



# 1<sup>st</sup> Grade Mathematics Map/Pacing Guide 2019-2020

## Topics & Standards

Quarter  
1

Time  
Frame  
Weeks  
1-8

### UNIT 6

#### GEOMETRY (Heavily tested on i-Ready)

##### Reason with shapes and their attributes

- **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); build and draw shapes to possess defining attributes.
- **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. Students do not need to learn formal names such as "right rectangular prism."
- **1.G.3** 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 in real-world contexts.

### UNIT 1

#### OPERATIONS AND ALGEBRAIC THINKING

##### Represent and solve problems involving addition and subtraction

- **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.

##### Understand and apply properties of operations and the relationship between addition and subtraction

- **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.

##### Add and subtract within 20.

- **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Strategies may include 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

#### MATH PRACTICE STANDARDS

- 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.

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	<ul style="list-style-type: none"> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> </ul> <p>Look for and express regularity in repeated reasoning.</p>			
	<p><b>Review kindergarten standards: K.CC.2, K.CC.3, K.CC.4, K.CC.5</b></p> <p><b>Daily Spiral Review will be incorporated through a combination of computer based i-Ready lessons, math journal activities, skill based reviews and group projects and/or activities.</b></p>			
	<p><b>MAJOR SUPPORTING ADDITIONAL</b></p>			
	<p>Students should spend the majority of learning on the major work of the grade level; which should account for at least 65% of the academic year (Achieve the core, n.d.). <b>Major content should be emphasized via a greater number of days of instruction, depth and mastery.</b></p>			
	<p><b><i>Assessment (Evidence)</i></b></p>	<p><b><i>Key Concepts and Skills</i></b></p>	<p><b><i>Curriculum &amp; Textbook Resources</i></b></p>	<p><b><i>Key Concept tools &amp; practices</i></b></p>
	<p><b>Ready Ohio Math Assessment Resources</b></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Pretest</li> <li>• i-Ready Diagnostic (fall, winter, spring)</li> <li>• Unit Interim Assessment or i-Ready Standards Mastery</li> <li>• Unit Self-check</li> <li>• Defined stem project: Shapes Around the Neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reason with shapes and their attributes.               <ul style="list-style-type: none"> <li>○ Communicate attributes of shapes using appropriate language</li> <li>○ Recognize shapes in real life;</li> </ul> </li> <li>➤ Understand the concept of partitioning shapes into equal parts (halves, fourths, quarters) and communicate using those terms               <ul style="list-style-type: none"> <li>○ Understand how the number of</li> </ul> </li> </ul>	<p><b>Ready Ohio Unit 6 Shapes</b> Lesson 26: Understand Shapes Lesson 27: Understand Three-Dimensional Shapes Lesson 28: Understand Breaking Shapes into parts <b>Unit 1 Count, Add and Subtract</b> Lesson 0: Lesson for the first 5 days Lesson 1: Count on to add Lesson 2: Count on to subtract</p> <p><b>All year: Set Daily Calendar lessons to include: time, money, base 10 place value, measurement, graphing and data collection to</b></p>	<p><b>Available on Teacher Toolbox:</b></p> <ul style="list-style-type: none"> <li>• Interactive Tutorials</li> <li>• Prerequisite Ready Lessons</li> <li>• Tools for Instruction</li> <li>• Math Center Activities</li> <li>• Think-Share-Compare Routine (under Program Implementation)</li> <li>• Ready-Central (Instructional Best Practices Videos</li> <li>• <a href="http://readycentral.com/">http://readycentral.com/</a></li> <li>• Journals</li> <li>• Math Models</li> <li>• Discourse Cards</li> <li>• Non-linguistic representations</li> <li>• Resource Selector Tool (under Program</li> </ul>

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		<p style="text-align: center;">partitions effect size</p> <ul style="list-style-type: none"> <li>➤ Describe 3-D shapes in comparison to 2-D shapes</li> <li>➤ Know the names of regular 2 D and 3 D shapes</li> <li>➤ Represent and solve problems involving addition and subtraction               <ul style="list-style-type: none"> <li>○ Represent multiple addition and subtraction situations using objects, drawings, and mathematical symbols</li> </ul> </li> <li>➤ Demonstrate the meaning of the equal sign; equal vs. unequal (concept of balance);</li> <li>➤ Understand and apply properties of operations and the relationship between addition and subtraction.</li> <li>➤ Add and subtract within 20</li> <li>➤ Fluently add and subtract within 10 using strategies</li> </ul>	<p><b>cover 1.MD.1, 1.MD.2, 1.MD.3</b></p> <p>Other Resources:</p> <ul style="list-style-type: none"> <li>● Achieve the Core <a href="https://achievethecore.org/category/854/mathematics-lessons">https://achievethecore.org/category/854/mathematics-lessons</a></li> <li>● ODE Model Curriculum Resources <a href="https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics">https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics</a></li> </ul>	Implementation)

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## Topics & Standards

Quarter  
2

Time  
Frame  
Weeks 1-8

### UNIT 1 CONTINUED

### UNIT 2

### OPERATIONS AND ALGEBRAIC THINKING

#### Add and subtract within 20.

- **1.OA.6** Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include 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  $6 + 6 + 1 = 12 + 1 = 13$ .

