Standards for Mathematical Practice In First Grade

- The Common Core State Standards for Mathematical Practice are eight practices expected to be integrated into every mathematical lesson for all students Grades K-12. The following pages are examples of how these Standards may be integrated into both teacher and student practices and tasks.
1. Make Sense and Persevere in Solving Problems

**TEACHERS**
- Teachers model with concrete manipulatives
- Teachers model with pictorial representations.
- Teachers model how to use mental mathematics.
- Teachers model various approaches to the same task.
- Teachers model asking, “Does my answer make sense?”

**STUDENTS**
- Students make sense of the meaning of the task.
- Students can find an entry point or way to start a task.
- Students develop a foundation for problem solving strategies to use independently.
- Students use concrete manipulatives.
- Students use pictorial representations.
- Students use mental mathematics.
- Students think about and approach the task in different ways to continue to solve the task.
- Students ask “Does my answer make sense?”
2. Reason Abstractly and Quantitatively

**TEACHERS**

- Teachers model how to decontextualize (break apart text) problems into numbers and symbols:

  “There are 32 children on the playground and they are joined by 15 more children. How many students are on the playground?” is written as an equation, such as

  \[32 + 15 = \text{_____}.\]

- Teachers model making reference to the problem to determine what operation to use:

  “There are 35 children on the playground and 19 of the children leave. How many students are on the playground?”

**STUDENTS**

- Students apply these concepts to all strands of mathematics: such as algebraic thinking, number sense, geometry, measurement, and data analysis
3. Construct Viable Arguments and Critique the Reasoning of Others

TEACHERS

- Teachers model using vocabulary to defend understanding of concepts.
- Teachers model using previously learned strategies to defend understanding of concepts.
- Teachers facilitate classroom discussions.

STUDENTS

- Students use vocabulary to defend understanding of concepts.
- Students use previously learned strategies to defend understanding of concepts.
- Students actively participate in classroom discussions. During discussions children constructively critique strategies and reasoning of classmates.
4. Model with Mathematics

**TEACHER**
- Teachers model using concrete manipulatives and making pictorial representations to explain thinking.
- Teachers model situations with number sentences.
- Teachers model how to check to ensure equations match the problem context.
- Teachers model creating story/word problems from number sentences/equations.

**STUDENT**
- Students use concrete manipulatives and pictorial representations to explain thinking.
- Students model situations with number sentences.
- Students check to ensure equations match the problem context.
- Students create story/word problems from number sentences/equations.
5. Use Appropriate Tools Strategically

TEACHERS

- Teachers demonstrate with manipulatives: such as snap cubes, place value blocks/disks, hundreds number boards, number lines, rulers, pattern blocks, and 3-D solids.
- Teachers model using calculators and virtual manipulatives.

STUDENTS

- Students use manipulatives: such as snap cubes, place value blocks/disks, hundreds number boards, number lines, rulers, pattern blocks, and 3-D solids.
- Students use calculators and virtual manipulatives.
- Students have access to mathematical tools as well as paper.
- Students determine which tool is most appropriate to use: You are measuring the length of the hallway. Which is the best tool to measure the hall from one end to the other?”
6. Attend to Precision

TEACHERS

- Teachers use appropriate vocabulary accurately modeling how to give precise explanations.
- Teachers demonstrate and show how to consider if answer is reasonable, while students apply the skill.

STUDENTS

- Students use appropriate vocabulary to accurately give precise explanations.
- Students must be precise in their communications, calculations, and measurements.
- Students check work to ensure accuracy and reasonableness of solutions.
7. Look For and Make Use of Structure

**TEACHERS**
- Teachers model how to find patterns in the number systems: explain the use of hundreds chart, base ten.
- Teachers model how to make use of structure when working with subtraction as a missing addend: \( 50 - 33 = \_\_\_\_\_ \) can be written as \( 33 + \_\_\_\_\_ = 50 \) and thought of as “How much more do I need to add to 33 to get to 50?”.

