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?

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**.

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.

How to Use the Maps

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

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

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

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

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

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

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

Grade: 1 Quarter 4 Overview

Module 6: Place Value, Comparison, Addition and Subtraction to 100

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

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

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 6: Place Value, Comparison, Addition, and Subtraction to 100			
Domain: Operations and Algebraic Thinking **Cluster:** Represent and Solve Problems involving Addition and Subtraction ■ **1.OA.A.1** Add and subtract within 20 to solve word problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**Essential Questions** • How does understanding place value help you compare three-digit numbers? • How can you use mental math to add multiples of 100? • How do you know the value of a number? • How can you find the number that is one before or one after another number, or the number between two other numbers? • How can you add and subtract multiples of 10 and 100? • How can you add and subtract two-digit numbers? **Topic A- Comparison Word Problems** **Learning Targets/Objectives:** • **Lesson 1:** I can solve compare with difference unknown problem types. **(1.OA.A.1)** • **Lesson 2:** I can solve compare with bigger or smaller unknown problem types. **(1.OA.A.1)**	Eureka Parent Newsletter: Topic A Optional Quiz: Topic A **Pacing Considerations:** No pacing considerations recommended.	**Vocabulary- Module 6** Dime, Nickel, Penny, Quarter Familiar Terms and Symbols <, >, = **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 5: Subtract to Compare in Word Problems **Zearn: Mission 6** Lesson 1 – Different Tapes Lesson 2 – Tackle the Tapes! **Embarc.online: Module 6** **I-Ready Lessons:** Solve Two-Step Problems **Task Bank:** At the Park (1.OA.A.1) School Supplies (1.OA.A.1)

■ Major Content ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter 4 — Grade 1

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Numbers and Operations in Base Ten **Cluster:** Extend the Counting Sequence ■ **1.NBT.A.1** Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20. **Domain:** Numbers and Operations in Base Ten **Cluster:** Understand Place Value ■ **1.NBT.A. 2** Know that the two digits of a two-digit number represent amounts of tens and ones. (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones.) ■ **1.NBT.B.3** Compare two two-digit numbers based on meanings of the digits in each place and use the symbols >, =, and < to show relationship. **Domain:** Numbers and Operations in Base Ten **Cluster:** Use Place Value Understanding and Properties of Operations to Add and Subtract ■ **1.NBT.5** Mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**Topic B- Numbers to 120** **Learning Targets/Objectives:** **Lesson 3:** I can use the place value chart to record and name tens and ones within a two-digit number up to 100. **(1.NBT.B.2)** **Lesson 4:** I can write and interpret two-digit numbers to 100 as addition sentences that combine 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 within 100. **(1.NBT.C5)** **Lesson 6:** I can use the symbols >, =, and < to compare quantities and numerals to 100. **(1. NBT.B.3)** **Lesson 7:** I can count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. **(1.NBT.A.1)** **Lesson 8:** I can count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart. **(1.NBT.A.1)** **Lesson 9:** I can represent up to 120 objects with a written numeral. **(1.NBT.A.1)**	Eureka Parent Newsletter: Topic B Optional Quiz: Topic B **Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11).	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 18: The 120 Chart **Zearn: Mission 6** Lesson 4 – Lots More Lesson 5 – Many, Many More, Many, Many Less Lesson 9 – To 100 and Beyond **Embarc.online: Module 6** **I-Ready Lessons:** Grouping Into Tens and Ones Regrouping Tens as Ones Comparing Numbers to 100 Using Symbols Subtracting 10 from a Two-Digit Number **Task Bank:** Counting Circles II (1.NBT.A.1) Roll and Build (1.NBT.B.2) The Very Hungary Caterpillar (1.NBT.B.2)
Cluster: Use Place Value Understanding and Properties of Operations to Add and Subtract ■ **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and	**Topic C- Addition to 100 Using Place Value Understanding** **Learning Targets/Objectives:** **Lesson 10:** I can add and subtract multiples of 10 from multiples of 10 to 100, including	Eureka Parent Newsletter: Topic C Optional Quiz: Topic C	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 23: Add Tens to Any Number

