

Mathematical Practices	Research-based Instructional Practices	
<div><div><input type="checkbox"/> Make sense of problems and persevere in solving them.</div><div><input type="checkbox"/> Reason abstractly and quantitatively.</div><div><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</div><div><input type="checkbox"/> Model with mathematics.</div><div><input type="checkbox"/> Use appropriate tools strategically.</div><div><input type="checkbox"/> Attend to precision.</div><div><input type="checkbox"/> Look for and make use of structure.</div><div><input type="checkbox"/> Look for and express regularity in repeated reasoning.</div></div>	<div><div><input type="checkbox"/> Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.</div><div><input type="checkbox"/> Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.</div><div><input type="checkbox"/> Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers.</div><div><input type="checkbox"/> 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.</div><div><input type="checkbox"/> Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking.</div><div><input type="checkbox"/> Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction.</div><div><input type="checkbox"/> Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.</div></div>	
Prerequisites		
Last year, teachers spent a large majority of the instructional time on these focus skills. This year, students should have a strong foundation in the following areas:		
Major Focus	Supporting Work	Additional Work (Minor)
<div>Know number names to 20 and the count sequence to 100.</div> <div>Count to tell the number of objects.</div> <div>Compare numbers to ten using more/less, bigger/smaller.</div> <div>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</div> <div>Recognize numbers 11–19 as one ten and some ones.</div>	<div>Classify objects and count the number of objects in categories.</div>	<div>Describe and compare measureable attributes.</div> <div>Identify and describe shapes and solids.</div> <div>Analyze, compare, create, and compose shapes.</div>



Yvonne Caamal Canul
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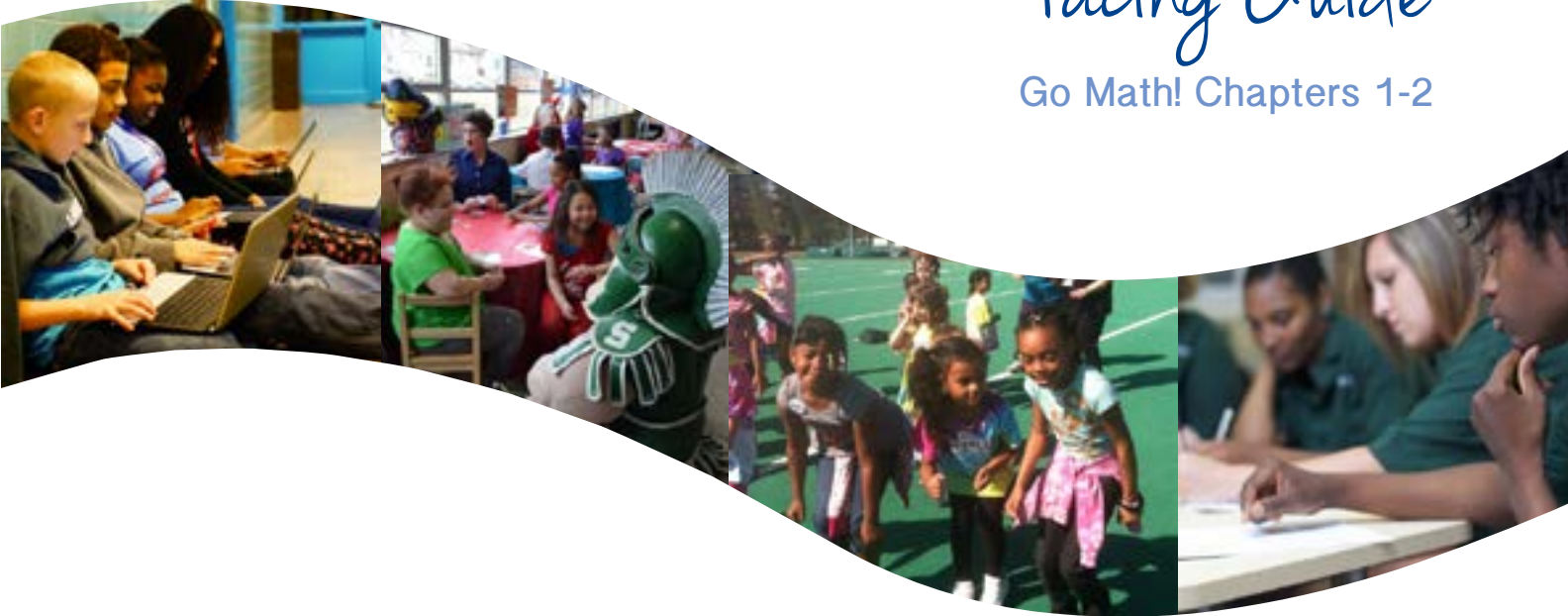
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First Grade • First Quarter

