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| **1st Grade Math Pacing Guide**  |
| **1st** **Q****U****A****R****T****E****R****Page****1** | **Vocabulary** | **Skills & Pacing** | **Connection to GLCEs** | **Assessment** | **Instructional Resources** |
| **Numbers & Operations**Backward CompareDifference FirstFewer than Greater than Forward Less Left More Less than Most More than Numbers Number line Ordinal numbers Order SameRight SetSecond ThirdSkip Count  | Count to 110 by 1’s.Read and write numbers to 50.Order numbers to 50; compare using phrases such as same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order.Identify one more than and one less than for any number up to 50.Understand that the position on the number line represents bigger and smaller for numbers through 20.Count backward by 1’s starting from any number between 1 and 20.Compare the difference in number of elements of sets. | **N.ME.01.01 \* -** Count to 110 by 1’s, 2’s, 5’s, and 10’s, starting from any number in the sequence; count to 500 by 100’s and 10’s; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.[1.NBT.1](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%201.doc)**N.ME.01.02\* -** Read and write numbers to 110 and relate them to the quantities they represent.[1.NBT.1](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%201.doc)**N.ME.01.03\*** - Order numbers to 110; compare using phrases such as same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.[1.NBT.2](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%202.doc)**N.ME.01.04\* -** Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.[1.NBT.3](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%202.doc)**N.ME.01.05\* -** Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.[1.NBT.3](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%202.doc)**N.ME.01.06\* -** Count backward by 1’s starting from any number between 1 and 100.[1.NBT.1](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%201.doc)**N.MR.01.09\* -** Compare two or more sets in terms of the difference in number of elements.[1.OA.1 and 1.OA.2](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%204.doc) | **End of** **1st Quarter Assessment** | **Good Websites:**  <http://www.theschoolbell.com><http://www.nlvm.usu.edu><http://www.internet4classrooms.com/skills_1st.htm/> <http://www.ixl.com/math/grade/first/> *(membership needed)*Web [Interactive 100 Chart](http://www.apples4theteacher.com/math/games/100-number-chart-one.html)Web [Counting By 2’s](http://www.kidzone.ws/math/ocean/gr1-count3.htm) (Printable Worksheets)Web [Counting By 5’s](http://www.kidzone.ws/math/ocean/gr1-count4.htm) (Printable Worksheets)[Blank 100 Chart](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Blank%20100%20Chart.doc)Web [Number Tracer](http://www.dltk-teach.com/numbers/dynamic.htm) (Customizable Worksheets)Web [Seahorse Counting](http://www.playkidsgames.com/games/seahorse/default.htm)Web [Counting Backward From 10](http://www.kidzone.ws/math/ocean/gr1-count2.htm) (Printable Worksheets)Web [Comparing Sets](http://www.kidsrcrafty.com/understanding_more.htm) (More Than Worksheet)Web [Comparing Sets with Less Than](http://www.kidsrcrafty.com/understanding_less.htm) (Worksheet)Web [More Versus Less](http://www.kidsrcrafty.com/more_or_less.htm) (Worksheet) |
| **1st Grade Math Pacing Guide** |
| **1st** **Q****U****A****R****T****E****R****Page****2** | **Vocabulary** | **Skills & Pacing** | **Connection to GLCEs** | **Assessment** | **Instructional Resources** |
| **Geometry**Above BackBelow BehindCircle ColorFace FrontGroup GrowingHexagon HorizontalLarge/Big Next toOn OvalOver PatternRectangle RepeatingSame shape Same size Segment Shape Side Size Small Sort Square Texture Thick Thin Trapezoid TriangleVertical**Measurement**Calendar Coin Dime DollarMoney PennyWeek | Create repeating patterns and growing patterns.Predict the next element in a pattern.Describe the relative position of objects on a plane in space.Create common two-dimensional shapes and describe their physical and geometric attributes.Identify the denomination of a penny and a dime.Tell the amount of money in pennies up to one dollar. | **G.SR.01.03** - Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.Not in Common Core State Standards**G.SR.01.05\* -** Predict the next element in a simple repeating pattern.Not in Common Core State Standards**G.LO.01.02** - Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.Kindergarten CCSS**G.GS.01.01\* -** Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.