

# Ganado Unified School District

## (Mathematics/1<sup>st</sup> Grade)

### PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  <b>Envisions – Topic 13</b> Lessons: 13-1 13-2, 13-3, 13-4 Judy Clock Analog Clock Digital Clock Time recording sheet  Envisions - Ready Made Centers 13  Envisions: Teaching Tools 45, 46	<b>1.MD.B.3 Tell and write time in hours and half-hours</b> using analog and digital clocks.  <i>(1.MP.5. Use appropriate tools strategically.</i> <i>1.MP.6. Attend to precision.</i> <i>1.MP.7 Look for and make use of structure.)</i>	What time is it to the hour? What time is it to the half hour?  Where does the minute hand point to at the hour? Where does the minute hand point to at the half hour?  Why does the hour hand point in between numbers at the half hour?  How does the minute hand and hour hand move in an hour? Half hour?	Tell time to the hour using the hour and minute hands.  Tell time to the half hour using the hour and minute hands.  Differentiate between the hour hand and the minute hand.  Write the time using digits.  Read a digital clock to tell the time.  Tell how many minutes are in an hour and a half hour.  Tell how each hand moves in an hour and half hour.	Hour Hand Minute Hand Face Analog Digital Hour Minutes Clock O'clock Half Hour
1 <sup>st</sup> Quarter  <b>Envisions –</b>	<b>1.G. A. 1 Distinguish between defining attributes</b> (e.g., triangles are closed and three-sided) versus non-defining	What are plane shapes? How? What are solid figures?	Compare and contrast two shapes and define attributes.	All plane shape names: triangle, rectangle, square, circle, oval,

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<p><b>Topic 15</b> Lessons: 15 - 1, 15-3, 15-6, 15-7, 15-8, 15-10, Plane Shapes Solid Shapes Attribute Shapes kit</p> <p>Envisions: Teaching Tools 43, 44, 53, 54, 55, 56</p>	<p>attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p><i>(1.MP.1. make sense of problems and persevere in solving them.</i> <i>1.MP.3. Construct viable arguments and critique the reasoning of others.</i> <i>1.MP.4. Model with mathematics.</i> <i>1.MP.7. Look for and make use of structure.)</i></p>	<p>How?</p> <p>How is a _____(shape) similar to a _____(shape)?</p> <p>How is a _____(shape) different than a _____(shape)?</p>	<p>Identify the plane shapes.</p> <p>Identify the solid figures.</p> <p>Tell how many sides, faces, and vertices each shape has.</p> <p>Tell the difference between two shapes using attributes.</p>	<p>trapezoid Solid Figures: cube, cylinder, pyramid, sphere, rectangular prism, cone Attributes, sides, vertex, vertices, thick, thin, larger, smaller, faces, equal, compare, contrast, same, different, surface(s)</p>
<p>1<sup>st</sup> Quarter</p> <p><b>Envisions – Topic 15</b> Lessons: 15-2, 15-4, 15-5, 15-9.</p> <p>Plane Shapes Solid Shapes Attribute Shapes</p> <p>Envisions:</p>	<p><b>1.G.A.2 Compose two-dimensional shapes</b> (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or <b>three-dimensional shapes</b> (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><i>(1.MP.1 Make sense of problems and persevere in solving them,</i> <i>1.MP.4 Model with mathematics.</i> <i>1.MP.7 Look for and make use of structure.)</i></p>	<p>What two shapes would you use to make a _____?</p> <p>What two shapes did you use to make a _____? What did you create?</p> <p>To create a composite shape, would you flip, turn, or slide a shape? Why? What new shapes can you create by sliding,</p>	<p>Compare and contrast 2 dimensional shapes using defining attributes.</p> <p>Compare and contrast 3 dimensional shapes using defining attributes.</p> <p>Identify the two-dimensional and three-dimensional shapes.</p> <p>Tell how many faces and vertices each shapes has.</p>	<p>Compose Two-dimensional shapes Three dimensional Solid figures Rectangles, squares, trapezoids, half-circles, quarter-circles. Solid shapes: cubes, right rectangular prisms, right circular cones, Right circular cylinders Composite shape</p>

