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	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

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 3 Overview

Module 4: Place Value, Comparison, Addition and Subtraction of Numbers to 40
Module 5: Identify, Composing and Partitioning Shapes

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

Focus Grade Level Standard	Type of Rigor	Foundational Standards
💼 **1.OA.A.1**	Application	K.OA.1, K.OA.2
💼 **1.OA.B.3**	Conceptual Understanding	K.OA.A.1, K.OA.A.2
💼 **1.OA.D.8**	Conceptual Understanding	1.OA.D.7
1.MD.B.4	Conceptual Understanding/Procedural Fluency/Application	K.MD.B.3
💼 **1.NBT.A.1**	Conceptual Understanding/Procedural Fluency	K.CC.A.1
💼 **1.NBT.B.2**	Conceptual Understanding	1.NBT.A.1, K.NBT.A.1, K.OA.3, K.CC.A.1
💼 **1.NBT.B.3**	Conceptual Understanding	1.NBT.A.1, 1.NBT.B.2, K.NBT.A.1, K.CC.C.6, K.CC.C.7
💼 **1.NBT.C.4**	Conceptual/Procedural Fluency	1.NBT.B.2, 1.OA.C.6, 1.NBT.A.1, K.NBT.1, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, K.OA.A.5
1.NBT.C.5	Conceptual Understanding	1.NBT.B.2, 1.NBT.A.1, K.NBT.A.1
💼 **1.NBT.C.6**	Conceptual Understanding	1.NBT.B.2, 1.NBT.A.1, K.NBT.A.1
1.G.A.1	Conceptual Understanding	K.G.A.1, K.G.A.2, K.G.A.3, K.G.B.4, K.G.B.5
💼 Indicates Portfolio Standard		
Instructional Focus Document – Grade 1		

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Module 4: Place Value, Comparison, Addition, and Subtraction to 40			

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY

Domain: Numbers and Operations Base Ten
Cluster: Extend the counting Sequence
 	
■ **1.NBT.A.1** Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.
 	
Domain: Numbers and Operations Base Ten
Cluster: Understand Place Value
 	
■ **1.NBT.B.2.** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones)
 	
Domain: Numbers and Operations Base Ten
Cluster: Use Place Value Understanding and Properties of Operations to add and subtract
 	
■ **1.NBT.C.5** Mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
 	
Domain: Measurement and Data
Cluster: Work with Time and Money
 	
➢ **1.MD.B.4 –** Count the value of a set of coins less than one dollar using the cent symbol only.
	Essential Questions
	• How can I count by tens and ones?
	• How can I use the place value chart to record and numb tens and ones within a two-digit number?
	• How can I combine tens and ones using addition sentences?
	• How can I use dimes and pennies to represent tens and ones.
	• How can I compare quantities and numerals?
	• How can I add tens to a two-digit number?
	• How can I add ones and ones or tens and tens?
	• How can I use part-whole relationships to solve word problems?
	• How can I add two-digit numbers when the ones digits have sum less than or equal to 10?
	• How can I add two-digit numbers when the ones digits have sum greater 10?
	
	Topic A: Tens and Ones
	
	Learning Targets/ Objectives:
	• **Lesson 1:** I can compare the efficiency of counting by ones and counting by tens. (**1.NBT.A.1**, **1.NBT.B.2**)
		Eureka Parent Newsletter: Topic A
		
		Optional Quiz: Topic A Lesson 1-3
		Optional Quiz: Topic A Lessons 4-6
		
		Pacing Considerations:
		
		No pacing considerations recommended
		
		Additional instructional resources for enrichment/remediation:
		
		Remediation Guide
		
		Ready teacher-toolbox aligned lessons:
		  • Lesson 17: Understand Tens
		  • Lesson 19: Understand 10 more and 10 Less
		  • Lesson 21: Understand Tens and ones
		
		Zearn: Mission 4
		Lesson 1 – Count by Tens
		Lesson 2 – How Many Tens and Ones
		Lesson 3 – All Ones
		Lesson 4 – Tens Plus Ones
		Lesson 5 1 More, 10 More, 1 Less, 10 Less
		Lesson 6 1 More, 10 More
		
		Embarc.online: Module 4
		
		Videos:
			Module 4 Vocabulary
			Greater than, less than, place value
			
			Familiar Terms and Symbols
			=(equal), numerals, ones, tens
			
			Fluency Practice:
			Topic A
			Lesson 1- Break Apart Numbers, Change 10 Pennies for 1 Dime, Happy Counting by Tens
			
