First Grade Pacing Module 1 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
1.OA.6	A	**Embedded Numbers and Decompositions** Lesson 1: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds. Lesson 2: Reason about embedded numbers in varied configurations using number bonds. Lesson 3: See and describe numbers of objects using *1 more* within 5-group configurations.	**Days: 2** **Optional Lesson 3,** most students will know how to add one more to a group of five, use if students cannot identify what number is next or are recounting all instead of just adding one more.

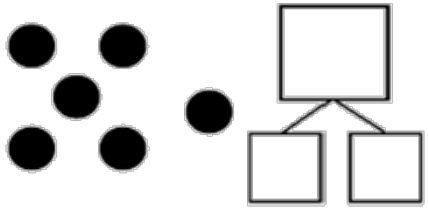
By the end of Topic A, your students should be able to:

- Understand and decompose numbers to 10
- Use number bonds to represent numbers/groupings up to 10
- Identify concept of 1 more than a given number

Snapshot Assessment 1.OA.6 and use Exit Ticket from Lesson 2
Example:

Circle 2 parts you see. Make a number bond to match.

1.



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1.OA.1 **1.OA.5** **1.OA.6**	B	**Counting On from Embedded Numbers** Lesson 4–5: Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total. Lesson 6–7: Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total. Lesson 8: Represent all the number pairs of 10 as number bond diagrams from a given scenario and generate all expressions equal to 10.	**Days: 5**

By the end of Topic B, your students should be able to:

- Represent different ways to make 6 through 10 (i.e 4+2, 5+1 etc.)
- Demonstrate understanding of how many more are needed when given a number
- Understand number relationships and bonds for all expressions
- Represent number bonds using diagrams

Snapshot Assessment 1.OA.1 Problem 1
Example:

1.

Dan has 6 cats and gives Grant 2.
How many does Dan have now? (DOK 1)

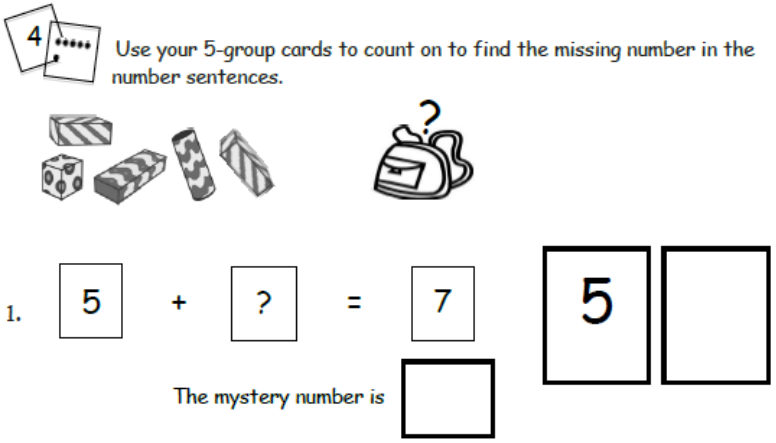
1.OA.1 **1.OA.6** 1.OA.5	C	**Addition Word Problems** Lesson 9: Solve *add to with result unknown* and *put together with result unknown* math stories by drawing, writing equations, and making statements of the solution. Lesson 10: Solve *put together with result unknown* math stories by drawing and using 5-group cards. Lesson 11: Solve *add to with change unknown* math stories as a context for counting on by drawing, writing equations, and making statements of the solution. Lesson 12: Solve *add to with change unknown* math stories using 5-group cards. Lesson 13: Tell *put together with result unknown*, *add to with result unknown*, and *add to with change unknown* stories from equations.	**Days: 4** **Optional Lesson 10**, this lesson repeats Lesson 9. Students enjoy the fluency activity called "Target Practice" to review numbers between 6 and 10.

By the end of Topic C, your students should be able to:

- Solve equations with unknown variables using drawings, writing, and explaining the solution up to 10
- Add to find *result or change unknown* by counting on up to 10

Assessment 1.OA.5 Lesson 12 - Homework Problem 1

Example:

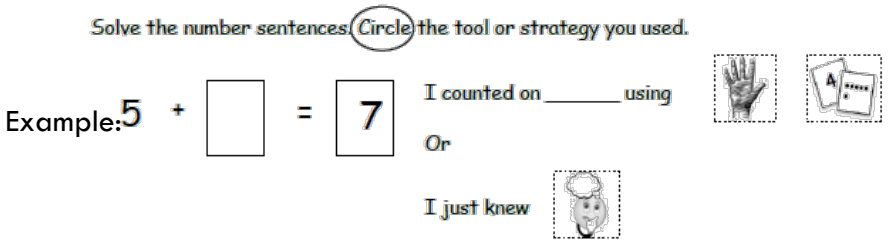


1.OA.5 **1.OA.8** 1.OA.6	D	**Strategies for Counting On** Lesson 14: Count on up to 3 more using numeral and 5-group cards and fingers to track the change. Lesson 15: Count on up to 3 more using numeral and 5-group cards and fingers to track the change. Lesson 16: Count on to find the unknown part in missing addend equations such as 6 + __ = 9. Answer, "How many more to make 6, 7, 8, 9, and 10?"	**Days: 2** **Optional Lesson 15,** this is added support for counting up. The Sprint has students counting on by adding 1more, 2 more and 3 more.

By the end of Topic D, your students should be able to:

- Count on 1-3 more from numbers to 10 quickly using a variety of methods
- Count on to find the missing addend up to 10

Formative Assessment 1.OA.8 Exit Ticket for Lesson 16 Problem 1:

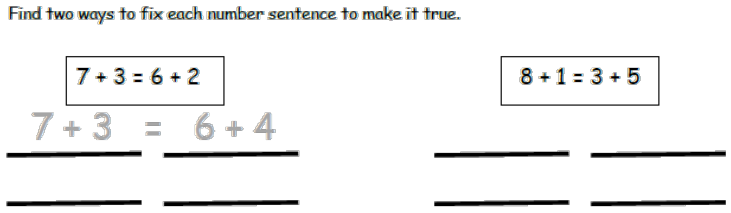


1.OA.3 **1.OA.7**	E	**The Commutative Property of Addition and the Equal Sign** Lesson 17–18: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences. Lesson 19: Represent the same story scenario with addends repositioned (the commutative property). Lesson 20: Apply the commutative property to count on from a larger addend.	**Days: 4** Expression cards in **Lesson 20** can be used for practice.

