ways that the number 7 can be divided into two parts. Pp 5-6 (Goals 6B/6C)
- 1-3 Show ways that the numbers 8 and 9 can be divided into two parts. Pp 7-8 (Goals 6B/6C)
- 1-4 Show ways that the number 10 can be divided into two parts. pp 9-10 (Goals 6B/6C)
- 1-5 Solve problems by using objects to act them out. Pp 13-14 (Goals 6A/6B)
- 1-6 Find the numbers that are 1 and 2 more than a given number. Pp 17-18 (Goal 6C) *More than*
- 1-7 Find the numbers that are 1 and 2 fewer than a given number. Pp 19-20 (Goal 6C) *Fewer than*
- 1-8 Compare a given number to both 5 and 10. Pp 21-22 (Goals 6A/6D)
- 1-9 Order numbers through 12. pp 23-24 (Goals 6A/6D) *least, greatest*
- 1-10 Identify the pattern unit in a repeating pattern. Pp 27-28 (Goal 8A) *Pattern Unit*
- 1-11 Translate shape patterns to letters. Pp 29-30 (Goal 8A)
- 1-12 Solve problems by using data from a picture. Pp 31-32 (Goal 8A)
- 1-13 Review and apply concepts, skills, and strategies learned in this chapter and in previous grades. Pp 33-34 (Goals 6C/8A)
- Chapter 1 Wrap Up pp 37-42

Chapter 2 – Understanding Addition and Subtraction

- 2-1 Tell and act out joining stories to find how many in all. Pp 45-46 (Goal 6A) *Join*
- 2-2 Find the sum of two addends. Pp 47-48 (Goal 6C) *add, sum*
- 2-3 Write an addition sentence to find the sum in a joining situation. Pp 49-50 (Goal 6B) *Addition sentence, plus (+), equals (=)*
- 2-4 Write an addition sentence using zero. Pp 51-52 (Goal 6B)
- 2-5 Write the sums for horizontal and vertical forms of addition. Pp 53-54 (Goal 6B)
- 2-6 Solve problems by writing addition sentences. Pp 57-58 (Goal 6B)
- 2-7 Tell and act out separating stories to find how many are left. Pp 61-62

- (Goal 6A)
- 2-8 Find the difference between two numbers. Pp 63-64 (Goal 6C) *Subtract, difference*
- 2-9 Write a subtraction sentence to find the difference in a separating situation. Pp 65-66 (Goal 6B) *Subtraction sentence, minus (-)*
- 2-10 Write subtraction sentences using zero. Pp 67-68 (Goal 6B)
- 2-11 Write the differences for horizontal and vertical forms of subtraction. Pp 69-70 (Goal 6B)
- 2-12 Solve problems by choosing addition or subtraction. Pp 71-72 (Goal 6C)
- 2-13 Compare two groups to find out how many more or how many fewer. Pp 75-76 (Goal 6A/6D)
- 2-14 Write subtraction sentences to compare and tell how many more or how many fewer. Pp 77-78 (Goal 6B)
- 2-15 Review and apply concepts, skills, and strategies learned in this and previous chapters. Pp 79-80 (Goals 6B/6C)
- Chapter 2 Wrap Up pp 83-88

Chapter 3 – Strategies for Addition Facts to 12

- 3-1 Find sums by counting on 1, 2, or 3 using counters. Pp 91-92 (Goals 6A/6B/6C) *Count on*
- 3-2 Use the commutative property to find sums. Pp 93-94 (Goals 6B/6C) *Addend*
- 3-3 Use a number line to count on 1, 2, or 3 to add, starting with the greatest number. pp 95-96 (Goals 6A/6C)
- 3-4 Use a number line to count on 1, 2, or 3. pp 97-98 (Goals 6B/6C) *Number Line*
- 3-5 Solve problems by identifying unnecessary information and writing number sentences. Pp 99-100 (Goal 6B)
- 3-6 Recognize doubles as a strategy for remembering sums. Pp 103-104 (Goals 6B/6C) *Double*
- 3-7 Use doubles facts to learn doubles-plus-1 facts. Pp 105-106 (Goals 6B/6C)
- 3-8 Recognize facts that have sums of 10. pp. 107-108 (Goals 6B/6C/8C)
- 3-9 Solve problems by drawing pictures. Pp 111-112 (Goals 6B/6C)
- 3-10 Review and apply concepts, skills, and strategies learned in this and previous chapters. Pp 113-114 (Goals 6B/6C/8C)
- Chapter 3 Wrap Up pp 117-121