Pacing Guide

Go Math! Chapters 1-2



Mathematics

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Grade 1MathematicsFirst Quarter			
Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<p>OA.1.1</p> <p><input type="checkbox"/> I CAN solve addition word problems within 10 using objects and drawings to find the missing number or answer.</p> <p><input type="checkbox"/> I CAN solve subtraction word problems within 10 using objects and drawings to find the missing number or answer.</p> <p>OA.1.3</p> <p><input type="checkbox"/> I CAN use the commutative property to solve problems.</p> <p><input type="checkbox"/> I CAN use the associative property to solve problems.</p> <p><input type="checkbox"/> I CAN use the zero property to solve problems</p> <p>OA.1.7</p> <p><input type="checkbox"/> I CAN explain what an equal sign means.</p> <p>OA.1.8</p> <p><input type="checkbox"/> I CAN recognize part-part-whole relationships of three whole numbers.</p>	<p>NTB.1.1</p> <p><input type="checkbox"/> I CAN count to 50 starting at any number less than 50.</p> <p><input type="checkbox"/> I CAN read and write numerals to 50.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>
Vocabulary			
<p>Subtraction</p> <p>Addition</p> <p>Addition Sentence</p> <p>Difference</p> <p>Equal =</p> <p>Manipulatives</p> <p>Number Bond</p> <p>Part-Part-Whole</p> <p>Sum</p>	<p>Compare</p> <p>Digit</p> <p>Numeral</p> <p>Ones</p> <p>Tens</p>		

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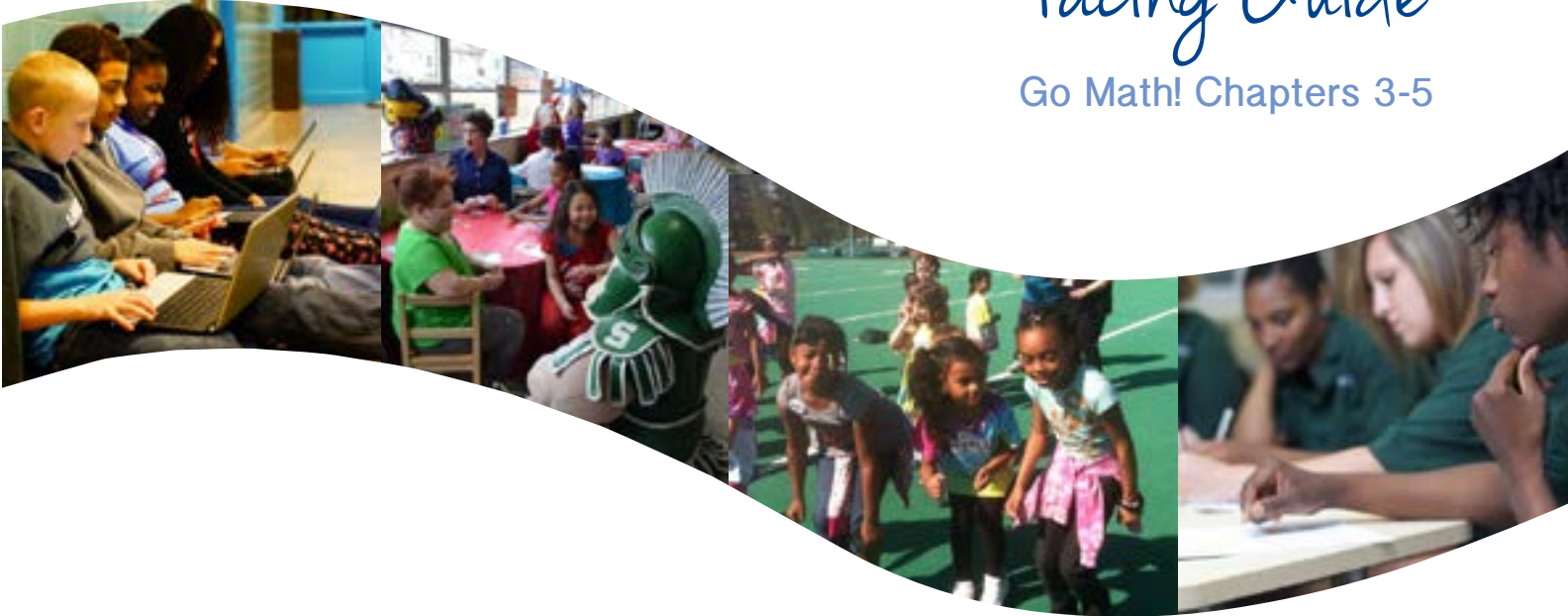
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First Grade • Second Quarter

