West Carroll Special School District
Instructional Plan/Pacing Guide, 2016-2017

Teacher:	Kim Curtis, Teresa Norton, Angie Morris	**Co-Teacher:**	
Subject:	Math	**Grade Level:**	1

Unit Title	**TN Standard # ACT Standard #** (When Applicable)	**Major Topics and Concepts Addressed**	**Major Activities Assignments Field Trips**	**Assessing Student Mastery** — What student generated product will demonstrate that he/she has met the learning expectation?	**Pacing** (Beginning and ending dates of instruction)
Chapter 1	1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, & comparing, with unknowns in all positions. 1.OA.B.3: Apply properties as strategies to add and subtract.	Addition Concepts • Use pictures to add to • Model adding to • Model putting together • Model addition • Add zero • Add in any order • Put together numbers to 10 Addition to 10	The students will complete the following activities: • Use pictures show adding to • Model adding to a group • Model putting together 2 groups • Solve addition problems by making a model • Explain what happens when adding 0 to a number • Show you can add addends in any order • Show all the ways to make a number	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • On homework and quizzes, use pictures to "add to" and find sums • On classroom practices, solve adding to and putting together situations using the strategy "make a model" • Understand and apply the Additive Identify Property for Addition on assignments and quizzes • Explore the Commutative Property of Addition	Start date: August 8 10 days

				and apply on all related practices • Model and record all the ways to put together numbers within 10 • With 80% accuracy, students will complete the Chapter test.	
Chapter 2	1.OA.A.1: Introduced in Chapter 1. 1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.D.8: Determine with unknown whole number in an addition or subtraction equation relating three whole numbers.	Subtraction Concepts • Use pictures to show taking from • Model taking from • Model taking apart • Model subtraction • Use pictures and subtraction to compare • Subtract to compare • Subtract all or zero • Take apart numbers • Subtraction from 10 or less	Students will complete the following activities: • Show how to take from with pictures • Model how to take apart numbers • Show how you can use pictures to compare and subtract • Use models to compare and subtract • Demonstrate what happens when you subtract 0 from a number • Show all the ways to take apart a number • Use concrete objects and workmat to solve “taking from” subtraction problems • Use concrete objects and workmat to solve “taking apart”	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Use pictures to show “taking from” and find differences • subtraction problems • Solve taking from and taking apart subtraction problems using the strategy “make a model” • Compare pictorial groups to understand subtraction on classroom practice activity pages • Model and compare groups to show the meaning of	Start date: August 24 13 days

				subtraction on activity pages • Identify how many are left when subtracting all or 0 on activity pages • Model and record all of the ways to take apart numbers within 10 • With 80% mastery, students will complete the Chapter 2 Test	
Chapter 3	1.OA.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.B.3: Apply properties of operations as strategies to add and subtract. 1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Addition Strategies • Add in Any Order • Count On • Add Doubles • Use Doubles to Add • Doubles Plus 1 and Doubles Minus 1 • Practice the Strategies • Add 10 and More • Make a 10 to Add • Use Make a 10 to Add • Add 3 Numbers Use Addition Strategies	The students will complete the following activities: • Model with manipulatives what happens when the order of addends are changed when adding • Show how to count on 1, 2, or 3 • Use doubles to help add • Use doubles to find other sums • Use strategies to solve addition fact problems • Use a ten frame to add 10 and some more • Use the *make a ten* strategy to add	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Apply the commutative property of addition for sums within 20 • Use count on 1, 2, or 3 as a strategy to find sums within 20 • Use doubles as a strategy to solve addition with sums within 20 • Use doubles to create equivalent but easier sums	Start Date: September 14 15 days

	1.OA.C.6: Introduced in Chapter 2		• Show how to add three addends • Show how to group numbers to add three addends • Use a ten frame to add 10 and an addend less than 10 • Use *make a ten* as a strategy to find sums within 20 • Use numbers to show how to use the *make a ten* strategy to add	• Use doubles plus 1 and doubles minus 1 as strategies to find sums within 20 • Use the strategies count on, doubles, doubles plus1, and doubles minus 1 to practice addition facts within 20 • Understand and apply the commutative property of addition for sums within 20 • How to solve addition word problems by drawing a picture • With 80% accuracy, the students will complete the Chapter 3 Test.	
Chapter 4	1.OA.A.1: Introduced in Chapters 1 and expanded in Chapter 2. 1.OA.B.4: Understand subtraction as an unknown-addend problem. 1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Subtraction Strategies • Count Back • Think Addition to Subtract • Use Think Addition to Subtract • Use 10 to Subtract • Break Apart to Subtract Use Subtraction Strategies	The students will complete the following activities: • Count back 1, 2, or 3 • Use an addition fact to find the answer to a subtraction fact • Make a ten to help subtract • Break apart a number to subtract	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Use addition as a strategy to subtract numbers within 20 • Use *make a 10* as a strategy to subtract	Start date: October 17 11 days

