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	
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	Please see curriculum maps
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?

80% of seniors will be college-or career-ready

90% of students will graduate on time

100% of college-or career-ready graduates enroll in post-secondary opportunities

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**.

Instructional Shifts for Mathematics

Focus

Coherence

Rigor
- Conceptual Understanding
- Procedural Fluency
- Application

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 4 Overview

Module 5: Identifying, Composing, and Partitioning Shapes (Continued from Q3)
Module 6: Place Value, Comparison, Addition and Subtraction to 100

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

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Module 5: Identifying, Composing, and Partitioning Shapes **Continued from Q3**			
Domain: Measurement and Data **Cluster:** Tell and Write Time and Money ➢ **1.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks. **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 D- Application of Halves to Tell Time** **Learning Target/Objective** • **Lesson 10:** I can construct a paper clock by partitioning a circle and tell time to the hour. **(1. MD.B.3, 1.G.A.3)** • **Lesson 11-13:** I can recognize halves within a circular clock face and tell time to the half hour. **(1. MD.B.3, 1.G.A.3)**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **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 34: **Tell Time** **Zearn: Mission 5** **Embarc.online: Module 5** **I-Ready Lessons:** Fraction of a Whole: Halves and Fourths Fraction Concepts: Part of a Whole Measuring Time **Task Bank:** **Equal Shares** (1.G.A.3)	**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:** **Lesson 10-** Core Fluency Sprint **Lesson 11-13-** Core Fluency Differentiated Practice Sets, Happy Counting, Think Count, Take from Ten Subtraction with Partners, Analogous Addition and Subtraction

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Module 6: Place Value, Comparison, Addition, and Subtraction to 100				

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	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 word 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.	**Essential Questions** • How does understanding place value help you compare three digit numbers? • How can you use mental math to add multiples of 100? • How do you know the value of a number? • How can you find the number that is one before or one after another number, or the number between two other numbers? • How can you add and subtract multiples of 10 and 100? • How can you add and subtract two-digit numbers? **Topic A- Comparison Word Problems** **Learning Targets/Objectives:** • **Lesson 1:** I can solve compare with difference unknown problem types. **(1.OA.A.1)** • **Lesson 2:** I can solve compare with bigger or smaller unknown problem types. **(1.OA.A.1)**	**Eureka Parent Newsletter: Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11). **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 5: Subtract to Compare in Word Problems **Zearn: Mission 6** Lesson 1 – Different Tapes Lesson 2 – Tackle the Tapes! **Embarc.online: Module 6** **I-Ready Lessons:** Solve Two-Step Problems	**Vocabulary- Module 6** Dime, Nickel, Penny, Quarter Familiar Terms and Symbols $<, >, =$ **Fluency Practice:** **Lesson 1-** Core Fluency Differentiated Practice Sets, Number Bond Addition and Subtraction, Happy Counting **Lesson 2-** Core Fluency Differentiated Practice Sets, Number Bond Addition and Subtraction, Happy Counting

■ Major Content   ➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Task Bank: **At the Park (1.OA.A.1)** **School Supplies (1.OA.A.1)**	
Domain: Numbers and Operations in 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 in Base Ten **Cluster:** Understand Place Value ■ **1.NBT.A. 2** Know that the two digits of a two-digit number represent amounts 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. **Domain:** Numbers and Operations in Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to Add and Subtract ■ **1.NBT.5** Mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**Topic B- Numbers to 120** **Learning Targets/Objectives:** **Lesson 3:** I can use the place value chart to record and name tens and ones within a two-digit number up to 100. **(1.NBT.A.1, 1.NBT.B.2, 1. NBT.B.3, 1.NBT.C.5)** **Lesson 4:** I can write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones. **(1.NBT.A.1, 1.NBT.B.2, 1. NBT.B.3, 1.NBT.C.5)** **Lesson 5:** I can identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100. **(1.NBT.A.1, 1.NBT.B.2 , 1. NBT.B.3, 1.NBT.C5)** **Lesson 6:** I can use the symbols >, =, and < to compare quantities and numerals to 100. **(1.NBT.A.1, 1.NBT.B.2, 1. NBT.B.3, 1.NBT.C.5)** **Lesson 7:** I can count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. **(1.NBT.A.1, 1.NBT.B.2, 1. NBT.B.3, 1.NBT.C.5)** **Lesson 8:** I can count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart. **(1.NBT.A.1, 1.NBT.B.2, 1. NBT.B.3,**	**Eureka Parent Newsletter: Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11). **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 18: **The 120 Chart** **Zearn: Mission 6** Lesson 4 – Lots More Lesson 5 – Many, Many More, Many, Many Less Lesson 9 – To 100 and Beyond **Embarc.online: Module 6**	**Fluency Practice:** **Lesson 3-** Grade 1 Core Fluency Sprint, Subtraction with Cards **Lesson 4-** Grade 1 Core Fluency Sprint, Digit Detective, Tens and Ones **Lesson 5-** Core Fluency Differentiated Practice Sets, Coin Drop, Subtraction with Cards **Lesson 6-** Core Fluency Differentiated Practice Sets, Coin Drop, True or False Number Sentences **Lesson 7-** Grade 1 Core Fluency Sprint, True or False Number Sentences **Lesson 8-** Grade 1 Core Fluency Sprint, 1 More, 1 Less, 10 More, 10 Less **Lesson 9- Sprint**: +1, –1, +10, –10, Beep-Counting