			Lesson 2- Core Addition Fluency Review, 3, 4, and 5 More, Change 10 Pennies for 1 Dime
			
			Lesson 3- Core Addition Fluency Review, Dime Exchange, Magic Counting Sticks
			
			Lesson 4- Subtraction cards, Dime Exchange, 10 More
			
			Lesson 5- Sprint: 10 More, 10 Less Review
			
			Lesson 6- Quick Tens, Count Coins

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
	• **Lesson 2:** I can use the place value chart to record and name tens and ones within a two-digit number. (**1.NBT.B.2**) • **Lesson 3:** I can interpret two-digit numbers as either tens and some ones or as all ones. (**1.NBT.B.2**) • **Lesson 4:** I can write and interpret two-digit numbers as addition sentences that combines tens and ones. (**1.NBT.B.2**) • **Lesson 5:** I can identify 10 more, 10 less, 1 more, and 1 less than a two digit number. (**1.NBT.B.2, 1.NBT.C.5**) • **Lesson 6:** I can use dime and pennies as representations of tens and ones. (**1.NBT.B.2, 1.NBT.C.5, 1.MD.B.4**)	Ten ones equal one ten (1.NBT.B.2) Making Groups of 10 (1.NBT.B.2) Carnival Candy Challenge (1.NBT.B.2) **I-Ready Lessons:** Grouping into Tens and Ones **Task Bank:** Crossing the Decade: Concentration (1.NBT.A.1) Hundred Chart Digit Game (1.NBT.A.1) Start/Stop Counting II (1.NBT.A.1) Where do I Go (1.NBT.A.1) Number of the Day (1.NBT.A.1) Roll and Build (1.NBT.B.2)	
Domain: Numbers and Operations Base Ten **Cluster:** Understand Place Value ■ **1.NBT.B.3** Compare two two-digit numbers based on meanings of the digits in each place and use the symbols >, =, and < to show relationship.	**Topic B: Comparison of Pairs of Two-Digit Numbers** **Learning Targets/ Objectives :** • **Lesson 7:** I can compare two quantities, and identify the greater or lesser of the two given numerals (**1.NBT.B.3**) • **Lesson 8:** I can compare quantities and numerals from left to right. (**1.NBT.B.3**)	Eureka Parent Newsletter: Topic B Optional Quiz: Topic B **Pacing Considerations:** No pacing considerations recommended The work of this module is foundational to the Number and Operations in Base Ten domain of the Grade 1 standards. Therefore, it is not	**Fluency Practice:** **Topic B** **Lesson 7-** 1 More/Less, 10 More/Less, **Sprint**: +1, −1, +10, −10 **Lesson 8-** Subtraction with Cards, Core Subtraction Fluency Review, Beep Counting by Ones and Tens **Lesson 9-10-** Core Subtraction Fluency

■ Major Content   ➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
	• **Lesson 9-10:** I can use the symbols >, =, and < to compare quantities and numerals **(1.NBT.B.3)**	recommended to omit any lessons from Module 4. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 22: Compare Numbers **Zearn: Mission 4** Lesson 8 – Dare to Compare Lesson 10 – The Hungry Alligator **Embarc.online: Module 4** **Videos:** Ten ones equal one ten (1.NBT.B.2) Making Groups of 10 (1.NBT.B.2) Carnival Candy Challenge (1.NBT.B.2) **I-Ready Lessons:** Grouping into Tens and Ones **Task Bank:** Roll and Build (1.NBT.B.2) Ordering Numbers (1.NBT.B.3) Comparing Numbers (1.NBT.B.3)	Review, Digit Detective, Sequence Sets of Numbers, **Sprint**: Number Sequences Within 40, Digit Detective