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Teaching Tools 43, 44, 53, 54, 55, 56		turning, and flipping multiple shapes?	Build a new shape from two shapes and from three shapes.	New shape
1 <sup>st</sup> Quarter  <b>Envisions - Topic 14</b> Lessons 14-1, 14-2, 14-3, 14-4, 14-5, 14-6, 14-7  Envisions: Teaching Tools 25, 26, 27, 28  Graphing Paper	1.MD.4 <b>Organize, represent, and interpret data with up to three categories; ask and answer questions</b> about the <u>total number</u> of data points, <u>how many</u> in each category, and how <u>many more or less</u> are in one category than in another.  (1.MP.2 Reason abstractly and quantitatively. 1.MP.3 Construct viable arguments and critique the reasoning of others. 1.MP.4 Model with mathematics. 1.MP.5 Use appropriate tools strategically. 1.MP.6. Attend to precision.)	What information is the graph giving?  What category has the most and the least?  Which categories are equal?  If you compare two/three categories, how many more, less, or equal is in one category than another?	Identify the categories on a graph. Identify the title of a graph.  Identify the information given on a graph.  Determine the quantities of each category.  Create a bar graph, picture graph, and real graph with data points and categories accurately organized.  Tell how many more or less are in one category than in another.	Interpret Data Data points title category Categories Total number How many More Fewer Less Equal Picture Graph Bar Graph Real Graph Tally Mark Table Rows Columns
1 <sup>st</sup> Quarter  <b>Envisions - Topic 1</b> Lessons: 1 1-1, 1-2, 1-3,	1.OA.1 <b>Use addition and subtraction within 20 to solve word problems</b> involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects,	What do you do when you add?  What do you do when you subtract?	1 <sup>st</sup> Qtr. (0-10) 2 <sup>nd</sup> Qtr. (11-20) Identify the information given in a story problem. Identify the question being asked in a story problem.	Add Join Plus Addends Sum Part

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<p>1-4, 1-5, (OA 7, OA 8), 1-6, 1-8 (OA 7)</p> <p><b>Topic 2</b> Lessons: 2 2-4 (OA 4, OA 6), 2-5 (OA 4), 2-6 (OA 6, OA 8), 2-7 (OA 4, OA 8), 2-8 (OA 4, OA 6), 2-11 (OA 6),</p> <p><b>Topic 4</b> Lesson 4-10 (OA 6)</p> <p><b>Topic 5</b> Lesson 5-4</p> <p><b>Topic 6</b> Lesson 6-7</p> <p>Envisions: Teaching Tools 2, 3, 4, 5, 6, 7, 17, 18, 13</p> <p>2- colored Counters,</p>	<p>drawings, and equations with a symbol for the unknown number to represent the problem. (<b>The essence is joining and separating can be used to make 2 sets have equal quantity.</b>)</p> <p><i>(1.MP.1 Make sense of problems and persevere in solving them.</i> <i>1.MP.2 Reason abstractly and quantitatively.</i> <i>1.MP.3. Construct viable arguments and critique the reasoning of others.</i> <i>1.MP.4. Model with mathematics.</i> <i>1.MP.5. Use appropriate tools strategically.</i> <i>1.MP.8 Look for and express regularity in repeated reasoning.)</i></p>	<p>2<sup>nd</sup> Q What happens to the sum when you change an addend?</p> <p>What is a missing part?</p> <p>How would you solve for a missing part?</p> <p>How do you know a story problem is addition or subtraction?</p> <p>****</p>	<p>Determine what operation a story problem is asking to solve.</p> <p>Determine if a story problem is adding to, taking from, putting together, taking apart, or comparing.</p> <p>Solve a story problem using the correct operation.</p>	<p>Whole Value Subtract Minus Difference Number bond</p>
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dominoes, dice, playing cards				
1 <sup>st</sup> Quarter  <b>Envisions</b> <b>Topic 7</b> Lesson 7-2 (NBT 2), 7-4, 7-5 (NBT 2a), 7-6 <b>Topic 9</b> Lesson 9-5	1.NBT.1 <u>Count to 120</u> , starting at any number less than 120. In this range, <b><u>read and write numerals</u></b> and <b><u>represent a number of objects with a written numeral.</u></b> (Oral counting – rote)  <i>(1.MP.2 Reason abstractly and quantitatively.</i> <i>1.MP.7 Look for and make use of structure.</i> <i>1.MP.8 Look for and express regularity in repeated reasoning.)</i>	Can you build a model to represent a given number?  What happens to a number when you count forward and backwards?  Do numbers have a pattern? Explain.  Why is the number fifty-two written as 52 and not 25?  What does the last number you say when counting objects represent?	Count forwards and backwards from a given number.  Write numerals forward and backwards from a given number.  Write two digits numbers.  Read number words.  Represent a number of objects with a numeral.  Understand the value of zero (Identify property).  Identify digits in the hundreds, tens, and ones place.	Numeral (s) Digit More than Less than Tens Ones Place value Hundreds Forward (up) Backward (down) Ten frame
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
2 <sup>nd</sup> Quarter  <b>Envisions –</b> <b>Topic 5</b>	1.OA.2 <b><u>Solve word problems that call for addition of three whole numbers</u></b> whose sum is less than or equal to 20, e.g., by using objects, drawings, and	What are the addends to be joined?  What is the sum of the	Identify the parts in a story problem that will be added.  Identify a strategy to use to add	Sum Less Than Equal Equal to