**STUDENTS**
- Students look for patterns in the number systems: explain the use of hundreds chart, base ten.
- Students use of structure when working with subtraction as a missing addend: \( 50 - 33 = \_\_\_\_\_ \) can be written as \( 33 + \_\_\_\_\_ = 50 \) and thought of as “How much more do I need to add to 33 to get to 50?”.
8. Look For and Express Regularity in Repeated Reasoning

**TEACHERS**
- Teachers model checking for the reasonableness of solutions during and after completing the task.
- Teachers model how to become more efficient in computations through the use of strategies.

**STUDENT**
- Students check for the reasonableness of solutions during and after completing the task.
- Students begin to generalize and frequently apply strategies learned.
- Students look for strategies to become more efficient in computations.
1st Grade
Common Core State Standards - Mathematics
1st Quarter at a Glance

Academic Vocabulary

- ones
- tens
- addend
- part
- whole
- zero
- greater than
- less than
- equal to
- (is the same as)
- add
- subtract
- place value
- put-together
- take-apart
- decompose
- compose
- compare
- data
- sum
- difference
- picture graph
- bar graph
- numeral
- symbol
- labels
- key
- two-digit numbers
- commutative property
- associative property
- table
- chart
- take away
- pattern
- equal

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer 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.

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.

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.
  - 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 meaning of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1.OA.3 Apply properties of operations as strategies to add and subtract.

1.OA.5 Relate counting to addition and subtraction.

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

1.OA.7 Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
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<thead>
<tr>
<th>Week</th>
<th>Common Core State Standards</th>
<th>Standards Unpacked</th>
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</table>
| Week 1 | **1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer 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. | • Collect and use categorical data  
• Organize and represent data in a table or chart  
• Describe data represented on charts and tables and answer simple questions related to the data |
| Week 2 | **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. | • Rote count forward to 120  
• Read and write counting words, in order from 0 - 19  
• Read and write numerals to represent a given amount  
• Represent numerals in a variety of ways, including tracing numbers, repeatedly writing numbers, and tactile experiences with numbers  
• Represent one-to-one correspondence/match with concrete materials |
| Week 3 & 4 | Continue with objective from week 2.  
**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.  
• 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 base 10 manipulatives to represent 2 digit numbers  
• Count by 1’s and 10’s to 120  
• Group objects into tens and ones  
• Represent the composition (building) and decomposition (taking apart) of numbers from 11 to 19 in a variety of ways  
• Match the concrete representatives of 11 through 19 with the numerical representations  
• Use base 10 manipulatives to build and model counting by tens |
# 1st Grade Pacing Calendar - Mathematics 1st Quarter

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<td><strong>Week 5</strong></td>
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</table>
| 1.NBT.3 Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | • Use base 10 manipulatives to represent numbers and model the comparison of their values  
• Use cardinality to compare the quantity of the numbers with models  
• Use ordinality to compare the placement of the numbers on a number line or 100’s chart  
• Know the symbols >, =, < and their meanings |
| **Week 6 & 7**             |                    |
| 1.OA.5 Relate counting to addition and subtraction. | • Use counting strategies, such as counting all, counting on, and counting back, using ten as a benchmark number  
• Represent the composition and decomposition of numbers in a variety of ways |
| 1.OA.3 Apply properties of operations as strategies to add and subtract. | • Use the understandings of the commutative and associative property to solve problems  
• Use relationships between and among numbers |
| 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | • Use strategies such as counting on, making ten, decomposing a number leading to a ten; creating equivalent but easier known sums |
| 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. | • Develop concepts of joining, separating, and “the same amount/quantity as” |
| **Week 8**                 |                    |
| Continue with objectives from Week 6 & 7. | • Unknown symbols are modeled as boxes or pictures  
• Determine the unknown number that makes an equation true for each type of equation: $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$  
• Use understanding of strategies in addition and subtraction to solve problems with an unknown |

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*Lawton Public Schools*
1st Grade
Common Core State Standards - Mathematics
2nd Quarter at a Glance

STANDARDS
On-going Standards: 1.MD.4, 1.NBT.1, 1.OA.6, and Money and Time

- **1.NBT.4** Add within 100, including add a two-digit number and a one-digit number using concrete models and drawings and strategies based on place value.
- **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.
- **1.OA.4** Understand subtraction as an unknown-addend problem.
- **1.MD.3** Tell and write time in hours and half hours using analog and digital clocks.
- **1.G.1** Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.
- **1.G.2** Compose two-dimensional shapes or three-dimensional shapes to create a composite shape and compose new shapes from the composite shape.
- **1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

