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?

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
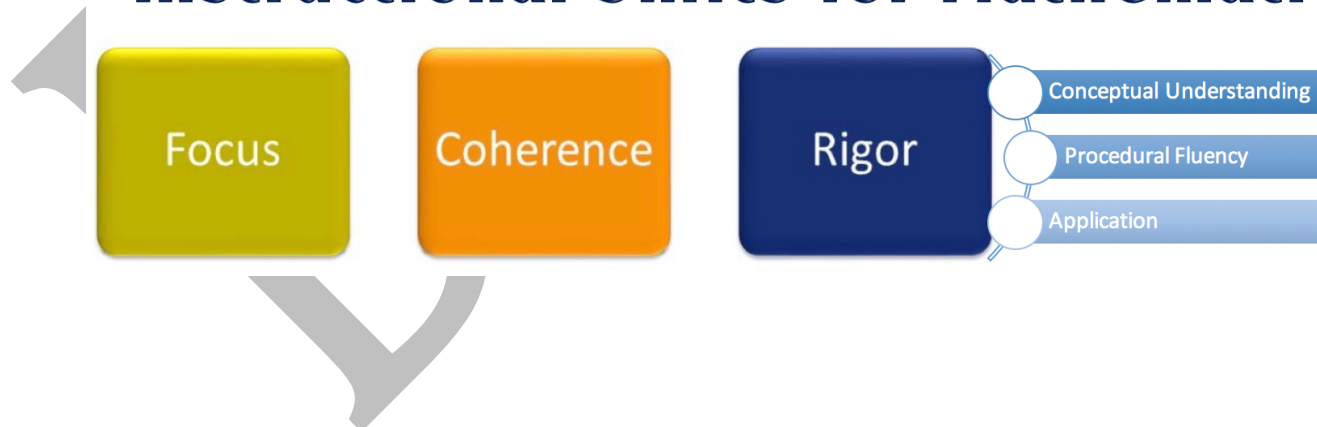
Focus	Coherence	Rigor
		Conceptual Understanding
		Procedural Fluency
		Application

T

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 1 Overview

Module 1: Sums and Differences to 10

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.B.3	Conceptual Understanding, Application	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.OA.D.7	Conceptual Understanding, Procedural Fluency	Introductory Concept
1.OA.D.8	Conceptual Understanding	1.OA.D.7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
Module 1: Sums and Differences to 10			

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.
 	
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 = 13-3-1 =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 memory all sums up to 10.
	Essential Questions
	
	• How can I think about numbers, symbols and pictures to help me make sense of problems?
	
	• How can numbers be shown in different ways?
	
	• How can I find patterns and use them to help me solve problems?
	
	• What are the different ways to solve a problem?
	
	• How can 10 be broken up in parts of a whole?
	
	• How can you find a missing part of a whole when you know the other part?
	
	• How can I represent all the number pairs of 10 and write expressions for each?
	
	• How does knowing parts of a whole help with addition/subtraction?
	
	• How can you use joining parts to show an addition sentence?
	
	• How can you write a subtraction sentence to write a story about subtraction?
	
	• How can I demonstrate what the equal sign means?
	
	Topic A: Embedded Numbers and Decompositions
		Eureka Parent Newsletter: Topic A
		
		Optional Quiz: Topic A
		
		Pacing Considerations:
		
		No pacing adjustments recommended
		
		Additional instructional resources for enrichment/remediation:
		
		Remediation Guide
		
		Ready teacher-toolbox aligned lessons:
		
		• Lesson 7: Number Partners for 6 and 7
		
		Zearn – Mission 1
		Lesson 1 – Number Bonds
		Lesson 2 – Balloon Parts
		Lesson 3 – 1 More
		
		Embarc.online – Module 1
		
		Videos:
		
		The Same Game
		
		I-Ready Lessons
			Vocabulary – Module 1
			Count on, track, expression, addend, doubles, doubles plus 1
			
			Familiar terms and symbols:
			Part, total, whole, label, addition, equal, and subtraction signs, equation and number sentence, number bond, equal sign, 5-Groups
			
