SCCSD Math Pacing Guide – First Grade (2017-2018)

The tables below are an abbreviated version of the standard, based on the specific chunk to be instructed and assessed. To see the standard in its entirety with a detailed explanation, you must refer back to the unit.

Skills listed are to be covered at the introductory level and not in any particular order within the nine weeks. It is assumed that, once taught, you continue to reinforce the skills through daily routines, learning center activities, etc.

1st Nine Weeks	
Count to 20, starting at any number less than 20. In this range, read and write numerals and represent a number of objects with a written numeral. "I Can" Statements: I can read and write numerals up to 20. I can write a numeral to represent a number of objects. I can count to 20, starting with a given number.	**1.NBT.1**
Represent and solve addition problems to 10 with the result/total unknown by using objects, drawings, and equations. "I Can" Statements: I can use a symbol (e.g.?, x) to represent an unknown number in a problem. I can determine the operation to solve word problems with unknowns. I can solve word problems by adding 3 numbers in different ways.	**1.OA.1**
Apply the commutative and identity property of addition within 10, as it connects to objects, drawings, equations, and symbols.* "I Can" Statements: I can explain how properties of addition and subtraction work. I can use strategies to solve addition and subtraction problems.	**1.OA.3**
Count all, count on, and count back within 10.* "I Can" Statements: I can count on from a given number.	**1.OA.5**

I can count back from a given number. I can explain how counting on relates to addition. I can explain how counting back relates to addition. I can explain how counting on relates to subtraction.	
Demonstrate fluency with addition and subtraction within 10.*	**1.OA.6**
"I Can" Statements: I can add and subtract within 10. I can use strategies to add and subtract within 10. I can add and subtract fluently within 10.	
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false as it relates to different representations of objects and pictures within 10.*	**1.OA.7**
"I Can" Statements: I can explain the meaning of an equal sign. I can compare the values on each side on an equal sign. I can determine if the equation is true or false.	
Order and compare three objects by length and height. Compare the lengths of two objects using the third object as your measuring tool.	**1.MD.1**
"I Can" Statements: I can put 3 objects in order by length and/or height. I can compare the length of three objects. I can compare the lengths of two objects by using a third object to compare them.	
Measure the length of objects using nonstandard units.	**1.MD.2**
"I Can" Statements: I can use the same size non-standard objects as repeating units. I can measure length using a variety of non-standard units. I can express the length of the measured object as a number. I can show how to measure the length of an object using non-standard units.	
Tell and write time to the hour and half-hour using analog and digital clocks.	**1.MD.3a**
"I Can" Statements: I can recognize and identify analog and digital clocks. I can tell and write time to the hour using analog and digital clocks. I can tell and write time to the half-hour using analog and digital clocks.	
Identify the days of the week, the number of days in a week, and the number of weeks in each month.	**1.MD.3b**
"I Can" Statements: I can identify and name the days of the week in order. I can identify the number of days in a week. I can identify the number of weeks in each month.	

Distinguish between defining and non-defining attributes. "I Can" Statements: I can identify attributes that make and do not make a shape. I can classify shapes by their attributes. I can build shapes to show attributes. I can draw shapes to show attributes.	**1.G.1**

***Denotes this standard has been chunked to allow for development of concept(s).**

Sunflower County Consolidated School District United for Excellence SCCSD "Where Every Child Will Learn" **2nd Nine Week**	
Count, read, and write numerals, and represent a number of objects to 50.* "I Can" Statements: I can read and write numerals up to 50. I can write a numeral to represent a number of objects. I can count to 50, starting with a given number.	**1.NBT.1**
Understand 1 ten represents 10 ones…..10 can be thought of as a bundle of ten ones – called a "ten." "I Can" Statements: I can explain what each digit of a two-digit number represents. I can identify a bundle of 10 ones as a "ten."	**1.NBT.2a**
Understand two digits in a 2-digit number represent the value of tens and ones….The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. "I Can" Statements: I can represent numbers 11 to 19 as a 10 and ones.	**1.NBT.2b**
Understand numbers 10, 20, 30, etc., refer to 1, 2, 3, etc. tens (and 0 ones)….The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**1.NBT.2c**

