Mathematics
Grade 1 – Year at a Glance
2018 - 2019

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)

Grade 1 Quarter 3 Overview

Module 4: Place Value, Comparison, Addition and Subtraction of Numbers to 40
Module 5: Identify, Composing and Partitioning Shapes – (to be completed in Q4)

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.1, K.OA.2
1.MD.C.5	Conceptual Understanding/Procedural Fluency/Application	1.OA.1, 1.OA.2, K.MD.2 ,K.MD.3, K.OA.2, K.CC.6
1.NBT.A.1	Conceptual Understanding/Procedural Fluency	K.CC.1
1.NBT.B.2	Conceptual Understanding	1.NBT.1, K.NBT.1, K.OA.3, K.CC.1
1.NBT.B.3	Conceptual Understanding	1.NBT.1, 1.NBT.2, K.NBT.1, K.CC.6, K.CC.7
1.NBT.C.4	Procedural Fluency	1.NBT.2, 1.OA.6, 1.NBT.1, K.NBT.1, 1.OA.3, 1.OA.4, 1.OA.5
1.NBT.C.5	Conceptual Understanding	1.NBT.2, 1.NBT.1, K.NBT.1
1.NBT.C.6	Conceptual Understanding	1.NBT.2, 1.NBT.1, K.NBT.1
1.G.A.1	Conceptual Understanding	K.G.1, K.G.2, K.G.3, K.G.4, K.G.5

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Module 4: Place Value, Comparison, Addition, and Subtraction to 40			
Domain: Numbers and Operations Base Ten **Cluster:** Extend the counting Sequence ■ **1.NBT.A.1** Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20. **Domain:** Numbers and Operations Base Ten **Cluster:** Understand Place Value ■ **1.NBT.B.2.** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones) **Domain:** Numbers and Operations Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to add and subtract ■ **1.NBT.C.5** Mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **Domain:** Measurement and Data **Cluster:** Work with Time and Money ➢ **1.MD.B.4 –** Count the value of a set of coins less than one dollar using the cent symbol only.	**Essential Questions** ● How can I count by tens and ones? ● How can I use the place value chart to record and numb tens and ones within a two-digit number? ● How can I combine tens and ones using addition sentences? ● How can I use dimes and pennies to represent tens and ones. ● How can I compare quantities and numerals? ● How can I add tens to a two-digit number? ● How can I add ones and ones or tens and tens? ● How can I use part-whole relationships to solve word problems? ● How can I add two-digit numbers when the ones digits have sum less than or equal to 10? ● How can I add two-digit numbers when the ones digits have sum greater 10? **Topic A: Tens and Ones** **Learning Targets/ Objectives:**	**Eureka Parent Newsletter: Topic A** **Optional Quiz: Topic A Lesson 1-3** **Optional Quiz: Topic A Lessons 4-6** **Pacing Considerations:** The work of this module is foundational to the Number and Operations in Base Ten domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 4. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** ● Lesson 17: Understand Tens ● Lesson 19: Understand 10 more and 10 Less ● Lesson 21: Understand Tens and ones **Zearn: Mission 4** Lesson 1 – Count by Tens Lesson 2 – How Many Tens and Ones Lesson 3 – All Ones Lesson 4 – Tens Plus Ones Lesson 5 1 More, 10 More, 1 Less, 10 Less	**Module 4 Vocabulary** Greater than, less than, place value **Familiar Terms and Symbols** =(equal), numerals, ones, tens **Fluency Practice:** **Topic A** **Lesson 1-** Break Apart Numbers, Change 10 Pennies for 1 Dime, Happy Counting by Tens **Lesson 2-** Core Addition Fluency Review, 3, 4, and 5 More, Change 10 Pennies for 1 Dime **Lesson 3-** Core Addition Fluency Review, Dime Exchange, Magic Counting Sticks **Lesson 4-** Subtraction cards, Dime Exchange, 10 More **Lesson 5- Sprint**: 10 More, 10 Less Review **Lesson 6-** Quick Tens, Count Coins

