Mathematics
Grade 1 – Year at a Glance
2018 - 2019

Q1 Q2 Q3 Q4

Module 1 Aug. 6 – Oct. 5	Module 2 Oct. 15 – Nov. 20	Module 3 Nov. 26 – Dec. 19	Module 4 Jan. 7 – Feb. 22	Module 5 Feb. 25 –Mar. 26	Module 6 Mar. 27- May 10	1st Grade Tasks May 13 – May 24
Sums and Differences to 10	Introduction to Place Value Through Addition and Subtraction Within 20	Ordering and Comparing Length Measurements as Numbers	Place Value, Comparison, Addition and Subtraction of Numbers to 40	Identifying, Composing, and Partitioning Shapes	Place Value, Comparison, Addition and Subtraction of Numbers to 100	Please see curriculum maps for specific tasks and lessons
1.OA.A.1	1.OA.A.1	1.OA.A.1	1.OA.A.1	1.MD.B.3	1.NBT.A.1	Please see curriculum maps
1.OA.B.3	1.OA.A.2	1.MD.A.1	1.NBT.A.1	1.G.A.1	1.NBT.B.2	
1.OA.B.4	1.OA.B.3	1.MD.A.2	1.NBT.B.2	1.G.A.2	1.NBT.B.3	
1.OA.C.5	1.OA.B.4	1.MD.C.5	1.NBT.B.3	1.G.A.3	1.NBT.C.4	
1.OA.C.6	1.OA.B.5		1.NBT.C.4		1.NBT.C.5	
1.OA.D.7	1.OA.C.6		1.NBT.C.5		1.NBT.C.6	
1.OA.D.8	1.NBT.B.2		1.NBT.C.6		1.MD.B.3	
					1.ND.B.4	

Key:

Major Content	Additional Content

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

Use the following guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.
Pacing and Preparation Guide (Omissions)

Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?

In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) "processes and proficiencies" with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.

Tennessee Mathematics Content Standards

Standards for Mathematical Practice

Literacy Skills for Mathematical Proficency

Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.

- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.

- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.

- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.

How to Use the Maps

Overview
An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards
TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content
This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support
District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency
The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar
As a support to teachers and leaders, an instructional calendar is provided *as a guide*. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required

Grade 1 Quarter 2 Overview

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
Module 3: Ordering and Comparing Length Measurements as Numbers (To be continued in Q3)
- Topic A-C
- Part of Topic D

