

1st Grade Math
Pacing Guide First Semester

1st Quarter

Title:

Number and Operations in Base Ten (count to 120)

Operations and Algebraic Thinking (addition to 20; subtraction from 10 or less)

Essential Questions:

How do you use place value to model, read, and write numbers to 120?

How can you model adding? How do you solve addition problems?

How can you subtract from 10 or less? How do you model taking apart?

Grade Readiness

Readiness skills (behaviors): Students can:

- Recognize and write numbers up to 100.
- Count by twos, fives, and tens to 100.
- Mentally add numbers to 10; add and subtract to 20.

Embed Q4 Kindergarten standards into instruction to meet student gap needs.

Knowledge (Standards): Students who demonstrate understanding can:

- Count to 120.
- Count backwards from 20.
- Understand tens and ones.
- Represent numbers to 120 using tens and ones.
- Model addition and subtraction.
- Add numbers with sums to 10.
- Apply strategies to add fluently.
- Identify equal equations.
- Subtract numbers from 10 or less.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Mathematical Processes	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 1 Week 1	5	1.NBT.A.1 1.NBT.B.2	Support: Accurately complete at least one of the following tasks: count to 100 by 1's; read and write numerals to 20; represent a number of objects (within 20) with a written numeral; count backward from 10 by 1's. Enrichment: Count to 120 by 1's, 2's, 5's, and 10s starting at any number.	MP3 MP5 MP6	Go Math text and Grab & Go Kit Hundreds Chart Manipulatives Number Cards District approved Websites	Informal assessments Exit Slips Chapter assessments

			Count to 120 by 10's and 20's, starting at any number. Identify a missing number in a given counting sequence when counting by 1's, 2's, 5's and 10's. Count backward from 20 by 1's, 2's & 5's.			
Quarter 1 Week 2	5	1.NBT.A.1 1.NBT.B.2	Support: Accurately complete at least two of the following tasks: count to 100 by 1's, starting at any number; read and write numerals to 100; represent a number of objects (within 100) with a written numeral; count backward from 20 by 1's. Use tracing paper as needed. Enrichment: Count to 120 by both 10's and 20's starting at any number and mathematically explain the relationship between the two patterns. Identify a missing number in a given counting sequence when counting by 1's, 2's, 3's, 4's, 5's, 6's, and 10's and provide the rule for the pattern.	MP3 MP5 MP6	Go Math text and Grab & Go Kit Work mats Manipulatives Base Ten Models Number Cards District approved Websites	Universal Screener Informal assessments Exit Slips Chapter assessments
Quarter 1 Week 3	5	1.OA.A 1.OA.B.3 1.OA.C.6	Support: Add within 10 to solve contextual problems involving any of the problem types. Use concrete objects, mathematical drawings, diagrams or equations. Enrichment: Add within 20 to solve one-step contextual problems using all eight of the following situations: add to-change unknown, take from-change unknown, put together/take apart-both addends unknown, compare-difference unknown, compare-bigger unknown (version with more), compare-smaller unknown (version with fewer), add to-start unknown or take from-start unknown.	MP1 MP4 MP5	Go Math text and Grab & Go Kit Math Board Manipulatives Base Ten Models Connecting cubes District approved Websites	Informal assessments Exit Slips Chapter assessments