■ Major Content	➢ Supporting Content	

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Domain: Numbers and Operations Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to add and subtract ■ **1.NBT.C. 4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. ■ **1.NBT.C.6** Subtract multiples of 10 in the range 10-90 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Topic C: Addition and Subtraction of Tens** **Learning Targets/ Objectives :** • **Lesson 11:** I can add and subtract tens from a multiple of 10. **(1.NBT.C.6)** • **Lesson 12:** I can add tens to a two-digit number. (**1.NBT.C.4**) **Complete Mid-Module Assessment**	**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 20: Add and Subtract Tens • Lesson 23: Add Tens to Any Number **Zearn: Mission 4** Lesson 11 – Terrific Tens **Embarc.online: Module 4** **Videos:** Ten ones equal one ten (1.NBT.B.2) Making Groups of 10 (1.NBT.B.2) Carnival Candy Challenge (1.NBT.B.2) **I-Ready Lessons:** Grouping into Tens and Ones Adding a Two-Digit Number and a Multiple of 10 Mental Addition of a Two-Digit and One Digit Numbers Subtracting Ten from a Two-Digit Number **Task Bank:** Roll and Build (1.NBT.B.2)	**Fluency Practice:** **Topic C** **Lesson 11-** Compare Numbers, Number Bond Addition and Subtraction, Happy Counting by Tens **Lesson 12- Sprint**: Related Addition and Subtraction Within, Add and Subtract Tens Within 40, Count by Tens with Coins

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Ford and Logan Add 45+36 (1.NBT.C.4 2.NBT.B.5)	
Domain: Numbers and Operations Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to add and subtract ■ **1.NBT.C. 4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Domain:** Operations and Algebraic Thinking **Cluster:** Understand and apply properties or 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.)	**Topic D: Addition of Tens or Ones to a Two-Digit Number** **Learning Targets/ Objectives :** • **Lesson 13-14:** I can use counting on and the make ten strategy when adding across a ten (**1.NBT.C.4, 1.OA.B.3**) • **Lesson 15:** I can use single-digit sums to support solutions for analogous sums to 40. (**1.NBT.C.4, 1.OA.B.3**) • **Lesson 16-17:** I can add ones and ones or tens and tens. (**1.NBT.C.4, 1.OA.B.3**) • **Lesson 18:** I can share and critique peer strategies for adding two-digit numbers. (**1.NBT.C.4, 1.OA.B.3**)	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** **Combine lessons 13 and 14:** *Consider the following sequence:* **Application:** Lesson 14 a and b. Lesson 13 c **Fluency:** Addition Within 40: Counting On, Get to 10, Make Ten with Addition Partners **Concept Development:** Lesson 13: Use the beginning problem 13 + 4 and the following sequence: 23 +6 and 33 +7; Give students 5 minutes to complete problem set for Lesson 13; Lesson 14 Use the beginning problem 19 + 3 and the following sequence: 29 + 3, 19 + 5 and 26 + 7. Allow 5 minutes for students to complete problem set for lesson 14. **Problem Set:** Lesson 13: 2,3,9,10 Lesson 14: 2,3, 5, 6,12, 13 **Exit Ticket:** Lesson 13: 2 and 4; Lesson 14: 2, 3 and 4 (complete exit ticket after student debrief of *both* lessons) *Please make adjustments as needed to meet the needs of your individual students.* **Additional instructional resources for enrichment/remediation:** **Remediation Guide**	**Fluency Practice:** **Topic D** **Lesson 13-14-** Adding and Subtracting with Cards, Race and Roll Addition, Core Addition Fluency Review **Lesson 15-** Number Bond Addition and Subtraction, Make Ten addition with Partners, Add Tens **Lesson 16-17-** Analogous Addition Sentences, Digit Detective, Core Addition Fluency Review: Missing Addends, Relating Addition and Subtraction, Analogous Addition Sentences **Lesson 18-** Analogous Addition Sentences, Digit Detective, Core Addition Fluency Review: Missing Addends, Relating Addition and Subtraction, Analogous Addition Sentences

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Ready teacher-toolbox aligned lessons: • Lesson 24: Add Tens and Add Ones **Zearn: Mission 4** Lesson 13 – Add Some More Lesson 15 – Tens Change, Ones Don't Lesson 16 – Ones + Ones, Tens + Tens Lesson 17 – Add Together **Embarc.online: Module 4** **I-Ready Lessons:** Adding a Two-Digit Number and a Multiple of 10 Mental Addition of a Two-Digit and One Digit Numbers **Task Bank:** Ford and Logan Add 45+36 (1.NBT.C.4 2.NBT.B.5)	
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 E: Varied Problem Types Within 20** **Learning Targets/ Objectives :** • **Lesson 19:** I can use tape diagrams as representations to solve put together/take apart with total unknown and add to with result unknown word problems. (**1.OA.A.1, 1.OA.D.8**) • **Lesson 20-21:** I can recognize and make	**Eureka Parent Newsletter: Topic E** **Optional Quiz: Topic E** **Pacing Considerations:** **Omit lesson 22** **Additional instructional resources for enrichment/remediation:** Remediation Guide	**Fluency Practice:** **Topic E** **Lesson 19- Sprint**: Analogous Addition Within 40 **Lesson 20-21-** Beep Counting by Ones and Tens, Number Bond Addition and Subtraction, Addition and Subtraction with Cards, Race and Roll Addition, Take out 1 or 10,