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Focus Grade Level Standard	Type of Rigor	Foundational Standards
1.OA.A.1	Application	K.OA.A.1, K.OA.A.2
1.OA.A.2	Application	K.OA.A.2, 1.OA.C.6, 1.OA.A.1, 1.OA.A.D.8
1.OA.B.3	Conceptual Understanding	K.OA.A.1, K.OA.A.2
1.OA.B.4	Conceptual Understanding	K.OA.A.1, K.OA.A.2
1.OA.C.5	Conceptual Understanding	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.4, K.OA.A,5, 1.OA.B.4, 1.OA.B.5
1.OA.C.6	Conceptual Understanding, Procedural Fluency	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.4, K.OA.A,5, 1.OA.B.4, 1.OA.B.5
1.NBT.B.2	Conceptual Understanding	K.CC.A.1, K.OA.A.3, K.NBT.A.1, 1.NBT.A.1
1.MD.A.1	Conceptual Understanding, Procedural Fluency	K.MD.A.2
1.MD.A.2	Conceptual Understanding, Procedural Fluency	1.MD.A.1
1.MD.B.4	Procedural Fluency	K.MD.B.3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20			
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations) ■ **1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent in a problem. **Cluster:** Understand and apply properties of operations and the relationship between addition and subtraction. ■ **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.) **Cluster:** Add and subtract within 20.	**Essential Questions** • How can I sue the commutative property to make 10? • How can you think of 10 to solve an addition or subtraction problems. • How can I compare the efficiency of strategies when counting? • How does knowing parts of a whole help with addition? • How can you find a missing part of a whole when you know the other part? • What are helpful addition strategies? • How can I identify 1 ten as a unit by renaming representations of 10? • How can I solve addition and subtraction problems by composing and decomposing numbers? **Topic A: Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems** **Objectives/Learning Targets** • **Lesson 1:** I can solve word problems with three addends, two of which make a ten. **(1.OA.A1, 1.OA.A.2, 1.OA.C.5, 1.OA.C.6)**	**Eureka Parent Newsletter: Topic A** **Optional Quiz: Topic A Lessons 1-2** **Optional Quiz: Topic A Lessons 3-6** **Optional Quiz: Topic A Lessons 7-9** **Optional Quiz: Topic A Lessons 10-11** **Pacing Considerations:** If pacing is a challenge, embed conversations about efficiency and strategy comparison throughout Module 2. Application Problems and Student Debriefs can provide opportunities to share and compare students' varied strategies. This allows omission of four lessons: 5, 9, 11, and 21. Combine Lesson 3 and 4: Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket. Omit Lesson 5 Omit Lesson 9 Omit Lesson 11 **Additional instructional resources for enrichment/remediation:** **Remediation Guide**	**Vocabulary:** A ten, ones *Familiar Terms:* 5-groups, add, equals, number bonds, partners to ten, subtract, teen numbers **Fluency Practice:** **Lesson 1:** Sparkle Say Ten and Regular Way 　　　　　Take Out 　　　　　Equal Number Pairs For Ten **Lesson 2:** Take out 1: Number Bonds 　　　　　5-Group Flash: Partners to Ten 　　　　　Say Ten Conversion **Lesson 3:** Take Out 1 　　　　　Break Apart 10 　　　　　Add Partners of Ten First **Lesson 4:** Happy Counting the Say Ten Way 　　　　　Sprint: Add Three Numbers **Lesson 5:** Partners to Ten 　　　　　Add Partners of Ten First 　　　　　Take Out Two **Lesson 6:** Happy Counting by Twos 　　　　　Take Out 2: Number Bonds 　　　　　Decompose Addition Sentences into Three Parts

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY

■ **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 1 = 10-1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 =13).
 	
 ■ **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memore all sums up to 10.
	• **Lesson 2:** I can use the associative and commutative properties to make a ten with three addends. **(1.OA.A1, 1.OA.B.3, 1.OA.C.5, 1.OA.C6)**
	 • **Lesson 3-4:** I can make ten when one addend is 9. **(1.OA.A1, 1.OA.B.3, 1.OA.C.5, 1.OA.C6)**
	 • **Lesson 5:** I can compare efficiency of counting on and making ten when one addend is 9. **(1.OA.A1, 1.OA.C.5, 1.OA.C6)**
	 • **Lesson 6:** I can use the commutative property to make 10. **(1.OA.B.3)**
	 • **Lesson 7-8:** I can make ten when one addend is 8. **(1.OA.C.6)**
	 • **Lesson 9:** I can compare efficiency of counting on and making ten when one addend is 8. **(1.OA.C.6)**
	 • **Lesson 10:** I can solve problems with addends of 7, 8, and 9. **(1.OA.B.3, 1.OA.C.6)**
	 • **Lesson 11:** I can share and critique peer solution strategies for put together with total unknown word problems. **(1.OA.A1, 1.OA.A.2, 1.OA.B.3, 1.OA.C.6)**
	
	 Complete Mid Module Assessment
		Ready teacher-toolbox aligned lessons:
		 • Lesson 14: Make a Ten to Add
		 • Lesson 15: Add Three Numbers
		
		 Zearn
		 Mission 2
		 Lesson 1 – Circle 10
		 Lesson 2 – 10 Buttons
		 Lesson 3 – 9 to 10 Buttons
		 Lesson 4 – 10 Balloons
		 Lesson 6 – 10 More Buttons
		 Lesson 7 – Make More 10s
		 Lesson 8 – 10 Balloons Again
		 Lesson 10 – 10 Buttons Again
		
