



WEST BOLIVAR
CONSOLIDATED SCHOOL DISTRICT

Mathematics Pacing Guide

FIRST GRADE

Term 1



First Grade

FIRST NINE WEEKS

Unit 1: Counting, Place Value and Numbers (Within 100) Suggested Number of Days for Unit: 15 days

Standards	Suggested Number of Instructional Days
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. (<i>Count to 100.</i>)	6 Days
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: a. 10 can be thought of as 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).	3 Days
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 $<$. (<i>0 – 50</i>)	4 Days
Unit Review	1 Day
Unit Assessment	1 Day



Unit 2: Count, Read, and Write Numbers (Less than 120)		Suggested Number of Days for Unit: 10 days
Standards		Suggested Number of Instructional Days
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.		5 Days
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 $<$.		3 Days
Unit Review		1 Day
Unit Assessment		1 Day

Unit 3: Addition (Within 20)		Suggested Number of Days for Unit: 15 days
Standards		Suggested Number of Instructional Days
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		2 Days
1.OA.3 Apply properties of operations as strategies to add and subtract. Example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition) To add $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition)		2 Days
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 $6 + 6 + 1 = 12 + 1 = 13$).		3 Days

Unit 3: Addition (Within 20)

Suggested Number of Days for Unit: 15 days

Standards	<i>Suggested Number of Instructional Days</i>
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.	3 Days
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.	3 Days
Unit Review	1 Day
Unit Assessment	1 Day



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Term 2



First Grade

SECOND NINE WEEKS

Unit 4: Subtraction within 20

Suggested Number of Days for Unit: 15 days

Standards

Suggested Number of Instructional Days

1.OA.A.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.

3 Days

1.OA.A.3

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

3 Days

1.OA.B.4

Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

3 Days

1.OA.C.5

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

2 Days



Unit 4: Subtraction within 20		<i>Suggested Number of Days for Unit: 15 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).	2 Days	
Unit Review		1 Day
Unit Assessment		1 Day
Unit 5: Addition and Subtraction Using Tens and Mental Strategies		<i>Suggested Number of Days for Unit: 15 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	7 Days	
1.NBT.C.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.	6 Days	



Unit 5: Addition and Subtraction Using Tens and Mental Strategies		<i>Suggested Number of Days for Unit: 15 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
Unit Review		1 Day
Unit Assessment		1 Day

Unit 6: Equivalence		<i>Suggested Number of Days for Unit: 10 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
1.OA.D.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.		4 Days
1.OA.D.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 $8 + ? = 11$, $5 = \quad - 3$, $6 + 6 = \quad$		4 Days
Unit Review		1 Day
Unit Assessment		1 Day



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Term 3



First Grade

THIRD NINE WEEKS

Unit 7: Addition and Subtraction Within 100

Suggested Number of Days for Unit: 10 days

Standards

Suggested Number of Instructional Days

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

3 Days

1.OA.B.4
Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

3 Days

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

2 Days

1.NBT.C.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.



Unit 7: Addition and Subtraction Within 100		<i>Suggested Number of Days for Unit: 10 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
Unit Review		1 Day
Unit Assessment		1 Day
Unit 8: Time and Calendar		<i>Suggested Number of Days for Unit: 15 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
1.MD.B.3a Tell and write time in hours and half-hours using analog and digital clocks.		6 Days
1.MD.B.3b Tell and write time in hours and half-hours using analog and digital clocks.		7 Days
Unit Review		1 Day
Unit Assessment		1 Day



Unit 9: Money		<i>Suggested</i> Number of Days for Unit: 15 days
Standards		<i>Suggested</i> Number of Instructional Days
1.MD.D.5a Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, \$1).		3 Days
1.MD.D.5b Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).		3 Days
1.MD.D.5c Count like U.S. coins up to the equivalent of a dollar.		4 Days
1.MD.D.5d Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal one dime, but not 1 nickel and 5 pennies equal 1 dime).		3 Days
Unit Review		1 Day
Unit Assessment		1 Day



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Term 4



First Grade

FOURTH NINE WEEKS

Unit 10: Represent and Interpret Data

Suggested Number of Days for Unit: 10 days

Standards

Suggested Number of Instructional Days

1.MD.C.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.

8 Days

Unit Review

1 Day

Unit Assessment

1 Day

Unit 11: Measuring Lengths

Suggested Number of Days for Unit: 10 days

Standards

Suggested Number of Instructional Days

1.MD.A.1

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

4 Days



Unit 11: Measuring Lengths		<i>Suggested Number of Days for Unit: 10 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
1.MD.A.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.		4 Days
Unit Review		1 Day
Unit Assessment		1 Day

Unit 12: 2D and 3D Shapes		<i>Suggested Number of Days for Unit: 10 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
1.G.A.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.		4 Days
1.G.A.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.		4 Days
Unit Review		1 Day



Unit 12: 2D and 3D Shapes		<i>Suggested Number of Days for Unit: 10 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
Unit Assessment		1 Day
Unit 13: Partitioning Circles and Rectangles		<i>Suggested Number of Days for Unit: 5 days</i>
Standards		<i>Suggested Number of Instructional Days</i>
1.G.A.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. Understand for these examples that decomposing into more equal shares creates smaller shares.		3 Days
Unit Review		1 Day
Unit Assessment		1 Day