[1.G.1](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%208.doc)**M.UN.01.04\* -** Identify the different denominations of coins and billsSecond Grade CCSS**M.UN.01.06\* -** Tell the amount of money: in cents up to $1, in dollars up to $100. Use the symbols $ and ¢.Second Grade CCSS | **End of** **1st Quarter Assessment** | [Pattern Practice](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Pattern%20Practice.doc)Patterns by Samantha Berger ISBN: 0-978-0-439-04596-7[Patterning Big Ideas](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Patterning%20Big%20Ideas.doc)Web [Color Patterns](http://nlvm.usu.edu/en/nav/frames_asid_184_g_1_t_1.html)Web [Completing Patterns](http://www.sadlier-oxford.com/readers/math/book1/game.htm)[Describing Direction](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Describing%20Direction.doc)Left or Right? By Karl Rehm ISBN:0-590-46007-2[Shape Patterns](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Shape%20Patterns.doc)Web [Shape Concentration](http://www.mathsisfun.com/games/memory/index.html)Web [Shape Jingle (Plays song )](http://www.harcourtschool.com/jingles/jingles_all/1what_am_i.html)Web [Congruent Shape Jingle (Plays song)](http://www.harcourtschool.com/jingles/jingles_all/5same_shape.html)[Money Song](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Money%20Song.doc)Web [Counting The Pennies](http://numbernut.com/advanced/activities/money_quiz_pennycount.shtml)Web [Counting The Dimes](http://numbernut.com/advanced/activities/money_quiz_dimecount.shtml)Web [Coin Counting](http://mathfactcafe.com/money/moneyworksheet.aspx?vid=410&tp=tv&cn=1&lv=me&md=p&sd=804504&nb=1&st=1&od=0&fb=0&jb=0&lb=1) Worksheets |
|  |
| **2nd** **Q****U****A****R****T****E****R****Page 1** | **Vocabulary** | **Skills & Pacing** | **Connection to GLCEs** | **Assessment** | **Instructional Resources** |
| **Numbers & Operations**Backward CompareDifference ForwardFewer than LeftGreater than Less thanLess More than More Number line Most Order Numbers RightOrdinal numbers Skip countSame  |  Count to 110 by 1’s and 10’s, starting from any number in the sequence; count to 200 by 10’s; use ordinals to identify position in a sequence.Read and write numbers to 80.Order numbers to 75; compare using phrases such as same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order.Identify one more and one less than, and 10 more than for any number up to 75.Understand that the position on the number line represents bigger and smaller for numbers through 50.Count backward by 1’s starting from any number between 1 and 50.Compose and decompose numbers through 15, including using bundles of tens and ones.Compare the difference in number of elements of sets. | **N.ME.01.01\* -** Count to 110 by 1’s, 2’s, 5’s, and 10’s, starting from any number in the sequence; count to 500 by 100’s and 10’s; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd. [1.NBT.1](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%201.doc)**N.ME.01.02\* -** Read and write numbers to 110 and relate them to the quantities they represent.[1.NBT.1](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%201.doc)**N.ME.01.03\*** - Order numbers to 110; compare using phrases such as same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.[1.NBT.2](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%202.doc)**N.ME.01.04\* -** Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.[1.NBT.3](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%202.doc)**N.ME.01.05\* -** Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.[1.NBT.3](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%202.doc)**N.ME.01.06\* -** Count backward by 1’s starting from any number between 1 and 100.[1.NBT.1](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%201.doc)**N.ME.01.07\* -**  Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.[1.NBT.5](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%203.doc). | **End of** **2nd Quarter Assessment** | One, Two, Three Count With Me by: Catherine Anholt ISBN: 0-590-61385-5How Many Snails? By Paul Giganti ISBN: 0-688-13639-7Reese’s Pieces Count By Fives by Jerry Pallotta ISBN:0-439-13520-6Web [Counting By 2’s, 5’s, 10’s](http://www.dltk-kids.com/animals/msnake-numbers.htm) (Snake Craft Idea)Web [Bunny Count](http://onlineintervention.funbrain.com/count/index.html)Web [Number Line Express](http://www.harcourtschool.com/activity/mmath/mmath_lion.html)There Were Ten in the Bed ISBN:0-590-03092-2Five Ugly Monsters by Tedd Arnold ISBN: 0-590-22764-5Web [Base Ten Blocks](http://www.arcytech.org/java/b10blocks/b10blocks.html)Web [Comparing/Creating Sets](http://www.harcourtschool.com/activity/mmath/mmath_cars.html) |