			Represent these problems with a mathematical drawing, diagram, or equation with a symbol for the unknown.			
Quarter 1 Week 4	5	1.OA.A.1 1.OA.B.3 1.OA.C.6	Support: Use concrete objects, mathematical drawings, diagrams or equations. Enrichment: Add within 20 to solve one-step contextual problems, using all eight of the situations.		Go Math text and Grab & Go Kit Math Board Manipulatives Base Ten Models Connecting cubes District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 1 Week 5	4	1.OA.A.2 1.OA.B.3 1.OA.C.5 1.OA.C.6	Support: Add within 10 using one of the strategies of counting on or making 10 using concrete objects or drawings. Multiple problems may be used to show the strategies listed. Enrichment: Add within 20 using all of the strategies: counting on, making 10, using fact families (related known facts), and composing/decomposing numbers with an emphasis on making ten. Students may use concrete objects or drawings. Defend the solution and explain the strategies with words and/or drawings.	MP1 MP3 MP4	Go Math text and Grab & Go Kit Math Board Two color counters Manipulatives Base Ten Models Connecting cubes District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 1 Week 6	5	1.OA.B.3 1.OA.C.5 1.OA.C.6	Support: Add within 20 using two of the strategies: counting on, making 10, using fact families (related known facts), and composing/decomposing numbers with an emphasis on making ten. Students may use concrete objects or drawings. Enrichment: Choose 2 of the 4 strategies for addition: counting on, making 10, using fact families (related known facts), and	MP1 MP4 MP5	Go Math text and Grab & Go Kit Math Board Two color counters Manipulatives Base Ten Models Connecting cubes District approved Websites	Informal assessments Exit Slips Chapter assessments

			composing/decomposing numbers with an emphasis on making ten. Create an expression or equation demonstrating when the strategy could be used and explain in either verbal or written form the mathematical benefits gained from using each strategy.			
Quarter 1 Week 7	5	1.OA.A.1 1.OA.B.3 1.OA.C.5 1.OA.C.6 1.OA.A.2	Support: Apply one of the properties of operations (additive identity, commutative, or associative) as a strategy to add within 10 using mathematical tools or representations. (Students need not use formal terms for these properties). Add two whole numbers whose sum is within 20 (one addend must be greater than 10) to solve contextual problems, using two different situations of add to-result unknown, and put together/take apart-total unknown. Represent these problems with a mathematical drawing, diagram, or equation with a symbol for the unknown number. Enrichment: Apply properties of operations (additive identity, commutative, and associative) as strategies to mentally add within 20. Students need not use formal terms for these properties. Students should explain or defend the accuracy of their answer. Add three whole numbers whose sum is within 20 to solve a two-step contextual problem. Represent this problem with a mathematical drawing or diagram, and equations with a symbol for the unknown.	MP1 MP4 MP5	Go Math text and Grab & Go Kit Two color counters Manipulatives Connecting cubes District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 1 Week 8	5	1.OA.A.1 1.OA.C.6	Support: Subtract within 10 to solve contextual problems, involving any of the problem types. Students will typically use concrete	MP1 MP4 MP5	Go Math text and Grab & Go Kit Two color counters Manipulatives	Informal assessments Exit Slips Chapter assessments

			<p>objects, mathematical drawings, diagrams or equations.</p> <p>Enrichment: Subtract within 20 to solve two-step contextual problems. Represent these problems with two equations that encompasses both steps needed to solve the problem.</p>		<p>Connecting cubes</p> <p>Base ten models</p> <p>District approved Websites</p>	Benchmark #1
Quarter 1 Week 9	5	<p>1.OA.A.1</p> <p>1.OA.C.6</p> <p>1.OA.D.8</p>	<p>Support: Continue to allow students to use concrete models as they solve subtraction problems within 20.</p> <p>Enrichment: Create contextual problems that could be solved given a one-step addition or subtraction equation.</p>	<p>MP1</p> <p>MP4</p> <p>MP5</p>	<p>Go Math text and Grab & Go Kit</p> <p>Two color counters</p> <p>Manipulatives</p> <p>Connecting cubes</p> <p>Math board</p> <p>District approved Websites</p>	<p>Informal assessments</p> <p>Exit Slips</p> <p>Chapter assessments</p>

1st Grade Math
Pacing Guide First Semester
2nd Quarter

Title:

Number and Operations in Base Ten (count to 120)

Operations and Algebraic Thinking (subtraction strategies; addition and subtraction relationships)

Essential Questions:

How do you solve subtraction problems? What strategies can you use to subtract facts?

How can an addition fact help you solve a related subtraction fact?

How can you make a ten to help you subtract?

How can relating addition and subtraction help you to learn and understand facts within 20?

How do addition and subtraction undo each other?

What is the relationship between related facts? How can you find unknown numbers in related facts?

What ways can you use tens and ones to model numbers to 120?

How do numbers change as you count by tens to 120?

