## Prerequisites

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</tr>
<tr>
<td><strong>OA.1.1</strong></td>
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</tr>
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<td>☐ I CAN explain what an equal sign means.</td>
</tr>
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<td><strong>OA.1.8</strong></td>
</tr>
<tr>
<td>☐ I CAN recognize part-part-whole relationships of three whole numbers.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>Subtraction</td>
</tr>
<tr>
<td>Addition</td>
</tr>
<tr>
<td>Addition Sentence</td>
</tr>
<tr>
<td>Difference</td>
</tr>
<tr>
<td>Equal =</td>
</tr>
<tr>
<td>Manipulatives</td>
</tr>
<tr>
<td>Number Bond</td>
</tr>
<tr>
<td>Part-Part-Whole</td>
</tr>
<tr>
<td>Sum</td>
</tr>
<tr>
<td>Mathematical Practices</td>
</tr>
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### Vocabulary

- Associative Property
- Commutative Property
- Equation
- Zero Property (Identity Property)
- Count Back
- Count On
- False
- Mentally
- True
- Count On to help me solve a subtraction problem.
- Count Back to help me solve a subtraction problem.
- Fact Family
- Fact Family to understand the relationship between addition and subtraction.
- Equation
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First Grade • Third Quarter

Pacing Guide

Go Math! Chapters 5-8

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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 regularly 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 ask 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.

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Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Camela Diaz
Interim Assistant Director for Student Learning

Delsa Chapman
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### Grade 1: Mathematics

#### Third Quarter

| OA.1.1 |  I CAN solve addition word problems within 15 using drawings and equations to find the missing number in all positions.  
|        |  I CAN solve subtraction word problems within 15 using drawings and equations to find the missing number in all positions.  
|        |  I CAN add three numbers.  
|        |  I CAN use addition to help me solve a subtraction problem.  
|        |  I CAN use fact families to understand the relationship between addition and subtraction.  
|        |  I CAN subtract fluently within 10 without counting.  
|        |  I CAN add fluently within 10 without counting.  

| NBT.1.1 |  I CAN count to 120 starting at any number less than 120.  
|         |  I CAN read and write numerals to 120.  
|         |  I CAN represent a number of objects with a written numeral.  

| NBT.1.2 |  I CAN explain what each digit of a two digit number represents.  
|         |  I CAN show numbers 11-99 as tens and ones.  
|         |  I CAN identify how many tens and ones are in a 2-digit number.  
|         |  I CAN show multiples of 10 as groups of tens.  
|         |  I CAN identify the number of tens and ones in numbers ending with zero.  
|         |  I CAN understand that 10 can be thought of as a bundle of ten ones - called a "ten".  
|         |  I CAN show numbers 11-19 as a ten and ones.  

| NBT.1.3 |  I CAN explain what each symbol means (<, >, and =).  
|         |  I CAN compare two 2-digit numbers.  
|         |  I CAN use the symbols >, <, and = to compare two 2-digit numbers.  
|         |  I CAN identify the number that is greater than or less than using the tens and ones.  

| NBT.1.4 |  I CAN add a 2-digit number and a 1-digit number within 100.  
|         |  I CAN add a 2-digit number and a multiple of 10 within 100.  
|         |  I CAN choose and explain what strategy I used to solve my problem.  
|         |  I CAN decide when to rearrange objects in an addition problem using manipulatives (regroup).  
|         |  I CAN show that in adding 2-digit numbers you add ones to ones and tens to tens.  
|         |  I CAN use a drawing or model to write an addition number sentence.  

| NBT.1.5 |  I CAN mentally find 10 more than a 2-digit number without having to count on.  
|         |  I CAN mentally find 10 less than a 2-digit number without having to count back.  
|         |  I CAN explain how to find 10 more than a number.  
|         |  I CAN explain how to find 10 less than a number.  

| NBT.1.6 |  I CAN subtract a multiple of 10 from another multiple of 10 (10-90).  
|         |  I CAN use models for solving subtraction problems with tens.  
|         |  I CAN use drawings for solving subtraction problems with tens.  
|         |  I CAN use place value for solving subtraction problems with tens.  
|         |  I CAN use addition for solving subtraction problems with tens.  

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<th>Greater Than &gt;</th>
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<td>Less Than &lt;</td>
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<td>Multiples</td>
</tr>
<tr>
<td>Fact Family</td>
<td>Rods</td>
</tr>
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<td>Fluently</td>
<td>Units</td>
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### Grade 1 Mathematics

#### Operations & Algebraic Thinking

- **OA.1.1**
  - I CAN solve addition word problems within 20 using drawings and equations to find the missing number in all positions.
  - I CAN solve subtraction word problems within 20 using drawings and equations to find the missing number in all positions.

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#### Number & Operations in Base Ten

- MD.1.1
  - I CAN order three objects by length.
  - I CAN use one object to help me describe the length of two other objects.
  - I CAN use words to compare three objects.

- MD.1.2
  - I CAN measure an object using non-standard units.
  - I CAN express the length of the measured object as a number and unit (example: 9 blocks).

- MD.1.3
  - I CAN identify the hour hand and minute hand.
  - I CAN tell time to the hour using an analog and digital clock.
  - I CAN tell time to the half-hour using an analog and digital clock.
  - I CAN model time to the hour using an analog clock.
  - I CAN model time to the half-hour using an analog clock.
  - I CAN write the time in hours.
  - I CAN write the time in half-hours.

- MD.1.4
  - I CAN compare how many more or less are in one category than another.
  - I CAN identify different methods to organize and show data (tally marks, sorting, classifying, categorizing).
  - I CAN organize and show data with up to three categories (tally chart, bar graph, pictograph).
  - I CAN ask and answer questions about data.

#### Measurement & Data

- G.1.1
  - I CAN identify defining attributes of different shapes (size, shape, open, closed).
  - I CAN identify non-defining attributes of different shapes (color, orientation).
  - I CAN sort shapes by their attributes (size, shape, color, orientation, open, closed).
  - I CAN build shapes to show attributes using manipulatives (straws, geoboards).
  - I CAN draw shapes to show attributes (size, color, orientation, open, closed, number of faces, sides, corners, etc.).
  - I CAN build and draw a shape when given attributes.

- G.1.2
  - I CAN build a new shape using 2-dimensional shapes.
  - I CAN build a new shape using 3-dimensional shapes.
  - I CAN take a shape I have made from other shapes and change it to make a new shape.

- G.1.3
  - I CAN divide shapes into two equal shares.
  - I CAN describe the equal share using math vocabulary.
  - I CAN divide shapes into four equal shares.
  - I CAN describe the whole as the sum of the parts.
  - I CAN explain what happens when an object is cut into more pieces.

#### Geometry

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<th>Hexagon</th>
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<td>Non-defining Attribute</td>
</tr>
<tr>
<td>Cone</td>
<td>Open</td>
</tr>
<tr>
<td>Cube</td>
<td>Rectangular Prism</td>
</tr>
<tr>
<td>Cylinder</td>
<td>Rhombus</td>
</tr>
<tr>
<td>Defining Attribute</td>
<td>Trapezoid</td>
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<tr>
<td>Equal Parts/Equal Share</td>
<td>2-dimensional</td>
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<td>Fourths/Quarters</td>
<td>3-dimensional</td>
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<tr>
<td>Halves</td>
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<tr>
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<tr>
<td>Sort</td>
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#### Vocabulary

- Analog Clock
- Bar Graph
- Category
- Categorize
- Data
- Digital Clock
- Hour Hand
- Length
- Minute Hand
- Non-standard Units
- Pictograph
- Sort