

**SCOPE & SEQUENCE**  
**GRADE 1**  
**EUREKA MATH MODULES**

**Created by Curriculum Advisory Board Members**

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The following information outlines where students and teachers should spend the majority of their time in order to meet the expectation of the standards.

Students should spend the large majority<sup>2</sup> of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.<sup>2,3</sup>

### MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 1

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters   □ Supporting Clusters   ○ Additional Clusters

- 1.OA.A ■ Represent and solve problems involving addition and subtraction.
- 1.OA.B ■ Understand and apply properties of operations and the relationship between addition and subtraction.
- 1.OA.C ■ Add and subtract within 20.
- 1.OA.D ■ Work with addition and subtraction equations.
- 1.NBT.A ■ Extending the counting sequence.
- 1.NBT.B ■ Understand place value.
- 1.NBT.C ■ Use place value understanding and properties of operations to add and subtract.
- 1.MD.A ■ Measure lengths indirectly and by iterating length units.
- 1.MD.B ○ Tell and write time.
- 1.MD.C □ Represent and interpret data.
- 1.G.A ○ Reason with shapes and their attributes.

### HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

### REQUIRED FLUENCIES FOR GRADE 1

1.OA.C.6	Add/subtract within 10
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## Sequence of Modules

### Summary of the Year:

First Grade mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

### Key Areas of Focus for K-2:

Addition and subtraction—concepts, skills, and problem solving.

### Required Fluency:

1.OA.6 Add and subtract within 10.

Module Title	Module Duration	Module Description	CCSS/NJSLSM Overview & Standard
Module 1 Sums and Differences to 10	45 Days Sept – mid Nov	In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.	<ul style="list-style-type: none"> <li>* Represent and solve problems involving addition and subtraction. (1.OA.1)</li> <li>* Understand and apply properties of operations and the relationship between addition and subtraction. (1.OA.3; 1.OA.4)</li> <li>* Add and subtract within 20. (1.OA.5; 1.OA.6)</li> <li>* Work with addition and subtraction equations. (1.OA.7; 1.OA.8)</li> </ul>
Module 2 Introduction to Place Value Through Addition and Subtraction Within 20	35 Days Mid Nov – Mid Jan	In Module 2, students add and subtract within 20. Work begins by modeling “adding and subtracting across ten” in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for $8 + 5$ reinforce the need to “make 10.” In Module 1, students loosely grouped 10 objects to make a ten. They now transition to conceptualizing that ten as a single unit (using 10 linking cubes stuck together, for example). This is the next major stepping-stone in understanding place value, learning to group “10 ones” as a single unit: 1 ten. Learning to “complete a unit” empowers students in later grades to understand “renaming” in the addition algorithm, to add 298 and 35 mentally (i.e., $298 + 2 + 33$ ), and to add measurements like 4 m, 80 cm, and 50 cm (i.e., $4\text{ m} + 80\text{ cm} + 20\text{ cm} + 30\text{ cm} = 4\text{ m} + 1\text{ m} + 30\text{ cm} = 5\text{ m } 30\text{ cm}$ ).	<ul style="list-style-type: none"> <li>* Represent and solve problems involving addition and subtraction. (1.OA.1; 1.OA.2)</li> <li>* Understand and apply properties of operations and the relationship between addition and subtraction. (1.OA.3; 1.OA.4)</li> <li>* Add and subtract within 20. (1.OA.6)</li> <li>* Understand place value. (1.NBT.2)</li> </ul>

Module 3 Ordering and Comparing Length Measurements as Numbers	15 Days Mid Jan - Feb	Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize “making a 10” during daily fluency activities.	<ul style="list-style-type: none"> <li>* Represent and solve problems involving addition and subtraction. (1.OA.1)</li> <li>* Measure lengths indirectly and by iterating length units. (1.MD.1; 1.MD.2)</li> <li>* Represent and interpret data. (1.MD.4)</li> </ul>
Module 4 Place Value, Comparison, Addition and Subtraction to 40	35 Days Feb – March	Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a “ten” as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like $23 + 6$ as an opportunity separate the “2 tens” in 23 and concentrate on the familiar addition problem $3 + 6$ . Adding $8 + 5$ is related to solving $28 + 5$ ; complete a unit of ten and add 3 more.	<ul style="list-style-type: none"> <li>* Represent and solve problems involving addition and subtraction. (1.OA.1)</li> <li>* Extend the counting sequence. (1.NBT.1)</li> <li>* Understand place value. (1.NBT.2; 1.NBT.3)</li> <li>* Use place value understanding and properties of operations to add and subtract. (1.NBT.4; 1.NBT.5; 1.NBT.6)</li> </ul>
Module 5 Identifying, Composing, and Partitioning Shapes	15 Days April	In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important “internalization time” for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.	<ul style="list-style-type: none"> <li>* Tell and write time and money. (1.MD.3)</li> <li>* Reason with shapes and their attributes. (1.G.1; 1.G.2; 1.G.3)</li> </ul>
Module 6 Place Value, Comparison, Addition and Subtraction to 100	35 Days May - June	Although Module 6 focuses on “adding and subtracting within 100,” the learning goal differs from the “within 40” module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.	<ul style="list-style-type: none"> <li>* Extend the counting sequence. (1.NBT.1)</li> <li>* Understand place value. (1.NBT.2; 1.NBT.2)</li> <li>* Use place value understanding and properties of operations to add and subtract. (1.NBT.4; 1.NBT.5; 1.NBT.6)</li> <li>* Tell and write time and money. (1.MD.3)</li> </ul>