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<p>Lesson 5-9 (OA 3)</p>	<p>equations with a symbol for the unknown number to represent the problem. (<b>The essence is joining and separating can be used to make 2 sets have equal quantity.</b>) (1.MP.1 Make sense of problems and persevere in solving them. 1.MP.2 Reason abstractly and quantitatively 1.MP.3 Construct viable arguments and critique the reasoning of others. 1.MP.4 Model with mathematics. 1.MP.5 Use appropriate tools strategically. 1.MP.6 Attend to precision. 1.MP.7 Look for and make use of structure. 1.MP.8 Look for and express regularity in repeated reasoning. )</p>	<p>three addends? If you add in any order, will you get the same sum or a different one? (Commutative property)  Could you use a different strategy to solve the same problem?</p>	<p>three addends. Explain the process and strategies used to solve the addition story problem.  Determine what strategy will work best to add three addends.</p>	<p>Number Sentence Equation Plus Word Problems All Together Whole number symbol</p>
<p>2<sup>nd</sup> Quarter  <b>Envisions</b> <b>Topic 2</b> Lesson 2-9 <b>Topic 3</b> Lesson 3-3, 3-5, <b>Topic 4</b></p>	<p>1.OA.6 Add and subtract within 20, <b>demonstrating fluency for addition and subtraction within 10.</b> * Use strategies such a <b>counting on</b>; * <b>making ten</b> (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); * <b>decomposing a number leading to a ten</b> (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>);</p>	<p>What are doubles? Near doubles?  What is a ten?  What happens to a number when you are counting on?</p>	<p>Make a 10 to add and subtract.  Use doubles and near doubles to add and subtract.  Identify or explain the strategy used to solve the problem.  Decompose a number to make a 10</p>	<p>Add Subtract Near Double Doubles Counting on Making ten Double &amp; 1 more Double &amp; 2 more Strategy</p>

