Mathematics
Grade 1 – Year at a Glance
2019 - 2020

Q1   Q2   Q3   Q4

Module 1 Aug. 12 – Oct. 11	Module 2 Oct. 21 – Nov. 22	Module 3 Dec. 1 – Dec. 20	Module 4 Jan. 6 – Feb. 24	Module 5 Feb. 25 –Mar. 13	Module 6 Mar. 23- May 15	1st Grade Tasks May 18 – May 22
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	
1.OA.C.5	1.OA.B.4	1.MD.C.5	1.NBT.B.3	1.G.A.3	1.NBT.C.4	Please see curriculum maps
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

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

How to Use the Maps

Overview

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

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

Tennessee State Standards

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

Content

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

Instructional Support

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

Vocabulary and Fluency

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

Instructional Calendar

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

Grade 1 Quarter 2 Overview

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
Module 3: Ordering and Comparing Length Measurements as Numbers

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

Focus Grade Level Standard	Type of Rigor	Foundational Standards
🧰 **1.OA.A.1**	Application	K.OA.A.1, K.OA.A.2
🧰 **1.OA.A.2**	Application	K.OA.A.2, 1.OA.C.6, 1.OA.A.1, 1.OA.A.D.8
🧰 **1.OA.B.3**	Conceptual Understanding	K.OA.A.1, K.OA.A.2
1.OA.B.4	Conceptual Understanding	K.OA.A.1, K.OA.A.2
🧰 **1.OA.C.5**	Conceptual Understanding	K.CC.B.4
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,5, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5
🧰 **1.NBT.B.2**	Conceptual Understanding	K.CC.A.1, K.OA.A.3, K.NBT.A.1, 1.NBT.A.1
1.MD.A.1	Conceptual Understanding, Procedural Fluency	K.MD.A.2
1.MD.A.2	Conceptual Understanding, Procedural Fluency	1.MD.A.1
1.MD.B.4	Procedural Fluency	K.MD.B.3
🧰 Indicates Portfolio Standard		
[Instructional Focus Document](#) – Grade 1		

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20			

Domain: Operations and Algebraic Thinking
Cluster: Represent and solve problems involving addition and subtraction.

■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations)

■ **1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent in a problem.

Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.

■ **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)

Cluster: Add and subtract within 20.

Essential Questions

- How can I sue the commutative property to make 10?
- How can you think of 10 to solve an addition or subtraction problems.
- How can I compare the efficiency of strategies when counting?
- How does knowing parts of a whole help with addition?
- How can you find a missing part of a whole when you know the other part?
- What are helpful addition strategies?
- How can I identify 1 ten as a unit by renaming representations of 10?
- How can I solve addition and subtraction problems by composing and decomposing numbers?

Topic A: Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems

Objectives/Learning Targets

- **Lesson 1:** I can solve word problems with three addends, two of which make a ten. **(1.OA.A1, 1.OA.A.2, 1.OA.B.3)**
- **Lesson 2:** I can use the associative and commutative properties to make

Eureka Parent Newsletter: Topic A

Optional Quiz: Topic A Lessons 1-2
Optional Quiz: Topic A Lessons 3-6
Optional Quiz: Topic A Lessons 7-9
Optional Quiz: Topic A Lessons 10-11

Pacing Considerations:
If pacing is a challenge, embed conversations about efficiency and strategy comparison throughout Module 2. Application Problems and Student Debriefs can provide opportunities to share and compare students' varied strategies. This allows omission of four lessons: 5, 9, 11, and 21.

