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Mathematical Practices	Research-based Instructional Practices
☐ Make sense of problems and persevere in solving them. ☐ Reason abstractly and quantitatively. ☐ Construct viable arguments and critique the reasoning of others. ☐ Model with mathematics. ☐ Use appropriate tools strategically. ☐ Attend to precision. ☐ Look for and make use of structure. ☐ Look for and express regularity in repeated reasoning.	☐ Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice. ☐ Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk. ☐ Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers. ☐ Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud. ☐ Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking. ☐ Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction. ☐ Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.

Prerequisites
Last year, teachers spent a large majority of the instructional time on these focus skills.
This year, students should have a strong foundation in the following areas:

Resources:
*GoMath! *Ready Common Core   *V-Math   *V-Math Live   *i-Ready Teacher Toolbox, etc. *SchoolsPLP
*AL COS Standards

Major Focus	Supporting Work	Additional Work (Minor)
Know number names to 20 and the count sequence to 100. Count to tell the number of objects. Compare numbers to ten using more/less, bigger/smaller. Understand addition as putting together and adding to and understand subtraction as taking apart and taking from. Recognize numbers 11–19 as one ten and some ones.	Classify objects and count the number of objects in categories.	Describe and compare measurable attributes. Identify and describe shapes and solids. Analyze, compare, create, and compose shapes.

SELMA CITY SCHOOLS

First Grade First Quarter
Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Grade 1	Mathematics	First Quarter

Weeks 1-3 Kindergarten Review Standards
Week 4-9 First Grade Standards

Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
Patterns/Go Math Ch. 6 K.OA.13. Duplicate and extend simple patterns using concrete objects. **(*new standard)** ☐ I can copy and continue patterns using objects. 1.OA.9: Reproduce, extend, and create patterns and sequences of numbers using a variety of materials. **(*new standard)** ☐ I can copy, continue and make patterns using different materials. • Lesson 6.1	Go Math Ch. 6-7 K.FC.4: Connect counting to cardinality using a variety of concrete objects. a. Say the number names in consecutive order when counting objects. b. Indicate that the last number name said tells the number of objects counted in a set. c. Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted. d. Explain that each successive number name refers to a quantity that is one larger. ☐ M.K.4.1: I can define number and counting. ☐ M.K.4.2: I can identify correct number of objects for a given number up to 20. ☐ M.K.4.3: I can identify different size groups of objects up to 10. K.FC.5: Count to answer "how many?" questions. a. Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. b. Count using no more than 10 concrete objects in a scattered configuration. c. Draw the number of objects that matches a given numeral from 0 to 20. ☐ M.K.5.1: I can define how many, all together, and in all. ☐ M.K.5.2: I can demonstrate one to one correspondence. ☐ M.K.5.3: I can count to 20 by ones. K.FC.6: Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies. ☐ M.K.6.1: I can define greater than, less than, and equal to. ☐ M.K.6.2: I can count to 20 by ones. ☐ M.K.6.3: I can count objects up to ten.	Go Math Ch. 9 (Lessons 1-5) and Ch. 10 K.M.16. Identify and describe measurable attributes (length, weight, height) of a single object using vocabulary such as long/short, heavy/light, or tall/short. ☐ M.K.14.1: I can define length and weight. ☐ M.K.14.2: I can explore objects in relationship to length and weight. K.M.17: Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute and describe the difference. Example: Directly compare the heights of two children and describe one child as "taller" or "shorter." ☐ M.K.15.1: I can use vocabulary related to length and weight (longer, shorter, heavier, lighter). ☐ M.K.15.2: I can identify objects by length and weight (shortest pencil, heaviest rock). ☐ M.K.15.3: I can sort objects according to measurable attributes. K.DA.15: Classify objects into given categories of 10 or fewer; count the number of objects in each category and sort the categories by count. a. Categorize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations. ☐ M.K.16.1: I can identify more and less when given two groups of objects. 1.M. 17: Order three objects by length; compare the lengths of two objects indirectly by using a third object. Schools PLP Lessons 148,149,150 Ready Common Core Lesson 31,32 ☐ M.1.15.1: I can define length. ☐ M.1.15.2: I can use vocabulary related to length (longer, shorter, longest, shortest, taller). ☐ M.1.15.3: I can identify objects by length (shortest pencil, tallest boy). ☐ M.1.15.4: I can sort objects according to length (sort short pencils from long pencils). ☐ M.1.15.5: I can explore objects in relationship to length.	Patterns ***Review these Kindergarten standards while working with patterns (1.OA.9):** K.G.19: Correctly name shapes regardless of their orientations or overall sizes. ☐ M.K.18.1: I can recognize shapes. ☐ M.K.18.2: I can sort shapes with different attributes (sort different size or color squares, circles, triangles, rectangles or hexagons). Ready Common Core Lesson 26 K.G.20: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). ☐ M.K.20.1: I can define similar and different. ☐ M.K.20.2: I can use vocabulary related to two-dimensional shapes and three-dimensional figures (vertices (corners), faces (flat surfaces), edges, sides, angles). ☐ M. K.20.3: I can recognize vocabulary related to two-dimensional shapes and three-dimensional figures. ☐ M. K.20.4: I can identify two-dimensional shapes and three-dimensional figures. ☐ M. K.20.5: I can identify shapes. Ready Common Core Lesson 27 ***Introduce these 1st grade standards while working with patterns (1.OA.9):** 1.G.21. Build and draw shapes which have defining attributes. a. Distinguish between defining attributes and non-defining attributes. Schools PLP Lessons 55,56,57,58,60,61,62 Ready Common Core Lesson 27 ☐ M. 1.19.3: I can identify two-dimensional shapes. ☐ M. 1.19.4: I can sort two-dimensional shapes. ☐ M. 1.19.5: I can identify basic attributes. Examples: color, shape, size

