

1st Grade Math Pacing Guide

Unit 1

Board Approved: December 12, 2016

#	CCSS	Unit 1: Add and Subtract within 20	Recommended Pacing: September/October Instructional Days: 39	Go Math Chapters Covered: 1,2,3,4,5,6	Completed
		Student Learning Objective:	Go Math Lessons		
1	1.NBT.1	Count utilizing written or verbal numerals starting at any number less than 100.	Chapter 6 <ul style="list-style-type: none"> ● 6.1 Count by Ones to 120 ● 6.2 Count by Tens to 120 	2 days	
2	1.OA.5	Count forward or backwards from any number within 20 to solve addition & subtraction problems.	Chapter 3 <ul style="list-style-type: none"> ● 3.2 Count On Chapter 4 <ul style="list-style-type: none"> ● 4.1 Count Back 	2 days	
3	1.NBT.2	Compose and decompose numbers to 20 to identify the value of the number in the tens & ones place.	Chapter 6 <ul style="list-style-type: none"> ● 6.3 Understanding Tens and Ones ● 6.4 Make Tens and Ones ● 6.5 Tens ● 6.6 Tens and Ones to 50 ● 6.7 Tens and Ones to 100 	8 days	
4	1.OA.6	Add or subtract whole numbers within 20 using strategies including making a 10 or decomposing a number leading to a 20.	Chapter 1 <ul style="list-style-type: none"> ● 1.8 Addition to 10 Chapter 2 <ul style="list-style-type: none"> ● 2.9 Subtraction from Ten or Less Chapter 3 <ul style="list-style-type: none"> ● 3.3 Add Doubles ● 3.7 Add Ten and More ● 3.8 Make a Ten to Add ● 3.9 Use Make a Ten to Add Chapter 4 <ul style="list-style-type: none"> ● 4.4 Use Ten to Subtract ● 4.5 Break Apart to Subtract 		

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			Chapter 5 <ul style="list-style-type: none"> ● 5.2 Record Related Facts ● 5.3 Identify Related Facts <div style="text-align: right;">18 days</div>	
5	1.OA.3	Apply properties of operations to add or subtract whole numbers within 20 (Commutative & Associative properties of addition).	Chapter 1 <ul style="list-style-type: none"> ● 1.5 Add Zero ● 1.6 Add in Any Order Chapter 3 <ul style="list-style-type: none"> ● 3.1 Add in Any Order ● 3.10 Add Three Numbers ● 3.11 Add Three Numbers <div style="text-align: right;">6 days</div>	
6	1.OA.4	Solve subtraction problems using unknown addends (within 20).	Chapter 4 <ul style="list-style-type: none"> ● 4.2 Think Addition to Subtract ● 4.3 Use Think Addition to Subtract <div style="text-align: right;">3 days</div>	

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Unit 2

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#	CCSS	Unit 2:	Recommended Pacing: November/December Instructional Days: 30	Go Math Chapters Covered: 1,2,3,5,6	Completed
		Student Learning Objective:	Go Math Lessons		
1	1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations or adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.	Chapter 1 <ul style="list-style-type: none"> ● 1.1 use pictures to add ● 1.2 model adding to ● 1.3 model adding together ● 1.4 model addition ● 1.7 put together numbers to 10 Chapter 2 <ul style="list-style-type: none"> ● 2.1 use pictures to show taking from ● 2.2 model taking from ● 2.3 model taking apart ● 2.4 model subtraction ● 2.6 subtract to compare ● 2.8 take apart numbers * REVISIT in unit 5	19 Days	
2	1.OA.2	Solve addition word problems with three whole numbers with sums less than or equal to 20.	Chapter 3 <ul style="list-style-type: none"> ● 3.12 use addition strategies 	2 Days	
3	1.OA.7	Demonstrate understanding of the equal sign by determining if an equation is true or false.	Chapter 5 <ul style="list-style-type: none"> ● 5.9 algebra equal not equal 	1 Day	
4	1.OA.8	Solve addition or subtraction equations by finding the missing whole number in any position.	Chapter 2 <ul style="list-style-type: none"> ● 2.5 use pictures and subtraction to compare ● 2.7 subtract all or zero Chapter 5 <ul style="list-style-type: none"> ● 5.5 unknown numbers ● 5.6 related facts 	5 Days	

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Unit 2

5	1.NBT.1	Count to 120, starting at any number less than 120.	Chapter 6 <ul style="list-style-type: none">6.9 read & write numbers from 100 to 1106.10 read & write numbers from 110 to 120	
6	1.NBT.1	Read and write numerals to 120 including representing a number of objects with a written numeral.		3 Days

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Unit 3: Understanding Place Value