Combine Lesson 3 and 4:
Suggestions for combining lessons:
Fluency (14 minutes)
Add Partners of Ten First, Sprint Add 3 Numbers

Application Problem (5 minutes)
Lesson 3

Concept Development (25 minutes)
Lesson 3: Use the first part of the Concept Development with 1 problem from the recommended sequence.
Lesson 4: First part of the Concept Development with 2 problems in the recommended sequence

Problem Set (10 minutes)
Lesson 3: 2,3
Lesson 4: 3, 4, 5

Vocabulary:
A ten, ones

Familiar Terms:
5-groups, add, equals, number bonds, partners to ten, subtract, teen numbers

Additional instructional resources for enrichment/remediation:
Remediation Guide

Ready teacher-toolbox aligned lessons:
- Lesson 14: Make a Ten to Add
- Lesson 15: Add Three Numbers

Zearn
Mission 2
Lesson 1 – Circle 10
Lesson 2 – 10 Buttons
Lesson 3 – 9 to 10 Buttons
Lesson 4 – 10 Balloons
Lesson 6 – 10 More Buttons
Lesson 7 – Make More 10s
Lesson 8 – 10 Balloons Again
Lesson 10 – 10 Buttons Again

Embarc.online – Module 2

Videos:
Pockets: Trajectory of Understanding Fluently Add Numbers Within 10

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
■ **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 1 = 10-1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 =13). ■ **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memore all sums up to 10.	a ten with three addends. **(1.OA.A.2, 1.OA.B.3, 1.OA.C.6)** • **Lesson 3-4:** I can make ten when one addend is 9. **(1.OA.A1, 1.OA.B.3, 1.OA.C.6)** • **Lesson 5:** I can compare efficiency of counting on and making ten when one addend is 9. **(1.OA.B.3, 1.OA.C.6) (Can be omitted)** • **Lesson 6:** I can use the commutative property to make 10. **(1.OA.A1, 1.OA.B.3, 1.OA.C.6)** • **Lesson 7-8:** I can make ten when one addend is 8. **(1.OA.A1, 1.OA.B.3, 1.OA.C.6)** • **Lesson 9:** I can compare efficiency of counting on and making ten when one addend is 8. **(1.OA.B.3, 1.OA.C.6) (Can be omitted)** • **Lesson 10:** I can solve problems with addends of 7, 8, and 9. **(1.OA.B.3, 1.OA.C.6)** • **Lesson 11:** I can share and critique peer solution strategies for put together with total unknown word problems. **(1.OA.A1, 1.OA.B.3, 1.OA.C.6) (Can be omitted)** **Complete Mid Module Assessment**	**Debrief/Exit Ticket (10 minutes)** Lesson 4 **Omit Lesson 5** **Combine lessons 7 and 8:** **Suggestions for combining lessons:** **Fluency (8 minutes)** Take Out 2: Addition Sentences, Friendly Fact Go Around: Make it Equal **Application Problem (7 minutes)** Lesson 7 **Concept Development (20 minutes)** Lesson 7: Use the first part of the Concept Development with one of the suggested sequence problems. Lesson 8: Use the first part of the Concept Development, use the numbers 4-9 as tie allows. **Problem Set (10 minutes)** Lesson 7: 2,4 Lesson 8: 5,7 **Debrief/Exit Ticket (12 minutes)** Lesson 7: all Lesson 8: 1 only **Omit Lesson 9** **Omit Lesson 11**	**I-Ready Lessons:** • Addition Number Sentences • Addition Facts • Adding Three Numbers • Adding Three or More Numbers **Task Bank:** **Making a 10** **(1.OA.C.6)** **20 Tickets** **(1.OA.A.1)**