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
	• **Lesson 1:** I can compare the efficiency of counting by ones and counting by tens. (**1.NBT.A.1**,) • **Lesson 2:** I can use the place value chart to record and name tens and ones within a two-digit number. (**1.NBT.B.2**) • **Lesson 3:** I can interpret two-digit numbers as either tens and some ones or as all ones. (**1.NBT.B.2**) • **Lesson 4:** I can write and interpret two-digit numbers as addition sentences that combines tens and ones. (**1.NBT.B.2**) • **Lesson 5:** I can identify 10 more, 10 less, 1 more, and 1 less than a two digit number. (**1.NBT.C.5**) • **Lesson 6:** I can use dime and pennies as representations of tens and ones. (**1.NBT.C.5, 1.MD.B.4**)	Lesson 6 1 More, 10 More **Embarc.online: Module 4** **Videos:** Ten ones equal one ten (1.NBT.B.2) Making Groups of 10 (1.NBT.B.2) Carnival Candy Challenge (1.NBT.B.2) **I-Ready Lessons:** Grouping into Tens and Ones **Task Bank:** Crossing the Decade: Concentration (1.NBT.A.1) Hundred Chart Digit Game (1.NBT.A.1) Start/Stop Counting II (1.NBT.A.1) Where do I Go (1.NBT.A.1) Number of the Day (1.NBT.A.1) Roll and Build (1.NBT.B.2)	

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Domain: Numbers and Operations Base Ten **Cluster:** Understand Place Value ■ **1.NBT.B.2.** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones) ■ **1.NBT.B.3** Compare two two-digit numbers based on meanings of the digits in each place and use the symbols >, =, and < to show relationship.	**Topic B: Comparison of Pairs of Two-Digit Numbers** **Learning Targets/ Objectives :** • **Lesson 7:** I can compare two quantities, and identify the greater or lesser of the two given numerals **(1.NBT.B.2, 1.NBT.B.3)** • **Lesson 8:** I can compare quantities and numerals from left to right. **(1.NBT.B.2, 1.NBT.B.3)** • **Lesson 9-10:** I can use the symbols >, =, and < to compare quantities and numerals **(1.NBT.B.2, 1.NBT.B.3)**	**Eureka Parent Newsletter: Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** The work of this module is foundational to the Number and Operations in Base Ten domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 4. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 22: Compare Numbers **Zearn: Mission 4** Lesson 8 – Dare to Compare Lesson 10 – The Hungry Alligator **Embarc.online: Module 4** **Videos:** Ten ones equal one ten (1.NBT.B.2) Making Groups of 10 (1.NBT.B.2) Carnival Candy Challenge (1.NBT.B.2)	**Fluency Practice:** **Topic B** **Lesson 7-** 1 More/Less, 10 More/Less, **Sprint**: +1, –1, +10, –10 **Lesson 8-** Subtraction with Cards, Core Subtraction Fluency Review, Beep Counting by Ones and Tens **Lesson 9-10-** Core Subtraction Fluency Review, Digit Detective, Sequence Sets of Numbers, **Sprint**: Number Sequences Within 40, Digit Detective