Grade Readiness

Readiness skills (behaviors): Students can:

- Use pictures, models, and ten-frames to subtract numbers up to 10.
- Use different strategies to add up to 20.
- Count by fives and tens.

Knowledge (Standards): Students who demonstrate understanding can:

- Use pictures, models, and ten-frames to help subtract numbers up to 10.
- Use different strategies to subtract up to 20.
- Use addition to help solve subtract problems.
- Use subtract to help solve addition problems.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Mathematical Processes	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 2 Week 1	5	1.OA.A.1 1.OA.B.4 1.OA.C.5 1.OA.C.6	Support: Add and subtract within 10 to solve contextual problems, involving any of the problem types. Students will typically use concrete objects, mathematical drawings, diagrams or equations. Enrichment: Add and subtract within 20 to solve two-step contextual problems. Represent these problems with two equations that	MP1 MP2 MP4	Go Math text and Grab & Go Kit Math board Manipulatives Connecting cubes Two color counters District approved Websites	Informal assessments Exit Slips Chapter assessments

			encompasses both steps needed to solve the problem.			
Quarter 2 Week 2	5	1.OA.A.1 1.OA.B.4 1.OA.C.5 1.OA.C.6	Support: Model subtraction and related addition equations using various strategies (i.e., part-whole maps and number lines). Enrichment: Given a put together/take apart-addend unknown contextual problem, students should be able to provide both an addition and subtraction equation to solve the problem and explain why both equations can be used to represent the situation.	MP1 MP2 MP4	Go Math text and Grab & Go Kit Math board Manipulatives Connecting cubes Two color counters District approved Websites	Informal assessments Exit Slips Chapter assessments Summative assessment on subtraction strategies
Quarter 2 Week 3	5	1.OA.A.1 1.OA.C.6 1.OA.D.7 1.OA.D.8	Support: Add and subtract within 20 using concrete objects. Fluently add and subtract within 10 using mental strategies. Enrichment: Given an incorrect work sample of adding two numbers within 20, correct the mistake and explain the mathematical misunderstanding that could cause the mistake to happen.	MP1 MP2 MP4	Go Math text and Grab & Go Kit Math board Manipulatives Connecting cubes Two color counters District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 2 Week 4	4	1.OA.A.1 1.OA.C.6 1.OA.D.7 1.OA.D.8	Support: Add and subtract within 20 using concrete objects. Fluently add and subtract within 10 using mental strategies. Enrichment: Determine equations involving addition and/or subtraction are true or false. If false, explain why the equation is false and propose a correct equation.	MP1 MP4 MP5	Go Math text and Grab & Go Kit Math board Manipulatives Connecting cubes Two color counters District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 2 Week 5	5	1.OA.A.1 1.OA.C.6 1.OA.D.7 1.OA.D.8	Support: Determine the whole number answer in addition and subtraction “total unknown” equations within 10. Continued use of concrete models and/or pictures.	MP1 MP2 MP4 MP5	Go Math text and Grab & Go Kit Math board Manipulatives	Informal assessments Exit Slips Chapter assessments

			Enrichment: Determine the unknown whole number in an equation with an addition expression on one side of the equal sign and a subtraction expression on the other side of the equal sign (e.g., $7 + 4 = 15 - ?$).		Connecting cubes Two color counters District approved Websites	Summative assessment on addition and subtraction strategies
Quarter 2 Week 6	5	1.NBT.A.1 1.NBT.B.2	Support: Accurately complete at least two of the following tasks: count to 100 by 1's starting at any number; read and write numerals to 100; represent a number of objects (within 100) with a written numeral; count backward from 20 by 1's. Enrichment: Count to 120 by 1's, 2's, 3's, 4's, 5's, and 10's starting at any number. Count to 120 by both 10's and 20's starting at any number and mathematically explain the relationship between the two patterns.	MP2 MP5 MP8	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Hundreds charts District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 2 Week 7	5	1.NBT.A.1 1.NBT.B.2	All representations have been given.	MP3 MP5 MP6	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Hundreds charts District approved Websites	Informal assessments Exit Slips Chapter assessments Benchmark #2
Quarter 2 Week 8	5	1.NBT.A.1 1.NBT.B.2	Support: Continued use of concrete or pictorial collections including hundreds charts and base ten models. Accurately complete at least two of the following tasks: count to 100 by 1's starting at any number; read and write numerals to 100; represent a number of	MP2 MP3 MP4 MP7 MP8	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Hundreds charts	Informal assessments Exit Slips Chapter assessments Summative assessment over counting to 120