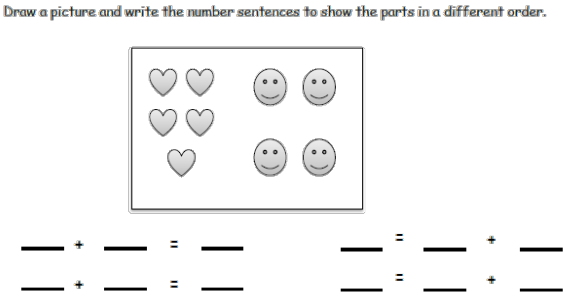
By the end of Topic E, your students should be able to:

- Understand when an equation is equivalent and true number sentences
- Demonstrate an understanding of the commutative property

Formative Assessment 1.OA.7 Exit Ticket Lesson 18
Example:



Formative Assessment 1.OA.3 Exit Ticket Lesson 18
Example:

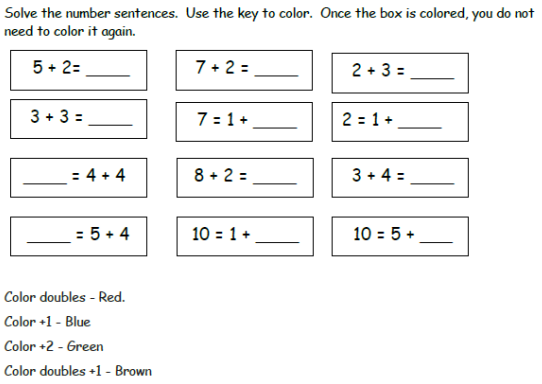


1.OA.3 **1.OA.6**	F	**Development of Addition Fluency Within 10** Lesson 21: Visualize and solve doubles and doubles plus 1 with 5-group cards. Lesson22: Look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends. Lesson 23: Look for and make use of structure on the addition chart by looking for and coloring problems with the same total. Lesson 24: Practice to build fluency with facts to 10.	**Days: 3** **Lesson 22** was made optional as this is a simpler version of **Lesson 23**. For additional practice you may want to use the Origo Math doubles and doubles +1 game cards. These would work great in math centers.

By the end of Topic F, your students should be able to:

- Mentally visualize doubles (1+1, 2+2 etc.) and doubles +1 (7=[3+3]+1) using 5-group cards
- Use addition chart to look for patterns and identify problems with the same results
- Demonstrate fluency in facts up to 10
-

Formative Assessment 1.OA.6 Exit Ticket Lesson 24
Example:


Solve the number sentences. Use the key to color. Once the box is colored, you do not need to color it again.

5 + 2= ____	7 + 2 = ____	2 + 3 = ____
3 + 3 = ____	7 = 1 + ____	2 = 1 + ____
____ = 4 + 4	8 + 2 = ____	3 + 4 = ____
____ = 5 + 4	10 = 1 + ____	10 = 5 + ____

Color doubles - Red.
Color +1 - Blue
Color +2 - Green
Color doubles +1 - Brown

3 Days for Remediation, Enrichment, Mid-Module Assessment

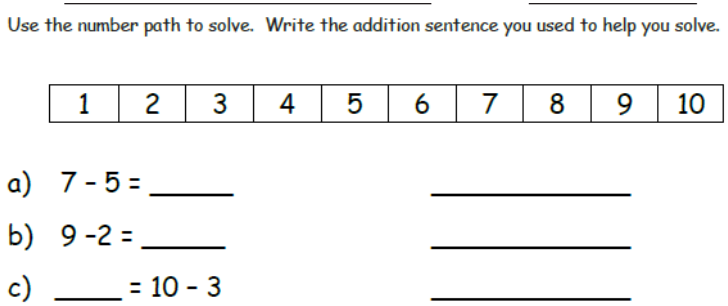
Suggested Tasks:
All Aboard the Train
Mid Module Assessment Word Document

1.OA.1 **1.OA.4** **1.OA.5**	G	**Subtraction as an Unknown Addend Problem** Lesson 25: Solve *add to with change unknown* math stories with addition and relate to subtraction. Model with materials and write corresponding number sentences. Lesson 26–27: Count on using the number path to find an unknown part.	**Days: 3**

By the end of Topic G, your students should be able to:

- Begin to see the relationship between addition to subtraction using change unknown story problems within 10
- Use the number path to determine the unknown part

Formative Assessment 1.OA.5 Exit Ticket Lesson 26
Example:


Use the number path to solve. Write the addition sentence you used to help you solve.

1	2	3	4	5	6	7	8	9	10

a) 7 - 5 = _____ _____
b) 9 -2 = _____ _____
c) _____ = 10 - 3 _____

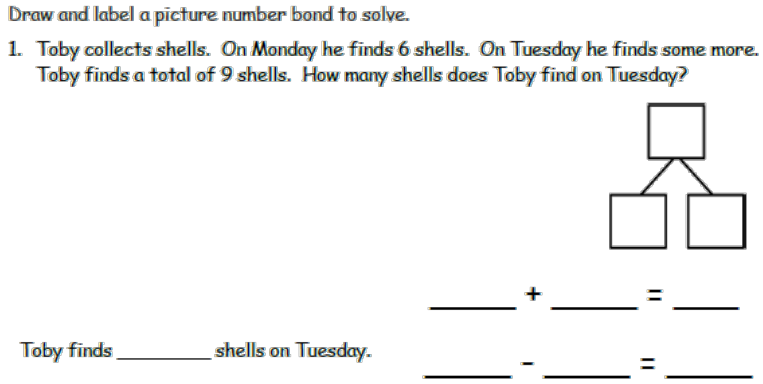
1.OA.1	H	**Subtraction Word Problems**	**Days: 5**

1.OA.4 1.OA.5 1.OA.8		Lesson 28:	Solve *take from with result unknown* math stories with math drawings, true number sentences and statements, using horizontal marks to cross off what is taken away.	These lessons sere as the ***formal*** introduction to subtraction.
		Lesson 29:	Solve *take apart with addend unknown* math stories with math drawings, equations and statements, circling the known part to find the unknown.	
		Lesson 30:	Solve *add to with change unknown* math stories with drawings, relating addition and subtraction.	
		Lesson 31:	Solve *take from with change unknown* math stories with drawings.	
		Lesson 32:	Solve *put together/take apart with addend unknown* math stories.	