K.FC.1. Count forward orally from 0 to 100 by ones and by tens. Count backward orally from 10 to 0 by ones.

- ☐ M.K.1.1: I can count to 50 by ones.
- ☐ M.K.1.2: I can count to 50 by tens.
- ☐ M.K.1.3: I can count to 20 by ones.
- ☐ M.K.1.4: I can count to 10 by ones.
- ☐ M.K.1.5: I can mimic counting by tens.
- ☐ M.K.1.6: I can mimic counting by ones.

1.NBT.10: Extend the number sequence from 0 to 120.
a. Count forward and backward by ones, starting at any number less than 120.
b. Read numerals from 0 to 120.
c. Write numerals from 0 to 120.
d. Represent a number of objects from 0 to 120 with a written numeral.
Schools PLP Lessons
2,3,4,5,6,7,8,9,10,11,12,13,14,15,86,164
Ready Common Core Lesson 18

- ☐ M.1.9.1: I can write numerals from 0 to 20.
- ☐ M.1.9.2: I can recognize numerals to 100.
- ☐ M.1.9.3: I can match the numeral to the number objects or picture of objects.
- ☐ M.1.9.4: I can count to 100 by ones.
- ☐ M.1.9.5: I can count to 20 by ones.
- ☐ M.1.9.6: I can identify and name numerals 1-9.
- ☐ M.1.9.7: I can trace numerals 1-9.

• Lessons 6.1-6.2

1. NBT.11: Explain that the two digits of a two-digit number represent amounts of tens and ones.
a. Identify a bundle of ten ones as a "ten."
b. Identify the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. Identify the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
Schools PLP Lessons
17,18,19,20,158,159,160,161,162,163
Ready Common Core Lessons 12,17,19,20, 21,22,23,24,25
- ☐ M.1.10.1: I can match the number in the ones and tens position to a pictorial representation or manipulative of the value.
- ☐ M.1.10.2: I can represent numbers with multiple models.
- ☐ M.1.10.3: I can count to 100 by tens.
- ☐ M.1.10.4: I can count 10 objects.
- ☐ M.1.10.5: I can count to 10 by ones.
- ☐ M.1.10.6: I can name numerals 0 to 19.

• Lessons 6.2-6.7

• Lessons 9.1-9.2

1.M.18: Determine the length of an object using non-standard units with no gaps or overlaps, expressing the length of the object with a whole number.
Schools PLP Lessons 147,151,152,153,154,155,156
Ready Common Core Lesson 33

- ☐ M.1.16.1: I can describe gap and overlap.
- ☐ M.1.16.2: I can describe what it means to measure using non-standard units.
- ☐ M.1.16.3: I can model measuring using non-standard units.