■ Major Content | ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. ■ **1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	dimes. **(1.NBT.C.4, 1.NBT.C.6)** **Lesson 11:** I can add a multiple of 10 to any two-digit number within 100. **(1.NBT.C.4)** **Lesson 12:** I can add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. **(1.NBT.C.4)** **Lesson 13-14:** I can add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition. **(1.NBT.C.4)** **Lesson 15:** I can add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below. **(1.NBT.C.4)** **Lesson 16-17:** I can add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below. **(1.NBT.C.4)**	**Pacing Considerations:** **IF pacing is an issue:** During Module 4, addition and subtraction work is limited to numbers within 40. In Module 6, students extend into numbers within 100. If students are readily able to apply their learning from Module 4 to Module 6, consider consolidating lessons in Topics A, B, and C (e.g., Lessons 3 and 4, Lessons 5 and 6, and Lessons 10 and 11). In Topic C, use each day's Exit Ticket to determine whether the lessons that follow can be omitted or consolidated.	**Zearn: Mission 6** Lesson 11 – Adding All-Star Lesson 12 – Awesome Adding All-Star Lesson 13 – Do the Decompose Lesson 14 – Amazing Adding All-Star Lesson 15 – Loop 10 Ones Lesson 16 – Very Vertical Addition **Embarc.online: Module 6** **I-Ready Lessons:** Two-Digit Sums and Estimation Adding Two-Digit Numbers Two-Digit Sums with Base Ten Models Adding a Two Digit Number and a Multiple of 10 Adding a Two-Digit Number and One-Digit Number Mental Addition of Two-Digit and One-Digit Numbers **Task Bank:** Frog and Logan Add 45 + 36 (1.NBT.C.5, 1.NBT.C.4)
Cluster: Use Place Value Understanding and Properties of Operations to Add and Subtract ■ **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**Topic D- Varied Place Value Strategies for Addition to 100** **Learning Targets/Objectives:** **Lesson 18:** I can add a pair of two-digit numbers with varied sums in the ones, and compare the results of different recording methods. **(1.NBT.C.4)** **Lesson 19:** I can solve and share strategies for adding two-digit numbers with varied sums. **(1.NBT.C.4)** **Complete Mid-Module Assessment**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** No pacing considerations recommended	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 24: Add Tens and Add Ones • Lesson 25: Add and Regroup **Zearn: Mission 6** Lesson 18 – Super Strategies Lesson 19 – Super Sum Strategies

■ Major Content ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			Embarc.online: Module 6 **I-Ready Lessons:** Two-Digit Sums and Estimation Adding Two-Digit Numbers Two-Digit Sums with Base Ten Models Adding a Two Digit Number and a Multiple of 10 Adding a Two-Digit Number and One-Digit Number Mental Addition of Two-Digit and One-Digit Numbers **Task Bank:** Frog and Logan Add 45 + 36 (1.NBT.C.5, 1.NBT.C.4)
Domain: Measurement and Data **Cluster:** Work with Time and Money ➢ **1.MD.B.4** – Count the value of a set of like coins less than one dollar using the cent symbol only	**Topic E- Coins and Their Values** **Learning Targets/Objectives:** **Lesson 20:** I can identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels. **(1. MD.B.4)** **Lesson 21:** I can identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes. **(1. MD.B.4)** **Lesson 22:** I can identify varied coins by their image, name, or value. Add one cent to the value of any coin. **(1. MD.B.4)** **Lesson 23:** I can count on using pennies from any single coin. **(1. MD.B.4)** **Lesson 24:** I can use dimes and pennies as representations of numbers to 120. **(1. MD.B.4)**	**Eureka Parent Newsletter: Topic E** **Optional Quiz: Topic E** **Pacing Considerations:** No pacing considerations recommended	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 35: Count Coins **Zearn: Mission 6** Lesson 20: Coin Time Lesson 21: Quarter Time **Embarc.online: Module 6** **I-Ready Lessons:** **N/A** **Task Bank:** **N/A**