Pacing Guide

Go Math! Chapters 3-5



Mathematics

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Grade 1MathematicsSecond Quarter			
Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<p>OA.1.1</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN solve addition word problems within 10 using objects and drawings to find the missing number or answer.<input type="checkbox"/> I CAN solve subtraction word problems within 10 using objects and drawings to find the missing number or answer. <p>OA.1.2</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN add three numbers.<input type="checkbox"/> I CAN show how to solve word problems with 3 numbers. <p>OA.1.3</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN use the commutative property to solve problems.<input type="checkbox"/> I CAN use the associative property to solve problems.<input type="checkbox"/> I CAN use the zero property to solve problems <p>OA.1.4</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN use addition to help me solve a subtraction problem.<input type="checkbox"/> I CAN use fact families to understand the relationship between addition and subtraction. <p>OA.1.5</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN count on or count back from any number.<input type="checkbox"/> I CAN explain how counting on and counting back will help me solve addition and subtraction problems. <p>OA.1.6</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN count on to help me add with 20.<input type="checkbox"/> I CAN decompose (break apart) a number leading to a ten to help me add within 20.<input type="checkbox"/> I CAN use a fact family to help me add within 20.<input type="checkbox"/> I CAN use doubles, doubles plus one to solve addition problems to 20. <p>OA.1.7</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN determine if an equation is true or false. <p>OA.1.8</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN find the missing number in an addition equation.<input type="checkbox"/> I CAN find the missing number in an subtraction equation.	<p>NBT.1.1</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN count to 100 starting at any number less than 100.<input type="checkbox"/> I CAN read and write numerals to 100. <p>NBT.1.5</p> <ul style="list-style-type: none"><input type="checkbox"/> I CAN mentally find 10 more than a 2-digit number without having to count on.<input type="checkbox"/> I CAN mentally find 10 less than a 2-digit number without having to count back.<input type="checkbox"/> I CAN explain how to find 10 more than a number.<input type="checkbox"/> I CAN explain how to find 10 less than a number.	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>
Vocabulary			
<p>Associative Property Commutative Property Equation Zero Property (Identity Property)</p>	<p>Count Back Count On False Mentally True</p>		