#### Work with addition and subtraction equations.

- **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  $8 + \quad = 11$ ,  $5 = \quad - 3$ ,  $6 + 6$

#### Understand and apply properties of operations and the relationship between addition and subtraction.

- **1.OA.3** Apply properties of operations as strategies to add and subtract. For example, 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). Students need not use formal terms for these properties.

#### Add and subtract within 20.

- **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Strategies may include 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
- **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?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

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Daily Spiral Review will be incorporated through a combination of computer based i-Ready lessons, math journal activities, skill based reviews and group projects and/or activities.

Spiral review standards include, but not limited to, 1.G.1, 1.G.2, 1.G.3, 1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6

**MAJOR** **SUPPORTING** **ADDITIONAL**

Students should spend the majority of learning on the major work of the grade level; which should account for at least 65% of the academic year (Achieve the core, n.d.). **Major content should be emphasized via a greater number of days of instruction, depth and mastery.**

<i>Assessment (Evidence)</i>	<i>Key Concepts and Skills</i>	<i>Curriculum &amp; Textbook Resources</i>	<i>Key Concept tools &amp; practices</i>
<p><b>Ready Ohio Math Assessment Resources</b></p> <ul style="list-style-type: none"> <li>● Lesson Quiz</li> <li>● Pretest</li> <li>● i-Ready Diagnostic (fall, winter, spring)</li> <li>● Unit Interim Assessment or i-Ready Standards Mastery</li> <li>● Unit Self-check</li> </ul>	<ul style="list-style-type: none"> <li>➤ Represent and solve problems involving addition and subtraction               <ul style="list-style-type: none"> <li>○ Represent multiple addition and subtraction situations using objects, drawings, and mathematical symbols</li> </ul> </li> <li>➤ Demonstrate the meaning of the equal sign; equal vs. unequal (concept of balance);</li> <li>➤ Understand and apply properties of operations and the relationship between addition and subtraction               <ul style="list-style-type: none"> <li>○ Find the unknown number in an addition or subtraction</li> </ul> </li> </ul>	<p><b>Ready Ohio</b></p> <p>Lesson 3: Add and Subtract in word problems</p> <p>Lesson 4: Understand missing addends</p> <p>Lesson 5: Subtract to compare in word problems</p> <p><b>Unit 2 Learn Facts to 10</b></p> <p>Lesson 6: Doubles &amp; Doubles Plus 1</p> <p>Lesson 7: Partners for 6 &amp; 7</p> <p>Lesson 8: Partners for 8 and 9</p> <p>Lesson 9: Number partners for 10</p> <p>Lesson 10: Understand the equal sign</p> <p>Lesson 11: Facts I Know</p> <p>Other Resources:</p> <ul style="list-style-type: none"> <li>● Achieve the Core <a href="https://achievethecore.org/category/854/mathematics-lessons">https://achievethecore.org/category/854/mathematics-lessons</a></li> <li>● ODE Model Curriculum</li> </ul>	<p><b>Available on Teacher Toolbox:</b></p> <ul style="list-style-type: none"> <li>● Interactive Tutorials</li> <li>● Prerequisite Ready Lessons</li> <li>● Tools for Instruction</li> <li>● Math Center Activities</li> <li>● Think-Share-Compare Routine (under Program Implementation)</li> <li>● Ready-Central (Instructional Best Practices Videos)</li> <li>● <a href="http://readycentral.com/">http://readycentral.com/</a></li> <li>● Journals / Provisional Writing</li> <li>● Math Models</li> <li>● Discourse Cards</li> <li>● Non-linguistic representations</li> <li>● Resource Selector Tool (under Program Implementation)</li> </ul>