• Lessons 9.3-9.5

1.DA.16: Organize, represent, and interpret data with up to three categories.
a. Ask and answer questions about the total number of data points in organized data.
b. Summarize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations.
c. Determine "how many" in each category using up to three categories of data.
d. Determine "how many more" or "how many less" are in one category than in another using data organized into two or three categories.
Schools PLP Lessons
136,137,138,139,140,141,142,143,144,145
Ready Common Core Lessons 29,30

- ☐ M.1.18.1: I can define more and less.
- ☐ M.1.18.2: I can describe methods for representing data (pictographs, tally charts, bar graphs, and Venn Diagrams).
- ☐ M.1.18.3: I can locate information on data displays.
- ☐ M.1.18.4: I can classify objects into given categories; count the number of objects in each category and sort the categories by count.
- ☐ M.1.18.5: I can recognize different types of data displays.

• Lessons 10.1-10.7

1.NBT.12: Compare pairs of two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < and orally with the words "is greater than," "is equal to," and "is less than."

☐ M.1.11.1: I can define greater than, less than and equal to.
☐ M.1.11.2: I can demonstrate greater than, less than, and equal to using manipulatives, object drawings or numbers 0 to 10.
☐ M.1.11.2a: I can use comparison vocabulary (greater than, equal to, and less than).
☐ M.1.11.3: I can recognize symbols for greater than, less than and equal to.
☐ M.1.11.4: I can determine the value of the digits in the ones and tens place.
☐ M.1.11.5: I can identify sets with more, less or equal objects.
☐ M.1.11.6: I can imitate creating sets of a given size.

• Lessons 7.1-7.4
Schools PLP Lessons
17,18,19,20,158,159,160,161,162,163
Ready Common Core Lesson 22

1.NBT.14: Given a two-digit number, mentally find 10 more or 10 less than the number without having to count, and explain the reasoning used.

☐ M.1.13.1: I can define more and less.
☐ M.1.13.2: I can demonstrate conceptual understanding of adding or subtracting 10 using concrete models.
☐ M.1.13.3: I can count backward from 100 by tens.
☐ M.1.13.4: I can count forward to 100 by tens.
☐ M.1.13.5: I can count to 100 by ones.

• Lesson 7.5
Schools PLP Lessons 16,85,91
Ready Common Core Lesson 19

Vocabulary

pattern repeated set displayed pattern types: A/B; A/B/C; AA/BB/CC, etc.	numeral number number words 0-20 (with number), thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred 120 Chart displayed place value ones tens hundreds ten-frame count forward	count backward model two-digit number compare more less fewer same symbols >, =, and < with the words "is greater than," "is equal to," and "is less than."	measure length sort order comparative words: (shorter, longer, taller, shortest, longest, tallest) gap non-standard unit organize represent	interpret data categories graph more fewer most fewest compare	attributes shape color words two-dimensional plane shape circle square triangle oval rectangle hexagon trapezoid