		 Embarc.online – Module 2
		
		 Videos:
		 Pockets: Trajectory of Understanding
		 Fluently Add Numbers Within 10
		 Use a Number Line to Count On
		
		 I-Ready Lessons:
		 • Addition Number Sentences
		 • Addition Facts
		 • Adding Three Numbers
		 • Adding Three or More Numbers
		
		 Task Bank:
		 Making a 10 **(1.OA.C.6)**
		 20 Tickets **(1.OA.A.1)**
			Lesson 7: Add to Nine
			      Friendly Fact Go Around: Make it Equal
			      Take Out 2: Addition Sentences
			 Lesson 8: Partners to Ten
			      Add Partners of Ten First
			      Take Out 2
			 Lesson 9: Decompose Addition Sentences into Three Parts
			      Cold Call: Break Apart Numbers
			      Make it Equal
			 Lesson 10: 1,2, and 3 Less
			      Decomposing Addition Sentences
			      Happy Counting by Three
			 Lesson 11: Sprint: Adding Across Ten
			      Rekenrek: Ten Less

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY

Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.
 	
■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations)
 	
■ **1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent in a problem.
 	
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.
 	
■ **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)
 	
■ **1.0A.B.4** Understand subtraction as an unknown-addend problem.
 	
Cluster: Add and subtract within 20.
 	
■ **1.OA.C.5** Add and subtract within 20 using
	Topic B: Counting on or Taking from Ten to Solve Result Unknown and Total Unknown Problems
	
	Objectives/Learning Targets
	▪ **Lesson 12-13:** I can solve word problems with subtraction of 9 from 10. (**1.OA.A1, 1.OA.A.2, 1.OA.B.4, 1.OA.C.6**)
	▪ **Lesson 14-15:** I can model subtraction of 9 from teen numbers. (**1.OA.B.3, 1.OA.B.4, 1.OA.C.6**)
	▪ **Lesson 16:** I can relate counting on to make ten and taking form ten. (**1.OA.B.4, 1.OA.C.6**)
	▪ **Lesson 17-18:** I can model subtraction of 8 from teen numbers. (**1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6**)
	▪ **Lesson 19:** I can compare efficiency of counting on and taking from ten. (**1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6**)
	▪ **Lesson 20:** I can subtract 7, 8, and 9 from teen numbers. (**1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6**)
	▪ **Lesson 21:** I can share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens. (**1.OA.A1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6**)
		Eureka Parent Newsletter: Topic B
		
		Optional Quiz: Topic B Lessons 12-13
		Optional Quiz: Topic B Lessons 14-16
		Optional Quiz: Topic B Lessons 17-19
		Optional Quiz: Topic B Lessons 20-21
		
		Pacing Considerations:
		Lesson 13: If pacing is an issue and students are successful with lesson 12, consider using lesson 13 for small group instruction.
		In Lesson 16, consider focusing on the finger work to practice the take from ten strategy rather than focusing on relating counting on to making ten and taking from ten
		
		Omit Lesson 21
		
		Additional instructional resources for enrichment/remediation:
		Remediation Guide
		
		Ready teacher-toolbox aligned lessons:
		● Lesson 16: Make a Ten to Subtract
		
		Zearn
		Mission 2:
		Lesson 12 – 9,10, Let's Be Friends
		Lesson 13 – 9, 10, Let's Go Again!
		Lesson 14 – Subtract from 10
		Lesson 15 – Subtract from 10 Again
		Lesson 16 – Taking 9
		Lesson 17 – Subtract 8
		Lesson 18 – Taking 8
			Fluency Practice:
			
			Lesson 12: Rewrite Expressions as 10+ Sentences
			    5-Group Flash: Partners to Ten
			    Teen Number Bonds
			
			Lesson 13: 2,3,5 Less
			    Subtraction Cards
			    5-Group Flash: Take from Ten
			
			Lesson 14: 5-Group Flash: Partners to Ten
			    Sprint: Subtraction Within 10
			
			Lesson 15: 5-Group Flash: 5 Less and 4 Less
			    Make it Equal: Subtraction Expressions
			