### Academic Vocabulary
- analog clock
- digital clock
- half-hour clock
- minute
- hour
- a.m.
- p.m.
- dollar
- quarter
- dime
- nickel
- penny
- cent
- decimal point
- angle
- face
- edge
- vertex (vertices)
- triangle
- quadrilateral
- square
- cube
- circle
- half-circle
- quarter-circle
- rectangle
- pyramid
- trapezoid
- sphere
- cone
- prism
- half
- quarter (1/4)
- 2-D (two dimensional)
- 3-D (three dimensional)
- longer
- longest
- shorter
- shortest
- length
- measure
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| **1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer 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. | • Collect and use categorical data  
• Organize and represent data in a table or chart  
• Describe data represented on charts and tables and answer simple questions related to the data |
| **On-going**                |                    |
| **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. | • Rote count forward to 120  
• Read and write counting words, in order from 0-19  
• Read and write numerals to represent a given amount  
• Represent numerals in a variety of ways, including tracing numbers, repeatedly writing numbers, and tactile experiences with numbers  
• Represent one-to-one correspondence/match with concrete materials |
| **On-going**                |                    |
| **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | • Use strategies such as counting on, making ten, decomposing a number leading to a ten; creating equivalent but easier known sums |
| **Week 1**                  |                    |
| **1.NBT.4** Add within 100, including add a two-digit number and a one-digit number using concrete models and drawings and strategies based on place value. | • Apply knowledge of place value  
• Know addition and subtraction place value  
• Use a variety of methods to add a two-digit number and a one-digit number |
## 1st Grade Pacing Calendar - Mathematics 2nd Quarter

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| **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. | • Skip count by 10  
• Identify patterns found in tens place to solve problems mentally  
• Use base 10 manipulatives, number lines, or 100’s charts to model finding 10 more or 10 less and explain reasoning. |
| **1.OA.4** Understand subtraction as an unknown addend problem. | • Use known addition facts to solve for the unknown quantity in a subtraction problem  
• Use ten frames to compose/decompose a number  
• Know addition and subtraction fact families |
| **Week 3**                  |                   |
| **1.MD.3** Tell and write time in hours and half hours using analog and digital clocks. | • Identify time when hour hand is directly pointing at or slightly ahead/behind a number  
• Use language such as “about 5 o’clock”, “a little past 6 o’clock”, or “almost 8 o’clock”  
• Read analog and digital clocks  
• Orally tell and write time to hour and half-hour |
| **Week 4**                  |                   |
| * Identify names and values of dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.  
*(Money is not addressed in CCSS at the first grade level. However, first grade students must be introduced to money concepts).  | • Identify and name the value of each coin  
• Practice routines involving money (e.g. counting school days using money, trading in coins when appropriate)  
• Use the cent sign or a decimal point with a dollar sign to annotate values |
## 1st Grade
### Pacing Calendar - Mathematics
#### 2nd Quarter

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| **1.NBT.4** Add within 100, adding a two-digit number and a multiple of ten. | • Use concrete models or drawings and strategies  
• Use knowledge of place value  
• Know addition and subtraction fact families  
• Use a variety of methods to add a two-digit number and a one-digit number |
| **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. | • Mentally find 10 more without having to count, given a two digit number  
• Mentally find 10 less without having to count, given a two digit number |
| **1.G.1** Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. | • Identify defining attributes (e.g. triangles are closed and three-sided)  
• Identify non-defining attributes (e.g. color, orientation, overall size)  
• Sort polygon shapes by number of sides and/or angles |
| **1.G.2.** Compose two-dimensional shapes or three dimensional shapes to create a composite shape and compose new shapes from the composite shape. | • Identify and draw 2-D, plane (flat) figures including fractional parts of shapes (half triangle, quarter-circle)  
• Identify and draw 3-D figures  
• Use concrete manipulatives (e.g., pattern blocks, attribute blocks, cubes, rectangular prisms, cones, cylinders, geoboards, paper & pencil) to create composite shapes from 2 or 3 dimensional shapes |
| **1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | • Apply the concept of sharing equally  
• Ability to model halves and fourths with concrete materials |
STANDARDS

On-going Standards: 1.MD.4, 1.NBT.1, 1.OA.6, and Money and Time

- **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.