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SELMA
CITY SCHOOLS

First Grade Second Quarter
Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
Go Math Ch. 1-4 1.OA.1: Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem. a. Add to with change unknown to solve word problems within 20. b. Take from with change unknown to solve word problems within 20. c. Put together/take apart with addend unknown to solve word problems within 20. d. Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20. Schools PLP Lessons 30,35,37,46,52,100,102,132,133,134,178 Ready Common Core Lessons 3,5 ☐ M.1.1.1: I can solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem. ☐ M.1.1.2: I can understand key words in addition and subtraction word problems (sum, difference, all together, how many more, how many are left, in all). ☐ M.1.1.3: I can define subtraction as separating groups of objects, taking from, or taking apart. ☐ M.1.1.4: I can define addition as combining groups of objects, adding to, or putting together. ☐ M.1.1.5: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. ☐ M.1.1.6: I can represent numbers with objects or drawings. ☐ M.1.1.7: I can use objects to combine and separate groups. • Lessons 1.1-1.4, 1.7 • Lessons 2.1-2.4, 2.6, 2.8 • Lessons 4.6	**Go Math Ch. 7 (review)** 1.NBT.12: Compare pairs of two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < and orally with the words "is greater than," "is equal to," and "is less than." ☐ M.1.11.1: I can define greater than, less than and equal to. ☐ M.1.11.2: I can demonstrate greater than, less than, and equal to using manipulatives, object drawings or numbers 0 to 10. ☐ M.1.11.2a: I can use comparison vocabulary (greater than, equal to, and less than). ☐ M.1.11.3: I can recognize symbols for greater than, less than and equal to. ☐ M.1.11.4: I can determine the value of the digits in the ones and tens place. ☐ M.1.11.5: I can identify sets with more, less or equal objects. ☐ M.1.11.6: I can imitate creating sets of a given size. • Lessons 7.1-7.4 Schools PLP Lessons 17,18,19,20,158,159,160,161,162,163 Ready Common Core Lesson 22 **Review from 1st Quarter:** 1.NBT.14: Given a two-digit number, mentally find 10 more or 10 less than the number without having to count, and explain the reasoning used. ☐ M.1.13.1: I can define more and less. ☐ M.1.13.2: I can demonstrate conceptual understanding of adding or subtracting 10 using concrete models. ☐ M.1.13.3: I can count backward from 100 by tens. ☐ M.1.13.4: I can count forward to 100 by tens. ☐ M.1.13.5: I can count to 100 by ones. • Lesson 7.5 Schools PLP Lessons 16,85,90,91	1.M.20. Identify pennies and dimes by name and value. **(*new standard)** ☐ I can identify pennies and dimes. ☐ I know that pennies have the value of 1 and dimes have the value of 10. **Go Math Ch. 10 (review)** ***Review from 1st Quarter and incorporate weekly across the curriculum:** 1.DA.16: Organize, represent, and interpret data with up to three categories. a. Ask and answer questions about the total number of data points in organized data. b. Summarize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations. c. Determine "how many" in each category using up to three categories of data. d. Determine "how many more" or "how many less" are in one category than in another using data organized into two or three categories. Schools PLP Lessons 136,137,138,139,140,141,142,143,144,145 Ready Common Core Lessons 29,30 ☐ M.1.18.1: I can define more and less. ☐ M.1.18.2: I can describe methods for representing data (pictographs, tally charts, bar graphs, and Venn Diagrams). ☐ M.1.18.3: I can locate information on data displays. ☐ M.1.18.4: I can classify objects into given categories; count the number of objects in each category and sort the categories by count. ☐ M.1.18.5: I can recognize different types of data displays. • Lessons 10.1-10.7	***Introduce first-grade standards while working with patterns (1.OA.9):** 1.G.21: Build and draw shapes which have defining attributes. a. Distinguish between defining attributes and non-defining attributes. Examples: Triangles are closed and three- sided, which are defining attributes; color, orientation, and overall size are non-defining attributes. Schools PLP Lessons 55,56,57,58,60,61,62 Ready Common Core Lessons 26,27,28 ☐ M.1.19.1: I can define side, angle, closed and open. ☐ M.1.19.2: I can describe attributes of shapes (number of sides, number of angles). ☐ M.1.19.3: I can identify two-dimensional shapes. ☐ M.1.19.4: I can sort two-dimensional shapes. ☐ M.1.19.5: I can identify basic attributes (color, shape, size).

	Ready Common Core Lesson 19		
1. **OA.2:** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem. Schools PLP 83,120,175,176,177,179 Ready Common Core Lesson 15 ☐ M.1.2.1: I can solve addition word problems with sums less than or equal to 10, e.g., by using objects or drawings to represent the problem. ☐ M.1.2.2: I can understand key words in addition word problems (sum, all together, how many more, in all). ☐ M.1.2.3: I can define addition as combining groups of objects, adding to, or putting together. ☐ M.1.2.4: I can represent addition with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. ☐ M.1.2.5: I can represent numbers with objects or drawings. ☐ M.1.2.6: I can use objects to combine groups. • Lessons 3.12 **1.OA.3:** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition). To add 2 + 6 + 4, the second and third numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). When adding 0 to a number, the result is the same number (identity property of zero for addition). Schools PLP 73,74,80,81,82 Ready Common Core Lesson 8 ☐ M. 1.3.1: I can define addition and subtraction. ☐ M. 1.3.2: I can recognize properties of operations. ☐ M. 1.3.3: I can decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation. ☐ M.1.3.4: I can apply signs +, -, = to actions of joining and separating sets. ☐ M.1.3.5: I can identify fact families to ten. ☐ M.1.3.6: I can recognize the value of zero. • Lessons 1.5-1.6 • Lessons 3.1, 3.10-3.11			