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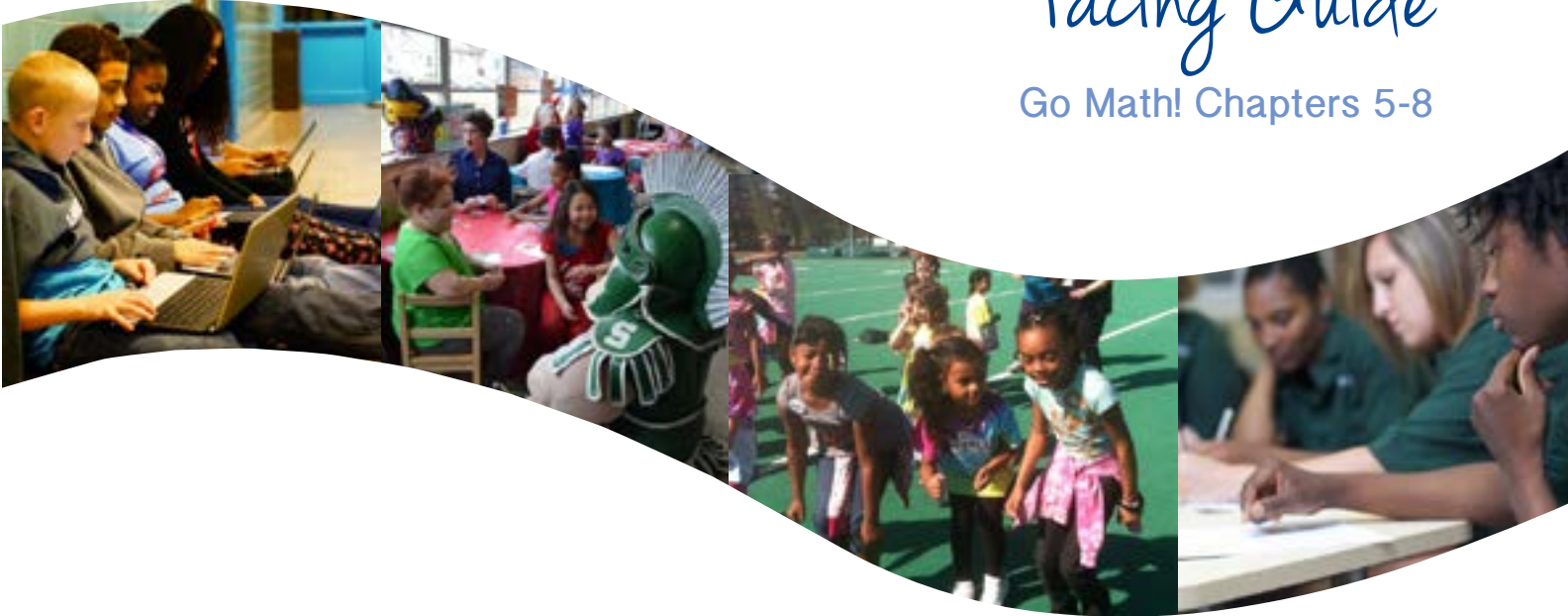
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First Grade • Third Quarter