	1.OA.C.6: Introduced in Chapter 2 and expanded in Chapter 3.		• Act out a problem to help solve the problem	• Subtract by breaking apart to make a ten • Solve subtraction problem situations using the strategy *act it out* • With 80% accuracy, the students will complete the Chapter 4Test.	
Chapter 5	1.OA.A.1: Introduced in Chapter 1 and expanded in Chapters 2 and 4. 1.OA.C.6: Introduced in Chapter 2 and expanded in Chapters 3 and 4. 1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition or subtraction are true or false. 1.OA.D.8: Introduced in Chapter 2.	Addition and Subtraction Relationships • Add or Subtract • Record Related Facts • Identify Related Facts • Use Addition to Check Subtraction • Unknown Numbers • Use a Related Fact • Choose an Operation • Ways to Make Numbers to 20 • Equal and Not Equal Facts Practice to 20	The students will complete the following activities: • Make a model to solve a problem • Show how addition and subtraction facts are related • Show how to use addition to check subtraction • Show how to use a related fact to find an unknown number • Choose when to add and when to subtract to solve a problem • Show ways to add and subtract in different ways to make the same number • Decide if a number sentence is true or false	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Solve addition and subtraction problems using the strategy *make a model* • Record related facts within 20 • Identify related addition and subtraction facts within 20 • Apply inverse relationships of addition and subtraction • Use related facts to determine unknown numbers	Start date: November 2 14 days

				• Use a related fact to subtract • Choose an operation and strategy to solve an addition or subtraction word problem • Represent equivalent forms of numbers using sums and differences within 20 • Determine if an equation is true or false • Add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10 • With 80% accuracy, the students will complete the Chapter 5 Test.	
Chapter 6	1.NBT.A.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.NBT.B.2: Understand that the two digits of a two-	Count and Model Numbers • Count by Ones to 120 • Count by Tens to 120 • Understand Tens and Ones • Make Ten and Ones • Tens • Tens and Ones to 50	The students will complete the following activities: • Use counting patterns to help you count to 120 • Show how numbers change as you count by tens to 120	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Count by ones to extend a counting sequence up to 120	Start date: November 30 14 days

	digit number represent amounts of tens and ones. 1.NBT.B.2a: 10 can be thought of as a bundle of ten ones – called a "ten." 1.NBT.B.2b: The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.B.2c: The numbers 10,20,30,40,50,60,70,80,90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones). 1.NBT.B.3: Compare two-digit numbers based on meanings of the tens and ones digits, recording the result of comparisons with the symbols >,<, and =.	• Tens and Ones to 100 • Show Numbers in Different Ways • Model, Read, and Write Numbers from 100 to 110 Model, Read, and Write Numbers from 110 to 120	• Use different ways to write a number as ten and ones • Show a number as ten and ones • Model and name groups of ten • Group objects to show numbers to 50 as tens and ones • Show numbers to 100 as tens and ones • Model, read, and write numbers from 100 to 110 • Model, read, and write numbers from 110 to 120	• Count by tens from any number to extend a counting sequence up to 120 • Use models and write to represent equivalent forms of ten and ones • Use objects, pictures, and numbers to represent a ten and some ones • Use objects, pictures, and numbers to represent tens • Group cubes to show a number as tens and ones • Group objects to show numbers to 100 as tens and ones • Solve problems using the strategy *make a model* • Read and write numerals to represent a number of 100 to 110 objects • Read and write numerals to represent a number of 110 to 120 objects	

				• With 80% accuracy, the students will complete the Chapter 6Test.	
Chapter 7	1.NBT.B.3: Introduced in Chapter 6. 1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used	Compare Numbers • Greater Than • Less Than • Use Symbols to Compare • Compare Numbers • 10 Less, 10 More	The students will complete the following activities: • Compare two numbers to find which is greater. • Compare two numbers to find which one is less. • Use symbols to show how numbers compare. • Make a model to help you compare numbers. • Identify numbers that are 10 more or 10 less than a number.	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Model and compare two-digit numbers to determine which is greater and which is less. • Use symbols for *is less than "*>*", is greater than* ">", and *is equal to* "=" to compare numbers. • Solve problems using the strategy *make a model*. • Identify numbers that are 10 more and 10 less than a given • number. • With 80% accuracy, the students will complete the Chapter 7 Test.	Start date: January 4 9 days

Chapter 8	1.OA.C.6: Introduced in Chapter 2 and expanded in Chapters 3, 4, and 6. 1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place-value, property of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.C.6: Subtract multiples of 10 in the range 10-90 from multiples in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations,	Two-Digit Addition and Subtraction • Add and Subtract within 20 • Add Tens • Subtract Tens • Use a Hundred Chart to Add • Use Models to Add • Make Ten to Add • Use Place Value to Add • Addition Word Problems • Related Addition and Subtraction Practice Addition and Subtraction	The students will complete the following activities: • Use various strategies to add and subtract. • Show how to add tens. • Show how to subtract tens. • Use a hundreds chart to count on by ones and tens. • Show how models can help you add ones or tens to a two-digit number. • Show how making a ten can help you add a two-digit number and a one-digit number. • Show how you can model tens and ones to help you add two-digit numbers. • Draw a picture to help you explain how to solve addition problems. • Use a hundreds chart to show the relationship between addition and subtraction. • Show different ways you can add and subtract.	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Add and subtract within 20. • Draw models to add and subtract tens. • Use a hundreds chart to find sums. • Use concrete models to add ones or tens to a two-digit number. • Make a ten to add a two-digit number and a one-digit number. • Use tens and ones to add two-digit numbers. • Solve and explain two-digit addition word problems using the strategy *draw a picture*. • Use a hundreds chart to find sums and differences. • Add and subtract within 100, including continued practice with facts within 20.	Start date: January 18 14 days