| **1st Grade Math Pacing Guide** |
| **2nd** **Q****U****A****R****T****E****R****Page****2** | **Vocabulary** | **Skills & Pacing** | **Connection to GLCEs** | **Assessment** | **Instructional Resources** |
| Above BackBelow BehindBottom BoxCircle ColorCone CornerCube CurveCylinder EdgeFace FrontGroup GrowingHexagon HorizontalLarge/Big Next toOn OvalOver PatternRectangle RepeatingSame shape Same size Segment Shape Side Size Small Solid Sort Sphere Square Texture Thick Thin Top Trapezoid Triangle VerticalBetween Coin Dime Distance Dollar HeightLength LongLonger Longest Measurement Money Nickel Penny Quarter Ruler Short ShorterShortest TallTaller Tallest | Predict the next element in a pattern.Create common two- and three-dimensional shapes, and describe their physical and geometric attributes.Identify the denomination of a nickel and a quarter.Tell the amount of money in pennies and dimes up to one dollar.Measure the lengths of objects in non-standard units.Compare measured lengths. | **N.MR.01.09\* -** Compare two or more sets in terms of the difference in number of elements[1.OA.1 and 1.OA.2](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/1%20CCSS%20Doc%204.doc)**G.GS.01.01\* -** Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.Not in Common Core State Standards**M.UN.01.04\*** - Identify the different denominations of coins and bills Second Grade CCSS**M.UN.01.06\*** Tell the amount of money: in cents up to $1, in dollars up to $100. Use the symbols $ and ¢.Second Grade CCSS**M.UN.01.01 -** Measure the lengths of objects in non-standard units, e.g., pencil lengths, shoe lengths, to the nearest whole unit.1.MD.1 and 1.MD.2**M.UN.01.02\* -** Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.1.MD.1 and 1.MD.2 | **End of** **2nd Quarter Assessment** | Web [Sorting Shapes by Attribute](http://nlvm.usu.edu/en/nav/frames_asid_270_g_2_t_3.html)Web [Sorting by Color](http://www.scholastic.com/clifford/play/sortitout/sortitout.htm)Web [Figure This Memory Game](http://www.learn-with-math-games.com/support-files/figure-this.pdf) (Printable)[Wooly Worm Lengths](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Wooly%20Worm%20Lengths.doc)[Lady Bug Lengths](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Lady%20Bug%20Lengths.doc)Web [Measuring Bears](http://www.apples4theteacher.com/measure.html)[Which is Longer?](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Which%20is%20Longer.doc)Web [Comparing Lengths](http://www.kidsrcrafty.com/long_or_short.htm) (Worksheet) |
| **1st Grade Math Pacing Guide** |
| **3rd** **Q****U****A****R****T****E****R****Page****1** | **Vocabulary** | **Skills & Pacing** | **Connection to GLCEs** | **Assessment** | **Instructional Resources** |
| **Numbers & Operations**Backward Bundles of ten Compare DifferenceEqual FirstForward Greater than Left Less Less than More More than Most Number line Numbers Order Ordinal numbers Right SameSecond SetSkip count Third | Count to 110 by 1’s, 2’s, and 10’s, starting from any number in the sequence; count to 300 by 100’s and 10’s.Read and write numbers to 100 and relate them to the quantities they represent.Order numbers to 100; compare using phrases such as same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order.Identify one more and less than, 10 more and less than for any number up to 100.Understand that the position on the number line represents bigger and smaller for numbers through 75.Count backward by 1’s starting from any number between 1 and 75.Create and describe repeating patterns and growing patterns Distinguish between repeating and growing patterns.Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve. | **N.ME.01.01\*** - Count to 110 by 1’s, 2’s, 5’s, and 10’s, starting from any number in the sequence; count to 500 by 100’s and 10’s; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd. **N.ME.01.02\*** - Read and write numbers to 110 and relate them to the quantities they represent.**N.ME.01.03\*** - Order numbers to 110; compare using phrases such as same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.**N.ME.01.04\*** - Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.**N.ME.01.05\*** - Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.**N.ME.01.06\*** - Count backward by 1’s starting from any number between 1 and 100.**G.SR.01.03** - Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size **G.SR.01.04** - Distinguish between repeating and growing patterns.