			<p>objects (within 100) with a written numeral; count backward from 20 by 1's.</p> <p>Enrichment:</p> <p>Represent a two-digit number larger than 50 as groups of tens and ones in all possible ways and justify that all representations have been given without the use of manipulatives.</p>		District approved Websites	
Quarter 2 Week 9	5	Review previously taught skills and standards				

1st Grade Math
Pacing Guide Second Semester
3rd Quarter

Title:

Number and Operations in Base Ten (Comparing numbers; addition and subtraction)

Measurement and Data (Represent Data)

Essential Questions:

How do you use place value to compare numbers? What ways can you use tens and ones to compare two-digit numbers?

How can you find 10 more than and 10 less than a number?

How can you add and subtract two-digit numbers? What ways can you use tens and ones to add and subtract two-digit numbers?

How can making a ten help you add a two-digit number and a one-digit number?

How can graphs and charts help you organize, represent, and interpret data?

How can you compare information in a graph?

Grade Readiness

Readiness skills (behaviors): Students can:

- Count to 120 by 1's.
- Count by tens.
- Understand the concepts of more, fewer, and equal.
- Use pictures, models, and ten-frames to help add and subtract numbers up to 20.
- Apply properties of operations as strategies to add and subtract.

Knowledge (Standards): Students who demonstrate understanding can:

- Use symbols to compare.
- Use place value to add and subtract.
- Count to 120 by 1's, 2's, 5's, and 10's beginning at any number.
- Add and subtract two-digit numbers using various strategies.
- Compare information in a graph.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Mathematical Processes	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 3 Week 1	4	Review of Place Value 1.NBT.A. 1.NBT.B.2	Support: Use hundreds charts, manipulatives, drawings, place value charts. Enrichment: Count to 120 by both 10's and 20's starting at any number and mathematically explain the relationship between the two patterns.	MP2 MP3 MP4 MP7 MP8	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Hundreds chart District approved Websites	Informal assessments Exit Slips Chapter assessments Review of Unit 1 standards

Quarter 3 Week 2	5	1.NBT.B.3 1.NBT.B.2 1.OA.C.6	<p>Support: Accurately compare two one-digit numbers by verbalizing the comparison with comparative language including greater than, more than, less than, fewer than, equal to, or same as (e.g., Seven is more than five). Use concrete manipulatives as needed.</p> <p>Enrichment: Justifies the comparison (oral or written) by reasoning about meaning of the digits (e.g., 58 is more than 48 because 58 has 5 tens and 8 ones while 48 has 4 tens and 8 ones).</p>	MP3 MP5 MP7	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Work mat Two color counters District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 3 Week 3	4	1.NBT.B.3 1.NBT.B.2 1.MD.C.5 1.OA.C.6	<p>Support: Accurately compare two two-digit numbers based on the meanings of the digits in each place by verbalizing the comparison with comparative language including greater than, more than, less than, fewer than, equal to, or same as. Use models as needed.</p> <p>Enrichment: Order a set of more than two numbers providing justification for how and why they arranged the numbers within the set in a particular way.</p>	MP1 MP2 MP4 MP6 MP8	Go Math text and Grab & Go Kit Math board Base ten models Manipulatives Connecting cubes Work mat Two color counters District approved Websites	Informal assessments Exit Slips Chapter assessments Summative assessment on comparing numbers
Quarter 3 Week 4	5	1.MD.C.5 1.OA.C.6	<p>Support: Organize and represent data with up to two categories.</p> <p>Enrichment: Organize, represent, and interpret data with up to three categories in more than one way.</p>	MP2 MP3 MP4 MP5 MP6	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Work mat Hundreds charts District approved Websites	Informal assessments Exit Slips Chapter assessments