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		<p style="text-align: center;">problem using strategies</p> <ul style="list-style-type: none"> <li>➤ Add and subtract within 20</li> <li>➤ Fluently add and subtract within 10 using strategies               <ul style="list-style-type: none"> <li>○ Communicate own thinking with the use of strategies;</li> <li>○ Model/make groups of 10</li> </ul> </li> </ul>	<p style="text-align: center;">Resources</p> <p><a href="https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics">https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics</a></p>	
<p style="text-align: center;"><i>Topic &amp; Standard</i></p> <p style="text-align: center;"><b>Quarter 3</b></p> <p style="text-align: center;"><i>Time Frame</i> <i>Weeks 1-10</i></p>	<p><b>UNIT 3</b> <b><u>NUMBERS &amp; OPERATIONS IN BASE TEN</u></b> <b>Understand Place Value</b></p> <ul style="list-style-type: none"> <li>● <b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).</li> </ul> <p><b><u>OPERATIONS AND ALGEBRAIC THINKING</u></b> <b>Represent and solve problems involving addition and subtraction.</b></p> <ul style="list-style-type: none"> <li>● <b>1.OA.2</b> 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. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)</li> </ul> <p><b>Add and subtract within 20.</b></p> <ul style="list-style-type: none"> <li>● <b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Strategies may include counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship</li> </ul> <p><b>UNIT 4</b> <b><u>NUMBERS AND OPERATIONS IN BASE TEN</u></b> <b>Extend the counting sequence.</b></p> <ul style="list-style-type: none"> <li>● <b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of</li> </ul>			

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objects with a written numeral.

### **Understand place value.**

- **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: 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; and 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).

### **Use place value understanding and properties of operations to add and subtract.**

- **1.NBT.6** Use place value understanding and properties of operations to add and subtract. 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.

### **OPERATIONS AND ALGEBRAIC THINKING**

#### **Represent and solve problems involving addition and subtraction**

- **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.

#### **Add and subtract within 20.**

- **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

### **UNIT 5**

#### **NUMBERS AND OPERATIONS IN BASE TEN**

##### **Understand place value.**

- **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: 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; and 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.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

##### **Use place value understanding and properties of operations to add and subtract.**

- **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; record the strategy with a written numerical method (drawings and, when appropriate,

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equations) and explain the reasoning used. Understand that when adding two-digit numbers, tens are added to tens; ones are added to ones; and sometimes it is necessary to compose a ten.

### **MATH PRACTICE STANDARDS**

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- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**MAJOR SUPPORTING ADDITIONAL**

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**Daily Spiral Review will be incorporated through a combination of computer based i-Ready lessons, math journal activities, skill based reviews and group projects and/or activities.**

**Spiral review standards include, but not limited to, 1.G.1, 1.G.2, 1.G.3, 1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.OA.3, 1.OA.7**

<i><b>Assessment (Evidence)</b></i>	<i><b>Key Concepts and Skills</b></i>	<i><b>Curriculum &amp; Textbook Resources</b></i>	<i><b>Key Concept tools &amp; practices</b></i>
<p><b>Ready Ohio Math Assessment Resources</b></p> <ul style="list-style-type: none"> <li>• Lesson Quiz</li> <li>• Pretest</li> <li>• i-Ready Diagnostic (fall, winter, spring)</li> <li>• Unit Interim Assessment or i-Ready</li> </ul>	<ul style="list-style-type: none"> <li>➤ Extend the counting sequence</li> <li>➤ Understand place value               <ul style="list-style-type: none"> <li>○ Communicate understanding of 2 digit numbers</li> </ul> </li> <li>➤ Use place value understanding and</li> </ul>	<p><b>Ready Ohio</b></p> <p><b>Unit 3 Add and Subtract to 20</b></p> <p>Lesson 12: Understand Teen Numbers</p> <p>Lesson 13: Understand sums greater than 10</p> <p>Lesson 14: Make a 10 to add</p> <p>Lesson 15: Add Three Numbers</p> <p>Lesson 16: Make a 10 to subtract</p> <p><b>Unit 4 Tens</b></p>	<p><b>Available on Teacher Toolbox:</b></p> <ul style="list-style-type: none"> <li>• Interactive Tutorials</li> <li>• Prerequisite Ready Lessons</li> <li>• Tools for Instruction</li> <li>• Math Center Activities</li> <li>• Think-Share-Compare Routine (under Program Implementation)</li> <li>• Ready-Central (Instructional</li> </ul>