			Fluency Practice:
			Lesson 1: Math Finger Flash
			    Sprint: Counting Dots
			
			Lesson 2: Finger Counting from Left to Right
			    Show Me Your Fingers: Partners to 5 and 5 More
			    Number Bond Dash
			
			Lesson 3: Happy Counting by Ones Within 10
			    5-Group Flash
			    Number Bond Dash

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
		• Counting On to Solve Addition Problems	
	Objectives/Learning Targets ▪ **Lesson 1:** I can analyze and describe embedded numbers (to 10) using 5-groups and number bonds. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6)** • **Lesson 2:** I can reason about embedded numbers in varied configurations using number bonds. **(1.OA.A.1, 1.OA.C.5,)** • **Lesson 3:** I can see and describe numbers of objects using 1 more within 5-group configurations. **(1.OA.A.1, 1.OA.C.5)**		

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.
	Topic B: Counting On from Embedded Numbers
	
	Objectives/Learning Targets
	
	▪ **Lesson 4-5:** I can represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total. **(1.OA.A.1)**
	
	▪ **Lesson 6-7:** I can represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total. **(1.OA.A.1)**
	
	▪ **Lesson 8**: I can represent all the number pairs of 10 as number bonds from a given
		Eureka Parent Newsletter: Topic B
		
		Optional Quiz: Topic B
		
		Pacing Considerations:
		
		No pacing adjustments recommended
		
		Additional instructional resources for enrichment/remediation:
		
		Remediation Guide
		
		Ready teacher-toolbox aligned lessons:
		• Lesson 1: Count on to Add
		
		Zearn – Mission 1
		Lesson 4 – Balloon Parts 6
			Fluency Practice:
			
			Lesson 4: Happy Counting by Ones, 10-20
			    Sprint: 1 More with Dots and Numerals
			
			Lesson 5: Math Finger Flash
			    Shake Those Disks: 6
			    Number Bond Dash: 6
			
			Lesson 6: Red Light/Green Light: Counting by Ones
			    Target Practice: 6 and 7
			    Number Bond Dash: 6
			
			Lesson 7: Sparkle: The Say Ten Way

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
	scenario, and generate all expressions equal to 10. **(1.OA.A.1)**	Lesson 5 – Make 7 Lesson 6 – Balloon Parts 8 Lesson 7 – Make 9 Lesson 8 – Balloon Parts 10 **Embarc.online – Module 1** **I-Ready Lessons** • Counting on to Solve Addition Problems •	Shake Those Disks: 8 Number Bond Dash: 8 **Lesson 8:** Skip-Counting Squats Target Practice: 8 and 9 Number Bond Dash: 9
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. **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 = 13-3-1 =10-1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 =	**Topic C: Addition Word Problems** **Objectives/Learning Targets** ▪ **Lesson 9:** I can solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6)** ▪ **Lesson 10:** I can solve put together with result unknown math stories by drawing using 5-group cards. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6)** ▪ **Lesson 11:** I can solve add to with change unknown math stories as a context for counting on by drawing, writing equations, and making statements of the solution. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6)** ▪ **Lesson 12:** I can solve add to with change unknown math stories using 5-group cards. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6)**	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C Quiz** **Pacing Considerations:** No pacing adjustments recommended **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 3: Add and Subtract in Word Problems **Zearn – Mission 1** Lesson 9 – How Many? Lesson 10 – All in All Lesson 11 – Count What? Count On!	**Fluency Practice:** **Lesson 9:** Sparkle: The Say Ten Way 5-Group Flash: Partners to 10 X-Ray Vision: Partners to 10 Number Bond Dash: 10 **Lesson 10:** Happy Counting the Say 10 Way Cold Call: 1 More Target Practice: 5 and 6 **Lesson 11:** Count on Cheers: 2 More Number Bond Dash: 6 **Lesson 12:** Slam: Partners to 6 Number Bond Dash: 6 **Lesson 13:** Count by Tens Ten and Tuck Memory: Partners to 10