■ Major Content　　　　　　　　➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Domain: Operations and Algebraic Thinking **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 = ?)	use of part–whole relationships within tape diagrams when solving a variety of problem types. (**1.OA.A.1, 1.OA.D.8**) • **Lesson 22:** I can write word problems of varied types. (**1.OA.A.1, 1.OA.D.8**)	**Ready teacher-toolbox aligned lessons:** • Lesson 3: Add and Subtract in Word Problems **Zearn: Mission 4** Lesson 19 – Tape Time Lesson 20 – Tape Parts Lesson 21 – Tape Together **Embarc.online: Module 4** **I-Ready Lessons:** Subtraction Concepts: Part-Part-Whole Addition Facts **Task Bank:** The Very Hungry Caterpillar Field Day Scarcity	Longer/Shorter **Lesson 22-** Race and Roll Addition, **Sprint**: Related Addition and Subtraction Within 10 and 20, Longer/Shorter
Domain: Numbers and Operations Base Ten **Cluster:** Understand Place Value ■ **1.NBT.B.2.** Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones)	**Topic F: Addition of Tens and Ones to a two-Digit Number** **Learning Targets/ Objectives :** • **Lesson 23:** I can interpret two-digit numbers as tens and ones, including cases with	**Eureka Parent Newsletter: Topic F** **Optional Quiz: Topic F** **Pacing Considerations:** No pacing considerations recommended	**Fluency Practice:** **Topic F** **Lesson 23-** Grade 1 Core Fluency Differentiated Practice Sets, Count by 10 with Dimes, Tens and Ones **Lesson 24-25-** Grade 1 Core Fluency

■ Major Content	➢ Supporting Content	

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Domain: Numbers and Operations Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to add and subtract ■ **1.NBT.C. 4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	more than 9 ones. (**1.NBT.B.2**) • **Lesson 24-25:** I can add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. (**1.NBT.C.4**) • **Lesson 26-27:** I can add a pair of two-digit numbers when the ones digits have a sum greater than 10. (**1.NBT.C.4**) • **Lesson 28-29: I can** add a pair of two-digit numbers with varied sums in the ones (**1.NBT.C.4**) **Complete End-of-Module Assessment**	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 25: Add and Regroup **Zearn: Mission 4** Lesson 23 – Unbundle Ten, Same Value Lesson 24 – Tens Then Ones Lesson 25 – Add On Lesson 26 – Add Ten, Make Ten Lesson 27 – Add It All Lesson 28 – Fun with Sums Lesson 29 – Sum More Fun **Embarc.online: Module 4** **I-Ready Lessons:** Adding a Two-Digit Number and a Multiple of 10 Mental Addition of a Two-Digit and One Digit Numbers **Task Bank:** Ford and Logan Add 45+36 (1.NBT.C.4 2.NBT.B.5)	Differentiated Practice Sets, Number Bond Addition and Subtraction, Count by 10 or 1 with Dimes and Pennies, Add Tens, Get to 10 or 20, Sprint: Targeting Core Fluency: Missing Addends for Sums of Ten(s), Take out 1 or 2 **Lesson 26-27- Sprint:** Targeting Core Fluency: Missing Addends for Sums of Ten(s), Grade 1 Core Fluency Differentiated Practice Sets, Race to the top, take out 1 or 2 **Lesson 28-29-** Grade 1 Core Fluency Differentiated Practice Sets, Coin Drop, Make 10, Addition Strategies Review
Module 5: Identifying Composing and Partitioning Shapes			