"I Can" Statements: I can represent numbers 20 to 0 as tens and zero ones.	
Compare two 2-digit numbers based on the meanings of the tens and ones digits. "I Can" Statements: I can identify the value of each digit in a two-digit number. I can explain what each symbol means (>, <, =). I can compare two 2-digit numbers. I can use >, <, = symbols to compare two 2-digit numbers.	**1.NBT.3**
Use models, drawings, and strategies based on place value to add a two-digit number and one-digit number.* "I Can" Statements: I can show that in adding 2 digit numbers, you add ones to ones and tens to tens. I can recognize when to regroup to compose (make) a ten. I can relate the strategy to an equation. I can explain why I used a chosen strategy to solve a written equation.	**1.NBT.4**
Represent and solve addition and subtraction problems to 10 with the result unknown by using objects, drawings, and equations. "I Can" Statements: I can use a symbol (e.g.?, x) to represent an unknown number in a problem. I can determine the operation to solve word problems with unknowns. I can solve word problems by adding 3 numbers in different ways.	**1.OA.1**
Solve word problems with addition of three whole numbers whose sum is less than or equal to 10.* "I Can" Statements: I can add 3 numbers. I can identify parts/addends in a word problem. I can show how to solve word problems.	**1.OA.2**
Apply the commutative, identity, and associative properties of addition within 10, as it connects to objects, drawings, equations, and symbols.* "I Can" Statements: I can explain how properties of addition and subtraction work. I can use strategies to solve addition and subtraction problems.	**1.OA.3**
Subtract unknown-addend problems within 10 using objects, pictures, equations, and symbols* "I Can" Statements: I can identify the unknown in a subtraction problem. I can solve subtraction problems to find the missing addend. I can explain the relationship of addition and subtraction.	**1.OA.4**
Count all, count on, and count back within 20.* "I Can" Statements: I can count on from a given number. I can count back from a given number.	**1.OA.5**

I can explain how counting on relates to addition. I can explain how counting back relates to addition. I can explain how counting on relates to subtraction.	
Demonstrate fluency with addition and subtraction of 0, 1, and 10.* "I Can" Statements: I can add and subtract within 10. I can use strategies to add and subtract within 10. I can add and subtract fluently within 10.	**1.OA.6**
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false as it relates to different representations of objects, pictures, and equations within 10.* "I Can" Statements: I can explain the meaning of an equal sign. I can compare the values on each side on an equal sign. I can determine if the equation is true or false.	**1.OA.7**
Compose two-dimensional shapes to make composite shapes.* "I Can" Statements: I can recognize that shapes can be composed and decomposed to make new shapes. I can describe attributes of original and composite shapes (combined shapes). I can determine how the original and created composite shapes (combined shapes) are alike and different. I can create composite shapes. I can compose new shapes from a composite shape.	**1.G.2**

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Sunflower County Consolidated School District

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SCCSD

"Where Every Child Will Learn"

3rd Nine Weeks

Count, read, write numerals, and represent a number of objects to 80.*	**1.NBT.1**
"I Can" Statements: I can read and write numerals up to 80. I can write a numeral to represent a number of objects. I can count to 80, starting with a given number.	
Use models, drawings, and strategies based on place value to add a two-digit number to a one-digit number and a two-digit number to a multiple of 10 within 100 .*	**1.NBT.4**
"I Can" Statements: I can show that in adding 2 digit numbers, you add ones to ones and tens to tens. I can explain why I used a chosen strategy to solve a written equation. I can add a 2 digit number and a 1 digit number within 100. I can add a 2 digit number and 1 digit number with regrouping within 100. I can add a 2 digit number and a multiple of 10 within 100.	
Mentally add 10 more/less to any number; represent and explain reasoning used.	**1.NBT.5**
"I Can" Statements: I can mentally add 10 to a given 2 digit number. I can mentally subtract 10 from a given 2 digit number. I can explain how to find 10 more than a given 2 digit number. I can explain how to find 10 less than a given 2 digit number.	
Represent and solve addition and subtraction problems to 15 with the unknown in all positions by using objects, drawings, and equations.	**1.OA.1**
"I Can" Statements: I can use a symbol (e.g.?, x) to represent an unknown number in a problem. I can determine the operation to solve word problems with unknowns. I can solve word problems by adding 3 numbers in different ways.	
Solve word problems with addition of three whole numbers whose sum is less than or equal to 15.*	**1.OA.2**
"I Can" Statements: I can add 3 numbers. I can identify parts/addends in a word problem. I can show how to solve word problems.	