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Second Nine Weeks

- Problem of the Day each day
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- Spiral Review lessons 4-1 through 6-11

Chapter 4 – Strategies for Subtraction Facts to 12

- 4-1 Use a number line to count back 1 or 2. pp. 125-126 (Goal 6A/6C) *Count Back*
- 4-2 Find differences by counting back 1 or 2. pp. 127-128 (Goal 6B/6C)
- 4-3 Find differences by using double facts. Pp. 129-130 (Goal 6B/6C)
- 4-4 Solve problems by writing subtraction sentences. Pp. 133-134 (Goal 6B)
- 4-5 Write related addition and subtraction facts. Pp. 137-138 (Goal 6B/6C) *Related Facts*
- 4-6 Write the addition and subtraction sentences that make up a fact family. Pp. 139-140 (Goal 6B) *Fact Family*
- 4-7 Find differences by using known addition facts. Pp. 141-142 (Goal 6B/8C)
- 4-8 Solve problems by choosing addition or subtraction. Pp. 143-144 (Goal 6B)
- 4-9 Review and apply concepts, skills, and strategies learned in this and previous chapters. Pp. 145-145 (Goal 6B/6C/8C)
- Chapter 4 Wrap Up pp. 149-154

Chapter 5 – Geometry and Fractions

- 5-1 Identify and name standard geometric solids and recognize them in the environment. Pp. 157-158 (Goal 9A/9B) *cube, rectangular prism, sphere, cone cylinder*
- 5-2 Count the number of flat surfaces and vertices on geometric solids. Pp. 159-160 (Goal 9B) *solid figure, flat surface, vertex (vertices) face, corner*
- 5-3 Match a geometric solid to an outline of one of its flat surfaces. Pp. 161-162 (Goal 9B)
- 5-4 Identify and name standard plane shapes and recognize them in the environment. Pp. 165-166 (Goal 9A) *plane shape, triangle, rectangle, circle, square*
- 5-5 Sort plane shapes and identify their properties. Pp. 167-168 (Goal 9a/9B) *side, vertex (vertices)*
- 5-6 Identify and create figures that are the same size and the same shape. Pp. 169-170 (Goal 9A/9B) *same size, same shape*
- 5-7 Identify objects that show symmetry and draw lines of symmetry. Pp. 171-172 (Goal 9A) *symmetry, line of symmetry*
- 5-8 Perform slide, flip, or turn on an object and identify the resulting position. Pp. 173-174 (Goal 9A) *slide, flip, turn.*
- 5-9 Solve problems by making organized lists. Pp. 177-178. (Goal 9A/10A)
- 5-10 Determine whether a shape has been divided into equal or unequal parts and count the number of equal parts into which it has been divided. Pp. 181-182 *equal parts*
- 5-11 Identify and show halves of a region. Pp. 183-184. (Goal 6A) *fraction, whole, halves, on half (1/2)*
- 5-12 Identify and show one third or one fourth of a region. Pp. 185-186 (Goal 6A) *thirds, one third 1/3, fourths, one fourth 1/4*

- 5-13 Identify and show one half, one third, or one fourth of a group of two, three, or four objects, respectively. Pp. 187-188 (Goal 6A)
- 5-14 Identify and show non-unit fractions of a region or set. Pp. 189-190
- 5-15 Solve a problem using data from a chart. Pp. 191-192 (Goal 6B/10A) *equal share*
- 5-16 Review and apply concepts, skills and strategies learned in this and previous chapters. Pp. 193-194 (Goal 6B/8A/9A)
- Chapter 5 Wrap Up pp 197-202

