

1st Grade Math Curriculum Bundle # 1



Title	Suggested Dates
Count and Compare Data	August 25– September 11 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
Data can be organized.	Why do we collect data? How does the representation help someone understand data? How do we compare quantities?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
		Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with TEKS.	
1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. 1.11A Identify mathematics in everyday situations.	Including but not limited to <ul style="list-style-type: none"> • Count and compare quantities in graphs related to everyday situations (i.e. eye color). 	<u>Math Investigations</u> <u>How Many of Each?</u> Unit 1	
1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. 1.11D Use tools such as real objects, manipulatives, and technology to solve problems.	Including but not limited to <ul style="list-style-type: none"> • Explore various manipulatives. Use according to teacher’s expectations. • Use manipulatives and technology to represent data from graphs in order to count and compare quantities. 	Investigation 1 Session 1.1 Only Activities 2 and 3 pages 29 – 31 <u>What Would You Rather Be?</u> Unit 4	
1.12 The student communicates about Grade 1 mathematics using informal language. 1.12A Explain and record observations using objects, words, pictures, numbers, and technology	Including but not limited to <ul style="list-style-type: none"> • Use objects, words, pictures, and numbers to represent observations about quantities on graphs. 	Investigation 1 Session 1.1 Activity 1 “Quick Survey: Milk”, pages 23-24 Session 1.2 Activity 3 “Quick Survey: Cup or Cone,” pages 32 – 33	

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<p>1.13 The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p> <p>1.13A Justify his or her thinking using objects, words, pictures, numbers, and technology.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use objects, words, pictures, and numbers to explain how quantities from graphs were compared. 	<p><u>What Would You Rather Be?</u> Unit 4</p> <p>Investigation 2 Session 2.1 Activity 4 “Quick Survey: Brushing Your Teeth” pages 57 – 58</p>	
<p>1.9 The student displays data in an organized form.</p> <p>1.9A Collect and sort data. Teacher Note: This is a whole group activity with teacher-selected questions.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Work as a class to create different ways to collect and sort datas. (surveys, tables, and tally marks) 	<p>Session 2.2 Activity 1 “Quick Survey: Left-Handed or Right-Handed” pages 61 – 62</p> <p><u>What Would You Rather Be?</u> Unit 4</p>	
<p>1.9 The student displays data in an organized form.</p> <p>1.9B Use organized data to construct real object graphs, picture graphs, and bar-type graphs. Teacher Note: This is a teacher modeled activity that is whole group.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Work as a class to create different ways to collect and sort data • Work as a class to label graphs appropriately including title, category labels, key (on picture graphs) • Work as a class to construct both horizontal and vertical bar-type (NOT a bar graph with numbers, x-axis, and y-axis) graphs or picture graphs 	<p>Investigation 3 Session 3.1 Activity 1 “Quick Survey: Child or Grown-Up” Pages 91 – 92</p> <p>Session 3.2 Activity 1 “Quick Survey: About Your Class” Page 99</p> <p>Session 3.3 Activity 1 “Quick Survey: What Color Are Your Shoes” Pages 105 – 106</p>	<p><u>Small Group Lessons/Centers</u></p> <p><u>Envision</u> Topic 20 Lessons 1-2, 4-7, and 9-10 ONLY</p>
<p>1.10 The student uses information from organized data.</p> <p>1.10A Draw conclusions and answer questions using information organized in real object graphs, picture graphs, and bar-type graphs. Teacher Note: Whole Group Activity</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Answer questions in whole class activities to compare quantities. (Ex. Which has more? How many more?) 	<p>Session 3.4 Activity 1 “Quick Survey: Curly Hair or Straight Hairs” Page 111</p>	

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<p>1.1 The student uses whole numbers to describe and compare quantities.</p> <p>1.1A Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.</p> <p>Teacher Note: Graph with class-size number (i.e. 20 students) The numbers used in lessons will <u>all</u> be taken from classroom graphs. They will not exceed the number of students in your classroom.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Connect concrete to pictorial by graphing classroom data. • Compare/order quantities in graphs from greatest to least and least to greatest. • Compare/order up to three sets of data in graphs in different formats (Ex. Vertically, horizontally, in boxes). • Compare/order using correct mathematical vocabulary (ex: The number of students with brown eyes is greater than the number of students with blue eyes.) 	<p><u>Mathematical Thinking at Grade 1 (Old Investigations)</u></p> <p>Investigation 5 Session 1 - 6 pages 116 – 144</p> <p><u>How Many of Each?</u> Unit 1</p> <p>Investigations 2 Session 2.4 Activities 1, 2A, and 2B Only</p>	
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