**N.MR.01.10** - Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve. | **End of** **3rd Quarter Assessment** | Web [Guess the Correct Number](http://www.funbrain.com/cgi-bin/gn.cgi?A1=c&A2=10&A3=1&A8=1&A9=1) The M&M’s Counting Book by Barbara McGrath ISBN:0-88106-854-3Web [Cats in Order](http://www.janbrett.com/piggybacks/ordinal.htm#quiz) (Printable Worksheet)[Order Numbers to 100](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Follow%20My%20Lead.doc) (Footprints)Web [Line Jumper](http://www.funbrain.com/linejump/index.html)Web [More Pattern Practice](http://www.primarygames.com/patterns/start.htm)[Sorting Activities](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Sorting%20Activities.doc)Web [Addition/Subtraction Worksheets](http://www.kbteachers.com/math/addition/)Web [Fact Practice](http://www.playkidsgames.com/games/mathfact/mathFact.htm)Web [Addition Tunnel Blaster](http://www.playkidsgames.com/games/Tunnel/add.htm)Web [Shuttle Launch Addition and Subtraction](http://www.playkidsgames.com/games/shuttleLaunch/default.htm) |
| **1st Grade Math Pacing Guide** |
| **3rd** **Q****U****A****R****T****E****R****Page****2** | **Vocabulary** | **Skills & Pacing** | **Connection to GLCEs** | **Assessment** | **Instructional Resources** |
| **Measurement**Between ClockCoin Dime Distance Dollar Height Half-hourHour Length Long Longer Longest Measurement Minute Money Nickel Penny Quarter Ruler Short ShorterShortest TallTaller Tallest**Data & Probability**Chart CollectCompare GraphLeast LessMore MostOrganize Pictograph Record Represent Same Sort | Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.Tell time on a twelve-hour clock face to the hour and half-hour.Tell the amount of money, in coins, up to one dollar.Collect and organize data to use in pictographs.Read and interpret pictographs.Make pictographs with scales in units of one. | **M.UN.01.02\*** - Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.**M.UN.01.03** - Tell time on a twelve-hour clock face to the hour and half-hour.**M.UN.01.06\*** - Tell the amount of money: in cents up to $1, in dollars up to $100. Use the symbols $ and ¢.**D.RE.01.01 -** Collect and organize data to use in pictographs.**D.RE.01.02 -** Read and interpret pictographs.**D.RE.01.03 -** Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations. | **End of** **3rd Quarter Assessment** | Web [Stop The Clock](http://nrich.maths.org/6071)Web [Telling Time Practice](http://www.kidsolr.com/earlychildhood/page4.html)Time To … by Bruce McMillan ISBN:0-590-48650-0The Sleepy Owl by Marcus Pfister ISBN:0-590-39667-6Web [Matching Coin Combinations](http://www.sheppardsoftware.com/mathgames/matching/memoryMath_coins_level1.htm)Web [Counting Nickels](http://numbernut.com/advanced/activities/money_quiz_nickelcount.shtml)Web [Coin Worksheets](http://mathfactcafe.com/money/default.aspx?vid=410) (Customizable)Web [Helping Olivia Graph](http://www.harcourtschool.com/activity/olivia_octagon/activity6/a6Shell_6.html)More M&M’s Math by Barbara McGrath ISBN: 0-88106-993-0Web [Reading A Graph](http://www.eduplace.com/kids/hmm/practice/templates/rules.jsp?ID=hmm07_ep/gr1/0402&GRADE=1&UNIT=1&CHAPTER=4&LESSON=2&UNIT_TITLE=Number%20Concepts,%20Operations,)Web [Creating Pictographs](http://www.lttechno.com/links/pictographs.html)Web [Lesson Ideas for Creating Graphs](http://illuminations.nctm.org/LessonDetail.aspx?ID=U64)  |
| **1st Grade Math Pacing Guide** |
| **4th** **Q****U****A****R****T****E****R****Page****1** | **Vocabulary** | **Skills & Pacing** | **Connection to GLCEs** | **Assessment** | **Instructional Resources** |
| **Numbers & Operations**Backward Bundles of tenCompare Difference Equal FirstForward Greater than Left Less Less than More More than Most Number line Numbers Order Ordinal numbers Right SameSecond SetSkip Count Third |  Count to 110 by 1’s, 2’s, 5’s, and 10’s, starting from any number in the sequence; count to 500 by 100’s and 10’s.Read and write numbers to 110 and relate them to the quantities they represent.Count backward by 1’s starting from any number between 1 and 100.Compose and decompose numbers through 30, including using bundles of tens and ones.  Know all the addition facts up to 10 + 10, and solve the related subtraction problems fluently.Calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10.Add three one-digit numbers.List number facts (partners inside of numbers) for 2 through 10. | **N.ME.01.01\* -** Count to 110 by 1’s, 2’s, 5’s, and 10’s, starting from any number in the sequence; count to 500 by 100’s and 10’s; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd. **N.ME.01.02\* -** Read and write numbers to 110 and relate them to the quantities they represent.