Chapter 6 – Time

- 6-1 Determine if an event takes more or less than a minute. Pp. 205-206 (Goal 7B) *minute*
- 6-2 Identify the hour hand and the minute hand on a clock and tell time to the hour. Pp. 207-208 (Goal 7A) *hour, hour hand, minute hand, o'clock*
- 6-3 Tell and write time to the hour on an analog and on a digital clock. Pp. 209-210 (Goal 7A)
- 6-4 Tell and write time to the half hour. Pp. 211-212 (Goal 7A) *half hour*
- 6-5 Solve problems by acting out given situations. Pp. 215-216
- 6-6 Determine whether an event takes place in the morning, afternoon, or night. Pp. 219-220 (Goal 7A) *morning, afternoon, night*
- 6-7 Compare and estimate the length of time it takes for each of three activities. Pp. 221-222 (Goal 7B)
- 6-8 Solve problems by reading and using the information in a schedule. Pp. 223-224 (Goal 7A/7C/10A)
- 6-9 Read and use a calendar to name the days of the week. Pp. 225-226 (Goal 7A/7B) *calendar, day, month, week*
- 6-10 Identify and order the months of the year. Pp. 227-228 (Goal 7A) *year*
- 6-11 Review and apply concepts, skills, and strategies learned in this and previous chapters. Pp. 229-230 (Goal 6B/7A/9A)
- Chapter 6 Wrap Up pp. 233-238

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Third Nine Weeks

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Chapter 7 – Counting to 100

- 7-1 Read and write the teen numbers as a group of 10 and some left over. Pp 241-242 (Goal 6A)

- 7-2 Count groups of 10, up to 10 tens, and write how many. Pp 243-244 (Goal 6A)
- 7-3 Count and write numbers o 100 on the hundred chart. Pp 245-246 (Goals 6A/8A)
- 7-4 Count sets that are grouped in 10s and leftover ones. Pp 247-248 (Goal 6A)
- 7-5 Use a group of ten as a guide to estimate quantities up to 100. pp 249-250 (Goals 6A/6C) *Estimate, about*
- 7-6 Solve problems by using data from a graph. Pp 251-252 (Goals 6A/10A) *Graph*
- 7-7 Use a hundred chart to skip count by 2s, 5s, and 10s, and then find patterns. Pp 255-256 (Goal 6A)
- 7-8 Skip count to find the total number of items arranged in sets of 10s, 5s, and 2s. pp 257-258 (Goal 6A)
- 7-9 Solve problems by finding patterns in a table of related number pairs. Pp 261-262 (Goals 8A/8D/10A)
- 7-10 Write the numbers just before, after, or between two given numbers. Pp 263-264 (Goal 6A) *Before, Between, after*
- 7-11 Given a number less than 60, determine if it is odd or even. Pp 265-266 (Goal 6A) *Even, odd*
- 7-12 Use ordinals through twentieth to identify position. Pp 267-268 (Goal 6A)
- 7-13 Review and apply concepts, skills, and strategies learned in this and previous chapters. Pp 269-270 (Goals 6A/8A/8D/10A)
- Chapter 7 Wrap Up pp 273-278

Chapter 8 – Place Value, Data, and Graphs

- 8-1 Count tens and write how many there are in all. Pp 281-282 (Goal 6A) *tens*
- 8-2 Given a quantity shown with tens and ones, tell how many tens and ones there are, and write the number. Pp 283-284 (Goal 6A) *Digit, ones*
- 8-3 Model a two digit number and write its expanded form. Pp 285-286
- 8-4 Exchange a ten for 10 ones or 10 ones for a ten and write the new representation in expanded form. Pp 287-288
- 8-5 Solve problems by using cubes. Pp 291-292 (Goals 6A/6B)
- 8-6 Given a two-digit number, write the numbers that are 10 more/10 less and 1 more/ 1 less. Pp 295-296 (Goals 6A/6B)
- 8-7 Given 2 two-digit numbers, determine if the first is greater than, less than, or equal to the second. Pp 297-298 (Goal 6A) *Less than (<), greater than (>), equal to (=)*
- 8-8 Estimate the positions of numbers on a number line marked only in multiples of 10. pp 299-300.
- 8-9 Given 3 two-digit numbers, order them from least to greatest or from greatest to least. Pp 301-302 *Least, greatest*
- 8-10 Write a three-digit number for a given model of hundreds, tens and ones. Pp 303-304 (Goal 6A) *Hundreds*
- 8-11 Sort objects by one attribute and tell the sorting rule. Pp 307-308 (Goal 8A) *Sort*