			Lesson 16: Subtract 9
			    5 and 4 Less
			    Happy Counting by Twos: Odd Numbers
			
			Lesson 17: Subtract 9
			    Sprint: Subtract 9
			
			Lesson 18: Cold Call: Subtract 9
			    Hide Zero Number Sentences
			    Number Path
			
			Lesson 19: Subtract 9 and 8 and Relate to Addition
			    Say Ten Counting
			    Get to 10
			
			Lesson 20: Number Path: Get to 10
			    Sprint: Subtract 8
			
			Lesson 21: Subtraction with Hide Zero Cards
			    Sprint: Subtract 7,8,9

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 1 = 10-1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 =13). ■ **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memore all sums up to 10.		Lesson 20 – Take it Away **Embarc.online – Module 2** **Videos:** Explore Related Addition and Subtraction Equations **Use a Number Line to Count On** **I-Ready Lessons:** • Addition Facts: Using Sums of 10 • Addition and Subtraction Fact Families • Relating Addition and Subtraction Facts **Task Bank:** **Fact Families** (**1.OA.B.3, 1.OA.B.4**) **Cave Game Subtraction** (**1.OA.B.4**) **Daises In Vases** (**1.OA.A.2**)	
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction	**Topic C: Strategies for Solving Change or Addend Unknown Problems** **Objectives/Learning Targets** ▪ **Lesson 22:** I can solve put together/take apart with addend unknown word problems, and relate counting on to the take from ten strategy. (**1.OA.A.1, 1.OA.B.4, 1.OA.C.6**)	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** Consider **omitting Lesson 24** if Application Problems are completed daily and if students have completed Lessons 22 and 23, which also focus on solving word problems. Note that it may be useful to extend Lessons 10, 19, 20,	**Fluency Practice:** **Lesson 22:** Subtraction with Hide Zero Cards Count by Fives Sprint: Missing Addend Within 10 **Lesson 23:** Subtraction with Partners Spring: Missing addend Within 10 **Lesson 24:** Count by Fives Sprint: Missing Subtrahends

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Situations)	▪ **Lesson 23:** I can solve add to with change unknown problems, relating varied addition and subtraction strategies. **(1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6)**	or 25 to provide extra practice as students develop their understanding of making ten, taking from ten, and the meaning of the equal sign.	Within 10
■ **1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent in a problem.	▪ **Lesson 24:** I can strategize to solve take from with change unknown problems. **(1.OA.A.1, 1.OA.B.4, 1.OA.C.6)**		**Lesson 25:** Make it Equal: Addition Expressions
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.	▪ **Lesson 25:** I can strategize and apply understanding of the equal sign to solve equivalent expressions. **(1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6)**	**Additional instructional resources for enrichment/remediation:** Remediation Guide	
■ **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)		**Ready teacher-toolbox aligned lessons:** • Lesson 13: Understand Sums Greater than 10	
■ **1.0A.B.4** Understand subtraction as an unknown-addend problem.		**Zearn** Mission 2 Lesson 22 – Read, Draw, Write! Lesson 23 – More Read, Draw, Write! Lesson 25 – Excellent Equals	
Cluster: Add and subtract within 20.		**Embarc.online – Module 2**	
■ **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 1 = 10-1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 =13).		**Videos:** **Pockets: Trajectory of Understanding Fluently Add Numbers Within 10**	
■ **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memore all sums up to 10		**I-Ready Lessons:** • Subtraction Concepts: Part-Part-Whole • Addition Number Sentences **Task Bank:** **Cave Game Subtraction** (1.OA.B.4)	