Pacing Guide

Go Math! Chapters 5-8



Mathematics

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Grade 1Mathematics		Third Quarter
Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data, Geometry
<p>OA.1.1</p> <p><input type="checkbox"/> I CAN solve addition word problems within 15 using drawings and equations to find the missing number in all positions.</p> <p><input type="checkbox"/> I CAN solve subtraction word problems within 15 using drawings and equations to find the missing number in all positions.</p> <p>OA.1.2</p> <p><input type="checkbox"/> I CAN add three numbers.</p> <p><input type="checkbox"/> I CAN show how to solve word problems with 3 numbers.</p> <p>OA.1.4</p> <p><input type="checkbox"/> I CAN use addition to help me solve a subtraction problem.</p> <p><input type="checkbox"/> I CAN use fact families to understand the relationship between addition and subtraction.</p> <p>OA.1.6</p> <p><input type="checkbox"/> I CAN subtract fluently within 10 without counting.</p> <p><input type="checkbox"/> I CAN add fluently within 10 without counting.</p>	<p>NBT.1.1</p> <p><input type="checkbox"/> I CAN count to 120 starting at any number less than 120.</p> <p><input type="checkbox"/> I CAN read and write numerals to 120.</p> <p><input type="checkbox"/> I CAN represent a number of objects with a written numeral.</p> <p>NBT.1.2</p> <p><input type="checkbox"/> I CAN explain what each digit of a two digit number represents.</p> <p><input type="checkbox"/> I CAN show numbers 11-99 as tens and ones.</p> <p><input type="checkbox"/> I CAN identify how many tens and ones are in a 2-digit number.</p> <p><input type="checkbox"/> I CAN show multiples of 10 as groups of tens.</p> <p><input type="checkbox"/> I CAN identify the number of tens and ones in numbers ending with zero.</p> <p><input type="checkbox"/> I CAN understand that 10 can be thought of as a bundle of ten ones - called a “ten”.</p> <p><input type="checkbox"/> I CAN show numbers 11-19 as a ten and ones.</p> <p>NBT.1.3</p> <p><input type="checkbox"/> I CAN explain what each symbol means (<, >, and =).</p> <p><input type="checkbox"/> I CAN compare two 2-digit numbers.</p> <p><input type="checkbox"/> I CAN use the symbols >, <, and = to compare two 2-digit numbers.</p> <p><input type="checkbox"/> I CAN Identify the number that is greater than or less than using the tens and ones.</p> <p>NBT.1.4</p> <p><input type="checkbox"/> I CAN add a 2-digit number and a 1-digit number within 100.</p> <p><input type="checkbox"/> I CAN add a 2-digit number and a multiple of 10 within 100.</p> <p><input type="checkbox"/> I CAN choose and explain what strategy I used to solve my problem.</p> <p><input type="checkbox"/> I CAN decide when to rearrange objects in an addition problem using manipulatives (regroup).</p> <p><input type="checkbox"/> I CAN show that in adding 2 digit numbers you add ones to ones and tens to tens.</p> <p><input type="checkbox"/> I CAN use a drawing or model to write an addition number sentence.</p> <p>NBT.1.5</p> <p><input type="checkbox"/> I CAN mentally find 10 more than a 2-digit number without having to count on.</p> <p><input type="checkbox"/> I CAN mentally find 10 less than a 2-digit number without having to count back.</p> <p><input type="checkbox"/> I CAN explain how to find 10 more than a number.</p> <p><input type="checkbox"/> I CAN explain how to find 10 less than a number.</p> <p>NBT.1.6</p> <p><input type="checkbox"/> I CAN subtract a multiple of 10 from another multiple of 10 (10-90).</p> <p><input type="checkbox"/> I CAN use models for solving subtraction problems with tens.</p> <p><input type="checkbox"/> I CAN use drawings for solving subtraction problems with tens.</p> <p><input type="checkbox"/> I CAN use place value for solving subtraction problems with tens.</p> <p><input type="checkbox"/> I CAN use addition for solving subtraction problems with tens</p>	<p><i>These are not focus areas during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>
Vocabulary		
<p>Addend Decompose Doubles Fact Family Fluently Greater Than > Less Than <</p>	<p>Greater Than Less Than Multiples Rods Units</p>	

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First Grade • Fourth Quarter