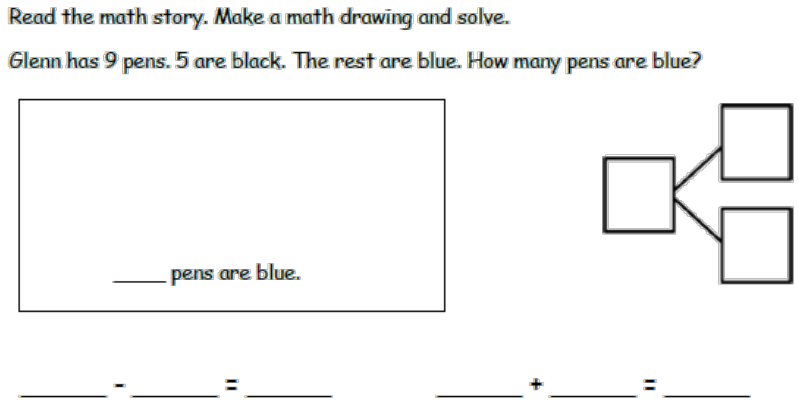
By the end of Topic H, your students should be able to:

- Use a variety of methods (i.e. drawings, true number sentences, horizontal marks, number bonds) to solve take from, take apart, add to problems with the change unknown within 10

Formative Assessment 1.OA.1 Exit Ticket Lesson 30
Example:



Exit Ticket Lesson 32
Example:



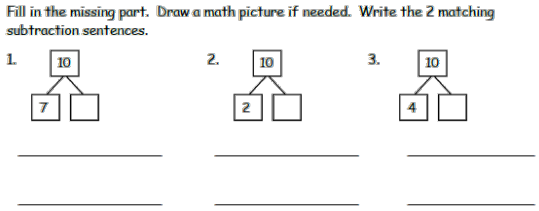
1.OA.5	**I**	**Decomposition Strategies for Subtraction**	**Days: 3**

1.OA.6 1.OA.4		Lesson 33: Model 0 less and 1 less pictorially and as subtraction number sentences. Lesson 34: Model n – n and n – (n – 1) pictorially and as subtraction sentences. Lesson 35: Relate subtraction facts involving fives and doubles to corresponding decompositions. Lesson 36: Relate subtraction from ten to corresponding decompositions. Lesson 37: Relate subtraction from nine to corresponding decompositions.	**Remedial Lessons 33 and 34,** these are incorporated in the fluency practice activities. Students should be familiar with the strategies of adding and subtracting zero and 1. Use these lessons in a small group for those that need added support.

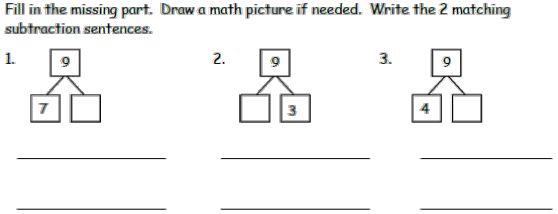
By the end of Topic I, your students should be able to:

- Relate subtraction from nine and ten to corresponding decompositions

Formative Assessment 1.OA.5 Exit Tickets 36 and/or
Example: (subtracting from 10)



Exit Ticket 37
Example: (subtracting from 9)



1.OA.6	J	**Development of Subtraction Fluency Within 10** Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems. Lesson 39: Analyze the addition chart to create sets of related addition and subtraction facts.	**Days: 1** **Optional Lesson 39,** it reviews Lesson 38. Use if you have students that need additional instruction or practice.

By the end of Topic J, your students should be able to:

- Use the addition chart to subtraction problems and create sets between addition and subtraction facts

3 Days for Re-Assessment, Remediation and Enrichment

Suggested Tasks:

Max and Ruby: *This task involves addition and subtraction standards through 20. Maybe adjusted to meet student needs or used prior to Module 1 as an overall assessment in student skills.*

Digging Dinosaurs Level A*This task encourages students to explore problem solving using multiple solutions to determine how many dinosaurs in the water.*

Growing Staircases Level A*This task provides further* experience of attacking and solving non-routine problems and developing mathematical reasoning skills.

End of Module Assessment Word Document
Total Instructional Days: 38

Links Used:

Module Assessments: https://www.engageny.org/resource/grade-1-mathematics-module-1

All Aboard the Train: http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/All-Aboard-the-Train-Task-and-Rubric-Module-1.pdf?697a0d

Max and Ruby: http://schools.nyc.gov/NR/rdonlyres/4062DDD9-0137-4305-9313-4A4C3F415800/0/NYCDOE_G1_Math_MAXANDRUBY_Final.pdf (can also be used in Module 2)

Digging Dinosaurs: http://www.fwps.org/tfl/wp-content/uploads/sites/3/2014/06/Dinosaurs-Task-and-Rubric-Module-1-.pdf?697a0d

Growing Staircases: http://www.insidemathematics.org/assets/problems-of-the-month/growing%20staircases.pdf

First Grade Pacing Module 2 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards	Topic and Objectives		
1.OA.1 **1.OA.2** **1.OA.3** **1.OA.6**	A	**Counting On or Making Ten to Solve *Result Unknown* and *Total Unknown* Problems** Lesson 1: Solve word problems with three addends, two of which make ten. Lesson 2: Use the associative and commutative properties to make ten with three addends. Lesson 3: Make ten when one addend is 9. Lesson 4: Make ten when one addend is 9. Lesson 5: Compare efficiency of counting on and making ten when one addend is 9. Lesson 6: Use the commutative property to make ten. Lessons 7–8: Make ten when one addend is 8. Lesson 9: Compare efficiency of counting on and making ten when one addend is 8. Lesson 10: Solve problems with addends of 7, 8, and 9. Lesson 11: Share and critique peer solution strategies for *put together with total unknown* word problems. **1 Day Math Task:** Kiri's Mathematics Match Game	**Days: 10** **Lesson 3 and 6** review previous lessons. If your students need added practice, we recommend you doing the lessons. This task uses cards to engage students and practice adding and subtracting in groups.