**N.ME.01.06\* -** Count backward by 1’s starting from any number between 1 and 100.**N.ME.01.07\* -**  Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.**N.FL.01.12** - Know all the addition facts up to 10 + 10, and solve the related subtraction problems fluently.**N.FL.01.15** - Calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10.**N.FL.01.14** - Add three one-digit numbers.**N.ME.01.08** - List number facts (partners inside of numbers) for 2 through 10, e.g., 8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4; 10 = 8 + 2 = 2 + 8. | **End of** **4th Quarter Assessment** | Web [Cats in Order](http://www.janbrett.com/piggybacks/ordinal.htm#quiz) (Printable Worksheet)[Order Numbers to 100](https://spweb.tbaisd.k12.mi.us/sites/home/instructionalresources/math/pk8resources/1st%20Grade/M-GLAnCE%20Workshop%20Materials/Supporting%20Documents/Follow%20My%20Lead.doc) (Footprints)Web [Identifying Place Value](http://www.aaamath.com/B/g12a_px1.htm)Web [Base Ten Practice](http://www.netrover.com/~kingskid/Base_Ten/10_1mark.html)Web [Little Animals Addition and Subtraction](http://www.bbc.co.uk/schools/laac/numbers/ch3.shtml)Web [Addition Worksheets](http://www.mathfactcafe.com/build/default.aspx?vid=410) (Customizable)Web [Sum Search Lesson](http://illuminations.nctm.org/LessonDetail.aspx?ID=L58) (Using Dominoes) |
| **1st Grade Math Pacing Guide** |
| **4th** **Q****U****A****R****T****E****R****Page****2** | **Vocabulary** | **Skills & Pacing** | **Connection to GLCEs** | **Assessment** | **Instructional Resources** |
| *(see previous page)***Measurement**Between Coin Dime Distance Dollar HeightLength LongLonger Longest Measurement Money Nickel Penny Quarter Ruler Short ShorterShortest TallTaller Tallest | Apply knowledge of fact families to solve simple open sentences for addition and subtraction.Understand the inverse relationship between addition and subtraction; recognize that some problems involving combining, “taking away,” or comparing can be solved by either operation.Compute sums and differences through 30 using number facts and strategies, which can include manipulatives.Identify the different denominations of coins and bills.Tell the amount of money: in cents up to $1, in dollars up to $100. Use the symbols $ and ¢.Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations.Solve one-step word problems using addition and subtraction of length, money and time, including “how much more/less”, without mixing units.Add and subtract money in dollars only or in cents only. | **N.MR.01.13 -** Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: □+ 2 = 7 and 10 - □■ = 6.**N.MR.01.11 -** Understand the inverse relationship between addition and subtraction, e.g., subtraction “undoes” addition; if 3 + 5 = 8, we know that 8 - 3 = 5 and 8 - 5 = 3; recognize that some problems involving combining, “taking away,” or comparing can be solved by either operation.**N.FL.01.16 -** Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.**M.UN.01.04\* -** Identify the different denominations of coins and bills.**M.UN.01.06\* -** Tell the amount of money: in cents up to $1, in dollars up to $100. Use the symbols $ and ¢.**M.UN.01.05** - Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.**M.PS.01.08 -** Solve one-step word problems using addition and subtraction of length, money and time, including “how much more/less”, without mixing units.**M.PS.01.07 -** Add and subtract money in dollars only or in cents only. | **End of** **4th Quarter Assessment** | Web [Missing Numbers](http://www.aaamath.com/B/g18c_sx1.htm#section2)Web [Ladybug Missing Numbers](http://www.bbc.co.uk/schools/laac/numbers/ch1.shtml)Web [Number Fact Family Macaroni Activity](http://illuminations.nctm.org/LessonDetail.aspx?ID=L120)Web [Flashcards](http://www.theschoolbell.com/Links/math/number_families/main/flashcards.html)Web [Inverse With Dominoes](http://www.theschoolbell.com/Links/math/number_families/main/dominoes.html)Web [Math Addition Matching](http://www.sheppardsoftware.com/mathgames/matching/matching_addition.htm)Web [Baseball Facts](http://www.funbrain.com/cgi-bin/mb.cgi)Web [Is There Enough Money?](http://numbernut.com/advanced/activities/money_enough_lt1dollar.shtml)Web [Coin Madness](http://www.sheppardsoftware.com/mathgames/Add%20Like%20Mad%20Math/addlikemad_coin.htm)Web [Coin Matching by Denomination](http://www.primarygames.com/math/coinz/start.htm)Pigs Will Be Pigs by Amy Axelrod ISBN:0-590-13213-XWeb [Solving Word Problems](http://www.kidzone.ws/math/gr1-wordproblems.htm) (Printable Worksheets)Web [Pocket Change](http://www.usmint.gov/kids/games/dollarDive/) |