Apply the commutative, identity, and associative properties of addition, as it connects to objects, drawings, equations, and symbols.* "I Can" Statements: I can explain how properties of addition and subtraction work. I can use strategies to solve addition and subtraction problems.	**1.OA.3**
Subtract unknown-addend problems within 20 using objects, pictures, equations, and symbols* "I Can" Statements: I can identify the unknown in a subtraction problem. I can solve subtraction problems to find the missing addend. I can explain the relationship of addition and subtraction.	**1.OA.4**
Demonstrate fluency with addition and subtraction of 0 through 10, using a strategy to add and subtract within 15.* "I Can" Statements: I can add and subtract within 15. I can use strategies to add and subtract within 15. I can add and subtract fluently within 15.	**1.OA.6**
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false as it relates to different representations of objects, pictures, and equations within 10.* "I Can" Statements: I can explain the meaning of an equal sign. I can compare the values on each side on an equal sign. I can determine if the equation is true or false.	**1.OA.7**
Determine the unknown number in an addition or subtraction equation relating three whole numbers within 10.* (This is related to fact families.) "I Can" Statements: I can recognize part-part-whole relationships of three numbers. I can determine the missing value in an addition equation. I can determine the missing value in a subtraction problem.	**1.OA.8**
Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Use appropriate notation.*	**1.MD.5**
Compose two- and three-dimensional shapes to make composite shapes. "I Can" Statements: I can recognize that shapes can be composed and decomposed to make new shapes. I can describe attributes of original and composite shapes (combined shapes). I can determine how the original and created composite shapes (combined shapes) are alike and different. I can create composite shapes.	**1.G.2**

I can compose new shapes from a composite shape.	

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Sunflower County Consolidated School District United for Excellence SCCSD "Where Every Child Will Learn" **4th Nine Weeks**	
Count, read, write numerals, and represent a number of objects to 120. "I Can" Statements: I can read and write numerals up to 120. I can write a numeral to represent a number of objects. I can count to 120, starting with a given number.	**1.NBT.1**
Use models, drawings, and strategies based on place value to add a two-digit number to a two-digit number. "I Can" Statements: I can show that in adding 2 digit numbers, you add ones to ones and tens to tens. I can explain why I used a chosen strategy to solve a written equation. I can add a 2 digit number and a 1 digit number within 100. I can add a 2 digit number and 1 digit number with regrouping within 100. I can add a 2 digit number and a multiple of 10 within 100.	**1.NBT.4**
Subtract multiples of ten from decades. "I Can" Statements: I can subtract multiples of 10 up to 90. I can choose a strategy to solve subtraction problems with multiples of 10. I can relate the strategy to an equation. I can explain why I used the chosen strategy to solve a written equation.	**1.NBT.6**
Represent and solve addition and subtraction problems to 20 with the unknown in all positions by using objects, drawings, and equations. "I Can" Statements: I can use a symbol (e.g.?, x) to represent an unknown number in a problem. I can determine the operation to solve word problems with unknowns. I can solve word problems by adding 3 numbers in different ways.	**1.OA.1**