By the end of Topic A, your students should be able to:

- Solve word problems and use the commutative and associative properties with three addends
- Begin to make a 10 when addend is 7, 8 and 9.
- Learn efficient ways to add

Snapshot Assessment 1.OA.3 Problem 3

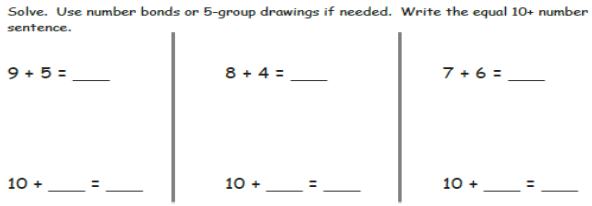
Example: 3. Write a related subtraction sentence. (DOK 2)

13 + 5 = 18

_____ = _____ – _____

Formative Assessment: Exit Ticket from Lesson 10

Example:



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1.OA.1 **1.OA.3** **1.OA.4** **1.OA.6** 1.OA.5 1.OA.7	B	**Counting On or Taking from Ten to Solve *Result Unknown* and *Total Unknown* Problems** Lesson 12: Solve word problems with subtraction of 9 from 10. Lesson 13: Solve word problems with subtraction of 9 from 10. Lessons 14–15: Model subtraction of 9 from teen numbers. Lesson 16: Relate counting on to making ten and taking from ten. Lesson 17: Model subtraction of 8 from teen numbers. Lesson 18: Model subtraction of 8 from teen numbers. Lesson 19: Compare efficiency of counting on and taking from ten. Lesson 20: Subtract 7, 8, and 9 from teen numbers. Lesson 21: Share and critique peer solution strategies for *take from with result unknown* and *take apart with addend unknown* word problems from the teens.	**Days: 8** **Lesson 13 and 17** review of previous lessons. Use if your students need added practice or with a small group.

By the end of Topic B, your students should be able to:

- Subtract 7-10 from teen numbers and in word problems using direct modeling
- Count on to make ten and take from ten

Assessment 1.OA.1 Exit Ticket for Lesson 20 Problems a & b

Example:

Solve the problems below. Use drawings or number bonds.

a. 14 - 9 = _____ b. 14 - 7 = _____

1.OA.6 Exit Ticket for Lesson 21

Example:

Meg thinks solving the following word problem using the take from ten strategy is the best way to solve. Bill thinks that solving the problem using the count on strategy is a better way. Solve both ways and explain which strategy you think is best.

Mike and Sally have 6 cats. They have 14 pets in all. How many pets do they have that are *not* cats?

Meg's strategy | Bill's strategy

I think _____ strategy is best because _____

2 Days for Assessment, Remediation and Enrichment

Module 2 Assessment - Word Document

1.OA.1 **1.OA.3** **1.OA.4** **1.OA.6** 1.OA.5 1.OA.7 1.OA.8	C	**Strategies for Solving *Change* or *Addend Unknown* Problems** Lesson 22: Solve *put together/take apart with addend unknown* word problems and relate counting on to the take from ten strategy. Lesson 23: Solve *add to with change unknown* problems, relating varied addition and subtraction strategies. Lesson 24: Strategize to solve *take from with change unknown* problems. Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.	**Days: 4**

By the end of Topic C, your students should attempting to:

- Solve addition and subtraction problems to 20 with unknown in all positions using various strategies
- Strategize and apply the equal sign to solve equivalent expressions up to 20

Snapshot Assessment 1.OA.3 Problem 3
Example:

3. Write a related subtraction sentence. (DOK 2)

13 + 5 = 18

_____= _____ - _____

Formative Assessment: Homework for Lesson 25 Problems 1 &2
Example: 1. Circle "true" or "false."

Equation	True or False?
a. 2+3=5+1	True / False
b. 7+9=6+10	True / False

2. Lola and Charlie are using expression cards to make true number sentences. Use pictures and words to show who is right.

   a. Lola picked 4 + 8 and Charlie picked 9 + 3. Lola says these expressions are equal but Charlie disagrees. Who is right? Explain your thinking.

1.OA.1 **1.NBT.2a** **1.NBT.2b** 1.NBT.5	D	**Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones** Lesson 26: Identify 1 ten as a unit by renaming representations of 10. Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones. Lesson 28: Solve addition problems using ten as a unit, and write two-step solutions. Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions.	**Days: 2** **Optional Lessons 28 and 29,** these provide additional practice with making/adding to a "unit" of 10 and some ones. Use if students need additional practice.

By the end of Topic D, your students should be able to:

- Group 1 ten as a unit
- Add and subtract using teen numbers by grouping 1 ten and some ones (using direct modeling and counting on)

Snapshot Assessment 1.NBT2 Problem 3

Example:

3. Circle groups of 10. Count the stars. (DOK 1)

____ Tens ____ Ones =

_____ blocks in all

Snapshot Assessment 1.NBT2 Problem 4

Example:

4. Draw place value blocks to show two ways to make 45. (DOK 2)

Way 1

Way 2

3 Days for Re-Assessment, Remediation and Enrichment

End of Module 2 Assessment - Word Document

Suggested Task:

20 Tickets This task helps students practice addition and subtraction up to 20 using a manipulative and reading a chart.

Total Instructional Days: 29

Links Used:

Module Assessments: https://www.engageny.org/resource/grade-1-mathematics-module-2

Kiri's Mathematics Match Game: https://www.illustrativemathematics.org/content-standards/1/OA/D/8/tasks/991

20 Tickets: https://www.illustrativemathematics.org/content-standards/tasks/1152

First Grade Pacing Module 3 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

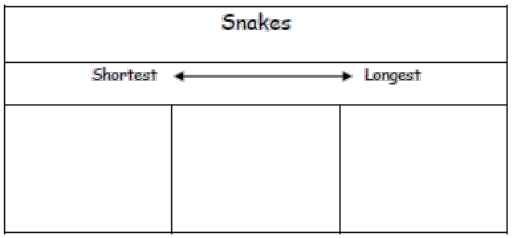
Standards		Topic and Objectives	
1.MD.1	A	**Indirect Comparison in Length Measurement** Lesson 1: Compare length directly and consider importance of aligning endpoints. Lesson 2: Compare length using indirect comparison by finding objects *longer than, shorter than,* and *equal in length to* that of a string. Lesson 3: Order three lengths using indirect comparison. **1 Day Math Task:** Measuring Mammals Primary Level, Level A This task explores the comparisons between size, length, longer and shorter in mammals. Rod Trains Levels A, B, and C This task helps students to use trains as a measurement of length.	**Days: 3** **Optional Lesson 2,** this is a confusing lesson that is covered in both Lessons 1 and 3 (comparisons). Use if students need added practice or with a small group. **Choose one** or use both if time allows. These help students go deeper with length concepts.

By the end of Topic A, your students should be able to:

- Use different objects to compare lengths using *longer than, shorter than or equal sentences*
- Order objects by length

Snapshot Assessment 1.MD.1 Problem 3

Example: 3. The zoo keeper is trying to put the snakes in order from shortest to longest. She knows that the red snake is longer than the green snake. She also knows that the green snake is longer than the blue snake. What order should she put the snakes? (DOK 3)



1.MD.1 **1.MD.2**	B	**Standard Length Units** Lesson 4: Express the length of an object using centimeter cubes as length units to measure	**Days: 2**

		with no gaps or overlaps. Lesson 5: Rename and measure with centimeter cubes, using their standard unit name of centimeters. Lesson 6: Order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving *compare with difference unknown* word problems.	**Optional Lesson 5,** this is additional practice with using centimeter cubes. Use if students need added practice or with a small group if additional instruction is needed.

