

1st Grade Math Curriculum Bundle # 7

Title	Suggested Dates
Parts and Wholes	January 7 – January 29 (18 days)



Big Idea/Enduring Understanding	Guiding Questions
Sets and objects can be taken apart or combined to make a whole.	<p>What happens when you combine or take apart shapes or sets?</p> <p>Why do fractions need to be equal parts?</p> <p>How can we describe parts of a set or whole?</p>

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)	
<p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>1.11A Identify mathematics in everyday situations.</p> <p><i>Teacher Note: Continue to reinforce addition and subtraction skills through problem solving.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Identify fractions in everyday life. 	<p>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.</p>	
		<p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>1.11D Use tools such as real objects, manipulatives, and technology to solve problems.</p>	<p><u>Math Investigations</u></p> <p><u>Making Shapes and Designing Quilts</u> Unit 2</p> <p>Investigation 1 Sessions 1 – 7 Pages 25 – 64</p>
<p>1.12 The student communicates about Grade 1 mathematics using informal language.</p> <p>1.12A Explain and record observations 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 represent observations about geometric 	<p><u>Making Shapes and Designing Quilts</u> Unit 2</p> <p>Investigation 3 Sessions 1 – 4 Pages 105 – 119 <i>Note: Investigation 3 should not take longer than 2 days.</i></p>	

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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 style="text-align: center;"><u>figures and fractions.</u></p> <p>Including but not limited to</p> <ul style="list-style-type: none"> • Use objects, words, pictures, and numbers to explain how problems about fractions were solved. 		
<p>1.6 The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.</p> <p>1.6D Use concrete models to combine two-dimensional geometric figures to make new geometric figures.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Connect concrete models to pictorial representations. • Create and identify new shapes by combining existing shapes (such as 2 triangles make a parallelogram). 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 17 Lessons 3 and 7</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Shape-n-Tape Page 177</p> <p><u>Region IV Prep</u> Creating Geometric Shapes Lesson Pages 88-96</p> <p><u>MTR Lesson</u> How Do You Figure? (found on math web page)</p>
<p>1.2 The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.</p> <p>1.2A Separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Represent commonly used fractions using words, concrete, and pictorial models. • Recognize fractions are represented by equal size parts of a whole and of a set of objects. • Create concrete and pictorial models of a whole separated into two, three, and four equal parts. 	<p><u>Math Investigations</u></p> <p><u>Texas Curriculum Unit</u> Activity 18 – 19 Pages 38 – 39</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 13 Lessons 1 – 2</p>

1st Grade Math Curriculum Bundle # 7

	<ul style="list-style-type: none"> • Simultaneously describe parts of a whole using symbols ($1/2$), informal language (one out of two equal parts), and formal language (one-half). 		
<p>1.2 The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.</p> <p>1.2B Use appropriate language to describe part of a set such as three out of the eight crayons is red.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use "out of" when distinguishing part versus whole. • Use a variety of concrete and pictorial objects to divide a set up to 18 into fractional parts and put fractional parts together as a whole. • Use a variety of attributes to describe sets (i.e. color, shape, size, number of wheels). 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 13 Lessons 3 – 5</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Fraction Hatchin' Page 63</p>