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations) ■ **1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent in a problem. **Cluster:** Understand and apply properties of operations and the relationship between addition and subtraction. ■ **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.) ■ **1.0A.B.4** Understand subtraction as an unknown-addend problem. **Cluster:** Add and subtract within 20. ■ **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting	**Topic B: Counting on or Taking from Ten to Solve Result Unknown and Total Unknown Problems** **Objectives/Learning Targets** ▪ **Lesson 12-13:** I can solve word problems with subtraction of 9 from 10. (**1.OA.A1, 1.OA.B.3, 1.OA.C.6**) ▪ **Lesson 14-15:** I can model subtraction of 9 from teen numbers. (**1.OA.B.3, 1.OA.C.6**) ▪ **Lesson 16:** I can relate counting on to make ten and taking form ten. (**1.OA.B.3, 1.OA.B.4, 1.OA.C.6**) ▪ **Lesson 17-18:** I can model subtraction of 8 from teen numbers. (**1.OA.B.3, 1.OA.C.6**) ▪ **Lesson 19:** I can compare efficiency of counting on and taking from ten. (**1.OA.B.3, 1.OA.B.4, 1.OA.C.6**) ▪ **Lesson 20:** I can subtract 7, 8, and 9 from teen numbers. (**1.OA.C.6**) ▪ **Lesson 21:** I can share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens. (**1.OA.A1, 1.OA.B.4, 1.OA.C.6**) **(Can be omitted)**	**Eureka Parent Newsletter: Topic B** **Optional Quiz: Topic B Lessons 12-13** **Optional Quiz: Topic B Lessons 14-16** **Optional Quiz: Topic B Lessons 17-19** **Optional Quiz: Topic B Lessons 20-21** **Pacing Considerations:** **Combine lessons 12 and 13:** **Suggestions for combining lessons:** **Fluency (10 minutes)** Teen Number Bonds, Five Group Flash: Partners to ten, 2,3,5 Less **Application Problem (6 minutes)** Lesson 12 **Concept Development (23 minutes)** Lesson 12: Part 1 with one of the suggested sequence problems. Lesson 13: Part 1 with as many of the suggested sequence problems as time will allow. **Problem Set (10 minutes)** Lesson 12: 4,5 Lesson 13: 2,3 **Debrief/Exit Ticket (10 minutes)** Lesson 13 **Combine lessons 14 and 15:** **Suggestions for combining lessons:** **Fluency (10 minutes)** Sprint: Subtraction within 10 **Application Problem (7 minutes)** Lesson 15	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 16: Make a Ten to Subtract **Zearn** Mission 2: Lesson 12 – 9,10, Let's Be Friends Lesson 13 – 9, 10, Let's Go Again! Lesson 14 – Subtract from 10 Lesson 15 – Subtract from 10 Again Lesson 16 – Taking 9 Lesson 17 – Subtract 8 Lesson 18 – Taking 8 Lesson 20 – Take it Away **Embarc.online – Module 2** **Videos:** Fluently add numbers within a 20 by making a 10 **I-Ready Lessons:** • Addition Facts: Using Sums of 10 • Addition and Subtraction Fact Families • Relating Addition and Subtraction Facts **Task Bank:** **Fact Families** (**1.OA.B.3, 1.OA.B.4**)

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 1 = 10-1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 =13). ■ **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memore all sums up to 10.		**Concept Development (23minutes)** Lesson 14: Part 1 with one of the suggested sequence problems. Lesson 15: Part 1 with as many of the suggested sequence problems as time will allow. **Problem Set (10 minutes)** Lesson 14: 8,10 Lesson 15: 2,5 **Debrief/Exit Ticket (10 minutes)** Lesson 14: 1,2 Lesson 15: 1 **Combine lessons 17 and 18:** **Suggestions for combining lessons:** **Fluency (10 minutes)** Sprint: Subtract 9 **Application Problem (5 minutes)** Lesson 18 **Concept Development (20 minutes)** Lesson 17: Part 1 with one of the suggested sequence problems. Lesson 18: Part 1 with as many of the suggested sequence problems as time will allow. **Problem Set (10 minutes)** Lesson 17: 8,9,10,11 Lesson 18: 1,3 **Debrief/Exit Ticket (10 minutes)** Lesson 17: all Lesson 18:1 **Omit lesson 21**	**Cave Game Subtraction (1.OA.B.4)** **Daises In Vases (1.OA.A.2)**