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		I-Ready Lessons: Grouping into Tens and Ones **Task Bank:** Roll and Build (1.NBT.B.2) Ordering Numbers (1.NBT.B.3) Comparing Numbers (1.NBT.B.3)	
Domain: Numbers and Operations Base Ten **Cluster:** Understand Place Value ■ **1.NBT.B.2.** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones) **Domain:** Numbers and Operations Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to add and subtract ■ **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. ■ **1.NBT.C.6** Subtract multiples of 10 in the range 10-90 using concrete models or drawings and strategies based on place value, properties of operations, and/or the	**Topic C: Addition and Subtraction of Tens** **Learning Targets/ Objectives :** • **Lesson 11:** I can add and subtract tens from a multiple of 10. **(1.NBT.B.2, 1.NBT.C.4, 1.NBT.C.6)** • **Lesson 12:** I can add tens to a two-digit number. **(1.NBT.B.2, 1.NBT.C.4, 1.NBT.C.6)** **Complete Mid-Module Assessment**	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** The work of this module is foundational to the Number and Operations in Base Ten domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 4. **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 20: Add and Subtract Tens • Lesson 23: Add Tens to Any Number **Zearn: Mission 4** Lesson 11 – Terrific Tens **Embarc.online: Module 4** **Videos:** Ten ones equal one ten (1.NBT.B.2)	**Fluency Practice:** **Topic C** **Lesson 11-** Compare Numbers, Number Bond Addition and Subtraction, Happy Counting by Tens **Lesson 12- Sprint**: Related Addition and Subtraction Within, Add and Subtract Tens Within 40, Count by Tens with Coins

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
relationship between addition and subtraction.		[Making Groups of 10](#) (1.NBT.B.2) [Carnival Candy Challenge](#) (1.NBT.B.2) **I-Ready Lessons:** Grouping into Tens and Ones Adding a Two-Digit Number and a Multiple of 10 Mental Addition of a Two-Digit and One Digit Numbers Subtracting Ten from a Two-Digit Number **Task Bank:** [Roll and Build](#) (1.NBT.B.2) [Ford and Logan Add 45+36](#) ([1.NBT.C.4](#) [2.NBT.B.5](#))	
Domain: Numbers and Operations Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to add and subtract ■ **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.	**Topic D: Addition of Tens or Ones to a Two-Digit Number** **Learning Targets/ Objectives :** • **Lesson 13-14:** I can use counting on and the make ten strategy when adding across a ten (**1.NBT.C.4**) • **Lesson 15:** I can use single-digit sums to support solutions for analogous sums to 40. • **Lesson 16-17:** I can add ones and ones or tens and tens. (**1.NBT.C.4**)	[**Eureka Parent Newsletter: Topic D**](#) [**Optional Quiz: Topic D**](#) **Pacing Considerations:** The work of this module is foundational to the Number and Operations in Base Ten domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 4. **Additional instructional resources for enrichment/remediation:** [Remediation Guide](#) **Ready teacher-toolbox aligned lessons:** • Lesson 24: [Add Tens and Add Ones](#)	**Fluency Practice:** **Topic D** **Lesson 13-14-** Adding and Subtracting with Cards, Race and Roll Addition, Core Addition Fluency Review **Lesson 15-** Number Bond Addition and Subtraction, Make Ten addition with Partners, Add Tens **Lesson 16-17-** Analogous Addition Sentences, Digit Detective, Core Addition Fluency Review: Missing Addends, Relating Addition and Subtraction, Analogous Addition Sentences

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TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
	• **Lesson 18:** I can share and critique peer strategies for adding two-digit numbers. (**1.NBT.C.4**)	**Zearn: Mission 4** Lesson 13 – Add Some More Lesson 15 – Tens Change, Ones Don't Lesson 16 – Ones + Ones, Tens + Tens Lesson 17 – Add Together **Embarc.online: Module 4** **I-Ready Lessons:** Adding a Two-Digit Number and a Multiple of 10 Mental Addition of a Two-Digit and One Digit Numbers **Task Bank:** Ford and Logan Add 45+36 (1.NBT.C.4 2.NBT.B.5)	**Lesson 18-** Analogous Addition Sentences, Digit Detective, Core Addition Fluency Review: Missing Addends, Relating Addition and Subtraction, Analogous Addition Sentences
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 problem. (See Table 1 – Addition and Subtraction Situations)	**Topic E: Varied Problem Types Within 20** **Learning Targets/ Objectives :** • **Lesson 19:** I can use tape diagrams as representations to solve put together/take apart with total unknown and add to with result unknown word problems. (**1.OA.A.1**) • **Lesson 20-21:** I can recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types. (**1.OA.A.1**) • **Lesson 22:** I can write word problems of	**Eureka Parent Newsletter: Topic E** **Optional Quiz: Topic E** **Pacing Considerations:** The work of this module is foundational to the Number and Operations in Base Ten domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 4. **IF** pacing is an issue consider consolidating or omitting lesson 20.	**Fluency Practice:** **Topic E** **Lesson 19- Sprint**: Analogous Addition Within 40 **Lesson 20-21-** Beep Counting by Ones and Tens, Number Bond Addition and Subtraction, Addition and Subtraction with Cards, Race and Roll Addition, Take out 1 or 10, Longer/Shorter **Lesson 22-** Race and Roll Addition, **Sprint**: Related Addition and Subtraction

