

Grade 1 Curriculum Pacing Guide

1 st GRADE	1 st Nine Weeks	Suggested Start – Second Day of School	
Standards	Resources	Days	Comments
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Extend the counting sequence – 1. Count to 120, starting at any number less than 120. (Read and write numbers through 10). 	<p>Chapter One Math in Focus Numbers to 10</p> <p>Number Word Flashcards</p>	8	<p>Suggested Start Date – Second Day of School</p> <p>Review Number words along with lessons for the first week</p> <p>Combine Chapter Opener with Lesson 1 pages 4 - 9</p>
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Understand and apply properties of operations and the relationship between addition and subtraction – 3. Apply properties of operations as strategies to add and subtract 	<p>Chapter Two Math in Focus Number Bonds</p>	5	<p>Begin Chapter 2 Opener on Same Day as Chapter 1 Assessment</p> <p>Many worksheets on Day Two – Suggest splitting worksheets between two days. Can combine Put on Your Thinking Cap and Chapter Wrap-Up into one day</p>
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Represent and solve problems involving addition and subtraction – 1. Use addition and subtractions within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. 	<p>Chapter Three Math in Focus Addition Facts to 10</p>	8	<p>Begin Chapter 3 Opener on Same Day as Chapter 2 Assessment</p> <p>May want to split worksheets for day three and combine Put on Your Thinking Cap and Chapter Wrap-Up into one day</p>
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Add and subtract within 20 – 6. Add and subtract 	<p>Chapter Four Math in Focus Subtraction Facts to 10</p>	8	<p>Begin Chapter 4 Opener on Same Days as Chapter 3 Assessment</p>

<p>within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent by easier or known sums.</p>			<p>Extra Day built in for some leeway if you combing Put on Your Thinking Cap and Wrap-Up into one day</p>
<p>Geometry</p> <ul style="list-style-type: none"> Reason with Shapes and their attributes – 1. Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. Reason with Shapes and their attributes – 2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. 	<p>Chapter Five Math in Focus Shapes and Patterns</p>	<p>13</p>	<p>Combine Chapter Opener with Lesson 1. Combine Put on Your Thinking Cap and Chapter Wrap-Up into one day.</p>
	<p>COMMON ASSESSMENT</p>	<p>1</p>	<p>Skip Chapter Six, Will Revisit at End of Year. We will begin chapter seven and continue into second nine weeks.</p>
<p>Number and Operations</p> <ul style="list-style-type: none"> Understand Place Value – 2. Understand that the two digits of a two-digit 	<p>Chapter 7 Math in Focus Numbers to 20</p>	<p>7 (Four Days First Nine Weeks, Three Days Second Nine Weeks)</p>	<p>Combine Chapter Opener and Lesson One. Combine Chapter Wrap up and</p>

number represent amounts of tens and ones.			Put on Your Thinking Cap
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First Nine Weeks = 47 Days

1 st GRADE	2 nd NineWeeks			
Standards	Resources	Days	Comments	
<p>Number and Operations</p> <ul style="list-style-type: none"> Understand Place Value – 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. 	<p>Chapter 7 Math in Focus Numbers to 20</p>	<p>7 (Four Days First Nine Weeks, Three Days Second Nine Weeks)</p>	<p>Combine Chapter Opener and Lesson One. Combine Chapter Wrap up and Put on Your Thinking Cap</p>	
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Add and subtract within 20 – 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making a ten; using the relationship between addition and subtraction; and creating equivalent but easier or know sums. 	<p>Chapter 8 Math in Focus Addition and Subtraction Facts to 20</p>	<p>9</p>	<p>Combine Chapter Opener and Lesson One Day one. Combine Chapter Wrap up and Put on Your Thinkin gcap</p>	
<p>Measurement and Data</p> <ul style="list-style-type: none"> Measure lengths indirectly and by iterating length units – 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. Measure lengths indirectly and by iterating length units – 2. Express the length of an object as a whole number of length 	<p>Chapter 9 Math in Focus Length</p>	<p>9</p>	<p>Combine Chapter Opener with Chapter 8 Assessment Combine Put on Your Thinking Cap and Chapter Wrap Up This gives one extra day to separate worksheets if necessary.</p>	

<p>units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p>			
<p>Measurement and Data (Weight) OAA</p>	<p>Chapter 10 Math in Focus Weight</p> <ul style="list-style-type: none"> • Preparation for 3rd grade OAA 	<p>8</p>	<p>Combine chapter opener with chapter 9 assessment</p> <p>Combine Put on Your Thinking Cap with Chapter Wrap Up</p>
<p>Measurement and Data</p> <ul style="list-style-type: none"> • Represent and interpret data – 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. 	<p>Chapter 11 Math in Focus Picture Graphs and Bar Graphs</p>	<p>7</p>	<p>Combine chapter opener with Chapter 10 Assessment</p> <p>Allow two days for Lesson One.</p> <p>Combine Put on Your Thinking Cap with Chapter Wrap Up</p>
	<p>COMMON ASSESSMENT</p>	<p>1</p>	