1.OA.4: Explain subtraction as an unknown-addend problem. Example: subtracting 10 - 8 by finding the number that makes 10 when added to 8.
Schools PLP Lessons 77,78,96
Ready Common Core Lesson 4

- □ M.1.4.1: I can decompose numbers less than or
- □ equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation.
- □ M.1.4.2: I can identify fact families to ten.
- □ M.1.4.3: I can recall basic addition facts to ten.
- □ M.1.4.4: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

• Lessons 4.2-4.3

1.OA.5: Relate counting to addition and subtraction. Example: counting on 2 to add 2.
Schools PLP Lessons 27,34,40,47,52,53,94,98
Ready Common Core Lesson 4
- □ M.1.5.1: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- □ M.1.5.2: I can count forward and backward from a given number.
- □ M.1.5.3: I can count to 20 by ones.

• Lessons 3.2
• Lessons 4.1

1.OA.6: Add and subtract within 20.
a. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on.
b. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten.
c. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. Example: 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9.
d. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction.
Example: Knowing that 8 + 4 = 12, one knows 12 - 8 = 4.
e. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating

equivalent but easier or known sums. Example: adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13.
Schools PLP Lessons
1,24,25,26,31,32,33,46,48,49,50,51,71,72,75,76,79,83,95,128,131
Ready Common Core 2,6,9,11,13,14,16

- ☐ M.1.6.1: I can decompose numbers less than or equal to 10.
- ☐ M.1.6.2: I can add and subtract within 5.
- ☐ M.1.6.3: I can count forward and backward from a given number.
- ☐ M.1.6.4: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

- Lessons 1.8
- Lessons 2.9
- Lessons 3.3-3.9
- Lessons 4.4-4.5

1.OA.8. Solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true. Example: determining the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, and 6 + 6 = ?
Schools PLP Lessons 5,35,97,119,120
Ready Common Core Lesson 7

- ☐ M.1.8.1: I can decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation.
- ☐ M.1.8.2: I can identify fact families as a relationship between addition and subtraction.
- ☐ M.1.8.3: I can recall basic addition and subtraction facts to ten.
- ☐ M.1.8.4: I can identify plus, minus, and equal signs.
- ☐ M.1.8.5: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

- Lessons 2.5, 2.7

Vocabulary					
addition	how many are left	numeral	count backward	organize	attributes
adding	in all	number	model	represent	shape
sum	facts	number words 0-20 (with	two-digit number	interpret	color words
putting together	fact family	number), thirty, forty, fifty,	compare	data	two-dimensional
combining	addend	sixty, seventy, eighty,	more	categories	plane shape
subtraction	fact fluency	ninety, one hundred	less	graph	circle
subtract	commutative property	120 Chart displayed	fewer	more	square
difference	associative property	place value	same	fewer	triangle
taking apart	zero property	ones	symbols >, =, and < with	most	oval
separating	+, -, = symbols with names	tens	the words "is greater than,"	fewest	rectangle
all together	plus, minus, and equal	hundreds	"is equal to," and "is less	compare	hexagon
how many more		ten-frame	than."	money	trapezoid
		count forward		penny	
				dime	
				money symbols	

3

Mathematical Practices	Research-based Instructional Practices
☐ Make sense of problems and persevere in solving them. ☐ Reason abstractly and quantitatively. ☐ Construct viable arguments and critique the reasoning of others. ☐ Model with mathematics. ☐ Use appropriate tools strategically. ☐ Attend to precision. ☐ Look for and make use of structure. ☐ Look for and express regularity in repeated reasoning.	☐ Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice. ☐ Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk. ☐ Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers. ☐ Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud. ☐ Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking. ☐ Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction. ☐ Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.