Quarter 3 Week 5	5	1.MD.C.5 1.NBT.C.5 1.OA.C.6 1.OA.D.7	<p>Support: Analyze given data pre-sorted into three categories, answer questions about how many are in each category and how many more or less are in one category than in another.</p> <p>Enrichment: Be able to identify strengths and weaknesses of the different representations of the same data.</p>	MP2 MP3 MP4 MP5 MP6	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Work mat Hundreds charts District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 3 Week 6	5	1.NBT.C.5 1.NBT.C.4 1.OA.C.6 1.OA.D.7	<p>Support: Use concrete manipulatives and counting by ones to find the number that is ten more than a given two-digit number. Use concrete manipulatives and counting by ones to find the number that is ten less than a given two-digit number.</p> <p>Enrichment: Require students to justify, defend, and explain strategies as they begin adding or subtracting multiples of 10 less than 100 from a given number.</p>		Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Work mat Hundreds charts District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 3 Week 7	5	1.NBT.C.5 1.NBT.C.4 1.OA.C.6 1.OA.D.7	<p>Support: Use of concrete models and hundreds charts. Accurately add two one-digit numbers using concrete models or drawings. Accurately add 10 to a single digit number using concrete models or drawings.</p> <p>Enrichment: Accurately add a two-digit number to a multiple of ten (within 100) using two different strategies and explain the similarities and differences between the two strategies.</p>	MP1 MP4 MP5 MP6	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Work mat Hundreds charts District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 3 Week 8	4	1.NBT.C.6 1.OA.C.6	Support:	MP1 MP2	Go Math text and Grab & Go Kit	Informal assessments Exit Slips

		1.OA.D.7	<p>Accurately subtract 1 from a number less than 10 using concrete objects or drawings.</p> <p>Enrichment: Mentally subtract groups of ten from groups of ten and provide a mathematically correct explanation of their strategy and why their strategy works.</p>	MP3 MP6 MP8	Math board Base ten models Connecting cubes Work mat Hundreds charts District approved Websites	Chapter assessments
Quarter 3 Week 9	5	1.NBT.C.6 1.OA.C.6 1.OA.D.7	<p>Support: Subtract 10 from multiples of 10 in the range of 10-90 using concrete objects or drawings.</p> <p>Enrichment: Mentally subtract groups of ten from groups of ten and provide a mathematically correct explanation of their strategy and why their strategy works.</p>	MP1 MP2 MP3 MP6 MP8	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Work mat Hundreds charts District approved Websites	Informal assessments Exit Slips Chapter assessments Summative assessment on addition and subtraction Benchmark #3

1st Grade Math
Pacing Guide Second Semester
4th Quarter

Title:

Measurement and Data (Length, Time, Money)

Geometry (Shapes and Their Attributes)

Essential Questions:

How can you measure a length? How can you describe using paper clips to measure the length of an object?

How can you tell time? How can you use the hour and minute hands of a clock to tell time to the hour and to the half hour?

How can you tell the value of a set of coins less than one dollar?

How can you identify, sort, and describe two-dimensional and three-dimensional shapes?

How can you combine shapes to make new shapes?

How can you identify equal and unequal parts in a two-dimensional shape?

Grade Readiness

Readiness skills (behaviors): Students can:

- Compare two objects and classify objects into categories.
- Model shapes.
- Distinguish between two and three-dimensional shapes.
- Recognize penny, nickel, dime, and quarter.
- Recognize the difference between the hour hand and minute hand on an analog clock.

Knowledge (Standards): Students who demonstrate understanding can:

- Compare three objects by length.
- Tell time to the hour and half hour.
- Count a set of coins less than one dollar using the cent symbol only.
- Partition circles and rectangles into two and four equal shares.