Second Nine Weeks = 43 Days

Six Days Not Accounted For To Allow for Extra Review and Holiday Activities

1 st GRADE	3 rd Nine Weeks			
Standards	Resources	Days	Comments	
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Extend the counting sequence – 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Understand place value – 2. Understand that the two digits of a two –digit number represent amounts of tens and ones. 	<p>Chapter 12 Math in Focus Numbers to 40</p>	<p>6</p>	<p>Combine chapter opener with Chapter 11 Assessment</p> <p>Combine Put on Your Thinking Cap with Chapter Wrap Up</p>	
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Use place value understanding and properties of operations to add and subtract – 4. Add within 100, including adding a two-digit number 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 	<p>Chapter 13 Math in Focus Addition and Subtraction Facts to 40</p>	<p>13</p>	<p>Allow one Day for Opener</p> <p>Two Days for Lesson One</p> <p>Two Days for Lesson Three</p>	

<p>subtraction; 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.</p>			
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Understand and apply properties of operations and the relationship between addition and subtraction – 3. Apply properties of operations as strategies to add and subtract. Understand and apply properties of operations and the relationship between addition and subtraction – 4. Understand subtraction as an unknown-addend problem. Work with addition and subtraction equations – 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. 	<p>Chapter 14 Math in Focus Mental Math Strategies Mental Math</p>	<p>6</p>	<p>Combine Chapter Opener with Chapter 13 Assessment Combine Put on Your Thinking Cap with Chapter Wrap Up</p>
<p>Measurement and Data</p> <ul style="list-style-type: none"> Tell and write time – 3. Tell and write time in hours and half-hours 	<p>Chapter 15 Math in Focus Calendar and Time</p>	<p>7</p>	<p>Combine chapter opener with chapter 14 test. Brief Overview Calendar with</p>

<p>using analog and digital clocks.</p>		<p>Lesson 1 – 1 day.</p> <p>Allow two days for lessons 2 and 3.</p> <p>Combine chapter wrap up and put on your thinking cap.</p> <p>Combine chapter opener with chapter 15 test.</p>	
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Understand place value – 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Extend the counting sequence – 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Use place value understanding and properties of operations to add and subtract – 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 	<p>8</p>	<p>Chapter 16 Math in Focus Numbers to 100</p>	<p>COMMON ASSESSMENT</p> <p>1</p>

Third Nine Weeks = 43 Days

Two Days Not Accounted for to allow for extra review/ enrichment

1 st GRADE	4 th NineWeeks		
Standards	Resources	Days	Comments
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Use place value understanding and properties of operations to add and subtract -4. Add within 100, including adding a two-digit number 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; relate the strategy to a written method and explain the reasoning used. <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>Chapter 17 Math in Focus Addition and Subtraction to 100</p>	<p>9</p>	<p>Chapter Introduction is one separate day</p> <p>Allow two Days for Lesson 4</p> <p>Combine Put on Your Thinking Cap and Chapter Review</p>
<p>OAA Test Prep</p>	<p>Chapter 18 Math in Focus Multiplication and Division</p> <p>OAA Test Prep</p>	<p>6</p>	<p>Chapter Intro is combined with chapter 17 assessment.</p> <p>Combine Put on Your Thinking Cap with Chapter Review</p>
<p>OAA Test Prep</p>	<p>Chapter 19 Math in Focus-Money</p>	<p>11</p>	<p>Chapter Intro is combined with</p>

	OAA Test Prep		Chapter 18 assessment. Add a day for lesson 1 making it 3 days. Add a day for lesson 3 making it 3 days. Add a day for lesson 4 to separate workbook pages making it 2 days. Combine Put on Your Thinking Cap and Chapter Review
OAA Test Prep	Chapter 6 Math in Focus Ordinal Numbers and Position OAA Test Prep	5	Chapter Intro is combined with Chapter 19 assessment. Combine Put on Your Thinking cap and Chapter Review
Number and Operations in Base Ten <ul style="list-style-type: none"> Understand place value – 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. 	Introduce Greater than, Less Than, and Equal too using symbols (supplemental materials)	3	
	COMMON ASSESSMENT	1	

Fourth Nine Weeks = 45 Days

10 days not accounted for to allow for review/ enrichment, holiday and end of school activities