Prerequisites
Last year, teachers spent a large majority of the instructional time on these focus skills.
This year, students should have a strong foundation in the following areas:

Resources:
*GoMath! *Ready Common Core *V-Math *V-Math Live *i-Ready Teacher Toolbox, etc. *SchoolsPLP
*AL COS Standards

Major Focus	Supporting Work	Additional Work (Minor)
Know number names to 20 and the count sequence to 100. Count to tell the number of objects Compare numbers to ten using more/less, bigger/smaller. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Recognize the numbers 11–19 as one ten and some ones.	Classify objects and count the number of objects in categories.	Describe and compare measureable attributes. Identify and describe shapes and solids.. Analyze, compare, create, and compose shapes.

SELMA
CITY SCHOOLS

First Grade Third Quarter

Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Operations & Algebraic Thinking

Go Math Ch. 5

1.OA.1: Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.
a. Add to with change unknown to solve word problems within 20.
b. Take from with change unknown to solve word problems within 20.
c. Put together/take apart with addend unknown to solve word problems within 20.
d. Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20.
Schools PLP Lessons
25,37,46,52,99,100,101,102,132,133,134,178
Ready Common Core Lessons 3,5,15

- ☐ M.1.1.1: I can solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.
- ☐ M.1.1.2: I can understand key words in addition and subtraction word problems (sum, difference, all together, how many more, how many are left, in all).
- ☐ M.1.1.3: I can define subtraction as separating groups of objects, taking from, or taking apart.
- ☐ M.1.1.4: I can define addition as combining groups of objects, adding to, or putting together.
- ☐ M.1.1.5: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
- ☐ M.1.1.6: I can represent numbers with objects or drawings.
- ☐ M.1.1.7: I can use objects to combine and separate groups.

- • Lessons 5.1, 5.7

Number & Operations in Base Ten

Go Math Ch. 8

1. NBT.13: Add within 100, using concrete models or drawings and strategies based on place value.
a. Add a two-digit number and a one-digit number.
b. Add a two-digit number and a multiple of 10.
c. Demonstrate that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose a ten.
d. Relate the strategy for adding a two-digit number and a one-digit number to a written method and explain the reasoning used.

- ☐ M.1.12.1: I can demonstrate regrouping, total sum, and solve using drawings and concrete models.
- ☐ M.1.12.2: I can model written method for recording horizontal addition problems.
- ☐ M.1.12.3: I can determine the value of the number in the ones and tens place.
- ☐ M.1.12.4: I can match the number in the ones, tens, and hundreds position to a pictorial representation or manipulative of the value.
- ☐ M.1.12.5: I can represent numbers with multiple models (base ten blocks, number lines, linking cubes, straw bundles).
- ☐ M.1.12.6: I can recall single-digit addition facts.

- • Lessons 8.2, 8.4-8.9
Schools PLP Lessons
28,29,36,43,88,89,92,93,118,120,121,122,124,125, 126,127,134,173
Ready Common Core Lessons 23,24,25

1. NBT.15: Subtract multiples of 10 from multiples of 10 in the range 10-90 (positive or zero differences), 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.

- ☐ M.1.14.1: I can demonstrate conceptual understanding of subtraction using concrete models.
- ☐ M 1.14.2: I can model written method for recording problems involving subtraction of 10 from multiples of 10.
- ☐ M.1.14.3: I can count backward from 100 by tens.
- ☐ M.1.14.4: I can count forward to 100 by tens.
- ☐ M.1.14.5: I can mimic counting to 100 by tens.

Measurement & Data

Go Math Ch. 9

1.M.19: Tell and write time to the hours and half hours using analog and digital clocks.