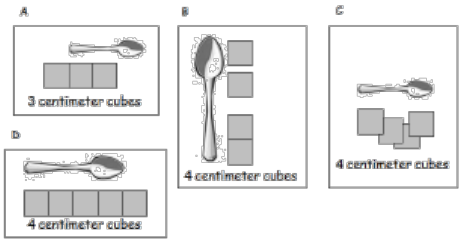
By the end of Topic B, your students should be able to:

- Use centimeter cubes to measure and describe using standard units (centimeters)
- Answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters
- Reason about correctly and incorrectly measuring (see below)

Snapshot Assessment 1.MD.2 Problem 3

Example:

3. Circle the picture that shows the correct way to measure. (DOK 2) (2 points)



Explain what is wrong with the measurements for the pictures you did NOT circle.

_____

Formative Assessment 1.MD.2 Exit Ticket from Lesson 6

Example/Part 2:

Diana bought her dad a new tool that was 6 centimeters longer than the screwdriver. Use your centimeter cubes to find out how long the new tool is. Draw a picture and complete the statement.

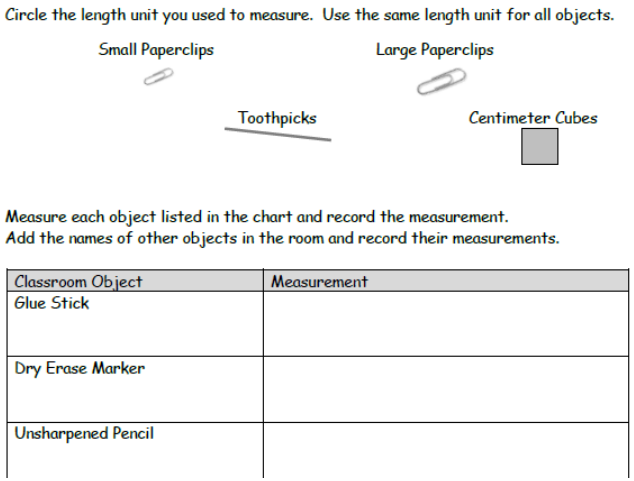
1.OA.1 **1.MD.2**	C	**Non-Standard and Standard Length Units** Lesson 7: Measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit. Lesson 8: Understand the need to use the same units when comparing measurements with others. Lesson 9: Answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters.	**Days: 3**

By the end of Topic C, your students should be able to:

- Measure objects using non-standard units

- Answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters.

Formative Assessment 1.MD.2 Problem Set 2
Recommend observing/conferring with students Measuring objects while working on Problem set for Lesson 8
Example:



Circle the length unit you used to measure. Use the same length unit for all objects.

Small Paperclips

Large Paperclips

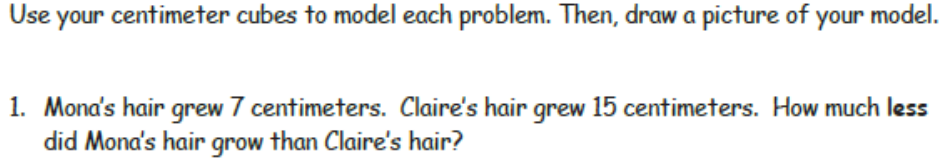
Toothpicks

Centimeter Cubes

Measure each object listed in the chart and record the measurement.
Add the names of other objects in the room and record their measurements.

Classroom Object	Measurement
Glue Stick	
Dry Erase Marker	
Unsharpened Pencil	

1.OA.1 Exit Ticket 9
Example:



Use your centimeter cubes to model each problem. Then, draw a picture of your model.

1. Mona's hair grew 7 centimeters. Claire's hair grew 15 centimeters. How much **less** did Mona's hair grow than Claire's hair?

1.OA.1 **1.MD.2** **1.MD.4**	D	**Data Interpretation** Lessons 10–11: Collect, sort, and organize data, then ask and answer questions about the number of data points. Lessons 12–13: Ask and answer varied word problem types about a data set with three categories.	**Days: 4** Data can be collected and organized, graphed, and/or displayed throughout daily activities such as calendar, weather, attendance, question of the day. Analyzing charts in non-fiction texts.

By the end of Topic D, your students should be able to:

- Use data collection to sort and organize
- Ask/answer word problems with three categories of data

Formative Assessment 1.MD.4 Exit Ticket from Lesson 13 Problem 1

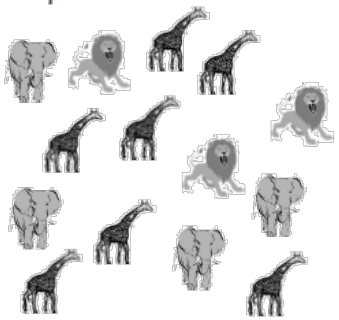
Example:

Use squares with no overlaps to organize the data from the pictures.
Line up your **squares** carefully.

Favorite Animals at the Zoo

Giraffe	
Elephant	
Lion	

Number of Students



Each picture represents
1 student's vote

1. Write a number sentence to show how many **total** students were asked about their favorite animal at the zoo.

_____

2 Days for Re-Assessment, Remediation and Enrichment

End-of-Module 3 Assessment Word Document

Total Instructional Days: 14

Links Used:

Module Assessments: https://www.engageny.org/resource/grade-1-mathematics-module-3

Measuring Mammals: http://www.insidemathematics.org/assets/problems-of-the-month/measuring%20mammals.pdf

Rod Trains: http://www.insidemathematics.org/assets/problems-of-the-month/rod%20trains.pdf

First Grade Pacing Module 4 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

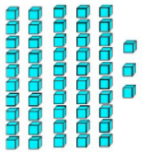
Standards		Topic and Objectives	
1.NBT.1 **1.NBT.2** **1.NBT.5**	A	**Tens and Ones** Lesson 1: Compare the efficiency of counting by ones and counting by tens. Lesson 2: Use the place value chart to record and name tens and ones within a two-digit number. Lesson 3: Interpret two-digit numbers as either tens and some ones or as all ones. Lesson 4: Write and interpret two-digit numbers as addition sentences that combine tens and ones. Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number. Lesson 6: Use dimes and pennies as representations of tens and ones.	**Days: 5** Replace Lesson 1 with "Counting Collections". Use as formative assessment for this module. **Extension Lesson 6,** Coins is not a 1st grade standard

