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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
|  | 1.NBT.1.a Count forward to and backward from 120, starting at any number less than 120  1.NBT.1b In this range, read and write numerals and represent a number of objects with a written numeral. |  | 1.G.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. |

Wolfe County Schools Mathematics Curriculum Pacing Guide

1st Grade Math August

1st Grade Math September

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
| 1.OA.1 1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.  1.OA.5 Relate counting to addition and subtraction. | 1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”  1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.  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 tens (and 0 ones). |  |  |

1st Grade Math October

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
| 1.OA.7 Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. | 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. |  | 1.G.2a Compose two-dimensional shapes to create rectangles, squares, trapezoids, triangles, half-circles, quarter-circles and composite shapes to compose new shapes from the composite shapes. |

1st Grade Math November

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
| 1.OA.3 Apply properties of operations as strategies to add and subtract.  1.OA.4 Understand subtraction as an unknown-addend problem.  1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. |  |  |  |

1st Grade Math December

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
| 1.OA.2 2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings and equations with a symbol for one unknown number to represent the problem.  1.OA.6a Fluently add and subtract within 10.  1.OA.6b Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums. |  |  |  |

1st Grade Math January

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
|  | 1.NBT.4a Add within 100 using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction.  1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |  |  |

1st Grade Math February

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
|  | 1.NBT.4b Relate the addition 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.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.  1.MD.2 Express the length of an object as a whole number of same size length units, by laying multiple copies of a shorter object (the length unit) end to end with no gaps or overlaps. |  |

1st Grade Math March

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
|  | 1.NBT.6a Subtract using: • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction  1.NBT.6b Relate the subtraction strategy to a written method and explain the reasoning used. |  |  |

1st Grade Math April

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
|  |  | 1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks.  1.MD.3b Identify the coins by values (penny, nickel, dime, quarter). | 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters, 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. |

1st Grade Math May

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| Operations/Algebraic Thinking  (OA) | Number and Operations in Base Ten  (NBT) | Measurement and Data  (MD) | Geometry  (G) |
|  |  | 1.MD.4a Pose a question that can be answered by gathering data.  1.MD.4b Determine strategy for gathering data from peers.  1.MD.4c Organize and represent data in a table/chart with up to three categories.  1.MD.4d Interpret data to answer questions about the table/chart that connects to the question posed, including total number of data points, how many in each category and how many more or less are in one category than in another. | 1.G.2b Use three-dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders) to create a composite shape and compose new shapes from the composite shapes. |