**1st Grade Math Pacing Guide 2018-2019**

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| **DATES** | **CONCEPT** | **I CAN!s** | **STANDARDS** | **FOCUS DOMAINS**  |
| 8/27-9/21/18(19 days) | Modeling addition and algebraAdding zeroCommutative Property | 1.11.2 | 1 OA 1-21 OA 3-4 | OPERATIONS & ALGEBRAIC THINKING |
| 9/25-10/18/18(18 days) | Modeling subtraction and algebraSubtracting zeroAddition & subtraction strategies | 1.1 | 1 OA 1-2 |
| **Data Day 11/13/2017 Assess 1.1, 1.2** |
| 10/19-11/14/18(17 days) | Making tensAdding three numbersSubtraction strategies | 1.11.4 | 1 OA 1-21 OA 7-8 | OPERATIONS & ALGEBRAIC THINKING |
| 11/15-12/14/18(17 days) | Using addition to check subtractionFacts to 20Equal or not | 1.3 | 1 OA 5-6 |
| 1/8-1/25/19(14 days) | Counting by 10s and 1sCounting to 120Model/read/write numbers to 120 | 1.5 | 1 NBT 1 | NUMBERS IN BASE TEN |
| **Data Day 2/15/2019 Assess 1.1, 1.2, 1.3, 1.4, 1.5** |  |  |  |
| 1/29-2/25/19 (18 days) | Compare Numbers 10 less and 10 moreAdd and subtract within 20 | 1.61.7 | 1 NBT 2-31 NBT 4-6 |  |
| 2/26-3/15/19(14 days) | Measure lengthsTell time to the hour and ½ hour | 1.8(1.9) | 1 MD 1-2(1 MD 3) | MEASUREMENT & DATA |
| **Data Day 4/5/2019 Assess 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8** |
| 3/18-4/4/19(14 days) | Bar graphs and picture graphsTally charts3D shapes | (1.10)(1.11) | (1 MD 4)(1 G 1-3) | GEOMETRY |
| 4/8-5/10/19(20 days) | 3D shapesBreak shapes into component partsHalves and fourths | (1.11) | (1 G 1-3) |
| 5/13-6/13/19(23days) | **I CAN! Review** **iReady Testing****On Ramp to Next Year** **Demonstration of Mastery** |

**1st Grade Math I CAN!s and CAN I?s**

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| **#** | **Standard** | **I CAN!s** | **Can I?s**  |
| 1.1 | 1 OA 1-2 | I CAN represent and solve problems involving addition and subtraction within 20. | * Solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions?
* Solve word problems that call for addition of three whole numbers by using objects, drawings and equations with a symbol for the unknown number to represent the problem?
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| 1.2 | 1 OA 3-4 | I CAN understand and apply properties of operations and the relationship between addition and subtraction within 20. | * Apply properties of operations as strategies to add and ``subtract?

e.g. If 8+3=11 is known then 3 + 8 is also known (commutative property)* Understand subtraction as an unknown-addend problem?

e.g. 10-8 can be solved as 8 + \_\_\_ = 10 |
| 1.3 | 1 OA 5-6 | I CAN I can add and subtract within 20. | * Relate counting to addition and subtraction? (e.g. count on 2 to add 2)
* Add and subtract within 20 demonstrating fluency for addition and subtraction within 10?
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| 1.4 | 1 OA 7-8 | I CAN work with addition and subtraction equations within 20. | * Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false?
* Write and solve number sentences from word problems?
* Determine the unknown whole number in an addition or subtraction equation relating three whole number? e.g.  5 + \_\_ = 14
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| 1.5 | 1 NBT 1 | I CAN extend the counting sequence to 120. | * Count within 120 from any given number?
* Read numerals in this range?
* Write numbers to 120 using base-ten numerals?
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| 1.6 | 1 NBT 2,3 | I CAN understand place value of tens and ones. | * Understand that the two digits of a two-digit number represent amounts of tens and ones.
* Understand that 10 can be thought of as a bundle of ten ones called a ten?
* Understand that the numbers 10, 20, 30… 90 represent 1, 2, 3… 9 tens (and zero ones)?
* Compare two two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons with the symbols >, = and <?
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| 1.7 | 1 NBT 4-6 | I CAN use place value understanding and properties of operations to add and subtract within 100. | * Add a two-digit number and a one-digit number using concrete models or drawings and strategies based on place value
* Add a two-digit number and a multiple of 10 using concrete models or drawings and strategies based on place value
* Relate the strategies used in models or concrete drawings to a written equation?
* Explain that in adding two two-digit numbers, tens are added to tens and ones are added to ones, at times composing a ten when needed?
* Mentally find 10 more or 10 less than any two-digit number?
* Subtract multiples of 10 from other multiples of 10 (up to 90) using concrete models or drawings and strategies based on place value
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| 1.8 | 1 MD 1-2 | I CAN measure lengths indirectly and by iterating length units. | * Order three objects by length; compare the lengths of two objects indirectly by using a third object?
* Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end?
* Understand that the length measurement of a n object is the number of same-size length units that span it with no gaps or overlaps?

(Limit context to whole number length units) |
| 1.9 | 1 MD 3 | I CAN tell and write time to the half hour.*(additional or supporting I CAN)* | * Write/say the time given on a digital clock?
* Write/say the time given on an analog clock?
* Place hands on an analog clock to match a given time?
* Relate time events (before/after, shorter/longer)
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| 1.10 | 1 MD 4CA SDAP 2.1 | I CAN represent and interpret data.*(additional or supporting I CAN)* | * Interpret data with up to three categories
* Organize and represent data with up to three categories
* Ask and answer questions about the total number of data points and the number of data points in a category?
* Compare the number of data points in two categories
* Describe, extend, and explain ways to get to a next element in repeating patterns
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| 1.11 | 1 G 1-3 | I CAN reason with shapes and their attributes.*(additional or supporting I CAN)* | * Distinguish between defining attributes and non-defining attributes? e.g. Triangles have 3 sides, but color, size and orientation do not change the shape.
* Compose 2 dimensional shapes (rectangles, spares, trapezoids, triangles, half-circles, and quarter circles) to create a composite shape.
* Compose 3 dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape.
* Compose new shapes from 2-D and 3-D composite shapes?
* Partition circles and rectangles into two and four equal shares?
* Describe the shares using the words Halves, fourths, and quarters.
* Describe the whole as two of, or four of the shares.
* Understand that decomposing into more equal shares creates smaller shares.
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**Standards of Mathematical Practice (SMPs)**

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| #1 Make sense of problems and persevere in solving them. |  #5 Use appropriate tools strategically. |
| #2 Reason abstractly and quantitatively. |  #6 Attend to precision. |
| #3 Construct viable arguments & critique the reasoning of others. |  #7 Look for and make use of structure. |
|  #4 Model with mathematics. |  #8 Look for and express regularity in repeated reasoning. |