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations) ■ **1.OA.A.2** Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent in a problem. **Cluster:** Understand and apply properties of operations and the relationship between addition and subtraction. ■ **1.OA.B.3** Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.) ■ **1.0A.B.4** Understand subtraction as an unknown-addend problem. **Cluster:** Add and subtract within 20. ■ **1.OA.C.5** Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 – 4 = 13 – 1 = 10-1 = 9 or adding 6 + 7 by creating	**Topic C: Strategies for Solving Change or Addend Unknown Problems** **Objectives/Learning Targets** ▪ **Lesson 22:** I can solve put together/take apart with addend unknown word problems, and relate counting on to the take from ten strategy. **(1.OA.A.1, 1.OA.B.4)** ▪ **Lesson 23:** I can solve add to with change unknown problems, relating varied addition and subtraction strategies. **(1.OA.A.1, 1.OA.B.4)** ▪ **Lesson 24:** I can strategize to solve take from with change unknown problems. **(1.OA.A.1, 1.OA.B.4)** **(Can be omitted)** ▪ **Lesson 25:** I can strategize and apply understanding of the equal sign to solve equivalent expressions. **(1.OA.C.6, 1.OA.D.7)**	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** **Omit Lesson 24**	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 13: Understand Sums Greater than 10 **Zearn** Mission 2 Lesson 22 – Read, Draw, Write! Lesson 23 – More Read, Draw, Write! Lesson 25 – Excellent Equals **Embarc.online – Module 2** **Videos:** **Pockets: Trajectory of Understanding Fluently Add Numbers Within 10** **I-Ready Lessons:** • Subtraction Concepts: Part-Part-Whole • Addition Number Sentences **Task Bank:** **Cave Game Subtraction** (1.OA.B.4)

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
the known equivalent $6 + 4 + 3 = 10 + 3 = 13$). ■ **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memore all sums up to 10			
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations) **Cluster:** Add and subtract within 20. ■ **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memore all sums up to 10. **Domain:** Numbers and Operations Base Ten **Cluster:** Understand Place Value ■ **1.NBT.B.2.** Know that the two digits of a two-digit number represent groups of tens and ones. (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones).	**Topic D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones** **Objectives/Learning Targets** ▪ **Lesson 26:** I can identify 1 ten as a unit by renaming representations of 10. **(1.NBT.A.2)** ▪ **Lesson 27:** I can solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones. **(1.OA.A.1, 1.OA.C.6, 1.NBT.A.2)** ▪ **Lesson 28:** I can solve addition problems using ten as a unit, and write two-step solutions. **(1.OA.A.1, 1.OA.C.6, 1.NBT.A.2)** ▪ **Lesson 29:** I can solve subtraction problems using ten as a unit, and write two-step solutions. **(1.OA.A.1, 1.OA.C.6, 1.NBT.A.2)** **Complete End of Module Assessment**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** **Combine lessons 28 and 29:** **Suggestions for combining lessons:** **Fluency (10 minutes)** Sprint: Adding by Decomposing Teen Numbers **Application Problem (6 minutes)** Lesson 28 **Concept Development (22 minutes)** Lesson 28: Part 1 with one of the suggested sequence problems. Lesson 29: Part 1 with as many of the suggested sequence problems as time will allow. **Problem Set (10 minutes)** Lesson 28: 1,2,5 Lesson 29: 1,2,3,4 **Debrief/Exit Ticket (10 minutes)** Lesson 28: 1 Lesson 29: 2	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** ● Lesson 12: Understand Teen Numbers **Zearn** Mission 2 Lesson 26 – A What? A Ten! Lesson 27 – Tens and Ones Lesson 28 – Make it with a Ten Lesson 29 – Break it with a ten **Embarc.online – Module 2** **Videos:** **Fluently Add Numbers Within 10** **Use a Number Line to Count On** **I-Ready Lessons:** ● Subtraction Concepts: Comparison ● Subtraction Concepts: Separation ● Subtraction Concepts: Part-Part-Whole **Task Bank:** **The Very Hungary Caterpillar** **(1.OA.A.2, 1.OA.C.5, 1.NBT.B.2)**