By the end of Topic A, your students should be able to:

- Represent numbers to 40 in multiple ways: groups of tens and ones, fingers, and cubes
- Organize numbers using a place value chart
- Identify 1 more, 1 less, 10 more and 10 less than a given number

Snapshot Assessment 1.NBT.2 Problems 1-3.
Example:

2. Circle groups of 10.
Count the blocks. (DOK 1)



_____ Tens _____ Ones =

_____ blocks in all

Snapshot Assessment 1.NBT.5 Problems 1-2
Example:

2. Find the number that is ten less.

Ten less	
	40
	24
	17
	31

(DOK 1)

1.NBT.3 **1.NBT.1** **1.NBT.2**	B	**Comparison of Pairs of Two-Digit Numbers** Lesson 7: Compare two quantities, and identify the greater or lesser of the two given numerals. Lesson 8: Compare quantities and numerals from left to right. Lessons 9–10: Use the symbols >, =, and < to compare quantities and numerals.	**Days: 3** **Extension Lesson 7**, concept development and problem set involves coins

By the end of Topic B, your students should be able to:

- Use symbols for greater than (>), less than (<) and = within 40
- Label quantities being represented from left to right

The Snaphsot Assessments for 1.NBT.3 can be modified to fit within 40 or wait to use them until Module 6.

1.NBT.2 **1.NBT.4** **1.NBT.6**	C	**Addition and Subtraction of Tens** Lesson 11: Add and subtract tens from a multiple of 10. Lesson 12: Add tens to a two-digit number.	**Days: 2**

By the end of Topic C, your students should be able to:

- Use equations to add tens onto a two digit number within 40 (ex. 23 + 10 = 33)
- Subtract multiples of ten from a multiple of ten

Snapshot Assessment 1.NBT.4 Problems 1-2
Example:

1. (DOK 1)

24 + 10 =

Snapshot Assessment 1.NBT.6 Problems 1-2
Example:

2. Solve and show your thinking.

80 - 50 =

Students will have further experience with this in Module 6.

3 Days for Remediation, Enrichment, Mid-Module Assessment

Suggested Tasks:

Graham Crackers : This task explores relationships of tens within a package of Graham Crackers. It follows a 3-Act Math Task. **(30 minutes)**

Nina's Numbers : This task involves critical thinking on making the "largest" and "smallest" two-digit numbers, and the relationship between tens and ones. **(40 minutes)**

1.NBT.4	D	**Addition of Tens or Ones to a Two-Digit Number** Lesson 13: Use counting on and the make ten strategy when adding across a ten. Lesson 14: Use counting on and the make ten strategy when adding across a ten. Lesson 15: Use single-digit sums to support solutions for analogous sums to 40.	**Days: 2** **Remedial Lesson 13,** this has already been practiced in Modules 1-2.

By the end of Topic D, your students should be able to:

- Add a two digit number to a one digit number using the make ten strategy (ex. In 27 + 5, students will break apart the 5 to be 3 and 2. 27 + 5 = 27 + 3 + 2, 30 + 2 = 32)

1.OA.1 **1.NBT.4** **1.NBT.6**	E	**Varied Problem Types Within 20** Lesson 19: Use tape diagrams as representations to solve *put together/take apart with total unknown* and *add to with result unknown* word problems. Lesson 20: Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types. Lesson 21: Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types. Lesson 22: Write word problems of varied types.	**Days: 3** **Remedial Lesson 20,** Replace lesson with 20 Tickets Problem Solving (30 minutes) **Extension Lesson 22,** this can be given to above level students for independent work.

By the end of Topic E, your students should be able to:

- Solve word problems involving numbers within this module
- Represent problems using tape diagrams

Snapshot Assessment 1.NBT.4 Problems 3-4
Example:

3. 14 apples are in the basket. Mary put 20 more in the basket. How many apples are in the basket? Show how you solved this problem.

Snapshot Assessment 1.NBT.6 Problems 3-4
Example:

3. There are 60 students in the gym. 20 students leave. How many students are still in the gym? Show your thinking.

Change numbers to be within 40, if desired

1.NBT.4 **1.NBT.6**	**F**	**Addition of Tens and Ones to a Two-Digit Number** Lesson 23: Interpret two-digit numbers as tens and ones, including cases with more than 9 ones. Lessons 24–25: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. Lessons 26–27: Add a pair of two-digit numbers when the ones digits have a sum greater than 10. Lessons 28–29: Add a pair of two-digit numbers with varied sums in the ones.	**Days: 5** **Extension for Module 4,** students will revisit this in Module 6. Only use if students are ready.
By the end of Topic F, your students should be able to: • Add two- digit numbers (25 + 23), where students can add the ones with the ones and the tens with the tens			
3 Days for Re-Assessment, Remediation and Enrichment			
			Total Instructional Days: 25

Links Used:

Module Assessments: https://www.engageny.org/resource/grade-1-mathematics-module-4

Counting Collections: https://www.teachingchannel.org/videos/counting-by-ten-lesson

Graham Crackers: http://gfletchy.com/graham-cracker/

20 Tickets: https://www.illustrativemathematics.org/content-standards/tasks/1152

Nina's Numbers: http://schools.nyc.gov/NR/rdonlyres/B8F6F552-ED31-498A-A1B6-4AA86018FE5D/0/NYCDOEG1MathNinasNumbers_Final.pdf

Optional Lesson
Extension Lesson
Remedial Lesson

1st Grade Pacing Module *5 with Suggested Modifications* **Key**

Standards	Topic and Objectives		
1.G.1	A	**Attributes of Shapes** Lesson 1: Classify shapes based on defining attributes using examples, variants, and non-examples. Lesson 2: Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners. Lesson 3: Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.	**Days: 3** **Note:** The Geometry domain does not any priority standards in 1st grade. However, the fluency practice activities address many other standards such as addition and subtraction. You can use these as assignments/assessments for grade book.