- ☐ M 1.17.1: I can describe the shorter hand as the hour hand and the longer hand as the minute hand on an analog clock.
- ☐ M.1.17.2: I can describe the first number as the hour, and the numbers after the colon as the minutes on a digital clock.
- ☐ M.1.17.3: I can count to 30 by fives.
- ☐ M.1.17.4: I can recognize numbers 1 to 12, and 30.
- ☐ M.1.17.5: I can trace numerals 1 to 12, and 30.
- ☐ M.1.17.6: I can associate digital and analog clocks with the measurement of time.
Schools PLP Lessons
104,105,106,107,108,109,110,111,112,113,114
Ready Common Core Lesson 34

- • Lessons 9.6-9.9

*Review from 1st Quarter and incorporate weekly across the curriculum:

1.DA.16: Organize, represent, and interpret data with up to three categories.
a. Ask and answer questions about the total number of data points in organized data.
b. Summarize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations.
c. Determine "how many" in each category using up to three categories of data.
d. Determine "how many more" or "how many less" are in one category than in another using data organized into two or three categories.
Schools PLP Lessons
136,137,138,139,140,141,142,143,144,145
Ready Common Core Lessons 29,30

- ☐ M.1.18.1: I can define more and less.
- ☐ M.1.18.2: I can describe methods for representing data (pictographs, tally charts, bar graphs, and Venn Diagrams).
- ☐ M.1.18.3: I can locate information on data displays.
- ☐ M.1.18.4: I can classify objects into given categories; count the number of objects in each category and sort the categories by count.
- ☐ M.1.18.5: I can recognize different types of data displays.

Geometry

Go Math Ch. 11-12

1.G.21: Build and draw shapes which have defining attributes.
a. Distinguish between defining attributes and non-defining attributes. Examples: Triangles are closed and three- sided, which are defining attributes; color, orientation, and overall size are non-defining attributes.
Schools PLP Lessons 55,56,57,58,60,61,62
Ready Common Core Lessons 26,27,28
- ☐ M.1.19.1: I can define side, angle, closed and open.
- ☐ M.1.19.2: I can describe attributes of shapes (number of sides, number of angles).
- ☐ M.1.19.3: I can identify two-dimensional shapes.
- ☐ M.1.19.4: I can sort two-dimensional shapes.
- ☐ M.1.19.5: I can identify basic attributes (color, shape, size).

- • Lesson 11.1, 11.5
- • Lessons 12.1-12.2

1.G.22: 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.
Schools PLP Lessons 59,63,64
Ready Common Core Lesson 27
- ☐ M.1.20.1: I can combine shapes to fill in the area of a given shape.
- ☐ M 1.20.2: I can replicate composite shapes.
- ☐ M.1.20.3: I can decompose pictures made of simple shapes.
- ☐ M.1.20.4: I can name shapes (square, circle, triangle, rectangle, and hexagon).
- ☐ M.1.20.5: I can recognize shapes.

- • Lessons 11.2-11.4
- • Lessons 12.3-12.7

1.G.23: Partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.
a. Describe "the whole" as two of or four of the shares of circles and rectangles partitioned into two or four equal shares.
b. Explain that decomposing into more equal shares creates smaller shares of circles and rectangles.

	 Schools PLP Lessons 171,172 Ready Common Core Lesson 23,24,25		Schools PLP Lessons 65,66,67,68,69 Ready Common Core Lesson 28 ☐ M.1.21.1: I can define halves, fourths, quarters, whole, parts (shares) and equal. ☐ M.1.21.2: I can demonstrate sharing situations to show equal smaller shares. ☐ M.1.21.3: I can distinguish between equal and non-equal parts. ☐ M.1.21.4: I can decompose pictures made of simple shapes. ☐ M. 1.21.5: I can identify squares, circles, triangles and rectangles.

1.OA.6: Add and subtract within 20.
a. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on.
b. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten.
c. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. Example: 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9.
d. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction. Example: Knowing that 8 + 4 = 12, one knows 12 - 8 = 4.
e. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums. Example: adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13.
Schools PLP Lessons 1,24,25,26,31,32,33,48,49,50,51,72,75,76,79,83,95, 128,131,165,166
Ready Common Core Lessons 2,6,9,11,13,14,16

☐ M.1.6.1: I can decompose numbers less than or equal to 10.
☐ M.1.6.2: I can add and subtract within 5.
☐ M.1.6.3: I can count forward and backward from a given number.
☐ M.1.6.4: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

1.OA.7: Explain that the equal sign means "the same as." Determine whether equations involving addition and subtraction are true or false.
Example: determining which of the following equations are true and which are false: 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
Schools PLP Lessons 22,23,29,36,98,123
Ready Common Core Lesson 10

☐ M 1.7.1: I can define true, false, and equal.
☐ M.1.7.2: I can demonstrate equal using manipulatives or object drawings.
☐ M.1.7.3: I can recall basic addition facts to ten.
☐ M.1.7.4: I can recognize equation symbols in vertical and horizontal addition and subtraction problems.