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<p>Lessons 4-2 (OA 8) 4-3 (OA 8) 4-4 (OA 8, 4-5 (OA 8) 3<sup>rd</sup>Qtr. <b>Topic 5</b> Lessons 5-1 (OA 1 OA 8), 5-2 (OA 1, OA 7, OA 8), 5-3 (OA 1, OA 7, OA 8), 5-5 (OA 3, OA 8), 5-6 (OA 3, OA 8), 5-7 (OA 3, OA 8), <b>Topic 6</b> Lesson 6-1 (OA 1, OA 7, OA 8), 6-2 (OA 1, OA 8)</p>	<p>* using the <b>relationship between (+ / - )</b> addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and * <b>creating equivalent but easier or known sums</b> (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><i>(1.MP.2 Reason abstractly and quantitatively 1.MP.7 Look for and make use of structure. 1.MP.8 Look for and express regularity in repeated reasoning. )</i></p>	<p>When counting on, why don't you start with 1? (i.e. starting with a group, <math>5+3...5, 6, 7, 8</math>)</p> <p>*****</p>	<p>to add and subtract. Use the relationship between addition and subtraction to solve or check an addition or subtraction equation. Create equivalent but easier or known sums.</p>	<p>Equal Increase Decrease</p>
<p>2<sup>nd</sup> Quarter <b>Envisions</b> <b>Topic 2</b> Lesson 2-10 (OA 8),</p>	<p>1.OA.7 <b>Understand the meaning of the equal sign</b>, and determine if equations involving addition and subtraction <b>are true or false</b>. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2</math></p>	<p>What does the equal sign mean? Which symbol(s) would you use to show the relationship between</p>	<p>Understand the meaning of true and false. Read number sentences (left to right).</p>	<p>Equal sign True False Equations Addition Subtraction</p>

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	$= 2 + 5, 4 + 1 = 5 + 2.$ <i>(1.MP.2 Reason abstractly and quantitatively.</i> <i>1.MP.3 Construct viable arguments and critique the reasoning of others.</i> <i>1.MP.6 Attend to precision.</i> <i>1.MP.7 Look for and make use of structure.)</i>	single digit numbers, two-digit numbers, and equations? How would you make a false equation true? How would you make a true equation false?	Identify the symbols -, +, =, <, and >. Identify true and false equations. Solve addition and subtraction equations. Compare the sums and differences of equations to determine true or false.	Number sentence
2 <sup>nd</sup> Quarter <b>Envisions – Topic 1</b> Lesson: 1 1-7 <b>Topic 4</b> Lesson 4-1 (OA5, OA 6, OA7) <b>Topic 5</b> Lesson 5-8 (OA 2)	<b>1.OA.B.3 <u>Apply properties of operations</u></b> as strategies to add and subtract. * 3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. ( <i>Commutative property of addition.</i> ) * To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . ( <i>Associative property of addition.</i> )  <i>(1.MP.2 Reason abstractly and quantitatively</i> <i>1.MP.7 Look for and make use of structure.</i> <i>1.MP.8 Look for and express regularity</i>	If you add in any order, will you get the same sum or a different one? (Commutative property) Create a story problem. ****	Make a 10 using different addends. Apply the associative property to find equivalent sums. Create different sums to add and subtract. Explain commutative and associative property. Solve addition and subtraction problems. Create addition and subtraction problems.	Add Join Subtract Compare Properties Operations Commutative Property Associative Property