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations) **Cluster:** Add and subtract within 20. ■ **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 1 = 10-1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 =13). ■ **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memore all sums up to 10. **Domain:** Numbers and Operations Base Ten **Cluster:** Understand Place Value ■ **1.NBT.B.2.** Know that the two digits of a two-digit number represent groups of tens	**Topic D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones** **Objectives/Learning Targets** ▪ **Lesson 26:** I can identify 1 ten as a unit by renaming representations of 10. **(1.OA.A.1, 1.OA.C.6, 1.NBT.A.2,)** ▪ **Lesson 27:** I can solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6, 1.NBT.A.2)** ▪ **Lesson 28:** I can solve addition problems using ten as a unit, and write two-step solutions. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6, 1.NBT.A.2)** ▪ **Lesson 29:** I can solve subtraction problems using ten as a unit, and write two-step solutions. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6, 1.NBT.A.2)** **Complete End of Module Assessment**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** Combine Lesson 28 and 29**:** Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** ● Lesson 12: Understand Teen Numbers **Zearn** Mission 2 Lesson 26 – A What? A Ten! Lesson 27 – Tens and Ones Lesson 28 – Make it with a Ten Lesson 29 – Break it with a ten **Embarc.online – Module 2** **Videos:** **Fluently Add Numbers Within 10** **Use a Number Line to Count On** **I-Ready Lessons:**	**Fluency Practice:** **Lesson 26:** Addition with Partners Happy Counting by Fives 10 More/10 Less **Lesson 27:** Say Ten: 5-Group Column Sprint: 10 More and 10 Less Magic Counting Sticks **Lesson 28:** Magic Counting Sticks Sprint: Adding by Decomposing Teen Numbers **Lesson 29:** Say Ten: 5-Group Column Magic Counting Sticks Happy Counting by Fives

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
and ones. (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).		• Subtraction Concepts: Comparison • Subtraction Concepts: Separation • Subtraction Concepts: Part-Part-Whole **Task Bank:** **The Very Hungary Caterpillar** (1.OA.A.2, 1.OA.C.5, 1.NBT.B.2)	

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Module 3: Ordering and Comparing Length Measurements as Numbers			
Domain: Measurement and Data **Cluster:** Measure lengths indirectly and by iterating length units ■ **1.MD.A.1-** Order three objects by length; compare the lengths of two objects indirectly by using a third object. *For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, the Bill is taller than Susan.*	**Essential Questions** 1. How can you compare and then order concrete objects according to length? 2. How can you estimate and measure length with nonstandard units? 3. How does the length of the unit of measure affect the number of units needed to measure an object's length? 4. How can the weight of different objects be compared? 5. How can you use something that weighs 1 pound to estimate how much objects weigh? **Topic A: Indirect Comparison in Length Measurement** **Learning Targets/Objectives** **Lesson 1:** I can compare length directly and consider importance of aligning endpoints. **(1. MD.A.1)** **Lesson 2:** I can compare length using indirect comparison by finding objects *longer than, shorter than,* and *equal in length to* that of a string. **(1. MD.A.1)** **Lesson 3:** I can order three lengths using indirect comparison. **(1. MD.A.1)**	**Eureka Parent Newsletter: Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** *Students need Module 3's fluency before advancing to Module 4.* Lesson 2 can be omitted ONLY if there is an issue with pacing. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 31: Order Objects by Length • Lesson 32: Compare Lengths **Zearn** Mission 3 Lesson 1 Longer or Shorter? Lesson 2 – Compare Three **Embarc.online – Module 3** **I-Ready Lessons:** • Compare Lengths • Measuring Length in Inches with a Ruler	**Vocabulary** Centimeter, centimeter cube, centimeter ruler, data, endpoint, height, length unit, poll, table or graph. **Familiar Terms and Symbols** Less than, longer than/taller than, more than, shorter than, tally marks **Fluency Practice:** **Topic A** **Lesson 1-** Speed writing, Tens and ones, **Sprint:** Subtracting Ones from Teen Numbers **Lesson 2-** Happy counting**,** Hide Zero Number Sentences, Addition with cards **Lesson 3-** Beep Counting, Rekenrek Addition and Subtraction **Sprint**: Adding and Subtracting Teen Numbers and Ones