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
13). ■ **1.OA.C.6** *Fluently* add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.	▪ **Lesson 13:** I can tell put together with results unknown, add to with result unknown, and add to with change unknown stories form equations. **(1.OA.A.1, 1.OA.C.5, 1.OA.C.6)**	Lesson 12 – Count What? Count More! **Embarc.online – Module 1** **I-Ready Lessons** • Addition Facts • Addition Number Sentences • Counting On to Solve Addition Problems **Task Bank** **Task Arc: The Relationship Between Addition and Subtraction** **School Supplies** (1.OA.A.1) **At the Park** (1.OA.A.1 **Domino Addition** (1.OA.B.3) **Making a Ten** (1.OA.C.6) **Valid Equalities** (1.OA.D.7)	
Domain: Operations and Algebraic Thinking **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 = 13-3-1 =10-1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 =	**Topic D: Strategies for Counting On** **Objectives/Learning Targets** ▪ **Lesson 14-15:** I can count on up to 3 more using numeral and 5-group cards and fingers to track the change **(1.OA.C.5, 1.OA.C.6) Combine Lessons 14 and 15** ▪ **Lesson 16:** I can count on to find the unknown part in missing addend	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** ▪ **Combine Lessons 14 and 15 –** These lessons have the same objective. Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of	**Fluency Practice:** **Lesson 14:** Skip-Counting Squats: Forwards and Backwards to 20 Counting on Cheers: 2 More Missing Part: Partners to 10 **Lesson 15:** Take Out the Unit Add Decimals One Less Unit

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY

13).
 	
■ **1.OA.C.6** *Fluently* add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.
 	
Cluster: work with addition and subtraction equations.
 	
■ **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation with the unknown in any position. *(e.g., 8 + ? = 11, 5 = _ - 3, 6 + 6 = _).*
	equations such as 6 + __= 9. Answer, "How many more to make 6,7,8,9, and 10?" **(1.OA.C.5, 1.OA.D.8, 1.OA.C.6)**	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 2: Count on to Subtract
		
		Zearn – Mission 1
		Lesson 14 – Count What? Count Up!
		
		Embarc.online – Module 1
		
		I-Ready Lessons
		  • Addition Facts
		  • Addition Number Sentences
		  • Counting On to Solve Addition Problems
		  • Addition Facts for 10
		
		Task Bank
			Lesson 16: Shake Those Disks
			     Count On Drums: 3 More
			      10 Bowling Pins

Domain: Operations and Algebraic Thinking
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.
 	
■ **1.OA.B.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these
	Topic E: The Commutative Property of Addition and the Equal Sign
	
	Objectives/Learning Targets
	▪ **Lesson 17-18:** I can understand the meaning of the equal sign by pairing equivalent expressions and constructing
		Eureka Parent Newsletter: Topic E
		
		Optional Quiz: Topic E
		
		Pacing Considerations:
		
		No pacing adjustments recommended
			Fluency Practice:
			Lesson 17: Penny Drop: 7
			     Number Bond Dash: 7
			
			Lesson 18: Red Light/ Green Light: Counting by Tens
			     Missing Part: Make 7

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
properties) **Cluster:** work with addition and subtraction equations. ■ **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	true number sentences. **(1.OA.B.3, 1.OA.D.7)** ▪ **Lesson 19:** I can represent the same story scenario with addends repositioned (the commutative property). **(1.OA.B.3, 1.OA.D.7)** ▪ **Lesson 20:** I can apply the commutative property to count on from a larger addend. **(1.OA.B.3, 1.OA.D.7)**	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 10: Understand the Equal Sign **Zearn – Mission 1** Lesson 17 – Are These Equal? Lesson 19 – Fruit Flip Lesson 20 – Add with Speed **Embarc.online – Module 1** **I-Ready Lessons** • Joining Sets to Add • Taking Away to Subtract • Counting Back to Subtract **Task Bank** **Fact Families** (1.OA.B,3)	Number Bond Dash: 7 **Lesson 19:** 5-Group Addition Sprint: +1,2,3 **Lesson 20:** Sparkle: Counting by Tens, Starting at 5 Linking Cube Partners: 10
Domain: Operations and Algebraic Thinking **Cluster:** Understand and apply properties of operations and the relationship between addition and subtraction. ■ **1.OA.B.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties)	**Topic F: Development of Addition Fluency Within 10** **Objectives/Learning Targets** ▪ **Lesson 21:** I can visualize and solve doubles and double plus 1 with 5-group cards. **(1.OA.B.3, 1.OA.C.5, 1.OA.C.6)** ▪ **Lesson 22:** I can look for and make use of repeated reasoning on the addition	**Eureka Parent Newsletter: Topic F** **Optional Quiz: Topic F** **Pacing Considerations:** Combine **Lessons 22 and 23** into one lesson and omit the Problem Sets. Instead, have students create their own flashcards for +0 and +1 facts for Lesson 22 and +2 facts for	**Fluency Practice:** **Lesson 21:** Stand on Even Numbers Target Practice: 8 **Lesson 22:** Penny Drop: 8 Number Bond Dash: 1 **Lesson 23:** Happy Counting by Twos

