First Grade Trimester 2-3 Math Matrix

Unit Name	Investigations	Sessions	Math Main Ideas	Assessments
UNIT 6 – WOULD YOU BE AN EAGLE OR A WHALE? *Modeling with Data*	1-2	12 Approx. 12 - 15 days		Checklists, Games, Quizzes and Unit Test
1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.B.3** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. **1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?. **1.NBT.B.2a** Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten."• **1.NBT.B.2c** Understand the following as special cases: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks. **1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**1- COLLECTING, REPRESENTING, AND SOLVING PROBLEMS ABOUT DATA IN TWO CATEGORIES.** **2-ORGANIZING AND ANALYZING DATA IN THREE CATEGORIES**	**1.1-1.9** **2.1–2.3**	**Collecting, representing, describing and interpreting data** **Understanding, representing and solving problems involving addition and subtraction**	**A43 Quiz 1** (1.5) **A44 Deep Sea or Outer Space Representations** (1.6) **A45 Quick Survey** (2.3) **A46 Curly or Straight?** (2.3) **A47 Dog or Cat?** (2.3) **UNIT 6 TEST**