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 3: Ordering and Comparing Length Measurements as Numbers			

Domain: Measurement and Data
Cluster: Measure lengths indirectly and by iterating length units

■ **1.MD.A.1-** Order three objects by length; compare the lengths of two objects indirectly by using a third object. *For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, the Bill is taller than Susan.*

Essential Questions

1. How can you compare and then order concrete objects according to length?
2. How can you estimate and measure length with nonstandard units?
3. How does the length of the unit of measure affect the number of units needed to measure an object's length?
4. How can the weight of different objects be compared?
5. How can you use something that weighs 1 pound to estimate how much objects weigh?

Topic A: Indirect Comparison in Length Measurement
Learning Targets/Objectives

Lesson 1: I can compare length directly and consider importance of aligning endpoints. **(1. MD.A.1)**

  Lesson 2: I can compare length using indirect comparison by finding objects *longer than, shorter than,* and *equal in length to* that of a string. **(1. MD.A.1)**

Lesson 3: I can order three lengths using indirect comparison. **(1. MD.A.1)**

Eureka Parent Newsletter: Topic A

Optional Quiz: Topic A

Pacing Considerations:
Students need Module 3's fluency before advancing to Module 4.

No pacing considerations recommended

Vocabulary
Centimeter, centimeter cube, centimeter ruler, data, endpoint, height, length unit, poll, table or graph.

Familiar Terms and Symbols
Less than, longer than/taller than, more than, shorter than, tally marks

Additional instructional resources for enrichment/remediation:
Remediation Guide

Ready teacher-toolbox aligned lessons:
- Lesson 31: Order Objects by Length
- Lesson 32: Compare Lengths

Zearn
Mission 3
Lesson 1 Longer or Shorter?
Lesson 2 – Compare Three

Embarc.online – Module 3

I-Ready Lessons:
- Compare Lengths
- Measuring Length in Inches with a Ruler

Task Bank:
Measure Me **(1.MD.A.2)**
How Long? **(1.MD.A.2)**
Measuring Blocks **(1.MD.A.2, 1.OA.A.1)**
Growing Bean Plants **(1.MD.A.2, 1.OA.A.1)**

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Measurement and Data **Cluster:** Measure lengths indirectly and by iterating length units ■ **1.MD.A.1-** Order three objects by length; compare the lengths of two objects indirectly by using a third object. *For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, the Bill is taller than Susan.* ■ **1.MD.A.2-** Measure the length of an object using non-standard units and express this length as a whole number of units.	**Topic B: Standard Length Units** **Learning Targets/Objectives** **Lesson 4:** I can express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps**. (1 MD.A.2)** **Lesson 5:** I can rename and measure with centimeter cubes, using their standard unit name of centimeters. **(1 MD.A.2) (Can be omitted)** **Lesson 6:** I can order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving *compare with difference unknown* word problems. **(1. MD.A.1)**	**Eureka Parent Newsletter: Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** **Omit lesson 5:** can be used in small group for additional practice if needed	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 33: Understand Length Measurements **Zearn** Mission 3 Lesson 4 – End to End Lesson 5 – Centimeters Rule! Lesson 6 – Counting Cubes **Embarc.online – Module 3** **I-Ready Lessons:** • Compare Lengths • Measuring Length in Inches with a Ruler • Subtraction in Comparison Situations **Task Bank:** Measure Me (1.MD.A.2) How Long? (1.MD.A.2) Measuring Blocks (1.MD.A.2, 1.OA.A.1) Growing Bean Plants (1.MD.A.2, 1.OA.A.1)
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	**Topic C: Non-Standard and Standard Length Units** **Learning Targets/Objectives** **Lesson 7:** I can measure the same objects from Topic B with different non-	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** No pacing considerations recommended.	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 33: Understand Length Measurements