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
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 = 13-3-1 =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 memory all sums up to 10.	chart by solving and analyzing problems with common addends. **(1.OA.B.3, 1.OA.C.5, 1.OA.C.6) Combine with lessons 23** ▪ **Lesson 23:** I can look for and make use of structure on the addition chart by looking for and coloring problems with the same total. **(1.OA.B.3, 1.OA.C.5, 1.OA.C.6) Combine with lessons 22** ▪ **Lesson 24:** I can practice to build fluency with facts to 10. **(1.OA.B.3, 1.OA.C.5, 1.OA.C.6)** **Complete Mid Module Assessment**	Lesson 23. Students can mix up their flashcards and order them (e.g., 2 columns for Lesson 22 and 3 columns for Lesson 23), thinking of the answers as they go, or they can quiz each other. **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 6: Doubles and Doubles Plus 1 **Zearn – Mission 1** Lesson 21: Double Trouble Lesson 22: Smart Adding **Embarc.online – Module 1** **Videos** **Fluently Add Numbers by Making a 10** **I-Ready Lessons** • Addition Facts: Doubles • Addition Facts for 10 **Task Bank** **Doubles? (1.OA.B.3)**	Missing Part: 8 Number Bond Dash: 8 **Lesson 24:** Partner Counting by Twos Cold Call: 2 More/ 2 Less Friendly Fact Go Around

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	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 problem.
 	
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.
 	
■ **1.0A.B.4** Understand subtraction as an unknown-addend problem.
	Topic G: Subtraction as an Unknown Addend Problem
	
	Objectives/Learning Targets
	▪ **Lesson 25:** I can solve add to with change unknown math stories with addition, and relate to subtraction. Model with materials and write corresponding number sentences. **(1.OA.A.1, 1.OA.B.4)**
	▪ **Lesson 26-27:** I can count on using the number path to find an unknown part. (Topic G: Lesson 26-27) **(1.OA.A.1, 1.OA.B.4)**
		Eureka Parent Newsletter: Topic G
		
		Optional Quiz: Topic G
		
		Pacing Considerations:
		
		*Use the following suggestions **ONLY** if pacing is an issue:*
		
		Consider consolidating Topics G and H by using the following sequence of lessons.
		
		    Day 1: Lesson 25—Add to with change unknown math stories related to subtraction.
		
		    Day 2: Lesson 30—Add to with change unknown math stories related to subtraction.
		
		    Day 3: Consolidate Lessons 28 and 29—Take from and take apart math stories.
		
		    Day 4: Lesson 31—Take from with change unknown math stories.
		
		    Day 5: Lesson 32—Put together/take apart with addend unknown math stories.
		
		If the above sequence is used, teach **Lessons 26 and 27** at the beginning of Topic I (Lessons 33–37) where the number path is used as a strategy for decomposition. These changes will provide time to focus on the concept of subtraction through word problems before the lessons on strategies for decomposition.
			Fluency Practice:
			Lesson 25: Race to the Top: Doubles
			    X-Ray Vision: Partners to 9
			    Number Bond Dash: 9
			
			Lesson 26: Number Path Hop
			    Partners to 9
			    Number Bond Dash: 9
			
			Lesson 27: Happy Counting by Twos
			    Number Bond Roll
			    Number Sentence Swap

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
		Additional instructional resources for enrichment/remediation: **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 4: Understand Missing Addends **Zearn – Mission 1** Lesson 25 – Subtraction Story Lesson 27 – Count on or Count Back **Embarc.online – Module 1** **I-Ready Lessons** • Subtraction Concepts: Part Part Whole • Subtraction Facts: Counting Back • Subtraction Facts: Counting Up **Task Bank** **Cave Game Subtraction** (1.OA.B.4)	