- **1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

- **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. Understand that in adding two-digit numbers, you add tens and tens, ones and ones, and sometimes it is necessary to compose a ten (regroup).

- **1.NBT.6** Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 (positive or zero differences). Relate the strategy to a written method and explain the reasoning used.

- **1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

- **1.MD.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object 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.

- **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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• Organize and represent data in a table or chart  
• Describe data represented in charts and tables and answer simple questions related to the data |
| On-going                    |                    |
| **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. | • Rote count forward to 120  
• Read and write counting words, in order from 0-19  
• Read and write numerals to represent a given amount  
• Represent numerals in a variety of ways, including tracing numbers, repeatedly writing numbers, and tactile experiences with numbers  
• Represent one-to-one correspondence/match with concrete materials |
<p>| On-going                    |                    |
| <strong>1.OA.6</strong> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | • Use strategies such as counting on, making ten, decomposing a number leading to a ten; creating equivalent but easier known sums |</p>
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| 1.MD.3 Tell and write time in hours and half hours using analog and digital clocks. | • Identify time when hour hand is directly pointing at or slightly ahead/behind a number  
• Use language such as “about 5 o’clock”, “a little past 6 o’clock”, or “almost 8 o’clock”  
• Read analog and digital clocks  
• Orally tell and write time to hour and half-hour |
| *( Money is not addressed in CCSS at the first grade level. However, first grade students must be introduced to money concepts). | • Identify and name the value of each coin  
• Practice routines involving money (e.g. counting school days using money, trading in coins when appropriate)  
• Use the cent sign or a decimal point with a dollar sign to annotate values |

| **Week 1-2**                |                    |
| 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. | • Develop an understanding of the meaning and processes of measurement  
• Build up the length of an object with equal-sized units  
• Make indirect comparisons of the size relationships of various objects |
| 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object a 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 | • Use non-standard tools to measure objects, (e.g. paper clips, color tiles)  
• Develop an understanding of the meaning and processes of measurement  
• Build up the length of an object with equal-sized units |
| Week 3 | 1.NBT.6 Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 (positive or zero differences). Relate the strategy to a written method and explain the reasoning used. | • Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction  
• Count backwards by 10  
• Identify patterns found in tens place to solve problems mentally  
• Use base 10 manipulatives, number lines, or 100's charts to model finding 10 less and explain reasoning |
| Week 4 | 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. Understand that in adding two-digit numbers, you add tens and tens, ones and ones, and sometimes it is necessary to compose a ten (regroup). | • Use concrete models or drawings and strategies  
• Know addition and subtraction fact families  
• Use a variety of methods to add a two-digit number and a one-digit number  
• Apply knowledge of place value  
• Know addition and subtraction place value |
| Week 5-6 | 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. | • Take apart and combine numbers in a variety of ways.  
• Use objects, drawings, and equations with a symbol for the unknown number to represent the problem |
### 1st Grade Pacing Calendar - Mathematics
#### 3rd Quarter

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<tr>
<td><strong>1.MD.4</strong> 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.</td>
<td>Use objects, drawings, and equations with a symbol for the unknown number to represent the problem</td>
<td></td>
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</tbody>
</table>

| Week 9 | **1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. | Solve a variety of addition word problems using objects, drawings and equations with a symbol for the unknown number to represent the problem. |


1st Grade
Common Core State Standards - Mathematics
4th Quarter

- **Academic Vocabulary**
There are no new academic vocabulary introduced this quarter. Continue using vocabulary from previous quarters.