■ Major Content	➤ Supporting Content	

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
	varied types. (**1.OA.A.1**)	**IF** pacing is an issue consider omitting or using lesson 22 during enrichment. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 3: Add and Subtract in Word Problems **Zearn: Mission 4** Lesson 19 – Tape Time Lesson 20 – Tape Parts Lesson 21 – Tape Together **Embarc.online: Module 4** **I-Ready Lessons:** Subtraction Concepts: Part-Part-Whole Addition Facts **Task Bank:** The Very Hungry Caterpillar Field Day Scarcity	Within 10 and 20, Longer/Shorter

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Domain: Numbers and Operations Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to add and subtract ■ **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.	**Topic F: Addition of Tens and Ones to a two-Digit Number** **Learning Targets/ Objectives :** • **Lesson 23:** I can interpret two-digit numbers as tens and ones, including cases with more than 9 ones. (**1.NBT.C.4**) • **Lesson 24-25:** I can add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. (**1.NBT.C.4**) • **Lesson 26-27:** I can add a pair of two-digit numbers when the ones digits have a sum greater than 10. (**1.NBT.C.4**) • **Lesson 28-29: I can** add a pair of two-digit numbers with varied sums in the ones (**1.NBT.C.4**) **Complete End-of-Module Assessment**	[Eureka Parent Newsletter: Topic F](#) [Optional Quiz: Topic F](#) **Pacing Considerations:** The work of this module is foundational to the Number and Operations in Base Ten domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 4. **Additional instructional resources for enrichment/remediation:** [Remediation Guide](#) **Ready teacher-toolbox aligned lessons:** • Lesson 25: [Add and Regroup](#) [Zearn: Mission 4](#) Lesson 23 – Unbundle Ten, Same Value Lesson 24 – Tens Then Ones Lesson 25 – Add On Lesson 26 – Add Ten, Make Ten Lesson 27 – Add It All Lesson 28 – Fun with Sums Lesson 29 – Sum More Fun [Embarc.online: Module 4](#) **I-Ready Lessons:** Adding a Two-Digit Number and a Multiple of 10	**Fluency Practice:** **Topic F** **Lesson 23-** Grade 1 Core Fluency Differentiated Practice Sets, Count by 10 with Dimes, Tens and Ones **Lesson 24-25-** Grade 1 Core Fluency Differentiated Practice Sets, Number Bond Addition and Subtraction, Count by 10 or 1 with Dimes and Pennies, Add Tens, Get to 10 or 20, Sprint: Targeting Core Fluency: Missing Addends for Sums of Ten(s), Take out 1 or 2 **Lesson 26-27- Sprint:** Targeting Core Fluency: Missing Addends for Sums of Ten(s), Grade 1 Core Fluency Differentiated Practice Sets, Race to the top, take out 1 or 2 **Lesson 28-29-** Grade 1 Core Fluency Differentiated Practice Sets, Coin Drop, Make 10, Addition Strategies Review

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Mental Addition of a Two-Digit and One Digit Numbers **Task Bank:** Ford and Logan Add 45+36 (1.NBT.C.4 2.NBT.B.5)	