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
	Topic H: Subtraction Word Problems
	
	Objectives/Learning Targets
	• **Lesson 28:** I can solve take from with results unknown math stories with math
		Eureka Parent Newsletter: Topic H
		
		Optional Quiz: Topic H
		
		Pacing Considerations:
			Fluency Practice:
			Lesson 28: Beep Counting by Ones
			    Cold Call: 1 Less
			      Spring: 1 Less

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY

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.
 	
Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.
 	
■ **1.0A.B.4** Understand subtraction as an unknown-addend problem.
 	
Cluster: work with addition and subtraction equations.
 	
■ **1.0A.D.8** Determine the unknown whole number in an addition or subtraction equation with the unknown in any position. *(e.g., 8 + ? = 11, 5 = _ - 3, 6 + 6 = _).*
	drawings, true number sentences, and statements using horizontal marks to cross off what is taken away. **(1.OA.A.1, 1.OA.B.4, 1.OA.D.8) Combine with lesson 29**
	
	■ **Lesson 29:** I can solve take apart with addend unknown math stories with math drawings, equations, and statements circling the known part to find the unknown. **(1.OA.A.1, 1.OA.B.4, 1.OA.D.8) Combine with lesson 28**
	
	■
	
	■ **Lesson 30:** I can solve add to with change unknown math stories with drawings, relating addition to subtraction. **(1.OA.A.1, 1.OA.B.4, 1.OA.D.8)**
	
	■ **Lesson 31:** I can solve take from with change unknown math stories with drawings. **(1.OA.A.1, 1.OA.B.4, 1.OA.D.8)**
	
	■ **Lesson 32 :** I can solve put together/take apart with addend unknown math stories. **(1.OA.A.1, 1.OA.B.4, 1.OA.D.8)**
		■ **Combine Lessons 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 3: Add and Subtract in Word Problems
		
		Zearn – Mission 1
		Lesson 29 – Take it Apart
		Lesson 30 – Sum Subtraction
		Lesson 31 – Lost and Found
		Lesson 32 – Put It All Together
		
		Embarc.online – Module 1
		
		I-Ready Lessons
		• Subtraction Concepts: Part Part Whole
		• Subtraction Facts: Counting Back
		• Subtraction Facts: Counting Up
		
		Task Bank
		Sharing Markers **1.OA.A.1**
			Lesson 29: Stand on Even Numbers
			   Cold Call: 2 Less
			   Subtraction with Cards
			
			Lesson 30: Happy Counting by Tens
			   Math Hands Flash: Partners to 10
			   Number Bond Dash: 10
			
			Lesson 31: Beep Counting by Tens
			   Penny Drop: Count on from 10
			   Number Bond Dash: 10
			
			Lesson 32: Happy Counting the Say Ten Way
			   5-Group Match: Partners to 10
			   Number Sentence Swap