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		Task Bank: Measure Me How Long? Measuring Blocks Growing Bean Plants	
Domain: Measurement and Data **Cluster:** Measure lengths indirectly and by iterating length units ■ **1.MD.A.1-** Order three objects by length; compare the lengths of two objects indirectly by using a third object. *For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, the Bill is taller than Susan.* ■ **1.MD.A.2-** Measure the length of an object using non-standard units and express this length as a whole number of units.	**Topic B: Standard Length Units** **Learning Targets/Objectives** **Lesson 4:** I can express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps**. (1. MD.A.1, 1 MD.A.2)** **Lesson 5:** I can rename and measure with centimeter cubes, using their standard unit name of centimeters. **(1. MD.A.1, 1 MD.A.2)** **Lesson 6:** I can order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving *compare with difference unknown* word problems. **(1. MD.A.1, 1 MD.A.2)**	**Eureka Parent Newsletter: Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** Lesson 5: can be sued in small group for additional practice if needed **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 33: Understand Length Measurements **Zearn** Mission 3 Lesson 4 – End to End Lesson 5 – Centimeters Rule! Lesson 6 – Counting Cubes **Embarc.online – Module 3**	**Fluency Practice:** **Topic B** **Lesson 4-** Race and Roll Addition, Speed Writing by Twos, Subtraction Within 20 **Lesson 5-** Race and Roll Subtraction, Happy Counting, **Sprint**: Subtraction Within 20 **Lesson 6-** Addition with Cards, Speed Writing by Twos, Cold Call: Number Sentence Swap

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		I-Ready Lessons: • Compare Lengths • Measuring Length in Inches with a Ruler • Subtraction in Comparison Situations **Task Bank:** Measure Me How Long? Measuring Blocks Growing Bean Plants	
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations) **Domain:** Measurement and Data **Cluster:** Measure lengths indirectly and by iterating length units	**Topic C: Non-Standard and Standard Length Units** **Learning Targets/Objectives** **Lesson 7:** I can measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit. **(1.OA.A.1, 1. MD.A.2)** **Lesson 8:** I can understand the need to use the same units when comparing measurements with others. **(1.OA.A.1, 1. MD.A.2)** **Lesson 9:** I can answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters. **(1.OA.A.1, 1. MD.A.2)**	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 33: Understand Length Measurements **Zearn** Mission 3 Lesson 7 – Big and Small Paper Clips Lesson 9 – Size Compare	**Fluency Practice:** **Topic C** **Lesson 7-** Beep Counting, Addition Strategies Review, Sprint: Addition Within 20 **Lesson 8-** Speed Writing, Race and Roll Addition, Cold Call: Addition and Subtraction Within 20 **Lesson 9-** Race and Roll Addition, Sprint: Addition Within 20, Number Sentence Swap

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
■ **1.MD.A.2-** Measure the length of an object using non-standard units and express this length as a whole number of units.		**Embarc.online – Module 3** **I-Ready Lessons:** • Compare Lengths • Measuring Length in Inches with a Ruler **Task Bank:** Measure Me How Long? Measuring Blocks Growing Bean Plants	
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations) **Domain:** Measurement and Data **Cluster:** Represent and Interpret Data **1.MD.C.5-** 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	**Topic D: Data Interpretation** **Learning Targets/Objectives** **Lesson 10-11:** I can collect, sort, and organize data, then ask and answer questions about the number of data points. **(1.OA.A.1, 1. MD.C.5)** **Lesson 12-13:** I can ask and answer varied word problem types about a data set with three categories. **(1.OA.1, 1. MD.C.5)** **Complete End of Module Assessment**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** In the event that there are *critical* pacing issues, consider moving Topic D (Lessons 10–13, focusing on graphing and data interpretation) to another time in the day (e.g., science, morning routine). **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 29: Sort and Count • Lesson 20: Compare Data	**Fluency Practice:** **Topic D** **Lesson 10-11-** Happy Counting, Race and Roll Subtraction, Subtraction Within 20, Sprint: Subtraction Within 20 **Lesson 12** Addition with Cards, Get to 10 or 20, Subtraction with Partners, Hide Zero Number Sentences **1**, Add Three Numbers, **Sprint:** Add Three Numbers

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
how many more or less are in one category than in another.		**Zearn** Mission 3 Lesson 10 – Gather and Sort Lesson 11 – Dig Data Lesson 13 – In the Data **Embarc.online – Module 3** **Task Bank:** Growing Bean Plants	

RESOURCE TOOLBOX

The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. Incorporated materials may assist educators with grouping, enrichment, remediation, and differentiation.