■ 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 word problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**Topic F- Varied Problem Types Within 20** **Learning Targets/Objectives:** **Lesson 25-26:** I can solve *compare with bigger or smaller unknown* problem types. **(1.OA.A.1)** **Lesson 27:** I can share and critique peer strategies for solving problems of varied types. **(1.OA.A.1)** **Complete End of Module Assessment**	Eureka Parent Newsletter: Topic F Optional Quiz: Topic F **Pacing Considerations:** No pacing considerations recommended	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 3: Add and Subtract in Word Problems • Lesson 5: Subtract to Compare in Word Problems **Zearn: Mission 6** Lesson 25 – Make a Tape Lesson 26 – Tape It! Lesson 27 – Terrific Tapes **Embarc.online: Module 6** **I-Ready Lessons:** **N/A** **Task Bank:** **At the Park (1.OA.A.1)** **School Supplies (1.OA.A.1)**
	Topic G- Culminating Experiences **Learning Targets/Objectives:** **Lessons 28-29:** I can celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice. **Lesson 30:** I can create folder covers for work to be taken home illustrating the year's learning.	**Pacing Considerations:** No pacing considerations recommended	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Embarc.online: Module 6**

■ 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** **Coherence Map**	**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**		

SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 1

March 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday
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
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
	16	**17**	**18**	**19**	**20**
	Spring Break				
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 1.OA.A.1* 1.NBT.B.2* Pacing Other
Module 6	**30** Module 6 Topic B: Lesson 5	**31** Module 6 Topic B: Lesson 6	1	2	3

Notes:

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.

Optional Quizzes: Module 5

Topic B
Topic C
Topic D
(Quizzes should not take more than 15 minutes to administer)

Optional Quizzes: Module 6

Topic A
(Quizzes should not take more than 15 minutes to administer)

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

April 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 6			**1** Module 6 Topic B: Lesson 7	**2** Module 6 Topic B: Lesson 8	**3** Flex Day Options 1.NBT.A.1* 1.NBT.B.2* 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. Optional Quizzes: Module 6 Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 6	**6** Module 6 Topic B: Lesson 9	**7** Module 6 Topic C: Lesson 10	**8** Module 6 Topic C: Lesson 11	**9** Module 6 Topic C: Lesson 12	**10** *Spring Holiday/Good Friday*	
Module 6	**13** Module 6 Topic C: Lesson 13	**14** Module 6 Topic C: Lesson 14	**15** Module 6 Topic C: Lesson 15	**16** Module 6 Topic C: Lesson 16	**17** Flex Day Options 1.NBT.C.4* 1.NBT.C.6 Pacing Other	
Module 6	**20** Module 6 Topic C: Lesson 17	**21** Module 6 Topic D: Lesson 18	**22** Module 6 Topic D: Lesson 19	**23** M6: Mid Module Assessment	**24** Flex Day Options 1.NBT.C.4* Pacing Other	
Module 6	**27** Module 6 Topic E: Lesson 20	**28** Module 6 Topic E: Lesson 21	**29** Module 6 Topic E: Lesson 22	**30** Module 6 Topic E: Lesson 23	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.

SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 1

May 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday
Module 6					**1** Flex Day Options 1.MD.B.4 Pacing Other
Module 6	**4** Module 6 Topic E: Lesson 24	**5** Module 6 Topic F: Lesson 25	**6** Module 6 Topic F: Lesson 26	**7** Module 6 Topic F: Lesson 27	**8** Flex Day Options 1.MD.B.4 Pacing Other
Module 6	**11** M6: End of Module Assessment	**12** Module 6 Topic G: Lesson 28	**13** Module 6 Topic G: Lesson 29	**14** Module 6 Topic G: Lesson 30	**15** Flex Day Options 1.OA.A.1* Pacing Other
Module 6	**18** Flex Day Options 1.OA.A.1* Pacing Other	**19** Flex Day Options 1.OA.B.3* Pacing Other	**20** Flex Day Options 1.OA.C.5 Pacing Other	**21** Flex Day Options 1.NBT.B.2* 1.NBT.C.4* Pacing Other	**22** *1/2 day students* *4th Quarter ends*
	25 *Memorial Day*	**26** PD FLEX DAYS	**27**	**28**	**29**

Notes:

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.

Optional Quizzes: Module 6

Topic E
Topic F
(Quizzes should not take more than 15 minutes to administer)

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.