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations) **Domain:** Measurement and Data **Cluster:** Measure lengths indirectly and by iterating length units ■ **1.MD.A.2-** Measure the length of an object using non-standard units and express this length as a whole number of units.	standard units simultaneously to see the need to measure with a consistent unit. **(1. MD.A.2)** **Lesson 8:** I can understand the need to use the same units when comparing measurements with others. **(1. MD.A.2)** **Lesson 9:** I can answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters. **(1.OA.A.1, 1. MD.A.2)**		**Zearn** Mission 3 Lesson 7 – Big and Small Paper Clips Lesson 9 – Size Compare **Embarc.online – Module 3** **I-Ready Lessons:** • Compare Lengths • Measuring Length in Inches with a Ruler **Task Bank:** Measure Me (**1.MD.A.2**) How Long? (**1.MD.A.2**) Measuring Blocks (**1.MD.A.2, 1.OA.A.1**) Growing Bean Plants (**1.MD.A.2, 1.OA.A.1**)
Domain: Operations and Algebraic Thinking **Cluster:** Represent and solve problems involving addition and subtraction. ■ **1.OA.A.1** Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problems. (See Table 1- Addition and Subtraction Situations)	**Topic D: Data Interpretation** **Learning Targets/Objectives** **Lesson 10-11:** I can collect, sort, and organize data, then ask and answer questions about the number of data points. **(1. MD.C.5)** **Lesson 12-13:** I can ask and answer varied word problem types about a data set with three categories. **(1.OA.1, 1. MD.C.5)** **Complete End of Module Assessment**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** **Combine lessons 12 and 13:** **Suggestions for combining lessons:** **Fluency (10 minutes)** Sprint: Add 3 Numbers **Application Problem (5 minutes)** Lesson 12 **Concept Development (20 minutes)**	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 29: Sort and Count • Lesson 20: Compare Data **Zearn** Mission 3 Lesson 10 – Gather and Sort Lesson 11 – Dig Data Lesson 13 – In the Data

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Measurement and Data **Cluster:** Represent and Interpret Data **1.MD.C.5-** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		Lesson 12 using language from Lesson 13 "compare with the difference unknown" **Problem Set (10 minutes)** Lesson 12: 3,4 Lesson 13: 1-5 **Debrief/Exit Ticket (10 minutes)** Lesson 13	**Embarc.online – Module 3** **Task Bank:** Growing Bean Plants (1.MD.A.2, 1.OA.A.1)

■ Major Content   ➢ Supporting Content

RESOURCE TOOLKIT
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.

Textbook Resources	TN Core/CCSS	Videos
Greatminds.org	**Tennessee Math Standards** **Achieve the Core - Tasks** **Coherence Map**	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

October 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 1	30	1 Module 1 Topic H: Lesson 31	2 Module 1 Topic H: Lesson 32	3 Module 1 Topic I: Lessons 33 and 34 combined	4 Flex Day Options 1.OA.A.1* 1.OA.B.4* 1.OA.D.8* Pacing Other	Optional Quizzes: Module 1 Topic I Topic J (Quizzes should not take more than 15 minutes to administer)
Module 1	7 Module 1 Topic I: Lesson 35	8 Module 1 Topic I: Lessons 36 and 37 combined	9 Module 1 Topic I: Lessons 38 and 39 combined	10 M1: End of Module Assessment	11 ½ day students End of 1st Quarter Flex Day Options 1.OA.A.1* 1.OA.B.4* 1.OA.D.8* Pacing Other	**Flex Day Options include:** *Standard*- Suggested standard(s) to review for the day (*-denotes a Portfolio Standard) *Pacing* – Use this time to adjust instruction to stay on pace
	14	15	16	17	18	*Other* – Includes assessments, review, reteaching, etc.
			Fall Break			Optional Quizzes: Module 2
Module 2 Omit Lesson 5	21 *2nd Quarter Begins* Module 2 Topic A: Lesson 1	21 Module 2 Topic A: Lesson 2	23 Module 2 Topic A: Lessons 3 and 4 combined	24 Module 2 Topic A: Lesson 6	25 Flex Day Options 1.OA.A.1* 1.OA.C.6 Pacing Other	Topic A: Lessons 1-2 Topic A: Lessons 3-6 Topic A: Lessons 7-9 Topic A: Lesson 10-11 (Quizzes should not take more than 15 minutes to administer
Module 2 Omit Lesson 9 and 11	28 Module 2 Topic A: Lessons 7 and 8 combined	29 Module 2 Topic A: Lesson 10	30 M2: Mid Module Assessment	31 Module 2 Topic B: Lessons 12 and 13 combined *Halloween*	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.