NWEA MAP Resources: https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)

https://support.nwea.org/khanrit - These Khan Academy lessons are aligned to RIT scores.

Textbook Resources	**TN Core/CCSS**	**Videos**
Eureka Math Teacher Support	**Tennessee Math Standards**	Teaching Math: A Video Library K-4
Engage NY	**Achieve the Core - Tasks**	SEDL: CCSS Online Video Series
		NCTM Common Core Videos

Additional Sites

Illustrative Mathematics 1st Grade

Mathematical Practices Posters

Interactive Manipulatives

Library of Virtual Manipulatives

Math Playground

Think Central

Learnzillion

Missing Addends

Counting and Adding Games

http://www.abcya.com/first_grade_computers.htm

www.cobbk12.org/sites/literacy/math/math.htm

http://www.onlinemathlearning.com/grade-1.html

Other

Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

Pacing and Preparation Guide (Omissions)

Homework Help: Digital Access

Parent Roadmap

Parent Newsletters

Shelby County Schools 2018-2019 Mathematics Instructional Calendar – Grade 1

October 2018

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1 Topic I: Lessons 37 Topic J: Lesson 38-39 1-day Review **End of Module Assessment**	1	2	3	4	5 **Module 1: End of Module Assessment Complete** *End of 1st Nine Weeks*	Optional Quizzes: Module 1 Topic I Topic J (Quizzes should not take more than 15 minutes to administer)
	8 *Columbus Day*	9	10 *Fall Break*	11	12	
Module 2 Topic A: Lessons 1-5 (Combine lesson 3 and 5, Omit Lesson 5)	15 *Begin 2nd Nine Weeks*	16	17	18	19	**Combine Lesson 3 and 4** **Omit Lesson 5**
Module 2 Topic A: Lessons 8-10 (Omit Lesson 9 and 11) 1-Day Review **Mid Module Assessment** Topic B: Lesson 12	22	23	24	25 **Module 2: Mid Module Assessment Complete**	26	**Omit Lesson 9** **Omit Lesson 11** Optional Quizzes: Module 2 Topic A (Quizzes should not take more than 15 minutes to administer)
Module 2 Topic B: Lessons 13-17	29	30	31 *Halloween*	1	2	

November 2018

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 2 Topic B: Lessons 13-17				1	2	Optional Quizzes: Module 2 Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 2 Topic B: Lessons 18-20 (Omit Lesson 21) Topic C: Lesson 22-23 (Omit Lesson 24)	5	6	7	8	9	**Omit Lesson 21** **Omit Lesson 24**
Module 2 Topic C: Lesson 25 Topic D: Lesson 26-29 (Combine Lesson 28 and 29)	12 *Veteran's Day (Out)*	13	14	15	16	**Combine Lesson 28 and 29**
Module 2 1-day Review **End of Module Assessment**	19	20 **Module 2: End of Module Assessment Complete**	21	22 Thanksgiving Break	23	Optional Quizzes: Module 3 Topic A (Quizzes should not take more than 15 minutes to administer)
Module 3 Topic A: Lessons 1-3 Topic B: Lessons 4-5	26	27	28	29	30	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 1

December 2018

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 3 **Topic B: Lesson 6** **Topic C: Lesson 7-9** **Topic D: Lesson 10**	3	4	5	6	7	Optional Quizzes: Module 3 Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 3 **Topic D: Lessons 11-13** **1-day Review** **End of Module Assessment**	10	11	12	13	14 **Module 3: End of Module Assessment Complete**	Note: **Flex days** are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)
Flex (NWEA) Day **2-day Flex (Task) Day**	17	18	19 *2nd Nine Week ends*	20 Winter Break	21	
	24 Winter Break	25	26	27	28	
	31 Winter Break	1	2	3	4	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.