■ Major Content	➢ Supporting Content	

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
Domain: Geometry **Cluster:** Reason with Shapes and Their Attributes ➢ **1.G.A.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	**Essential Questions** 1. How are attributes used to describe and classify three-dimensional figures? 2. Why would you want to divide something into equal parts? **Topic A- Attributes of Shapes** **Learning Targets / Objectives** • **Lesson 1:** I can classify shapes based on defining attributes using examples, variants, and non-examples. **(1.G.A.1)** • **Lesson 2:** I can find and name two-dimensional shapes including trapezoid, rhombus, and a square as special rectangle, based on defining attributes of sides and corners. **(1.G.A.1)** • **Lesson 3:** I can find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points. **(1.G.A.1)**	**Eureka Parent Newsletter: Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** **Combine lessons 1 and 2:** *Consider the following sequence:* **Fluency:** Grade 1 Core Fluency Sprint, Make it Equal: Subtraction Expressions **Application:** Lesson 1 **Concept Development:** Use the concept development from Lesson 1, however incorporate the names using the shape description cards after you discuss the attributes of each shape. Make sure that you have students make each shape on the description card. (using their straws) **Problem Set:** Lesson 1: 1,2, 4a; Lesson 2: 1a, 1b, 1c, 1d, 2 **Exit Ticket:** Lesson 1: 2a; Lesson 2: 1, 2, 3 and 4 **Please make adjustments as needed to meet the needs of your individual students.* **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 26: Understand Shapes **Zearn: Mission 5** Lesson 1: My Shapes Lesson 2: Super Shapes Lesson 3: Solid Shapes	**Vocabulary- Module 5** Attributes, Composite Shapes, Digital Clock, Face, Fourth of, Half-hour, Half of, Halves, Half-Past, Hour, Hour Hand, Minute, Minute Hand, O'clock, Quarter, Three-dimensional Shapes, Two-Dimensional Shapes, **Familiar Terms and Symbols** Clock, Shape Names, Circle, Cube, Cylinder, Hexagon, Rectangle, Sphere, Square, Triangle **Fluency Practice:** **Topic A** **Lesson 1-** Sprint: Core Fluency**,** Make It Equal: Addition Expressions **Lesson 2-** Sprint: Core Fluency**,** Make It Equal: Subtraction Expressions **Lesson 3-** Sprint: Core Fluency Differentiated Practice Sets, Count by 10 or 1 with Dimes and Pennies

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		Embarc.online: Module 5 **I-Ready Lessons:** Identifying Two-Dimensional Shapes **Task Bank:** All vs. Only Some (1.G.A.1) 3-D Shape Sort (1.G.A.1)	
Domain: Geometry **Cluster:** Reason with Shapes and Their Attributes ➢ **1.G.A.2** Create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	• **Topic B- Part Whole Relationships within Composite Shapes** • **Learning Target/Objective** • **Lesson 4:** I can create composite shapes from two-dimensional shapes. **(1.G.A.2)** • **Lesson 5:** I can compose a new shape from composite shapes. **(1.G.A.2)** • **Lesson 6:** I can create a composite shape from three-dimensional shapes and describe the composite shapes using shape names and positions. **(1.G.A.2)**	**Eureka Parent Newsletter: Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** **Omit Lesson 5:** **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 27: Understand Putting Shapes Together **Zearn: Mission 5** Lesson 4: Make Shapes Lesson 5: Build Shapes Lesson 6: Build Solid Shapes **Embarc.online: Module 5** **I-Ready Lessons:** Decomposing Two-Dimensional Shapes Concepts of Fractions in Two-Dimensional Shapes	**Fluency Practice:** **Lesson 4-** Sprint: Core Fluency Practice Sets, Number Bond Addition and Subtraction, Shape Flash **Lesson 5-** Core Fluency Sprint, Shape Flash **Lesson 6-** Core Fluency Sprint, Coin Drop

■ Major Content	➢ Supporting Content	

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

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
		I-Ready Lessons: Fraction of a Whole: Halves and Fourths Fraction Concepts: Part of a Whole **Task Bank:** Equal Shares (1.G.A.3)	
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	**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)** • **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.	**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

■ Major Content   ➢ Supporting Content

TN STATE STANDARDS	CONTENT	RESOURCES & TASKS	VOCABULARY & FLUENCY
➢ **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.		**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)	**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

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 Greatminds.org	TN Core/CCSS **Tennessee Math Standards** **Achieve the Core - Tasks**	Videos 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	SCS 2019/2020 Revised 7/10/19 14 of 22