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
	1.NBT.C.5) **Lesson 9:** I can represent up to 120 objects with a written numeral. **(1.NBT.A.1, 1.NBT.B.2, 1. NBT.B.3, 1.NBT.C.5)**	**I-Ready Lessons:** Grouping Into Tens and Ones Regrouping Tens as Ones Comparing Numbers to 100 Using Symbols Subtracting 10 from a Two-Digit Number **Task Bank:** Counting Circles II (1.NBT.A.1) Roll and Build (1.NBT.B.2) The Very Hungry Caterpillar (1.NBT.B.2)	
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.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Topic C- Addition to 100 Using Place Value Understanding** **Learning Targets/Objectives:** **Lesson 10:** I can add and subtract multiples of 10 from multiples of 10 to 100, including dimes. **(1.NBT.C.4, 1.NBT.C.6)** **Lesson 11:** I can add a multiple of 10 to any two-digit number within 100. **(1.NBT.C.4, 1.NBT.C.6)** **Lesson 12:** 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, 1.NBT.C.6)** **Lesson 13-14:** I can add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition. **(1.NBT.C.4, 1.NBT.C.6)** **Lesson 15:** I can add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11). In Topic C, use each day's Exit Ticket to determine whether the lessons that follow can be omitted or consolidated. **Additional instructional resources for enrichment/remediation:** Remediation Guide	**Fluency Practice:** **Lesson 10-** Core Differentiated Practice Sets, Race to the Top, Get to Tens **Lesson 11-** Core Fluency Differentiated Practice Sets, Coin Drop, Get to the Next Ten **Lesson 12-** Grade 1 Core Fluency Sprint, Add Tens, Analogous Addition Sentences **Lesson 13-14-** Grade 1 Core Fluency Sprint, Make Ten Addition with Partners, Add Tens, Take Out Ones **Lesson 15-** Core Fluency Differentiated

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TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
	below. **(1.NBT.C.4, 1.NBT.C.6)** **Lesson 16-17:** I can add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below. **(1.NBT.C.4, 1.NBT.C.6)**	**Ready teacher-toolbox aligned lessons:** • Lesson 23: Add Tens to Any Number **Zearn: Mission 6** Lesson 11 – Adding All-Star Lesson 12 – Awesome Adding All-Star Lesson 13 – Do the Decompose Lesson 14 – Amazing Adding All-Star Lesson 15 – Loop 10 Ones Lesson 16 – Very Vertical Addition **Embarc.online: Module 6** **I-Ready Lessons:** Two-Digit Sums and Estimation Adding Two-Digit Numbers Two-Digit Sums with Base Ten Models Adding a Two Digit Number and a Multiple of 10 Adding a Two-Digit Number and One-Digit Number Mental Addition of Two-Digit and One-Digit Numbers **Task Bank:** Frog and Logan Add 45 + 36 (1.NBT.C.5, 1.NBT.C.4)	Practice Sets, Take Out Ones **Lesson 16-17-** Grade 1 Core Fluency Sprint, Coin Drop, Analogous Addition Sentences

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TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
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- Varied Place Value Strategies for Addition to 100** **Learning Targets/Objectives:** **Lesson 18:** I can add a pair of two-digit numbers with varied sums in the ones, and compare the results of different recording methods. **(1.NBT.C.4)** **Lesson 19:** I can solve and share strategies for adding two-digit numbers with varied sums. **(1.NBT.C.4)** **Complete Mid-Module Assessment**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11). **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 24: Add Tens and Add Ones • Lesson 25: Add and Regroup **Zearn: Mission 6** Lesson 18 – Super Strategies Lesson 19 – Super Sum Strategies **Embarc.online: Module 6** **I-Ready Lessons:** Two-Digit Sums and Estimation Adding Two-Digit Numbers Two-Digit Sums with Base Ten Models Adding a Two Digit Number and a Multiple of 10	**Fluency Practice:** **Lesson 18-** Standards Check: Commutative Property, Standards Check: Subtraction as Unknown Addend **Lesson 19-** Core Fluency Differentiated Practice Sets, Standards Check: True or False Number Sentences