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<p>2<sup>nd</sup> Quarter</p> <p><b>Envisions</b></p> <p><b>Topic 2</b></p> <p>Lesson 2</p> <p>2-1 (OA 6), 2-2 (OA 6), 2-3 (OA 6)</p> <p><b>Topic 3</b></p> <p>Lesson 3 3-4 (OA 6 OA 8)</p> <p><b>Topic 4</b></p> <p>Lesson: 4-7 (OA 8)</p> <p>4-8 (OA 6, OA 8), 4-9 (OA 6 OA 8)</p> <p><b>Topic 6</b></p> <p>Lesson 6-3 (OA 6), 6-4 (OA 6, OA 8), 6-5 (OA 6, OA 8)</p> <p>Part-Part Whole Mats</p> <p>Number cards</p>	<p><i>in repeated reasoning. )</i></p> <p>1.OA.4 Understand <b>subtraction</b> as an <b>unknown-addend</b> problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</p> <p><i>(1.MP.2 Reason abstractly and quantitatively</i></p> <p><i>1.MP.7 Look for and make use of structure.</i></p> <p><i>1.MP.8 Look for and express regularity in repeated reasoning. )</i></p>	<p>How are adding and subtracting similar and different?</p> <p>What equation matches a given model?</p> <p>Subtraction equation or addition equation?</p> <p>Sara said <math>10 - 4 = 6</math> because <math>4 + 6 = 10</math>. Is her reasoning correct? Explain.</p>	<p>Use adding to subtract.</p> <p>Identify the whole, part I know, and the missing part.</p> <p>Write an equation to go with a model.</p> <p>Create a model to match an equation.</p> <p>Write a story problem about a model.</p>	<p>Minus</p> <p>Subtract</p> <p>Missing part</p> <p>Unknown addend</p>
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<p>Counters</p> <p>2<sup>nd</sup> Quarter</p> <p><b>Envisions - Topic 8</b> Lesson 8-1 (NBT 2)</p> <p>Linking cubes Ten-Frames Counters</p>	<p>1.NBT.2a. <u>10</u> can be thought of as a <u>bundle of ten ones</u> — called a “ten.”</p> <p><i>(1.MP.2 Reason abstractly and quantitatively</i> <i>1.MP.6 Attend to precision.</i> <i>1.MP.7 Look for and make use of structure.</i> <i>1.MP.8 Look for and express regularity in repeated reasoning. )</i></p>	<p>What is a ten?</p> <p>How many ones are in a ten?</p> <p>What two numbers can make a ten?</p>	<p>Make a 10 and break apart a 10.</p> <p>Identify the sums of 10.</p>	<p>Tens Ones Bundle group</p>
<p>2nd Quarter</p> <p><b>Envisions - Topic 12</b> Lesson 12-1, 12-2</p>	<p>1.MD.1 <b>Order three objects</b> by length; <b>compare</b> the lengths of two objects indirectly by using a third object.</p> <p><i>1.MP.6 Attend to precision.</i> <i>1.MP.7 Look for and make use of structure.)</i></p>		<p>arrange objects by length</p> <p>arrange objects by height</p> <p>compare lengths and height of objects</p> <p>measure using non-standards units</p>	<p>Order Sequence compare Length Longest Shortest Tallest Height Weight Direct Indirect Measure Estimate About – Close to</p>

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2nd Quarter  <b>Envisions – Topic 3</b> Lesson 3-1, 3-2  <b>Topic 4</b> Lesson 4-6 (OA 1, OA 6)	<b>1.OA.5 <u>Relate counting to addition and subtraction</u></b> (e.g., by counting on 2 to add 2). <i>(1.MP.2 Reason abstractly and quantitatively</i> <i>1.MP.7 Look for and make use of structure.</i> <i>1.MP.8 Look for and express regularity in repeated reasoning. )</i>		start at any number and apply counting on by a specific number $26 + 2$ (26, 27, 28)	Addition Subtraction Counting on Counting forward (up) Skip Count (ing) Counting backwards (down)
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
3 <sup>rd</sup> Quarter  <b>Envisions – Topic 6</b> Lesson 6-6 (OA 4, OA 6, OA 7),	<b>1.OA.8 <u>Determine the unknown whole number</u></b> in an addition or subtraction equation relating three whole numbers. For example, <u>determine the unknown number that makes the equation true</u> in each of the equations $8 + ? = 11$ , $5 = \square - 3$ , $6 + 6 = \square$ . <i>1.MP.2 Reason abstractly and quantitatively</i> <i>1.MP.6 Attend to precision.</i> <i>1.MP.8 Look for and express regularity in repeated reasoning. )</i>			utuaerter
3 <sup>rd</sup> Quarter  <b>Envisions Topic 8</b> Lessons 8-3	<b>1.NBT.2</b> Understand that the 2 digits of a 2 digit number represent amounts of tens and ones.  <i>(1.MP.2 Reason abstractly and</i>			