January 2020

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
			1	**2**	**3**	**Flex Day Options include:**
				Winter Break		*Standard*- Suggested standard(s) to review for the day (*-denotes a Portfolio Standard)
Module 4	**6** *Begin 3rd Quarter* **Module 4 Topic A: Lesson 1**	**7** **Module 4 Topic A: Lesson 2**	**8** **Module 4 Topic A: Lesson 3**	**9** **Module 4 Topic A: Lesson 4**	**10** **Flex Day Options** 1.NBT.B.2* Pacing Other	*Pacing* – Use this time to adjust instruction to stay on pace *Other* – Includes assessments, review, reteaching, etc. Optional Quizzes: Module 4
Module 4	**13** **Module 4 Topic A: Lesson 5**	**14** **Module 4 Topic A: Lesson 6**	**15** **Module 4 Topic B: Lesson 7**	**16** **Module 4 Topic B: Lesson 8**	**17** *½ day students* **Flex Day Options** 1.NBT.B.3* Pacing Other	Topic A Lessons 1-3 Topic A Lessons 4-6 Topic B Topic C (Quizzes should not take more than 15 minutes to administer)
Module 4	**20** ***Martin Luther King Jr. Day (Out)***	**21** **Module 4 Topic B: Lesson 9**	**22** **Module 4 Topic B: Lesson 10**	**23** **Module 4 Topic C: Lesson 11**	**24** **Module 4 Topic C: Lesson 12**	
Module 4	**27** **M4:Mid Module Assessment**	**28** **Module 4 Topic D: Lessons 13 and 14 combined**	**29** **Module 4 Topic D: Lesson 15**	**30** **Module 4 Topic D: Lesson 16**	**31** **Flex Day Options** 1.NBT.C.4* 1.OA.B.3* Pacing Other	

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

February 2020

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 4	**3** Module 4 Topic D: Lesson 17	**4** Module 4 Topic D: Lesson 18	**5** Module 4 Topic E: Lesson 19	**6** Module 4 Topic E: Lesson 20	**7** **Flex Day Options** 1.NBT.C.4* 1.OA.B.3* Pacing Other	**Flex Day Options include:** *Standard-* Suggested standard(s) to review for the day (*-denotes a Portfolio Standard)
Module 4 Omit Lesson 22	**10** Module 4 Topic E: Lesson 21	**11** Module 4 Topic F: Lesson 23	**12** Module 4 Topic F: Lesson 24	**13** *Parent Teacher Conferences* Module 4 Topic F: Lesson 25	**14** *1/2 day students* **Flex Day Options** 1.OA.A.1* 1.OA.D.8* 1.NBT.C.4* Pacing Other	*Pacing –* Use this time to adjust instruction to stay on pace *Other –* Includes assessments, review, reteaching, etc. Optional Quizzes: Module 4 Topic D Topic E Topic F
Module 4	**17** *President's Day OUT*	**18** Module 4 Topic F: Lesson 26	**19** Module 4 Topic F: Lesson 27	**20** Module 4 Topic F: Lesson 28	**21** Module 4 Topic F: Lesson 29	(Quizzes should not take more than 15 minutes to administer) Optional Quizzes: Module 5
Module 4 Module 5 Omit Lesson 5	**24** **M4:End of Module Assessment**	**25** Module 5 Topic A: Lessons 1 and 2 combined	**26** Module 5 Topic A: Lesson 3	**27** Module 5 Topic B: Lesson 4	**28** **Flex Day Options** 1.G.A.1 Pacing Other	Topic A

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 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 1

March 2020

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5	**2** Module 5 Topic B: Lesson 6	**3** Module 5 Topic C: Lesson 7	**4** Module 5 Topic C: Lesson 8	**5** Module 5 Topic C: Lesson 9	**6** **Flex Day Options** 1.G.A.2 1.G.A.3 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 *Other* – Includes assessments, review, reteaching, etc.
Module 5	**9** Module 5 Topic D: Lesson 10	**10** Module 5 Topic D: Lesson 11	**11** Module 5 Topic D: Lessons 12 and 13 combined	**12** **M5:End of Module Assessment**	**13** *End of 3rd Quarter* **Flex Day Options** 1.MD.B.3 1.G.A.3 Pacing Other	Optional Quizzes: Module 5 Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
	16	**17**	**18**	**19**	**20**	Optional Quizzes: Module 6
			Spring Break			Topic A (Quizzes should not take more than 15 minutes to administer)
Module 6	**23** *4th Quarter Begins* **Module 6** Topic A: Lesson 1	**24** Module 6 Topic A: Lesson 2	**25** Module 6 Topic B: Lesson 3	**26** Module 6 Topic B: Lesson 4	**27** **Flex Day Options** Standard Pacing Other	
Module 6	**30** Module 6 Topic B: Lesson 5	**31** Module 6 Topic B: Lesson 6	1	2	3	

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.