Solve word problems with addition of three whole numbers whose sum is less than or equal to 20. "I Can" Statements: I can add 3 numbers. I can identify parts/addends in a word problem. I can show how to solve word problems.	**1.OA.2**
Apply the commutative, identity, and associative properties of addition, as it connects to objects, drawings, equations, and symbols. "I Can" Statements: I can explain how properties of addition and subtraction work. I can use strategies to solve addition and subtraction problems.	**1.OA.3**
Demonstrate fluency with addition and subtraction of 0 through 10, using a strategy to add and subtract within 20. "I Can" Statements: I can add and subtract within 20. I can use strategies to add and subtract within 20. I can add and subtract fluently within 20.	**1.OA.6**
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false as it relates to different representations of objects, pictures, and equations within 20. "I Can" Statements: I can explain the meaning of an equal sign. I can compare the values on each side on an equal sign. I can determine if the equation is true or false.	**1.OA.7**
Determine the unknown number in an addition or subtraction equation relating three whole numbers within 20. (This is related to fact families.) "I Can" Statements: I can recognize part-part-whole relationships of three numbers. I can determine the missing value in an addition equation. I can determine the missing value in a subtraction problem.	**1.OA.8**
Collect, organize, analyze, and interpret data into different representations with up to three categories. "I Can" Statements: I can identify different methods to organize and represent data (e.g. tally chart, sorting, Classifying, categorizing.) I can organize data with up to three categories. I can interpret data representation by asking and answering questions about the data. I can represent data with up to 3 categories (e.g. tally chart, bar graph, pictograph, etc.)	**1.MD.4**

Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Use appropriate notation.* "I Can" Statements: I can identify the following coins: penny, nickel, dime, and quarter. I know the value of a penny, nickel, dime, and quarter. I can count the value of a given number of pennies, nickels, dimes, and quarters. I can count a combination of pennies and nickels; pennies and dimes; and pennies and quarters.	**1.MD.5**
Compose two- and three-dimensional shapes to make composite shapes. "I Can" Statements: I can recognize that shapes can be composed and decomposed to make new shapes. I can describe attributes of original and composite shapes (combined shapes). I can determine how the original and created composite shapes (combined shapes) are alike and different. I can create composite shapes. I can compose new shapes from a composite shape.	**1.G.2**
Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters,* and use the phrases *half of, fourth of,* and *quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. "I Can" Statements: I can identify when shares (parts) are equal. I can identify two and four equal shares (parts). I can describe equal shares (parts) using vocabulary; halves, fourths, and quarters, half of, fourth of, and quarter of. I can describe the whole as two of two or four of four equal shares (parts). I can justify why dividing (decomposing) a circle or rectangle into more equal shares (parts) creates smaller pieces.	**1.G.3**

envision Math Common Core Edition				Ready Mathematics 2016	
Topic	**Topic Name**	**Lesson**	**Lesson Title**	**Alignment**	**Recommended Lesson Sequencing**
Topic 1	Understanding Addition	1-1	Spatial Patterns for Numbers to 10	1.OA.1	Lesson 3: Add and Subtract in Word Problems
		1-2	Making 6 and 7	1.OA.1	Lesson 7: Number Partners for 6 and 7
		1-3	Making 8	1.OA.1	
		1-4	Making 9	1.OA.1	Lesson 8: Number Partners for 8 and 9
		1-5	Introducing Addition Expressions & Number Sentences	1.OA.1	Lesson 10: Understand the Equal Sign
		1-6	Stories About Joining	1.OA.1	Lesson 3: Add and Subtract in Word Problems
		1-7	Adding In Any Order	1.OA.3	Lesson 4: Understand Missing Addends
		1-8	Problem Solving: Use Objects	1.OA.1	Lesson 5: Subtract to Compare in Word Problems
Topic 2	Understanding Subtraction	2-1	Finding Missing Parts of 6 and 7	1.OA.4	Lesson 7: Number Partners for 6 and 7