November 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 2					**1** **Flex Day Options** 1.OA.A.1* 1.OA.B.3* Pacing Other	Optional Quizzes: Module 2 Topic B: Lessons 12-13 Topic B: Lessons 14-16 Topic B: Lessons 17-19 Topic B: Lesson 20-21 (Quizzes should not take more than 15 minutes to administer)
Module 2	**4** Module 2 Topic B: Lessons 14 and 15 combined	**5** Module 2 Topic B: Lesson 16	**6** Module 2 Topic B: Lessons 17 and 18 combined	**7** Module 2 Topic B: Lesson 19	**8** *1/2 day students* **Flex Day Options** 1.OA.B.3* Pacing Other	**Flex Day Options include:** *Standard-* Suggested standard(s) to review for the day (*-denotes a Portfolio Standard)
Module 2 **Omit Lessons 21 and 24**	**11** *Veteran's Day (Out)*	**12** Module 2 Topic B: Lesson 20	**13** Module 2 Topic C: Lesson 22	**14** Module 2 Topic C: Lesson 23	**15** Module 2 Topic C: Lesson 25	*Pacing –* Use this time to adjust instruction to stay on pace *Other –* Includes assessments, review, reteaching, etc. **Omit Lesson 21** **Omit Lesson 24**
Module 2	**18** Module 2 Topic D: Lesson 26	**29** Module 2 Topic D: Lesson 27	**20** Module 2 Topic D: Lessons 28 and 29 combined	**21** **M2: End of Module Assessment**	**22** **Flex Day Options** 1.OA.B.4* 1.OA.C.6 Pacing Other	Optional Quizzes: Module 2 Topic C Topic D (Quizzes should not take more than 15 minutes to administer) **Combine Lessons 28 and 29**
	25	**26**	**27**	**28**	**29**	
			Thanksgiving Break			

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.

December 2019

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 3 **Omit Lesson 5**	**2** Module 3 Topic A: Lesson 1	**3** Module 3 Topic A: Lesson 2	**4** Module 3 Topic A: Lesson 3	**5** Module 3 Topic B: Lesson 4	**6** Flex Day Options 1.MD.A.1 Pacing Other	Omit Lesson 5 **Flex Day Options include:** *Standard-* Suggested standard(s) to review for the day (*-denotes a Portfolio Standard)
Module 3	**9** Module 3 Topic B: Lesson 6	**10** Module 3 Topic C: Lesson 7	**11** Module 3 Topic C: Lesson 8	**12** Module 3 Topic C: Lesson 9	**13** Flex Day Options 1.MD.A.2 Pacing Other	*Pacing –* Use this time to adjust instruction to stay on pace *Other –* Includes assessments, review, reteaching, etc. Optional Quizzes: Module 3
Module 3	**16** Module 3 Topic D: Lesson 10	**17** Module 3 Topic D: Lesson 11	**18** Module 3 Topic D: Lessons 12 and 13 combined	**19** **M3:End of Module Assessment**	**20** *½ day students End of 2ⁿᵈ Quarter* Flex Day Options 1.MD.C.5 Pacing Other	Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
	23	**24**	**25**	**26**	**27**	
			Winter Break			
	30	**31**	1	2	3	
		Winter Break				

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.