Pacing Guide

Go Math! Chapters 9-12



Mathematics

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Grade 1				Mathematics				Fourth Quarter																	
Operations & Algebraic Thinking		Number & Operations in Base Ten		Measurement & Data		Geometry																			
<p>OA.1.1</p> <p><input type="checkbox"/> I CAN solve addition word problems within 20 using drawings and equations to find the missing number in all positions.</p> <p><input type="checkbox"/> I CAN solve subtraction word problems within 20 using drawings and equations to find the missing number in all positions.</p>		<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>		<p>MD.1.1</p> <p><input type="checkbox"/> I CAN order three objects by length.</p> <p><input type="checkbox"/> I CAN use one object to help me describe the length of two other objects.</p> <p><input type="checkbox"/> I CAN use words to compare three objects</p> <p>MD.1.2</p> <p><input type="checkbox"/> 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).</p> <p>MD.1.3</p> <p><input type="checkbox"/> I CAN identify the hour hand and minute hand.</p> <p><input type="checkbox"/> I CAN tell time to the hour using an analog and digital clock.</p> <p><input type="checkbox"/> I CAN tell time to the half-hour using an analog and digital clock.</p> <p><input type="checkbox"/> I CAN model time to the hour using an analog clock.</p> <p><input type="checkbox"/> I CAN model time to the half-hour using an analog clock.</p> <p><input type="checkbox"/> I CAN write the time in hours.</p> <p><input type="checkbox"/> I CAN write the time in half-hours.</p> <p>MD.1.4</p> <p><input type="checkbox"/> I CAN compare how many more or less are in one category than another.</p> <p><input type="checkbox"/> I CAN identify different methods to organize and show data (tally marks, sorting, classifying, categorizing).</p> <p><input type="checkbox"/> I CAN organize and show data with up to three categories (tally chart, bar graph, pictograph).</p> <p><input type="checkbox"/> I CAN ask and answer questions about data.</p>		<p>G.1.1</p> <p><input type="checkbox"/> I CAN identify defining attributes of different shapes (size, shape, open, closed).</p> <p><input type="checkbox"/> I CAN identify non-defining attributes of different shapes (color, orientation).</p> <p><input type="checkbox"/> I CAN sort shapes by their attributes (size, shape, color, orientation, open, closed).</p> <p><input type="checkbox"/> I CAN build shapes to show attributes using manipulatives (straws, geoboards).</p> <p><input type="checkbox"/> I CAN draw shapes to show attributes (size, color, orientation, open, closed, number of faces, sides, corners, etc.)</p> <p><input type="checkbox"/> I CAN build and draw a shape when given attributes.</p> <p>G.1.2</p> <p><input type="checkbox"/> I CAN build a new shape using 2-dimensional shapes.</p> <p><input type="checkbox"/> I CAN build a new shape using 3-dimensional shapes.</p> <p><input type="checkbox"/> I CAN take a shape I have made from other shapes and change it to make a new shape.</p> <p>G.1.3</p> <p><input type="checkbox"/> I CAN divide shapes into two equal shares.</p> <p><input type="checkbox"/> I CAN describe the equal share using math vocabulary.</p> <p><input type="checkbox"/> I CAN divide shapes into four equal shares.</p> <p><input type="checkbox"/> I CAN describe the whole as the sum of the parts.</p> <p><input type="checkbox"/> I CAN explain what happens when an object is cut into more pieces.</p>																			
Vocabulary																									
				<p>Analog Clock</p> <p>Bar Graph</p> <p>Category</p> <p>Categorize</p> <p>Data</p> <p>Digital Clock</p> <p>Hour Hand</p> <p>Length</p> <p>Minute Hand</p> <p>Non-standard Units</p> <p>Pictograph</p> <p>Sort</p>		<table><tr><td>Attribute</td><td>Hexagon</td></tr><tr><td>Closed</td><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></tr><tr><td>Equal Parts/Equal Share</td><td>2-dimensional</td></tr><tr><td>Fourths/Quarters</td><td>3-dimensional</td></tr><tr><td>Halves</td><td></td></tr></table>		Attribute	Hexagon	Closed	Non-defining Attribute	Cone	Open	Cube	Rectangular Prism	Cylinder	Rhombus	Defining Attribute	Trapezoid	Equal Parts/Equal Share	2-dimensional	Fourths/Quarters	3-dimensional	Halves	
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Cube	Rectangular Prism																								
Cylinder	Rhombus																								
Defining Attribute	Trapezoid																								
Equal Parts/Equal Share	2-dimensional																								
Fourths/Quarters	3-dimensional																								
Halves																									