	and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			• With 80% accuracy, the students will complete the Chapter 8 Test.	
Chapter 9	1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.A.2: Express the length of an object as a whole number of length units 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. 1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.	Measurement • Order Length • Indirect Measurement • Use Nonstandard Units to Measure Length • Make a Nonstandard Measuring Tool • Measure / Compare • Time to the Hour and Half Hour Practice Time to the Hour and Half Hour	The students will complete the following activities: • Order objects by length. • Compare lengths of three objects to put them in order. • Measure lengths using nonstandard units. • Use a nonstandard measuring tool to measure length. • Act out a measuring problem to help solve it. • Tell time to the hour that has only an hour hand. • Tell time to the half hour on a clock that has only an hour hand. • Explain how the minute hand and hour hand are different for the time to the hour and time to the half hour.	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Order objects by length. • Use the Transitivity Principle to measure indirectly. • Measure length using nonstandard units. • Make a nonstandard measuring tool to measure length. • Solve measurement problems using the strategy act it out. • Write times to the hour shown on analog clocks. • Write times to the half hour shown on analog clocks. • Tell times to the hour and half hour using	Start date: February 8 13 days

			• Show whether to draw and write time to the hour or half hour.	analog and digital clocks. • Use the hour hand to draw and write times on analog and digital clocks. • With 80% accuracy, the students will complete the Chapter 9 Test.	
Chapter 10	1.MD.C.4: Organize and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Represent Data: • Read picture graphs • Make picture graphs • Read bar graphs • Make bar graphs • Read tally charts • Make tally charts • Represent data	The students will complete the following activities: • Make a picture graph to answer a question • Read a bar graph to find the number that a bar shows • Show how bar graphs help you compare information • Show how to count the tallies on a tally chart • Explain how showing information in a graph helps you solve problems	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Analyze and compare data shown in a picture graph where each symbol represents one. • Make a picture graph where each symbol represents one and interprets the information • Analyze and compare data shown in a bar graph • Make a bar graph and interpret the information	Start date: March 1 10 days

				• Analyze and compare data shown in a tally chart • Make a tally chart and interpret the information • Solve problem situations using the strategy to make a graph • With 80% accuracy, the students will complete the Chapter 10Test.	
Chapter 11	1.G.A.1: Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. 1.G.A.2: Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	Geometry: • Three-dimensional shapes • Combine three-dimensional shapes • Make new three-dimensional shapes • Take apart three-dimensional shapes Two-dimensional shapes on three-dimensional shapes	The students will complete the following activities: • Identify and describe three-dimensional shapes • Combine three-dimensional shapes to make new shapes • Use a combined shape to build new shapes • Act out taking apart combined shapes • Show how to pick out two-dimensional shapes seen on the flat surfaces of three-dimensional shapes	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Identify and describe three-dimensional shapes according to defining attributes • Compose a new shape by combining three-dimensional shapes • Use composite three-dimensional shapes to build new shapes • Identify three-dimensional shapes	Start date: March 15 12 days

				used to build a composite shape using the strategy *act it out.* • Identify two-dimensional shapes on three-dimensional shapes • With 80% accuracy, the students will complete the Chapter 11 Test.	
Chapter 12	1.G.A.1: Introduced in Chapter 11. 1.G.A.2: Introduced in Chapter 11. 1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Two-dimensional geometry: • Sort two-dimensional shapes • Describe two-dimensional shapes • Combine two-dimensional shapes • Combine more shapes • Make new two-dimensional shapes Find shapes in shapes	The students will complete the following activities: • Use attributes to classify and sort two-dimensional shapes • Use attributes to describe two-dimensional shapes • Put two-dimensional shapes together to make new two-dimensional shapes • Combine two-dimensional shapes to make new shapes • Act it out to help make new shapes from combined shapes • Find shapes in other shapes	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: • Use defining attributes to sort shapes • Describe attributes of two-dimensional shapes • Use objects to compose new two-dimensional shapes • Compose a new shape by combining two-dimensional shapes • Make new shapes from composite two-dimensional shapes	Start date: April 10 14 days

				using the strategy *act it out* • Decompose combined shapes into shapes • With 80% accuracy, the students will complete the Chapter 12 Test.	
Review and practice for STAR testing; additional practice on skills identified by STAR tests	Review/reteach Grade 1 skills and introduce Grade 2 skills as determined needed by Spring STAR screening.	Review/reteach Grade 1 skills and introduce Grade 2 skills as determined needed by Spring STAR screening.	To be determined by Spring STAR screening.	To be determined by Spring STAR screening.	Start Date: May 1


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