

# Grade 1 Mathematics Year At-A-Glance

## Overview

How can we use mathematics to organize and make sense of our world? Students in first grade develop their number sense in relation to the counting sequence and base ten number system (moving from counting to grouping) and internalizing number combinations to develop basic fact fluency and reasoning skills. Using contextual situations that come from their world, students become fluent with numbers to 20 and develop number sense for numbers up to 120.

<b><u>Quarter 1</u></b>	<b>Unit 0: Building a Mathematical Community Through the Data Cycle (about 9 days)</b>	<b>Unit 1: Addition and Subtraction Part 1 (about 30 days)</b>	<b>Begin Unit 2: Addition and Subtraction Part 2 (about 10 days)</b>
<b><u>Quarter 2</u></b>	<b>Complete Unit 2: Addition and Subtraction Part 2 (about 20 days)</b>	<b>Unit 3: Data (about 15 days)</b>	<b>Begin Unit 4: Number Sense (about 7 days)</b>
<b><u>Quarter 3</u></b>	<b>Complete Unit 4: Number Sense (about 28 days)</b>	<b>Unit 5: Measurement (about 10 days)</b>	<b>Begin Unit 6: Time &amp; Money (about 4 days)</b>
<b><u>Quarter 4</u></b>	<b>Complete Unit 6: Time &amp; Money (about 14 days)</b>	<b>Unit 7 Geometry (about 16 days)</b>	<b>Unit 8: Fractions, Number Sense, &amp; Computation (about 17 days)</b>

Quarterly unit guides will be released prior to the start of each quarter.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	<u>Unit 0:</u> <u>Building a Mathematical Community Through the Data Cycle</u>	about 9 days	1.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables.
	<u>Unit 1:</u> <u>Adding &amp; Subtracting Part 1</u>	about 30 days	1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20. <b>[only a, b, c, f]</b>
	<u>Begin Unit 2:</u> <u>Adding &amp; Subtracting Part 2</u>	about 10 days	1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.

\*\* 1.CE.1c should be addressed throughout the year

December 19, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	<u>Complete Unit 2: Adding &amp; Subtracting Part 2</u>	about 20 days	1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.
	<u>Unit 3: Data</u>	about 15 days	1.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables.
	<u>Begin Unit 4 Number Sense</u>	about 7 days	<p>1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120. <b>[only a, b, c, d, and e]</b></p> <p>1.NS.2 The student will represent, compare, and order quantities up to 120.</p> <p>1.PFA.1 The student will identify, describe, extend, create, and transfer repeating patterns and increasing patterns using various representations.</p>

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December 19, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	<u>Complete Unit 4 Number Sense</u>	about 28 days	1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120. 1.NS.2 The student will represent, compare, and order quantities up to 120. 1.PFA.1 The student will identify, describe, extend, create, and transfer repeating patterns and increasing patterns using various representations.
	<u>Unit 5: Measurement</u>	about 10 days	1.MG.1 The student will reason mathematically using nonstandard units to measure and compare objects by length, weight, and volume.
	<u>Begin Unit 6: Time and Money</u>	about 4 days	1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120. <b>[only f and g]</b> 1.MG.3 The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar.

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Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	<u>Complete Unit 6: Time and Money</u>	about 14 days	<p>1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120. <b>[only f and g]</b></p> <p>1.MG.3 The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar.</p>
	<u>Unit 7: Geometry</u>	about 16 days	<p>1.MG.2 The student will describe, sort, draw, and name plane figures (circles, triangles, squares, and rectangles), and compose larger plane figures by combining simple plane figures.</p> <p>1.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables. <b>[only a and b]</b></p>
	<u>Unit 8: Fractions, Number Sense, &amp; Computation</u>	about 17 days	<p>1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>1.NS.2 The student will represent, compare, and order quantities up to 120.</p> <p>1.NS.3 The student will use mathematical reasoning and justification to solve contextual problems that involve partitioning models into two and four equal-sized parts.</p> <p>1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.</p>

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