**STANDARDS**

**On-going Standards:** 1.MD.4, 1.NBT.1, 1.OA.6, and Money and Time

- **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.
- **1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
- **1.OA.3** Apply properties of operations as strategies to add and subtract
- **1.OA.4** Understand subtraction as an unknown-addend problem.
- **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

- **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.
  - 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 meaning of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
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| **1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer 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. | • Collect and use categorical data  
• Organize and represent data in a table or chart  
• Describe data represented on charts and tables and answer simple questions related to the data |
| **On-going**                |                    |
| **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. | • Rote count forward to 120  
• Read and write counting words, in order from 0-19  
• Read and write numerals to represent a given amount  
• Represent numerals in a variety of ways, including tracing numbers, repeatedly writing numbers, and tactile experiences with numbers  
• Represent one-to-one correspondence/match with concrete materials |
| **On-going**                |                    |
| **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | • Use strategies such as counting on, making ten, decomposing a number leading to a ten; creating equivalent but easier known sums. |
# 1st Grade Pacing Calendar - Mathematics 4th Quarter

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| **1.MD.3**        | Tell and write time in hours and half hours using analog and digital clocks. | • Identify time when hour hand is directly pointing at or slightly ahead/behind a number  
• Use language such as “about 5 o’clock”, “a little past 6 o’clock”, or “almost 8 o’clock”  
• Read analog and digital clocks  
• Orally tell and write time to hour and half-hour |
|                   | * Identify names and values of dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. | • Identify and name the value of each coin  
• Practice routines involving money (e.g. counting school days using money, trading in coins when appropriate)  
• Use the cent sign or a decimal point with a dollar sign to annotate values |
| **Week 1**        | **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.  
• 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 base 10 manipulatives to represent 2 digit numbers  
• Count by 1’s and 10’s to 120  
• Group objects into tens and ones  
• Represent the composition (building) and decomposition (taking apart) of numbers from 11 to 19 in a variety of ways  
• Match the concrete representatives of 11 through 19 with the numerical representations  
• Use base 10 manipulatives to build and model counting by tens |
|                   | **1.NBT.3** Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | • Use base 10 manipulatives to represent numbers and model the comparison of their values  
• Use cardinality to compare the quantity of the numbers with models  
• Use ordinality to compare the placement of the numbers on a number line or 100’s chart  
• Know the symbols >, =, < and their meanings |
## 1st Grade
Pacing Calendar - Mathematics
4th Quarter

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Common Core State Standards</th>
<th>Standards Unpacked</th>
</tr>
</thead>
</table>
| 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. | - Take apart and combine numbers in a variety of ways  
- Use objects, drawings, and equations with a symbol for the unknown number to represent the problem  
- Use the understandings of the commutative and associative property to solve problems  
- Use relationships between and among numbers |
| 1.OA.3 | Apply properties of operations as strategies to add and subtract. | |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>1.OA.2</th>
<th>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Solve a variety of addition word problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</td>
<td></td>
</tr>
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</table>

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<thead>
<tr>
<th>Week 4</th>
<th>1.OA.4</th>
<th>Understand subtraction as an unknown-addend problem.</th>
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</table>
|        | • Connect addition to subtraction (Inverse operation)  
• Apply the strategy to think addition rather than take away.  
• Use concrete models with manipulatives to find the unknown. |

<table>
<thead>
<tr>
<th>Week 5 &amp; 6</th>
<th>1.OA.1</th>
<th>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.</th>
</tr>
</thead>
</table>
|            | • Take apart and combine numbers in a variety of ways  
• Use objects, drawings, and equations with a symbol for the unknown number to represent the problem |

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<tr>
<th>1.OA.8</th>
<th>Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</th>
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</table>
|        | • Unknown symbols are modeled as boxes or pictures  
• Determine the unknown number that makes an equation true for each type of equation: 8 + □ = 11, 5 = □ − 3, 6 + 6 = □  
• Use understanding of strategies in addition and subtraction to solve problems with an unknown. |
### 1st Grade Pacing Calendar - Mathematics 4th Quarter

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<tr>
<td><strong>Week 8</strong></td>
<td></td>
</tr>
<tr>
<td>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</td>
<td>• Solve a variety of addition word problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</td>
</tr>
<tr>
<td><strong>Week 9 - 10</strong></td>
<td></td>
</tr>
<tr>
<td>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</td>
<td>• Unknown symbols are modeled as boxes or pictures • Determine the unknown number that makes an equation true for each type of equation: $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$ • Use understanding of strategies in addition and subtraction to solve problems with an unknown.</td>
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