MATH YEAR AT A GLANCE – grade 1& 2(*see curriculum for Elaborations)*

*This is a suggested sequence for teaching concepts and content in a grade 1/2 year. It is not meant to be prescriptive, but supportive, to newer teachers who want a sense of how a year might roll out. Authors cited are: J. Shumway, “Number Sense Routines”; C. Fosnot, “Young Mathematicians at Work”; J. Lempp, “Math Workshop” & J. Boaler, “Mathematical Mindsets”.*

*Concepts are first taught in the ‘full’ 45 – 60 min. lesson (that is, ‘Before-Explore-Connect-practice’). Once they are established, they are ‘rolled over’ into the daily 5-10 min. ‘Number Sense Routine’ which can happen before the full lesson, or at a different time of the day. This allows for deeper mastery, for sharing of strategies and for concepts to get ‘into their bones’.*

*Note* ***56% of the Content is Number and Algebra, so 56% of your math time should be, too.***

**Sept. Grade 1: Grade 2:**

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| Number Sense Routine (5-10 min/day) | * Introduce Number talks/routines using Shumway. Fosnot, Lempp * Number concepts to 20: *subitizing, sequencing, comparing, ordering* | * Introduce Number talks/routines using Shumway. Fosnot, Lempp * *Numbers to 20 review: Choral Counting, counting around the circle* |
| Full Lessons (45 – 60 min/day) | * Build Math community & Growth Mindset (see Van de Walle, Boaler) * Number concepts to 20 * Concrete graphs | * Build Math community & Growth Mindset (see Van de Walle, Boaler) * Number concepts to 100 – *counting forward and backward, comparing and ordering, benchmarks of 25, 50 & 100* * Begin pictographs, one-to-one correspondence, such as a weather graph. (*can revisit during year at Calendar time)* |

**Oct-Nov.**

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| Number Sense Routine (5-10 min/day) | Number concepts to 20: *10 and some more, counting on and back* | Number concepts to 100 – *counting forward and backward, comparing and ordering, benchmarks of 25, 50 & 100* |
| Full Lessons (45 – 60 min/day) | * Number concepts to 20 *continued* * Ways to make 10 * Changes in quantity to 20 | * Number concepts to 100 – *skip-counting by 2, 5, & 10, place value 10’s and 1’s (or ten-sticks and left-overs)* * Change in quantity, using pictorial and symbolic representation |

**Dec-Jan.**

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| Number Sense Routine (5-10 min/day) | Make 10: *benchmarks of 10 and 20, decomposing 10 into parts* | Skip counting by 2, 5 & 10; basic fact strategies |
| Full Lessons (45 – 60 min/day) | * Addition and subtraction to 20 * Direct measurement with non-standard units * Likelihood of familiar life events, using comparative language (*throughout the year)* | * Facts to 20 * Direct linear measurement * Likelihood of familiar life events, using comparative language |

**Feb-March**

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| Number Sense Routine (5-10 min/day) | Number Concepts: *skip counting by 2 & 5*  Addition and subtraction mental math strategies: *counting on, making 10, doubles* | Basic fact strategies – *making or bridging 10, decomposing, identifying related doubles* |
| Full Lessons (45 – 60 min/day) | * Financial literacy – *coins, counting multiples of the same denomination* * Equality and inequality *using = and ≠* | * Financial literacy – coin combos to 100 cents * Symbolic representation of equality and inequality |

**April-May**

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| Number Sense Routine (5-10 min/day) | Addition and subtraction mental math strategies: *making 10, doubles, decomposing 20 into parts* | Basic fact strategies – *making or bridging 10, decomposing, identifying related doubles* |
| Full Lessons (45 – 60 min/day) | * Addition and subtraction *revisited* * Repeating patterns | * Addition and subtraction to 100 * Repeating and increasing patterns |

**June**

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| Number Sense Routine (5-10 min/day) | Addition & subtraction are related, review of number sense concepts through number talks | Adding and Subtracting to 100 – *estimating sums and differences, friendly numbers, using an open number line, hundred chart, ten-frames* |
| Full Lessons (45 – 60 min/day) | * Review of number concepts * Comparison of 2D shapes and 3D objects | * Review addition and subtraction to 100, basic facts if needed * Multiple attributes of 2D shapes and 3D objects |