Module 5: Identifying Composing and Partitioning Shapes Topic A - C To be Continued in Q4			
Domain: Geometry **Cluster:** Reason with Shapes and Their Attributes ➤ **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.	**Essential Questions** 1. How are attributes used to describe and classify three-dimensional figures? 2. Why would you want to divide something into equal parts? **Topic A- Attributes of Shapes** **Learning Targets / Objectives** ● **Lesson 1:** I can classify shapes based on defining attributes using examples, variants, and non-examples. **(1.G.A.1)** ● **Lesson 2:** I can find and name two-dimensional shapes including trapezoid, rhombus, and a square as special rectangle, based on defining attributes of sides and corners. **(1.G.A.1)** ● **Lesson 3:** I can find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points. **(1.G.A.1**	**Eureka Parent Newsletter: Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** The work of this module is foundational to the Geometry domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 5. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** ● Lesson 26: Understand Shapes **Zearn: Mission 5** Lesson 1: My Shapes Lesson 2: Super Shapes Lesson 3: Solid Shapes	**Vocabulary- Module 5** Attributes, Composite Shapes, Digital Clock, Face, Fourth of, Half-hour, Half of, Halves, Half-Past, Hour, Hour Hand, Minute, Minute Hand, O'clock, Quarter, Three-dimensional Shapes, Two-Dimensional Shapes, **Familiar Terms and Symbols** Clock, Shape Names, Circle, Cube, Cylinder, Hexagon, Rectangle, Sphere, Square, Triangle **Fluency Practice:** **Topic A** **Lesson 1-** Sprint: Core Fluency**,** Make It Equal: Addition Expressions **Lesson 2-** Sprint: Core Fluency**,** Make It Equal: Subtraction Expressions **Lesson 3-** Sprint: Core Fluency Differentiated Practice Sets, Count by 10 or 1 with Dimes and Pennies

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Embarc.online: Module 5 **I-Ready Lessons:** Identifying Two-Dimensional Shapes **Task Bank:** All vs. Only Some (1.G.A.1) 3-D Shape Sort (1.G.A.1)	
Domain: Geometry **Cluster:** Reason with Shapes and Their Attributes ➢ **1.G.A.2** Create 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.	• **Topic B- Part Whole Relationships within Composite Shapes** • **Learning Target/Objective** • **Lesson 4:** I can create composite shapes from two-dimensional shapes. **(1.G.A.2)** • **Lesson 5:** I can compose a new shape from composite shapes. **(1.G.A.2)** • **Lesson 6:** I can create a composite shape from three-dimensional shapes and describe the composite shapes using shape names and positions. **(1.G.A.2)**	**Eureka Parent Newsletter: Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** The work of this module is foundational to the Geometry domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 5. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 27: Understand Putting Shapes Together **Zearn: Mission 5** Lesson 4: Make Shapes Lesson 5: Build Shapes Lesson 6: Build Solid Shapes **Embarc.online: Module 5**	**Fluency Practice:** **Lesson 4-** Sprint: Core Fluency Practice Sets, Number Bond Addition and Subtraction, Shape Flash **Lesson 5-** Core Fluency Sprint, Shape Flash **Lesson 6-** Core Fluency Sprint, Coin Drop