Pacing	Instruct. Days	TN Standards	Differentiation (ELL, SPED, Intervention, Enrichment)	Mathematical Processes	Resources	Assessments/ District Benchmarks/ State Exams
Quarter 4 Week 1	5	Review Fluency Standards 1.OA.C.5 1.OA.C.6 1.OA.D.7 1.OA.D.8	Support: Continue to use manipulatives and drawings as needed. Enrichment: Correct an incorrect work sample of subtracting two numbers within 20 and explain the mathematical misunderstanding that could cause the mistake to happen.	MP1 MP4 MP8	Go Math text and Grab & Go Kit Math board Base ten models Connecting cubes Work mats Hundreds chart District approved Websites	Informal assessments Exit Slips Chapter assessments

Quarter 4 Week 2	5	1.MD.A.1 1.MD.A.2	Support: Identify which is longer/shorter, taller/smaller, etc. when given two objects and prompting from the teacher. Enrichment: Compare and order more than three objects by length and verbalize the comparison using comparative vocabulary.	MP1 MP3 MP4	Go Math text and Grab & Go Kit Objects to measure Nonstandard measurement units such as paperclips, yarn, etc. District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 4 Week 3	4	1.MD.A.1 1.MD.A.2	Support: Order two objects by length (without measurement). Compare the lengths of two objects. Enrichment: Create original measurement problems. Extend ordering of objects by length to sets with more than three members.	MP2 MP3 MP5	Go Math text and Grab & Go Kit Objects to measure Nonstandard measurement units such as paperclips, yarn, etc. District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 4 Week 4	5	1.MD.B.3	Support: Tell and write time in hours using analog and digital clocks. Enrichment: Show the time on a clock in hours and half hours when given a time. Duplicate the time on a clock model or draw the hands on a printed copy of a clock.	MP1 MP2 MP4 MP5 MP6 MP8	Go Math text and Grab & Go Kit Math board Clock models District approved Websites	Informal assessments Exit Slips Chapter assessments
Quarter 4 Week 5	5	1.MD.B.4 1.NBT.A.1	Support: Work with a peer. Identify and state the value of a penny, nickel, dime, and quarter. Count pennies and nickels only. Enrichment: Determine the value of a set of pennies and one other type of coin less than one dollar using the ¢ symbol only.	MP1 MP3 MP6	Coins, real or models Hundreds charts	Informal assessments Exit Slips Chapter assessments Summative assessment on length, time, and money
Quarter 4 Week 6	5	1.G.A.2	Support:	MP4 MP6	Go Math text and Grab & Go Kit	Informal assessments

			<p>Compose larger shapes using simple shapes. Identify smaller shapes within a larger shape. Create a composite shape using common three-dimensional shapes.</p> <p>Enrichment: Combine both like and unlike shapes to make composite shapes. Identify the solution with the greatest number of pieces and least number of pieces.</p>	MP8	<p>Math board Models of shapes Real world shapes Pattern blocks Solids District approved Websites</p>	<p>Exit Slips Chapter assessments</p>
Quarter 4 Week 7	5	<p>1.G.A.1 1.G.A.2 1.G.A.3</p>	<p>Support: Identify circles and rectangles. Compose a circle from half or quarter circles. Compose a rectangle from 2 smaller, congruent rectangles. Build and draw common two-dimensional shapes when provided a picture of the shape.</p> <p>Enrichment: Build and draw two-dimensional shapes and compare two shapes using defining attributes and precise academic vocabulary.</p>	<p>MP1 MP4 MP5 MP6</p>	<p>Go Math text and Grab & Go Kit Math board Models of shapes Real world shapes Pattern blocks Solids District approved Websites</p>	<p>Informal assessments Exit Slips Chapter assessments</p>
Quarter 4 Week 8	5	<p>1.G.A.1 1.G.A.2 1.G.A.</p>	<p>Support: Create a composite shape using common two-dimensional shapes. Create a composite shape using common three-dimensional shapes.</p> <p>Enrichment: When given an outline of a composite shape made from pattern block, students can fill in the outline with pattern blocks in more than one way.</p>	<p>MP1 MP4 MP5 MP6</p>	<p>Go Math text and Grab & Go Kit Math board Models of shapes Real world shapes Pattern blocks Solids District approved Websites</p>	<p>Informal assessments Exit Slips Chapter assessments</p>

Quarter 4 Week 9	5	Fluency Standards as Prerequisite for Second Grade	Review	Review	Review Resources	End of Year Assessment
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STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.