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<p>(NBT 2a, NBT 2c), 8-4 (NBT 2a), 8-5 (NBT 2a, NBT 2c), 8-6 (NBT 2a, NBT 2c)</p>	<p><i>quantitatively</i>  <i>1.MP.6 Attend to precision.</i>  <i>1.MP.7 Look for and make use of structure.</i>  <i>1.MP.8 Look for and express regularity in repeated reasoning. )</i></p>			
<p>3rd Quarter  <b>Envisions - Topic 7</b>          Lesson 7-1          (NBT 2a)</p>	<p>1.NBT.2b. The numbers from 11 to 19 are <b>composed of a ten and</b> one, two, three, four, five, six, seven, eight, or nine <b>ones</b>.  <i>(1.MP.2 Reason abstractly and quantitatively</i>  <i>1.MP.6 Attend to precision.</i>  <i>1.MP.7 Look for and make use of structure.</i>  <i>1.MP.8 Look for and express regularity in repeated reasoning. )</i></p>		<p>identify the word names from 11 - 19.</p> <p>describe 11 – 19 as a 10 and ones or some ones and a 10.</p>	<p>Ten(s)          Ones          Numeral names          Place value          Eleven = ten one          Twelve = ten two</p>
<p>3rd Quarter  <b>Envisions Topic 7</b>          Lesson 7-3  <b>Topic 8</b>          Lesson 8-2          (NBT 2)</p>	<p>1.NBT.2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine <b>tens (and 0 ones)</b>.  <i>(1.MP.2 Reason abstractly and quantitatively</i>  <i>1.MP.6 Attend to precision.</i>  <i>1.MP.7 Look for and make use of structure.</i>  <i>1.MP.8 Look for and express regularity in repeated reasoning. )</i></p>		<p>skip count by 10's.</p> <p>identify word names from 10 – 120.</p> <p>identify the number of 10's in a 2 digit number with no ones.</p>	<p>Tens          Ones          Word names of 10 – 120.</p>

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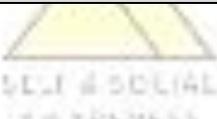
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<p>3<sup>rd</sup> Quarter</p> <p><b>Envisions – Topic 9</b> Lesson 9-3, 9-4</p>	<p>1.NBT.3 <b>Compare</b> two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the <b>symbols &gt;, =, and &lt;.</b> (1.MP.2 Reason abstractly and quantitatively. 1.MP.6 Attend to precision. 1.MP.7 Look for and make use of structure. 1.MP.8 Look for and express regularity in repeated reasoning)</p>		<p>identify the greater number</p> <p>identify the number that is least</p> <p>compare 2 digit numbers</p> <p>read number sentences with the numeral and symbols &gt;, &lt;, =.</p>	<p>Greater than Less than Compare Equal to Tens Ones Symbol digits</p>
<p>3<sup>rd</sup> Quarter</p> <p><b>Envisions – Topic 9</b> Lesson 9-1 (NBT 4)</p>	<p>1.NBT.5 Given a two-digit number, <b>mentally find 10 more or 10 less</b> than the number, without having to count; explain the reasoning used. (1.MP.2 Reason abstractly and quantitatively. 1.MP.3 Construct viable arguments and critique the reasoning of others. 1.MP.7 Look for and make use of structure. 1.MP.8 Look for and express regularity in repeated reasoning)</p>		<p>add 10 more to a 2 digit number.</p> <p>Subtract 10 from a 2 digit number.</p>	<p>Ten more Ten less Tens Ones</p>
<p>3<sup>rd</sup> Quarter</p>	<p>1.MD.2 <b>Express the length</b> of an object as a whole number of length units,</p>			<p>Units Measure</p>

