

1st Grade Math Pacing Guide

*The months listed on the timeline indicate when a CCSS should begin to be taught. Instruction will continue until students demonstrate acceptable mastery of the standard. Not all CCSS listed in a month will be assessed during that month. Click on the link to view the activities and teaching resources as well as the assessment schedule.

**The resources listed on this document are suggestions of resources that teacher may utilize to teach the CCSS. Each teacher should make his or her own professional judgement about which resources to use. The resources may also be updated by the first grade team throughout the year.

Timeline	CCSS
September	<p>1.NBT.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.</p> <p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2 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 an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>
October	<p>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.</p> <p>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 two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p>
November	<p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p> <p>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
December	<p>1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p>
January	<p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction 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., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or</p>

	<p>known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem</p>
February	<p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.</p> <p>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.</p> <p>1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>1.MD.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>
March	<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine 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).
April	<p>1.NBT.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. 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>1.NBT.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> <p>1.NBT.6 Subtract multiples of 10 in the range 10-90 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.</p>
May-June	Use this time to teach to students’ needs.

Common Core Standard	Resources and Teaching Materials	Assessment Used	Time Frame and Timeline
CRITICAL AREA: (1) Developing understandings of addition and subtraction and strategies for additions and subtractions within 20	Silver Burdett Ginn basal series Daily Math	1st grade Math Common Assessments	
Represent and solve problems involving addition and subtraction	First Grade Math Review		
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.	Silver Burdett Ginn, Chapters 2, 3, 4, 8 Daily Math Number Talks Show Your Work Posters (Multiple Representations)	Pretest Fall Common Assessment	October
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	Silver Burdett Ginn, Chapter 11 Daily Math	Spring Common Assessment	Spring trimester
Understand and apply properties of operations and the relationship between addition and subtraction	First Grade Math Review		

<p>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 two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p>	<p>Silver Burdett Ginn, Chapter 2 Daily Math Add/Subtract 1 or 2 Games</p>	<p>Fall Common Assessment</p>	<p>October</p>
<p>1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p>	<p>Silver Burdett Ginn, Chapter 8 Daily Math French Fry Fact Families Math Center Missing Addends Subtraction Dominoes (Mimio Lesson)</p>	<p>Winter Common Assessment</p>	<p>December</p>
<p>Add and subtract within 20</p>	<p>First Grade Math Review</p>		
<p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>Silver Burdett Ginn, Chapter 4 Daily Math</p>	<p>Fall Common Assessment</p>	<p>November</p>
<p>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction 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., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>Silver Burdett Ginn, Chapter 11 Daily Math Addition Strategy Posters Subtraction Strategy Posters Addition Flashcards 0-9 French Fry Facts Math Center</p>	<p>Pretest Winter Common Assessment</p>	<p>January</p>

Work with addition and subtraction equations	First Grade Math Review		
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Silver Burdett Ginn, Chapter 1 Daily Math	Fall Common Assessment Winter Common Assessment	November
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.	Silver Burdett Ginn, Chapter 8 Daily Math Teddy Bear Missing Addends (Mimio Lesson)	Fall Common Assessment Winter Common Assessment	November

Common Core Standards	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
CRITICAL AREA: (2) Developing understanding of whole number relationship and place value, including grouping in tens and ones	Silver Burdett Ginn basal series Place Value Activities	1st grade Math Common Assessments	
Extend the counting sequence	First Grade Math Review		
1. NBT.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.	Silver Burdett Ginn, Chapters 1 and 6 Daily Math	Pretest Fall Common Assessment Post test	September

Understand place value	First Grade Math Review		
<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. 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).</p>	<p>Silver Burdett Ginn, Chapter 6 Daily Math Place Value Mystery Picture (heart) Mystery Picture 100s Chart (corrected) Place Value “I Have, Who Has” game Tens and Ones Practice (Mimio Lesson)</p>	<p>Pretest Spring Common Assessment Post test</p>	<p>Spring trimester</p>
<p>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>Silver Burdett Ginn, Chapter 6 Daily Math Greater Than, Less Than, Equal To with Popsicle Sticks</p>	<p>Add this to Spring CA</p>	<p>March</p>
Use place value understanding and properties of operations to add and subtract	First Grade Math Review		
<p>1.NBT.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. Understand that in</p>	<p>Silver Burdett Ginn, Chapter 12 Daily Math Dimes and Pennies Regrouping (Mimio Lesson)</p>	<p>Spring Common Assessment</p>	<p>April</p>

adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.			
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Daily Math Ten More/Ten Less Buggy Friends Count By Tens (TPT Freebie) 10 More, 10 Less (Mimio Lesson) Place Value 10 More, 10 Less (Mimio Lesson) Hundreds Chart 10 More, 10 Less (Mimio Lesson)	Spring Common Assessment	April
1.NBT.6 Subtract multiples of 10 in the range 10-90 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.	Silver Burdett Ginn, Chapter 12 Daily Math Add/Subtract Multiples of 10 Lesson Ideas Add/Subtract 10 Frog Math Center		April

Common Core Standards	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
CRITICAL AREA: (3) Developing understanding of linear measurement and measuring lengths as iterating length units	Silver Burdett Ginn basal series	1st grade Math Common Assessments	
Measure lengths indirectly and by iterating length units	First Grade Math Review		
1. MD.1 Order three objects by length;	Silver Burdett Ginn, Chapter 10	Fall Common Assessment	September

compare the lengths of two objects indirectly by using a third object.	Daily Math		
1.MD.2 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 an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Silver Burdett Ginn, Chapter 10 Daily Math	Fall Common Assessment	September
Tell and write time	First Grade Math Review		
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	Silver Burdett Ginn, Chapter 9 Daily Math Clock Sheet with Hands Telling Time Unit (Mimio Lesson) Intro to Telling Time (Mimio Lesson) Telling Time (Mimio Lesson)	Pretest Winter Common Assessment Post test	January
Represent and interpret data	First Grade Math Review		
1.MD.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.	Silver Burdett Ginn, various chapters. Data activities listed under the heading “Problem-Solving Strategy: (pages 9, 59, 213, 237) Daily Math Snow Day Graphing Crayons or Markers Graph	Pretest Winter Common Assessment Post test	February

Common Core Standards	Resources and Teaching Materials	Assessments Used	Time Frame and Timeline
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<p>CRITICAL AREA: (4) Reasoning about attributes of, and composing and decomposing geometric shapes</p>	Silver Burdett Ginn basal series	1st grade Math Common Assessments	
<p>Reason with shapes and their attributes</p>	First Grade Math Review		
<p>1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.</p>	Silver Burdett Ginn, Chapter 5 Daily Math Geometry For Math Journals	Winter Common Assessment	February
<p>Reason with shapes and their attributes</p>	First Grade Math Review Questions Readers Ask (scroll down)		
<p>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.</p>	Silver Burdett Ginn, Chapter 5 Daily Math	Winter Common Assessment	February
<p>1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	Silver Burdett Ginn, Chapter 5 Daily Math Mimio: Simple Fractions Fraction Fun Pizza Fraction Craftivity (TPT Freebie)	Pretest Winter Common Assessment Post test	February