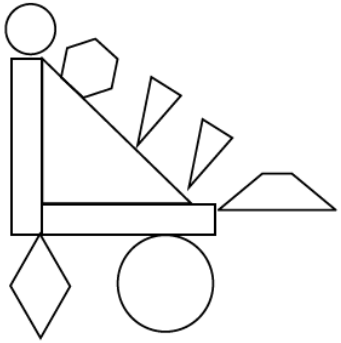
By the end of Topic A, your students should be able to:

- Use attributes such as sides, corners, faces and points to classify both two-dimensional and three-dimensional shapes

Formative Assessment 1.G.1 Exit Ticket from Lesson 2 Problems 1 & 2
Example:

1. Color the shapes using the key. Write the number of shapes you colored on each line.

Key
RED 3 straight sides: _____
BLUE 4 straight sides: _____
GREEN 6 straight sides: _____
YELLOW 1 curved side: _____



2.
   a. A **triangle** has ____ straight sides and ____ corners.
   b. I colored ____ triangles.

1.G.2	B	**Part–Whole Relationships Within Composite Shapes** **Introductory Task: Counting Squares (20 minutes)** Lesson 4: Create composite shapes from two-dimensional shapes. Lesson 5: Compose a new shape from composite shapes. Lesson 6: Create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions.	**Days: 1-3** **Instead of using these lessons as written,** turn them into ongoing centers or explorations throughout this module.

By the end of Topic B, your students should be able to:

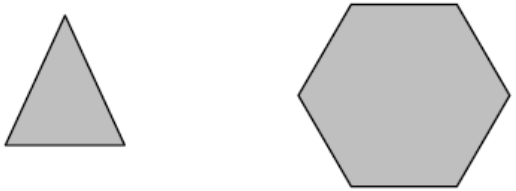
- Combine shapes to form composite shapes
- Explore relationships between parts and wholes of a shape

Snapshot Assessment 1.G.2 Problem 1
Example: Make a hexagon using triangles

1. Use pattern blocks to make the shape.

Draw the blocks you use below:

Use 6 triangles **To make 1 hexagon**



Formative Assessment 1.G.2 Exit Ticket from Lesson 6
Example:

Maria made a structure using her 3-dimensional shapes. Use your shapes to try to make the same structure as Maria structure.

- 1 rectangular prism with the shortest face touching the table.
- 1 cube on the right of the rectangular prism.
- 1 cylinder on top of the cube with the circular face touching the cube.

Suggested Tasks:

Piece it Together Primary Level and Level B This task uses two and three-dimensional geometry to solve problems involving polygons and polyhedrals.

Part and Whole Primary Level This task explores the relationships between part-whole.

1.G.3	C	**Halves and Quarters of Rectangles and Circles** Lesson 7: Name and count shapes as parts of a whole, recognizing relative sizes of the parts.	**Days: 2**

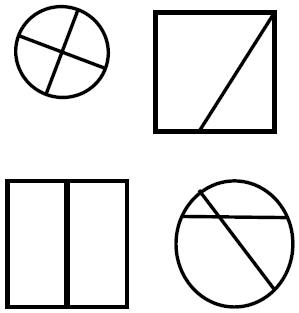
		Lesson 8: Partition shapes and identify halves and quarters of circles and rectangles. Lesson 9: Partition shapes and identify halves and quarters of circles and rectangles.	**Remedial Lesson 9,** use if you have students who need additional support.

By the end of Topic C, your students should be able to:

- Name equal parts (halves, fourths or quarters) and wholes
- Partition rectangles and circles into 2 or 4 equal parts
- Identity when shapes do and do not have equal parts

Snapshot Assessment 1.G.3 Problem 1
Example:

1. Circle the shapes that have equal shares. (DOK 1)



1.MD.3 **1.G.3**	D	**Application of Halves to Tell Time** Lesson 10: Construct a paper clock by partitioning a circle and tell time to the hour. Lesson 11–12: Recognize halves within a circular clock face and tell time to the half hour. Lesson 13: Recognize halves within a circular clock face and tell time to the half hour.	**Days: 3** **Extension Lesson 13** uses alternative language to practice time to the half hour and hour (half past, etc.). It's good vocabulary practice, but not necessary for this standard.

By the end of Topic D, your students should be able to:

- Tell time to the hour and half hour
- Relate halves of a clock face to tell time to the half hour

Snapshot Assessment 1.OA.1 Problem 1

Example:

2. Write the time or draw the hands on the clocks.

a. 

4:30

b. 

_____

c. 

9 o'clock

2 Days for Re-Assessment, Remediation and Enrichment

Use these days for math tasks if not needed for assessment.

Total Instructional Days: 11-13

Links Used:

Part and Whole: http://www.insidemathematics.org/assets/problems-of-the-month/part%20and%20whole.pdf

Piece it Together: http://www.insidemathematics.org/assets/problems-of-the-month/piece%20it%20together.pdf

Counting Squares: https://www.illustrativemathematics.org/content-standards/tasks/1164

1st Grade Pacing Module 6 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

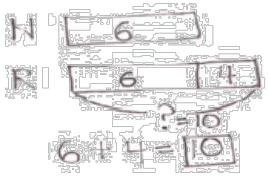
Standards		Topic and Objectives	
1.OA.1	A	**Comparison Word Problems** Lesson 1: Solve *compare with difference unknown* problem types. Lesson 2: Solve *compare with bigger or smaller unknown* problem types.	**Days: 2** **Core fluency practice sets** provide for differentiation based on student needs.

Important Note: The lessons in Topic A serve as introduction to comparison problem types. It is best to choose a lesser amount of problems for students to tackle and go deeper with conversations regarding how they knew what to solve for (because they have had minimal experience with these problem types). Throughout the rest of the module, students will see these problem types in Application Problems.

Formative Assessment 1.OA.1 Exit Ticket for Lesson 2

Example:

Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Tamra decorated 13 cookies. Kiana decorated 5 fewer cookies than Tamra. How many cookies did Kiana decorate?

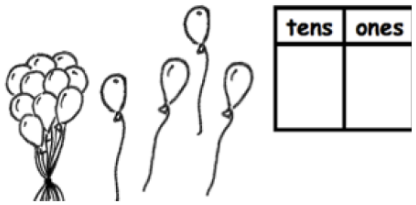
1.NBT.1 **1.NBT.2a** **1.NBT.2c** **1.NBT.3** **1.NBT.5**	B	**Numbers to 120** Lesson 3: Use the place value chart to record and name tens and ones within a two-digit number up to 100. Lesson 4: Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones. Lesson 5: Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100. Lesson 6: Use the symbols >, =, and < to compare quantities and numerals to 100. Lesson 7: Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120. Lesson 8: Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart. Lesson 9: Represent up to 120 objects with a written numeral.	**Days: 7**

By the end of Topic B, your students should be able to:

- Names/writes tens and ones within a two digit number up to 100
- Can recognize that a two digit number such as 67 is a combination of 6 tens and 7 ones
- Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100.
- Use the symbols >, =, and < to compare quantities and numerals to 100.
- Can write numbers as tens and ones
- Count, write and represent numbers to 120

Snapshot Assessment 1.NBT.2 Problem 1

Example: 1. (DOK 1)

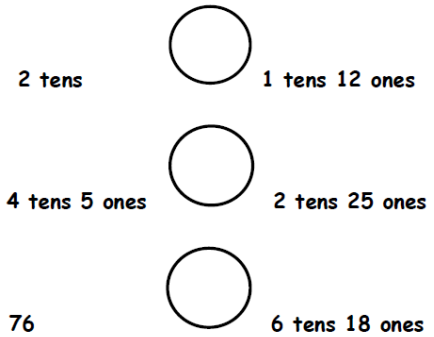


There are _____ balloons.