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **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 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 = 13-3-1 =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 memory all sums up to 10.	**Topic I: Decomposition Strategies for Subtraction** **Objectives/Learning Targets** ▪ **Lesson 33:** I can model 0 less and 1 less pictorially and as subtraction number sentences. **(1.OA.C.5, 1.OA.C.6, 1.OA.B.4)** ▪ **Lesson 34:** I can model n-n and n-(n-1) pictorially and as subtraction sentences. **(1.OA.C.5, 1.OA.C.6, 1.OA.B.4)** ▪ **Lesson 35:** I can relate subtraction facts involving fives and doubles to corresponding decompositions. **(1.OA.C.5, 1.OA.C.6, 1.OA.B.4)** ▪ **Lesson 36:** I can relate subtraction from 10 to corresponding decompositions. **1.OA.C.5, 1.OA.C.6, 1.OA.B.4)** ▪ **Lesson 37:** I can relate subtraction from 9 to corresponding decompositions. **1.OA.C.5, 1.OA.C.6, 1.OA.B.4)**	**Eureka Parent Newsletter: Topic I** **Optional Quiz: Topic I** **Pacing Considerations:** See recommendations under Topic G if needed **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 8: **Number Partners for 8 and 9** • Lesson 9: **Number Partners for 10** **Zearn – Mission 1** Lesson 33: Smart Subtracting Lesson 34: Subtract That Lesson 36: Subtract Twice Lesson 37: Subtract Some More **Embarc.online – Module 1** **I-Ready Lessons** • Subtraction Concepts: Part Part Whole • Subtraction Facts: Counting Back • Subtraction Facts: Counting Up **Task Bank** **Cave Game Subtraction** **(1.OA.B.4)**	**Fluency Practice:** **Lesson 33:** Rekenrek Counting Within 20 　　Sprint: Addition 　　1 Less, 0 Less **Lesson 34:** 1 Less, 2 Less 　　Sprint: n – 0, and n - 1 **Lesson 35:** Cold Call 　　Sprint: n – n, n- (n-1) **Lesson 36:** Counting the Say Ten Way 　　5-Group Flash 　　Number Bonds of Ten **Lesson 37:** Coral Counting: The Regular and Say Ten Way 　　**5**-Group Flash 　　Sprint: Partners to 10

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL RESOURCES	VOCABULARY/FLUENCY
Domain: Operations and Algebraic Thinking **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 = 13-3-1 =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 memory all sums up to 10.	**Topic J: Development of Subtraction Fluency Within 10** **Objectives/Learning Targets** ▪ **Lesson 38:** I can look for and make use of repeated reasoning and structure, using the addition chart to solve subtraction problems. **(1.OA.C.5, 1.OA.C.6)** ▪ **Lesson 39:** I can analyze the addition chart to create sets of related addition and subtraction facts. **(1.OA.C.5, 1.OA.C.6)** **Complete End of Module Assessment**	**Eureka Parent Newsletter: Topic J** **Optional Quiz: Topic J** **Pacing Considerations:** See recommendations under Topic G if needed **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 11: Facts I Know **Zearn – Mission 1** Lesson 38: Add and Subtract Lesson 39: Add and Subtract Again **Embarc.online – Module 1** **I-Ready Lessons** • Subtraction Concepts: Part Part Whole • Subtraction Facts: Counting Back • Subtraction Facts: Counting Up **Task Bank** **Cave Game Subtraction** **(1.OA.B.4)**	**Fluency Practice:** **Lesson 38:** Rekenrek: Teen Numbers Hide Zero Cards Subtraction With Cards **Lesson 39:** Decompose Teen Numbers Sprint: Decomposing Teen Numbers Number Bond Roll

■ 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	**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

■ Major Content	➢ Supporting Content

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

August 2018						
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
			1	2	3	Optional Quizzes: Module 1 Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
2-3 days for routines and procedures **Module 1** **Topic A: Lessons 1-2**	6 *1st Day of School*	7	8	9	10	
Module 1 **Topic A: Lesson 3** **Topic B: Lessons 4-7**	13	14	15	16	17	
Module 1 **Topic B: Lesson 8** **Topic C: Lessons 9-12**	20	21	22	23	24	
Module 1 **Topic C: Lesson 13** **Topic D: Lessons 14-16** **(Combine Lesson 14 and 15)** **Topic E: Lessons 17-18**	27	28	29	30	31	**Combine Lesson 14 and 15**

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

September 2018						
Suggested Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
Module 1 Topic E: Lessons 19-20 Topic F: Lessons 21-23 (Combine Lessons 22 and 23)	3 *Labor Day (Out)*	4	5	6	7	**Combine Lesson 22 and 23** Optional Quizzes: Module 1 Topic E Topic F Topic G Topic H
Module 1 Topic F: Lesson 24 1-day Review **Mid Module Assessment** Flex (NWEA) Day Topic G: Lesson 25	10	11	12 **Module 1: Mid Module Assessment Complete**	13 *Parent Conferences*	14	(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 1 Topic G: Lessons 26-27 Topic H: Lessons 28-31 (Combine Lessons 28 and 29)	17	18	19	20	2	**Combine Lesson 28 and 29**
Module 1 Topic H: Lesson 32 Topic I: Lessons 33-36	24	25	26	27	28	

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

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	

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.