		2-2	Finding Missing Parts of 8	1.OA.4	Lesson 8: Number Partners for 8 and 9
		2-3	Finding Missing Parts of 9	1.OA.4	
		2-4	Introducing Subtraction Expressions & Number Sentences	1.OA.1	Lesson 10: Understand the Equal Sign
		2-5	Stories About Taking Away	1.OA.1	
		2-6	Stories About Comparing	1.OA.1	
		2-7	Stories About Missing Parts	1.OA.1	
		2-8	All Kinds of Subtraction	1.OA.1	
		2-9	Connecting Addition and Subtraction	1.OA.6	
		2-10	Connecting Models and Symbols	1.OA.7	
		2-11	Problem Solving: Act It Out	1.OA.1	
Topic 3	Five and Ten Relationships	3-1	Representing Numbers on a Ten-Frame	1.OA.5	
		3-2	Recognizing Numbers on a Ten-Frame	1.OA.5	
		3-3	Parts of 10	1.OA.6	
		3-4	Finding Missing Parts of 10	1.OA.4	Lesson 4: Understand Missing Addends
		3-5	Problem Solving: Make a Table	1.OA.6	Lesson 9: Number Partners for 10
Topic 4	Addition and Subtraction Facts to 12	4-1	Adding with 0, 1, 2	1.OA.3	Lesson 1: Count On to Add
		4-2	Doubles	1.OA.6	Lesson 2: Count on to Subtract
		4-3	Near Doubles	1.OA.6	Lesson 3: Add and Subtract in Word Problems
		4-4	Facts with 5 on a Ten-Frame	1.OA.6	Lesson 4: Understand Missing Addends
		4-5	Making 10 on a Ten-Frame	1.OA.6	Lesson 6: Doubles and Doubles Plus
		4-6	Subtracting with 0, 1, 2	1.OA.5	Lesson 11: Facts I Know
		4-7	Thinking Addition	1.OA.4	Lesson 14: Make a Ten to Add
		4-8	Thinking Addition to 8 to Subtract	1.OA.4	
		4-9	Thinking Addition to 12 to Subtract	1.OA.4	
		4-10	Problem Solving: Draw a Picture & Write a Number Sentence	1.OA.1	
Topic 5	Addition Facts to 20	5-1	Doubles	1.OA.6	
		5-2	Doubles Plus 1	1.OA.6	
		5-3	Doubles Plus 2	1.OA.6	Lesson 6: Doubles and Doubles Plus
		5-4	Problem Solving: Two-Question Problems	1.OA.6	Lesson 13: Understand Sums Greater than 10
		5-5	Making 10 to Add	1.OA.6	

		5-6	Making 10 to Add 9	1.OA.6	
		5-7	Making 10 to Add 8	1.OA.6	Lesson 14: Make a Ten to Add
		5-8	Adding Three Numbers	1.OA.3	Lesson 15: Add Three Numbers
		5-9	Word Problems with Three Addends	1.OA.2	
Topic 6	Subtraction Facts to 20	6-1	Making 10 to Subtract	1.OA.6	Lesson 16: Make a Ten to Subtract
		6-2	More with Making 10 to Subtract	1.OA.6	
		6-3	Using Related Facts	1.OA.4	
		6-4	Fact Families	1.OA.4	
		6-5	Using Addition to Subtract	1.OA.4	
		6-6	Subtraction Facts	1.OA.8	
		6-7	Problem Solving: Draw a Picture & Write a Number Sentence	1.OA.1	
Topic 7	Counting and Number Patterns to 120	7-1	Making Numbers 11 to 19	1.NBT.2b	Lesson 12: understand Teen Numbers
		7-2	Using Numbers 11 to 19	1.NBT.1	Lesson 17: Understand Tens
		7-3	Counting by 10s to 120	1.NBT.2c	Lesson 18: The 120 Chart
		7-4	Counting on a Hundreds Chart	1.NBT.1	
		7-5	Using Skip Counting	1.NBT.1	
		7-6	Problem Solving: Look for a Pattern	1.NBT.1	
Topic 8	Tens and Ones	8-1	Counting with Groups of 10 and Leftovers	1.NBT.2a	
		8-2	Numbers Made with Tens	1.NBT.2c	Lesson 17: Understand Tens
		8-3	Tens and Ones	1.NBT.2	Lesson 21: Understand Tens and Ones
		8-4	Expanded Form	1.NBT.2	
		8-5	Ways to Make Numbers	1.NBT.2	
		8-6	Problem Solving: Make an Organized List	1.NBT.2	
Topic 9	Comparing and Ordering Numbers to 100	9-1	1 More, 1 Less; 10 More, 10 Less	1.NBT.5	Lesson 19: Understand 10 More and 10 Less
		9-2	Making Numbers of a Hundred Chart	1.NBT.4	Lesson 22: Compare Numbers
		9-3	Comparing Numbers with >, <, =	1.NBT.3	
		9-4	Ordering Three Numbers	1.NBT.3	
		9-5	Problem Solving: Make an Organized List	1.NBT.1	
Topic 10	Adding with Tens and Ones	10-1	Adding Groups of 10	1.NBT.4	Lesson 20: Add and Subtract Tens
		10-2	Adding Tens on a Hundred Chart	1.NBT.4	Lesson 23: Add Tens to Any Number
		10-3	Adding Tens to Two-Digit Numbers	1.NBT.4	Lesson 24: Add Tens and Add Ones