□ M.1.7.5: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

• Lessons 5.9

1.OA.8: Solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true. Example: determining the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, and 6 + 6 = ?
Schools PLP Lessons 35,119,130
Ready Common Core Lesson 7,10

□ M.1.8.1: I can decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation.
□ M.1.8.2: I can identify fact families as a relationship between addition and subtraction.
□ M.1.8.3: I can recall basic addition and subtraction facts to ten.
□ M.1.8.4: I can identify plus, minus, and equal signs.
□ M.1.8.5: I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

• Lessons 5.5-5.6

Vocabulary

addition	how many are left	numeral	count backward	organize	hour	attributes
adding	in all	number	model	represent	half-hour	shape
sum	facts	number words 0-20 (with	two-digit number	interpret	second	two-dimensional
putting together	fact family	number), thirty, forty, fifty, sixty,	compare	data	calendar	plane shape
combining	addend	seventy, eighty, ninety, one	more	categories	day	three-dimensional
subtraction	fact fluency	hundred	less	graph	week	composite shape
subtract	commutative property	120 Chart displayed	fewer	more	month	equal share
difference	associative property	place value	same	fewer	year	non-equal share
taking apart	zero property	ones	symbols >, =, and < with the	most	money	halves
separating	+, -, = symbols with names	tens	words "is greater than," "is equal	fewest	penny	thirds
all together	plus, minus, and equal	hundreds	to," and "is less than."	compare	dime	fourths
how many more		ten-frame		minute	money symbols	whole
		count forward				quarters
						parts

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First Grade Fourth Quarter
Pacing Guide

Mathematics

Introduction to Your Mathematics Pacing Guide

Grade 1 — Mathematics — Fourth Quarter

*Review previously taught 1st grade standards using data driven intervention strategies.
*Provide enrichment activities for students who have mastered grade level standards
Go Math Getting Ready for 2nd Grade

Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. ☐ M.2.1.3: I can locate the unknown regardless of position. • Getting Ready for 2nd Grade: Lessons 4-6 2.OA.2: Fluently add and subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. ☐ M.2.2.3: I can apply addition and subtraction strategies. • Getting Ready for 2nd Grade: Lessons 7-11	2.NBT.6: Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. ☐ M.2.5.2: I can represent numbers with multiple concrete models. • Getting Ready for 2nd Grade: Lessons 1-3	2.M.18: Measure objects with two different units and describe how the two measurements relate to each other and the size of the unit chosen. ☐ M.2.14.6: I can compare the lengths of two objects indirectly by using a third object. • Getting Ready for 2nd Grade: Lessons 12-14 2.DA.16: Create a picture graph and bar graph to represent data with up to four categories. ☐ M.2.23.4: I can use vocabulary related to comparing data (more than, less than, most, least, equal). • Getting Ready for 2nd Grade: Lessons 16-18	2.G.25: Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. ☐ M.2.24.4: I can sort triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.27: Partition circles and rectangles into two, three, or four equal shares. Describe the shares using such terms as halves, thirds, half of, or a third of, and describe the whole as two halves, three thirds, or four fourths. ☐ M.2.26.2: I can distinguish between equal and non-equal parts. • Getting Ready for 2nd Grade: Lessons 19-20
Vocabulary			
addition strategies subtraction strategies fact fluency	120 Chart displayed place value symbols >, =, and < with the words "is greater than," "is equal to," and "is less than."	organize represent interpret data categories measure length standard unit non-standard unit	two-dimensional three-dimensional equal share thirds fourths whole quarters non-equal share halves