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#	CCSS	Unit 3: Understanding Place Value	Recommended Pacing: January/February Instructional Days: 21	Go Math Chapters Covered: 6,7,8	Completed
		Student Learning Objective:	Go Math Lessons		
1	1.NBT.2c	Decompose two- digit numbers as the sum of tens and ones for numbers less than 100.	Chapter 6 Count and Model Numbers Lesson: 6.5 Hands on Ten (Supplemental lesson to review base ten.) <div style="text-align: right;">1 day</div>		
2	1.NBT.3	Compare two digit numbers using $<$, $>$, and $=$ symbols.	Chapter 6 Count and Model Numbers Lesson: 6.8 Show Numbers in Different Ways <div style="text-align: right;">9 days</div>	Chapter 7 Comparing Numbers Lessons: 7.1 Greater Than 7.2 Less Than 7.3 Use Symbols to Compare 7.4 Compare Numbers	
3	1.NBT.4	Add a 2-digit and a 1-digit number, and a 2-digit number and a multiple of 10, using concrete models or drawings (sums within 50). Add tens and tens, and ones and ones, by decomposing 2-digit numbers and composing an additional ten when necessary (e.g., $18 + 20$ equals $10 + 8 + 20$ equals $30 + 8$ equals 38; and, $37 + 5$ equals $30 + 7 + 5$ equals $30 + 12$ equals $30 + 10 + 2$ equals 42).	Chapter 8 Two Digit Addition and Subtraction Lessons 8.2 Add Tens 8.4 100 Chart to Add 8.5 Use Models to Add 8.6 Make Ten to Add 8.7 Use Place Value to Add <div style="text-align: right;">7 days</div>		

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Unit 3: Understanding Place Value

4	1.NBT.5	Mentally find ten more or ten less than a number without having to count and explain the reasoning used.	Chapter 7 Lesson 7.5 Ten Less, Ten More	2 days
5	1.NBT.6	Subtract multiples of ten from multiples of ten (numbers less than 100, differences greater than or equal to zero) and explain the reasoning used.	Chapter 8 Lessons 8.3 Subtract Tens 8.10 Practice Addition and Subtraction	2 days

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Unit 4

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#	CCSS	Unit 4: measurement and shapes	Recommended Pacing: March/April Instructional Days: 36 days	Go Math Chapters Covered: Chapters 1,2,3,4,5,6, 9,12	Completed
		Student Learning Objective:	Go Math Lessons		
1	1.MD.1	Order three objects by lengths and compare the lengths of two objects by using the third object (e.g., if the crayon is shorter than the marker and the marker is shorter than the pencil then the crayon is shorter than pencil).	Chapter 9, 1- Order Length 2- Indirect measurement Instructional days- 5		
2	1.MD.2	Use an object to measure another object's length by laying multiple copies end to end with no overlaps giving measurements in whole number units.	Chapter 9 3- non-standard units to measure length, 4- non-standard measuring tool 5- measure and compare Instructional days-7		
3	1.MD.3	Tell and write time to the half-hour using "o'clock" and digital notation.	Chapter 9 6- Time to the hour 7- Time to half hour 8- time to hour and half hour 9- Practice time to hour and half hour Instructional days - 6		
4	1.G.1	Name the attributes of a given two-dimensional shape (square, triangle, rectangle, regular hexagon) distinguishing between defining and non-defining attributes.	Chapter 12 1- Sort two dimensional shapes 2- Describe two dimensional shapes Instructional days-3		
5	1.G.1	Draw and build shapes when given defining attributes (e.g., 3 sides, 4 sides, 3 corners, 4 corners).	Chapter 12 1- Sort two dimensional shapes 2- Describe two dimensional shapes Instructional days- 3		

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6	1.OA.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.	Chapter 1, 2 Review as needed Instructional days- 5	
7	1.OA.6	Add or subtract whole numbers within 20 (various strategies: counting on, composition, etc.).	Chapter 2,3,4,5 Review as needed Instructional days-4	
8	1.NBT.1	Read and write numerals to 120 starting at any number and represent a number of objects with a written numeral.	Chapter 6 Review as needed Instructional days- 3	

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Unit 5

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#	CCSS	Unit 5:	Recommended Pacing: May/June Instructional Days: 25	Go Math Chapters Covered: 1,2,4,5,8,10,11,12	Completed
		Student Learning Objective:	Go Math Lessons		
1	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Chapter 11 Lessons 2, 3, 4 Chapter 12 Lessons 3, 4, 5, 6, 7 7 Days		
2	1.G.3	Partition circles and rectangles into two or four equal shares, describing the shares using halves, fourths, and, quarters, and use the phrases half of, fourth of, and quarter of.	Chapter 12 Lessons 7, 8, 9, 10 2 Days		
3	1.G.3	Describe the whole circle (or rectangle) partitioned into two or four equal shares as "two of", or "four of" the shares.	Chapter 12 Lessons 7, 8, 9, 10 2 Days		
4	1.NBT.4	Add within 100, including adding a two-digit and a one-digit number, and adding a two-digit number and a multiple of 10; using concrete models, or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; and relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Chapter 8 Lessons 1, 8, 9, 10 *Revisit 6 and 7 2 Days		

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Unit 5

5	1.OA.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.	Chapter 1 Lessons 1, 2, 3, 4, 7* Chapter 4 Lesson 6* Chapter 5 Lessons 1, 7 9 Days *Revisited from Unit 2	
6	1.OA.6	Add and subtract within 20 (fluently 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., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent sums (e.g., adding $6 + 7$ by creating the known equivalents $6 + 6 + 1 = 12 + 1 = 13$).	Chapter 2 Lessons 1, 2, 3, 4, 5, 6, 8 2 Days	
7	1.MD.4	Organize, represent, and interpret, data with up to three categories, and compare the number counts of data points among the categories, e.g., equal to, more than, or less than another category.	Chapter 10 Lessons 1, 2, 3, 4, 5, 6, 7 1 Days	