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TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Adding a Two-Digit Number and One-Digit Number Mental Addition of Two-Digit and One-Digit Numbers **Task Bank:** Frog and Logan Add 45 + 36 (1.NBT.C.5, 1.NBT.C.4)	
Domain: Measurement and Data **Cluster:** Work with Time and Money ➤ **1.MD.B.4** – Count the value of a set of like coins less than one dollar using the cent symbol only	**Topic E- Coins and Their Values** **Learning Targets/Objectives:** **Lesson 20:** I can identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels. **(1. MD.B.4)** **Lesson 21:** I can identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes. **(1. MD.B.4)** **Lesson 22:** I can identify varied coins by their image, name, or value. Add one cent to the value of any coin. **(1. MD.B.4)** **Lesson 23:** I can count on using pennies from any single coin. **(1. MD.B.4)** **Lesson 24:** I can use dimes and pennies as representations of numbers to 120. **(1. MD.B.4)**	**Eureka Parent Newsletter: Topic E** **Optional Quiz: Topic E** **Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11). **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 35: Count Coins **Zearn: Mission 6** Lesson 20: Coin Time Lesson 21: Quarter Time	**Fluency Practice:** **Lesson 20-** Grade 1 Core Fluency Sprint, Standards Check: True or False Number Sentences **Lesson 21-** Grade 1 Core Fluency Sprint **Lesson 22-** Core Fluency Differentiated Practice Sets, Standards Check: Addition within 20 **Lesson 23-** Core Fluency Differentiated Practice Sets, Standards Check: Subtraction within 20 **Lesson 24-** Grade 1 Core Fluency Sprint, Standards Check: Place Value

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		Embarc.online: Module 6 **I-Ready Lessons:** N/A **Task Bank:** N/A	
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 word 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.	**Topic F- Varied Problem Types Within 20** **Learning Targets/Objectives:** **Lesson 25-26:** I can solve *compare with bigger or smaller unknown* problem types. **(1.OA.A.1)** **Lesson 27:** I can share and critique peer strategies for solving problems of varied types. **(1.OA.A.1)** **Complete End of Module Assessment**	**Eureka Parent Newsletter: Topic F** **Optional Quiz: Topic F** **Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11). **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 3: Add and Subtract in Word Problems • Lesson 5: Subtract to Compare in Word Problems **Zearn: Mission 6**	**Fluency Practice:** **Lesson 25-26-** Grade 1 Core Fluency Sprint, Standards Check: Add and Subtract Tens, Core Fluency Differentiated Practice Sets, Standards Check: Time, Fluency Favorite or Standards Review **Lesson 27-** Core Fluency Differentiated Practice Sets, Standards Check: Shapes

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TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Lesson 25 – Make a Tape Lesson 26 – Tape It! Lesson 27 – Terrific Tapes **Embarc.online: Module 6** **I-Ready Lessons:** N/A **Task Bank:** **At the Park (1.OA.A.1)** **School Supplies (1.OA.A.1)**	
	Topic G- Culminating Experiences **Learning Targets/Objectives:** **Lessons 28-29:** I can celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice. **Lesson 30:** I can create folder covers for work to be taken home illustrating the year's learning.	**Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11). **Additional instructional resources for enrichment/remediation:** Remediation Guide **Embarc.online: Module 6**	**Fluency Practice:** **Lessons 28-29-** Sprint: Count Dots, Number Bond Dash **Lesson 30-** None

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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

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

Additional Sites

Illustrative Mathematics 1st Grade

Mathematical Practices Posters

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

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)
Module 5 Topic B: Lesson 6 Flex (NWEA) Day Topic C: Lesson 7-9	**4**	**5**	**6**	**7**	**8** *3rd Nine Week ends*	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)
	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.

April 2019

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 6 **Topic B: Lessons 4-8**	1	2	3	4	5	Optional Quizzes: Module 6 Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 6 **Topic B: Lesson 9** **Topic C: lessons 10-13**	8	9	10	11	12	
Module 6 **Topic C: Lessons 14-17**	15	16	17	18	19 *Spring Holiday/Good Friday (Out)*	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 6 **Topic D: Lessons 18-19** **1-day Review** **Mid Module Assessment** **Flex (Task)Day**	22	23	24	25 **Module 6: Mid Module Assessment Complete**	26	
Module 6 **Topic E: Lessons 20-24**	29	30	1	2	3	

TN Ready Testing begins grades 2-5

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.

Revised 6/30/18

May 2019

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 6 Topic E: Lessons 20-24			1	2	3	Optional Quizzes: Module 6 Topic E Topic F (Quizzes should not take more than 15 minutes to administer)
Module 6 Topic F: Lessons 25-27 2-day Review End of Module Assessment	6	7	8	9	10 **Module 6: End of Module Assessment Complete**	
5-day Flex (Task) Day	13	14	15	16	17	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)
4-day Flex (Task) Day	20	21	22	23 *4th Nine Week ends*	24 *Admin Day*	
	27	28	29	30	31	

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.*