



Grade 1 Scope and Sequence

Bluebonnet Learning K–5 Math Instructional Materials: Grade 1 Scope and Sequence			
Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 1: Sums and Differences to 10	A: Embedded Numbers And Decompositions B: Counting On from Embedded Numbers	Students add and subtract numbers to 10. In this module, the emphasis is on progressing toward fluency with addition and subtraction. Students will: - Learn how to break apart a total into two parts, or addends, and begin to understand that a number can be broken apart in multiple ways. - Use number bonds and addition expressions to model how two parts make a total. - Connect mathematics to real-world situations by making sense of problems, and by choosing and applying tools and strategies to solve problems when one addend is unknown. - Use 5-group cards to track the count as they count on from one addend to the total. - Focus on the equal sign and the position of addends in an equation to count on from the larger number. - Recognize doubles and doubles plus 1 as they analyze an addition chart to find patterns and structures (such as 5-groups, plus ones, doubles, sums equal to 10, etc.). - Relate addition to subtraction with the use of missing addends.	TEKS MPS 1.1E 1.1F TEKS 1.2A 1.3B 1.3C 1.3D 1.3E 1.3F 1.5D 1.5E 1.5F 1.5G ELPS 1.A 1.D 1.E 1.F 2.C 2.E 2.I 3.B 3.C 3.D 3.E 3.F 3.G 3.H 4.C 4.D 4.F 4.G 5.B 5.F
	C: Addition Word Problems D: Strategies for Counting On E: The Commutative Property of Addition and the Equal Sign F: Development of Addition Fluency Within 10		
	Mid-Module Assessment Task		
	G: Subtraction as an Unknown Addend Problem H: Subtraction Word Problems I: Decomposition Strategies for Subtraction J: Development of Subtraction Fluency Within 10		
	End-of-Module Assessment Task		
	Assessments: 2 Lessons days: 39 Assessment days: 4 Total instructional days: 43		

Grade 1 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20	A: Counting On or Making Ten to Solve <i>Result Unknown</i> and <i>Total Unknown</i> Problems Mid-Module Assessment Task B: Counting On or Taking from Ten to Solve <i>Result Unknown</i> and <i>Total Unknown</i> Problems C: Strategies for Solving <i>Change</i> or <i>Addend Unknown</i> Problems D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones	Students learn about addition and subtraction up to 20. They use strategies such as <i>count on</i> , <i>make ten</i> , and <i>take from ten</i> to solve addition and subtraction problems with teen numbers. Students will: - Solve addition problems with addends of 7, 8, and 9 using the <i>make ten</i> strategy, which involves breaking apart the smaller number before adding to make a unit of ten. For example, $9 + 4$ can be thought of as $9 + 1 + 3$ and, finally, $10 + 3$. - Determine whether it is more efficient to use counting on or the <i>make ten</i> strategy to solve an addition problem. - Solve word problems involving three addends (numbers). - Change the order of addends in an addition problem to make ten (for example, $1 + 5 + 9 = 9 + 1 + 5 = 10 + 5 = 15$). - Subtract 7, 8, and 9 from teen numbers using the <i>take from ten</i> strategy, which involves breaking apart the larger number before subtracting from a unit of ten. For example, $16 - 9$ can be thought of as $6 + 10 - 9$, and, finally, $6 + 1$. - Solve word problems involving subtraction of 9 from 10 ones to make a simpler problem. - Use 5-group formations (rows) and number bonds to model subtracting 7, 8, and 9 from teen numbers. - Solve a variety of word problems using addition and subtraction strategies. - Work to understand the equal sign and solve equivalent expressions to make true number sentences. - Learn about a unit made from 10 ones and name it a ten. - Understand that teen numbers are made of a ten and some ones (e.g., 11 is 1 ten and 1 one; 12 is 1 ten and 2 ones) and apply this new knowledge when solving addition and subtraction problems.	TEKS MPS 1.1D 1.1F TEKS 1.2A 1.2B 1.3B 1.3C 1.3D 1.3E 1.3F 1.5D 1.5E 1.5F 1.5G 1.2C 1.2D 1.5C ELPS 1.A 2.C 2.E 2.I 3.D 3.E 3.H 4.C 4.G 5.B
	End-of-Module Assessment Task Assessments: 2 Lessons days: 29 Assessment days: 4 Total instructional days: 33		



Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 3: Ordering and Comparing Length Measurements as Numbers	A: Standard Length Units B: Non-Standard and Standard Length Units C: Data interpretation End-of-Module Assessment Task Assessments: 1 Lessons days: 11 Assessment days: 2 Total instructional days: 13	Students are introduced to the idea of measuring with a length unit, gaining a new level of precision with the concepts of <i>longer than</i> and <i>shorter than</i>. They measure the length of objects using standard length units, such as centimeter cubes, and nonstandard length units, such as paper clips. To close out the module, students engage in an exploration of data collections and interpretation. Students will: - Place centimeter cubes end to end along the length of an object with no gaps or overlaps, learning that the total number of cubes represents the length of that object in centimeters. - Compare lengths by using statements such as, “The pencil measures 10 centimeters. The crayon measures 6 centimeters. So, the pencil is longer than the crayon.” - Order objects from shortest to longest before and after measuring them. - Understand the usefulness and importance of using same-sized length units when measuring. - Measure objects using nonstandard units (e.g., paper clips and toothpicks) and answer questions such as, “If Bailey uses paper clips and Maya uses toothpicks and they both measure the same items in our classroom, will they be able to compare their measurements?” - Solve word problems related to length. - Learn how to collect data, organize the data in graphs and tables, and interpret the data. - Use tally marks as an efficient counting strategy. - Ask and answer questions about data presented in graphs and tables. - Solve word problems about sets of data.	TEKS MPS 1.1E 1.1F 1.1G TEKS 1.3B 1.5D 1.7A 1.7B 1.7C 1.7D 1.8A 1.8B 1.8C ELPS 1.A 2.C 2.E 2.F 2.I 3.E 3.F 3.G 3.H 4.F 4.G 5.B



Grade 1 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 4: Place Value, Comparison, Addition and Subtraction to 40	A: Tens and Ones B: Comparison of Pairs of Two-Digit Numbers Mid-Module Assessment Task C: Addition of Tens or Ones to a Two-Digit Number D: Varied Problem Types Within 20	Students focus on the role of place value when adding and subtracting numbers to 40. Students will: - Explore numbers comprised of multiple tens and ones (e.g., 27, 33, 37) using linking cubes, fingers, dimes and pennies, and the place value chart. - Identify 1 more, 1 less, 10 more, and 10 less than a two-digit number as they learn to add or subtract like units. - Use comparison symbols greater than ($>$), less than ($<$), and equal to ($=$) to compare quantities. - Compare numbers from left to right (from the tens place to the ones place) and order numbers using an open number line. - Learn about adding and subtracting tens using concrete models, quick tens, and number bonds as methods for representing their thinking. - Add one-digit and two-digit numbers by using familiar strategies, such as the <i>count on</i> strategy and the <i>make ten</i> strategy. - Begin labeling drawings with numerals and using strip diagrams to model word problems with an unknown total or part.	TEKS MPS 1.1C 1.1E 1.1G TEKS 1.2B 1.2C 1.2D 1.2E 1.2F 1.2G 1.3A 1.3B 1.3D 1.3E 1.3F 1.5A 1.5B 1.5C 1.5D 1.2A 1.4A
	End-of-Module Assessment Task Assessments: 2 Lessons days: 19 Assessment days: 4 Total instructional days: 23		ELPS 1.B 1.E 1.F 2.C 2.E 2.I 3.D 3.E 3.F 3.H 4.C 4.F 4.G 5.B 5.G



Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 5: Identifying, Composing, and Partitioning Shapes	A: Attributes of Shapes B: Part–Whole Relationships Within Composite Shapes C: Halves and Quarters of Rectangles and Circles D: Application of Halves to Tell Time End-of-Module Assessment Task Assessments: 1 Lessons days: 16 Assessment days: 2 Total instructional days: 18	Students explore two- and three-dimensional geometric shapes, identifying their attributes as they describe, sort, and classify shapes. They explore how smaller shapes can be combined to create new, larger shapes. Students also discover how shapes can be partitioned, or divided, into equal parts such as halves, fourths, or quarters. Students come to understand that the more equal parts they use to make a whole, the smaller the parts become. They connect their understanding of halves to telling time to the hour and to the half hour. Students will: - Reason about differences between examples and non-examples of various shapes to clarify each shape’s defining attributes. - Find and name two- and three-dimensional shapes based on defining attributes. - Create composite shapes from two- and three-dimensional shapes and name the smaller shapes that form the larger whole. - Identify parts of composite shapes as equal or unequal, and name two equal parts of a whole as halves and four equal parts of a whole as quarters, or fourths. - Make a paper clock by partitioning a circle and using their understanding of halves to tell time to the hour and to the half hour. - Tell time on both analog and digital clocks.	TEKS MPS 1.1A 1.1B 1.1E TEKS 1.6A 1.6B 1.6C 1.6D 1.6E 1.6F 1.6G 1.6H 1.7E ELPS 1.E 1.F 2.C 2.D 2.E 2.I 3.D 3.E 3.G 3.J 4.F 4.G 5.B 5.G



Grade 1 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 6: Place Value, Comparison, Understanding Income with Addition and Subtraction to 100	A: Comparison Word Problems B: Numbers to 120 Mid-Module Assessment Task C: Coins and Their Values D: Income and Responsible Spending E: Varied Problem Types Within 20 End-of-Module Assessment Task F: Culminating Experiences Assessments: 2 Lessons days: 31 Assessment days: 4 Total instructional days: 35	Students combine their learning from Module 1 through Module 5 to learn the most challenging Grade 1 standards and celebrate their progress. They extend their understanding of comparative word problems and numbers to 120 as well as their tens and ones skills. Students use their knowledge of tens and ones to explore the values of coins. For example, they might represent 25 cents using 1 quarter, 25 pennies, 2 dimes and 1 nickel, or 1 dime and 15 pennies. Students continue their work adding and subtracting within 20 in the context of financial literacy. Students will: - Learn how to use a double strip diagram to compare two sets of items and solve word problems. - Identify numbers to 120 using standard form (e.g., 118) and unit form of tens and ones (e.g., 11 tens 8 ones). - Use words or comparison symbols $>$, $<$, and $=$ to compare numbers and identify 10 more, 10 less, 1 more, and 1 less than a two-digit number. - Learn to add and subtract multiples of 10 and one-digit numbers, and learn to add two-digit numbers using concrete and pictorial representations. - Order whole numbers using place value and open number lines. - Learn to recognize the penny, nickel, dime, and quarter, state the value of each coin, and use the cent symbol when counting and recording the value of coins. - Discover the difference between income and gifts, spending and saving, needs and wants, and explore charitable giving. - Work with varied problem types, sharing and explaining their strategies and reasoning.	TEKS MPS 1.1A 1.1B 1.1C 1.1D 1.1G TEKS 1.2B 1.2C 1.2D 1.2E 1.2F 1.2G 1.3A 1.3B 1.3D 1.4A 1.4B 1.4C 1.5A 1.5B 1.5C 1.5D 1.9A 1.9B 1.9C 1.9D ELPS 1.A 1.E 1.F 2.C 2.D 2.E 2.J 3.C 3.E 3.G 3.H 3.J 4.C 4.E 4.F 4.G 5.B 5.G
	Total instructional days: 165		