Snapshot Assessment 1.NBT.3 Problem 3

Example:

3. Compare using >, =, or <. (DOK 2)



1.NBT.4 **1.NBT.6**	C	**Addition to 100 Using Place Value Understanding** Lesson 10: Add and subtract multiples of 10 from multiples of 10 to 100, including dimes. Lesson 11: Add a multiple of 10 to any two-digit number within 100. Lesson 12: Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10. Lessons 13–14: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition. Lesson 15: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below. Lessons 16–17: Add a pair of two-digit numbers when the ones digits have a sum greater than 10 with drawing. Record the new ten below.	**Days: 8** Use "Got Your Number" to try some of the games with your students (great for centers) to enhance 10 more, 10 less, comparing numbers to 100 and adding to within 20 and 100. While it is necessary to expose students to these lessons, make sure to spend time in where students are. They need to have strategies for this type (25 + 38), but not mastery yet.

By the end of Topic C, your students should be able to:

- Add and subtract multiples of 10 from multiples of 10 to 100 (90- 70)
- Add a multiple of 10 to any two-digit number within 100 (29 + 30)
- Add two-digit numbers when the ones have a sum less than 10 (23 + 14)
- Add a two-digit number to a one digit number when it is necessary to regroup in the ones (45 + 9)

Begin to be able to (students will revisit this in 2nd grade, it is important they have strategies for it, but do not need to master it yet):

- Add two-digit numbers with regrouping in the ones (37 + 26)

Snapshot Assessment 1.NBT.4 Problem 3

Example:

3. 14 apples are in the basket. Mary put 20 more in the basket. How many apples are in the basket? Show how you solved this problem.

Snapshot Assessment 1.NBT.6 Problem 4

Example:

4. Donovan has 90 trains. He gave 30 trains to his friend. How many trains does he have left? Show your thinking.

Suggested Task:

Got Your Number Primary Level: One of the tasks challenges a student to choose 4 cards from 6 to make two 2-digit numbers that will add closest to 100. Students must use place-value knowledge to estimate and make their choices. Students must then be able to accurately use comparison subtraction to find the distance from 100.

Finally students should use place-value understanding to generalize the situation by describing a strategy for choosing and arranging the cards to form the 2-digit numbers.

1.NBT.4	D	**Varied Place Value Strategies for Addition to 100** Lesson 18: Add a pair of two-digit numbers with varied sums in the ones, and compare results of different recording methods. Lesson 19: Solve and share strategies for adding two-digit numbers with varied sums.	**Days: 2**

By the end of Topic D, your students should be able to:

- Add a pair of two-digit numbers such as 36+57, in more than one way, explaining the similarities and differences.
- Chose and explain preferred strategies for adding two-digit numbers

Formative Assessment 1.NBT.4 Exit Ticket Lesson 19
Example:

1. Use the strategy you prefer to solve the problems below.

a.	b.
24 + 38 = _____	24 + 48 = _____

3 Days for Remediation, Enrichment, Mid-Module Assessment

Suggested Tasks:

Nina's Numbers This task includes practice for two-digit addition and subtraction for numbers up to 100.

Through the Grapevine Primary Level In this task, students collect data from raisin boxes and examine data sets to find the most and the least, generate graphs, and make predictions.

Mid-Year Module Assessment Word Document

1.MD.3 **2.MD.8**	E	**Coins and Their Values** Lesson 20: Identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels. Lesson 21: Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes. Lesson 22: Identify varied coins by their image, name, or value. Add one cent to the value of any coin. Lesson 23: Count on using pennies from any single coin. Lesson 24: Use dimes and pennies as representations of numbers to 120.	**Days: 0** **Extension Lessons,** coins are not a standard at 1st grade. If your students have an understanding of money this can be a helpful set of lesson to extend their learning.

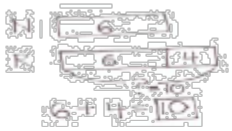
1.OA.1	F	**Varied Problem Types Within 20** Lessons 25–26: Solve *compare with bigger or small unknown* problem types. Lesson 27: Share and critique peer strategies for solving problems of varied types.	**Days: 3** **Lesson 27** is a great way to review the various strategies taught and provide a framework for student conversation.

By the end of Topic F, your students should be able to:

- Solve *compare with bigger or smaller unknown* problems within 20
- Share their strategies with peers

Formative Assessment 1.OA.1 Exit Ticket Lesson 26
Example:

Read the word problem.
Draw a tape diagram or double tape diagram and label.
Write a number sentence and a statement that matches the story



1. Maria jumped off the diving board into the pool 3 fewer times than Emi. Maria jumped off the diving board 14 times. How many times did Emi jump off the diving board?

2 Days for Re-Assessment, Remediation and Enrichment

End of the Year Module 6 Assessment Word Document

	G	**Culminating Experiences** Lessons 28–29: Celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice. Lessons 30: Create folder covers for work to be taken home illustrating the year's learning.	**Days: 0** **These lessons are optional.** You may want to use to them to celebrate student progress. There are also ideas/calendars with activities students can do during the summer to keep their fluency and math skills.
			Total Instructional Days: 26

Links Used:

Module Assessments: https://www.engageny.org/resource/grade-1-mathematics-module-6

Got Your Number Task: http://www.insidemathematics.org/assets/problems-of-the-month/got%20your%20number.pdf

Nina's Numbers: http://schools.nyc.gov/NR/rdonlyres/B8F6F552-ED31-498A-A1B6-4AA86018FE5D/0/NYCDOEG1MathNinasNumbers_Final.pdf

Through the Grapevine: http://www.insidemathematics.org/assets/problems-of-the-month/through%20the%20grapevine.pdf