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	<p>Standards Mastery</p> <ul style="list-style-type: none"> <li>● Unit Self-check</li> </ul>	<p>properties of operations to add and subtract</p> <ul style="list-style-type: none"> <li>○ Model adding tens and ones</li> <li>○ Compare numbers with models, pictures and symbols</li> <li>○ Model regrouping using objects and drawings</li> </ul> <p>➤ Communicate thinking while regrouping</p> <p>➤ Fluently add and subtract within 10 using strategies</p>	<p>Lesson 17: Understand Tens Lesson 18: The 120 Chart Lesson 19: Understand 10 More and 10 Less Lesson 20: Add and Subtract Tens <b>Unit 5 Tens and Ones</b> Lesson 21: Understand 10s and ones</p> <p>Other Resources:</p> <ul style="list-style-type: none"> <li>● Achieve the Core <a href="https://achievethecore.org/category/854/mathematics-lessons">https://achievethecore.org/category/854/mathematics-lessons</a></li> <li>● ODE Model Curriculum Resources <a href="https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics">https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics</a></li> </ul>	<p>Best Practices Videos</p> <ul style="list-style-type: none"> <li>● <a href="http://readycentral.com/">http://readycentral.com/</a></li> <li>● Journals / Provisional Writing</li> <li>● Math Models</li> <li>● Discourse Cards</li> <li>● Non-linguistic representations</li> <li>● Resource Selector Tool (under Program Implementation)</li> </ul>
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<p><i>Topic &amp; Standard</i></p> <p><b>Quarter 4</b></p>	<p><b>UNIT 7</b> <b>MEASUREMENT AND DATA</b> <b>Measure lengths indirectly and by iterating length units.</b></p> <ul style="list-style-type: none"> <li>● <b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</li> <li>● <b>1.MD.2</b> 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</li> </ul> <p><b>Work with time and money.</b></p> <ul style="list-style-type: none"> <li>● <b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks.</li> </ul>
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*Time  
Frame  
Weeks 1-10*

- a. Tell and write time in hours and half-hours using analog and digital clocks.
- b. Identify pennies and dimes by name and value.

**Represent and interpret data.**

- **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.

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<i><b>Assessment (Evidence)</b></i>	<i><b>Key Concepts and Skills</b></i>	<i><b>Curriculum &amp; Textbook Resources</b></i>	<i><b>Key Concept tools &amp; practices</b></i>
<p><b>Ready Ohio Math Assessment Resources</b></p> <ul style="list-style-type: none"> <li>● Lesson Quiz</li> <li>● Pretest</li> <li>● i-Ready Diagnostic (fall, winter, spring)</li> <li>● Unit Interim</li> </ul>	<ul style="list-style-type: none"> <li>➤ Measure lengths indirectly and by iterating length units               <ul style="list-style-type: none"> <li>○ Compare and order objects by length</li> </ul> </li> <li>➤ Work with time and money               <ul style="list-style-type: none"> <li>○ Identify pennies and dimes</li> </ul> </li> </ul>	<p><b>Unit 5</b> Lesson 22: Compare numbers Lesson 23: Add 10s to any number Lesson 24: Add 10s to and add ones Lesson 25: Add and regroup <b>Unit 7 How many? How much? How Long?</b></p>	<p><b>Available on Teacher Toolbox:</b></p> <ul style="list-style-type: none"> <li>● Interactive Tutorials</li> <li>● Prerequisite Ready Lessons</li> <li>● Tools for Instruction</li> <li>● Math Center Activities</li> <li>● Think-Share-Compare Routine (under Program</li> </ul>

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	<p>Assessment or i-Ready Standards Mastery</p> <ul style="list-style-type: none"> <li>● Unit Self-check</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify parts of a clock</li> <li>○ Describe time in real life</li> </ul> <p>➤ Represent and interpret data</p>	<p>Lesson 29: Sort and Count Lesson 30: Compare Data Lesson 31: Order Objects by Length Lesson 32: Compare Lengths Lesson 33: Understand Length Measurement Lesson 34: Tell Time Lesson 34A: Identify Pennies and Dimes</p> <p>Other Resources:</p> <ul style="list-style-type: none"> <li>● Achieve the Core <a href="https://achievethecore.org/category/854/mathematics-lessons">https://achievethecore.org/category/854/mathematics-lessons</a></li> <li>● ODE Model Curriculum Resources <a href="https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics">https://education.ohio.gov/Topics/Learning-in-Ohio/Mathematics</a></li> </ul>	<p>Implementation)</p> <ul style="list-style-type: none"> <li>● Ready-Central (Instructional Best Practices Videos)</li> <li>● <a href="http://readycentral.com/">http://readycentral.com/</a></li> <li>● Journals / Provisional Writing</li> <li>● Math Models</li> <li>● Discourse Cards</li> <li>● Non-linguistic representations</li> <li>● Resource Selector Tool (under Program Implementation)</li> </ul>
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