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<p><b>Envisions – Topic 12</b> Lesson 12-3, 12-4, 12-5, 12-6</p>	<p>* by laying multiple copies of a shorter object (the length unit) end to end; * understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of <u>length units with no gaps or overlaps</u>. (1.MP.5 Use appropriate tools strategically. 1.MP.6 Attend to precision. 1.MP.7 Look for and make use of structure.)</p>			<p>Length Estimate Height End to end Same-size</p>
<p><b>Timeline &amp; Resources</b></p>	<p><b>AZ College and Career Readiness Standard</b></p>	<p><b>Essential Question (HESS Matrix)</b></p>	<p><b>Learning Goal</b></p>	<p><b>Vocabulary (Content/Academic)</b></p>
<p>4<sup>th</sup> Quarter</p> <p><b>Envisions – Topic 9</b> Lesson 9-2 (NBT 2)</p> <p><b>Topic 10</b> Lesson 10-1, 10-2 (NBT 5), 10-3 (NBT 5), 10-4 (NBT 5),</p>	<p>1.NBT.4 <b>Add within 100</b>, * <b>(one more)</b> including adding a two-digit number and a one-digit number, <b>(26 + 4)</b> and * <b>(ten more)</b> adding a two-digit number and a multiple of 10, <b>(52 + 10)</b> using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;</p>		<p>add 2 and 1 digit numbers</p> <p>add multiples of 10 to a 2 digit number</p>	<p>One more Digit Ten more Place value Addition Subtraction Strategy Reason Explain Zero Hundred</p>

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<p>10-5, 10-6</p>	<p>* <u>relate the strategy to a written method and explain the reasoning used.</u> (ie. Sarah said her answer was 4. Because <math>2+2 = 4</math>, <math>2+1 = 4</math>, or <math>5-1=4</math>)  <i>(1.MP.2 Reason abstractly and quantitatively.</i>  <i>1.MP.3 Construct viable arguments and critique the reasoning of others.</i>  <i>1.MP.4 Model with mathematics.</i>  <i>1.MP.7 Look for a make use of structure.</i>  <i>1.MP.8 Look for and express regularity in repeated reasoning.)</i></p>			<p>Tens Ones regroup</p>
<p>4<sup>th</sup> Quarter</p> <p><b>Envisions – Topic 11</b> Lesson 11-1, 11-2 (NBT 5), 11-3 (NBT 5), 11-4 (NBT 5), 11-5, 11-6</p>	<p>1.NBT.6 <b><u>Subtract multiples of 10 in the range 10-90</u></b> from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  <i>(1.MP.2 Reason abstractly and quantitatively.</i>  <i>1.MP.3 Construct viable arguments and critique the reasoning of others.</i>  <i>1.MP.4 Model with mathematics.</i></p>		<p>Students will be able to subtract a 10 from a 2 digit tens number.</p>	<p>Subtract Tens Groups Zero Place value Model models</p>

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	<p>1.MP.5 Use appropriate tools strategically.</p> <p>1.MP.7 Look for and make use of structure.</p> <p>1.MP.8 Look for and express regularity in repeated reasoning.)</p>		
<p>4<sup>th</sup> Quarter</p> <p><b>Envisions – Topic 16</b></p> <p>Lesson 16-1, 16-2, 16-3, 16-4</p>	<p>1.G.A.3 (<b>Fractions</b>) Partition circles and rectangles into <b>two and four equal shares</b>, describe the shares using the words <b>halves, fourths, and quarters</b>, and use the phrases <b>half of, fourth of, and quarter of</b>. * Describe the whole as <b>two of, or four of</b> the shares. Understand for these examples that <u>decomposing into more equal shares creates smaller shares.</u> (1.MP.2 Reason abstractly and quantitatively.</p> <p>1.MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>1.MP.6 Attend to precision.</p> <p>1.MP.7 Look for and make use of structure.)</p>		<p>Fraction</p> <p>Circle</p> <p>Rectangles</p> <p>Equal shares</p> <p>Shaded</p> <p>Half</p> <p>Halves</p> <p>Fourths</p> <p>Quarters</p>