		10-4	Using Mental Math to Add Tens	1.NBT.4	Lesson 25: Add and Regroup
		10-5	Adding to a Two-Digit Number	1.NBT.4	
		10-6	Problem Solving: Draw a Picture & Write a Number Sentence	1.NBT.4	
Topic 11	Subtracting with Tens and Ones	11-1	Subtracting Groups of 10	1.NBT.6	Lesson 19: Understand 10 More and 10 Less
		11-2	Subtracting Tens on a Hundreds Chart	1.NBT.6	Lesson 20: Add and Subtract Tens
		11-3	Subtracting Tens from Two-Digit Numbers	1.NBT.6	
		11-4	Using Mental Math to Subtract Tens	1.NBT.6	
		11-5	Subtracting from a Two-Digit Number	1.NBT.6	
		11-6	Problem Solving: Draw a Picture & Write a Number Sentence	1.NBT.6	

Topic 12	Length	12-1	Comparing and Ordering by Length	1.MD.1	Lesson 31: Order Objects by Length
		12-2	Indirect Measurement	1.MD.1	Lesson 32: Compare Lengths
		12-3	Using Units to Estimate and Measure Length	1.MD.2	Lesson 33: Understand Length Measurement
		12-4	More Measuring Length	1.MD.2	
		12-5	Problem Solving: Use Reasoning	1.MD.2	
		12-6	Measuring Using Different Units	1.MD.2	
Topic 13	Time	13-1	Understanding the Hour and Minute Hands	1.MD.3	
		13-2	Telling and Writing Time to the Hour	1.MD.3	Lesson 34: Tell Time
		13-3	Telling and Writing Time to the Half Hour	1.MD.3	
		13-4	Problem Solving: Using Data from a Table	1.MD.3	
Topic 14	Using Data to Answer Questions	14-1	Using Data from Real Graphs	1.MD.4	Lesson 29: Sort and Count
		14-2	Using Data from Picture Graphs	1.MD.4	Lesson 30: Compare Data
		14-3	Using Data from Bar Graphs	1.MD.4	
		14-4	Collecting Data Using Tally Marks	1.MD.4	
		14-5	Making Real Graphs	1.MD.4	
		14-6	Making Picture Graphs	1.MD.4	
		14-7	Problem Solving: Make a Graph	1.MD.4	
Topic 15	Geometry	15-1	Identifying Plane Shapes	1.G.1	Lesson 26: Understand Shapes
		15-2	Problem Solving: Make an Organized List	1.G.2	

		15-3	**Properties of Plane Shapes**	**1.G.1**	
		15-4	**Building with Shapes**	**1.G.2**	
		15-5	**Making New Shapes from Shapes**	**1.G.2**	**Lesson 27: Understand Putting Shapes Together**
		15-6	**Identifying Solid Figures**	**1.G.1**	
		15-7	**Flat Surfaces and Vertices**	**1.G.1**	
		15-8	**Sorting Solid Figures**	**1.G.1**	
		15-9	**Building with Solid Figures**	**1.G.2**	
		15-10	**Problem Solving: Use Reasoning**	**1.G.1**	
Topic 16	**Fractions of Shapes**	**16-1**	**Making Equal Parts**	**1.G.3**	**Lesson 28: Understand Breaking Shapes into Parts**
		16-2	**Describing Equal Parts of Whole Objects**	**1.G.3**	
		16-3	**Making Halves and Fourths of Rectangles and Circles**	**1.G.3**	
		16-4	**Problem Solving: Draw a Picture**	**1.G.3**	