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		I-Ready Lessons: Decomposing Two-Dimensional Shapes Concepts of Fractions in Two-Dimensional Shapes Concepts of Area in Two-Dimensional Shapes **Task Bank:** Make Your Own Puzzle (1.G.A.2) Overlapping Rectangles (1.G.A.2) Counting Squares (1.G.A.2) Grandfather Tang's Story (1.G.A.2)	
Domain: Geometry **Cluster:** Reason with Shapes and Their Attributes ➢ **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.	**Topic C- Halves and Quarters of Rectangles and Circles** **Learning Target/Objective** • **Lesson 7:** I can name and count shapes as parts of a whole, recognizing relative sizes of the parts. **(1.G.A.3)** • **Lesson 8-9:** I can partition shapes and identify halves and quarters of circles and rectangles. **(1.G.A.3)**	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** The work of this module is foundational to the Geometry domain of the Grade 1 standards. Therefore, it is not recommended to omit any lessons from Module 5. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 28: Understand Breaking Shapes into Parts **Zearn: Mission 5** Lesson 7: Parts of Shapes	**Fluency Practice:** **Lesson 7-** Core Fluency Differentiated Practice Sets, Whisper Count, Make Ten Addition with Partners **Lesson 8-9-** Core Fluency Differentiated Practice Sets, 5 More, Make Ten Addition with Partners, Core Fluency Sprint, Make It Equal: Addition Expressions

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Lesson 8: Split Shapes Lesson 9: Split Shapes Some More **Embarc.online: Module 5** **I-Ready Lessons:** Fraction of a Whole: Halves and Fourths Fraction Concepts: Part of a Whole **Task Bank:** Equal Shares (1.G.A.3)	

■ Major Content	➢ Supporting Content

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 Engage NY	**Tennessee Math Standards** **Achieve the Core - Tasks**	Teaching Math: A Video Library K-4 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

■ Major Content	➢ Supporting Content

January 2019						
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
		1	**2**	**3**	**4**	Optional Quizzes: Module 4 Topic A Lesson 1-3 Topic A Lesson 4-6 Topic B Topic C (Quizzes should not take more than 15 minutes to administer)
	Winter Break		Professional Development/Admin			
Module 4 **Topic A: Lessons 1-5**	**7** *Begin 3rd Nine Weeks*	**8**	**9**	**10**	**11**	
Module 4 **Topic A: Lesson 6** **Topic B: Lesson 7-10**	**14**	**15**	**16**	**17**	**18**	
Module 4 **Topic C: Lessons 11-12** **1-day Review** **Mid Module Assessment**	**21** *Martin Luther King Jr. Day (Out)*	**22**	**23**	**24**	**25** **Module 4: Mid Module Assessment Complete**	
Module 4 **Topic D: Lessons 13-17**	**28**	**29**	**30**	**31**	1	

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.

			February 2019			
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
Module 4 Topic D: Lessons 13-17					**1**	Optional Quizzes: Module 4 Topic D Topic E Topic F (Quizzes should not take more than 15 minutes to administer)
Module 4 Topic D: Lesson 18 Topic E: Lessons 19-22	**4**	**5**	**6**	**7** *Parent Conferences*	**8**	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)
Module 4 Topic F: Lessons 23-27	**11**	**12**	**13**	**14**	**15**	
Module 4 Topic F: Lessons 28-29 1-day Review **End of Module Assessment** Flex (Task) Day	**18** *President's Day (In)*	**19**	**20**	**21** **Module 4: End of Module Assessment Complete**	**22**	Optional Quizzes: Module 5 Topic A (Quizzes should not take more than 15 minutes to administer)
Module 5 Topic A: Lessons 1-3 Topic B: Lessons 4-5	**25**	**26**	**27**	**28**	1	

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.*

March 2019						
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
Module 5 Topic A: Lessons 1-3 Topic B: Lessons 4-5					1	Optional Quizzes: Module 5 Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer) 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)
Module 5 Topic B: Lesson 6 Flex (NWEA) Day Topic C: Lesson 7-9	4	5	6	7	8 *3rd Nine Week ends*	
	11	12	13	14	15	
	Spring Break					
Module 5 Topic D: Lessons 10-13 1-day Review	18 *Begin 4th Nine Weeks*	19	20	21	22	Optional Quizzes: Module 6 Topic A (Quizzes should not take more than 15 minutes to administer)
Module 5 1-day Review **End of Module Assessment** Module 6 Topic A: Lessons 1-2 Topic B: Lesson 3	25	26 **Module 5: End of Module Assessment Complete**	27	28	29	

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.