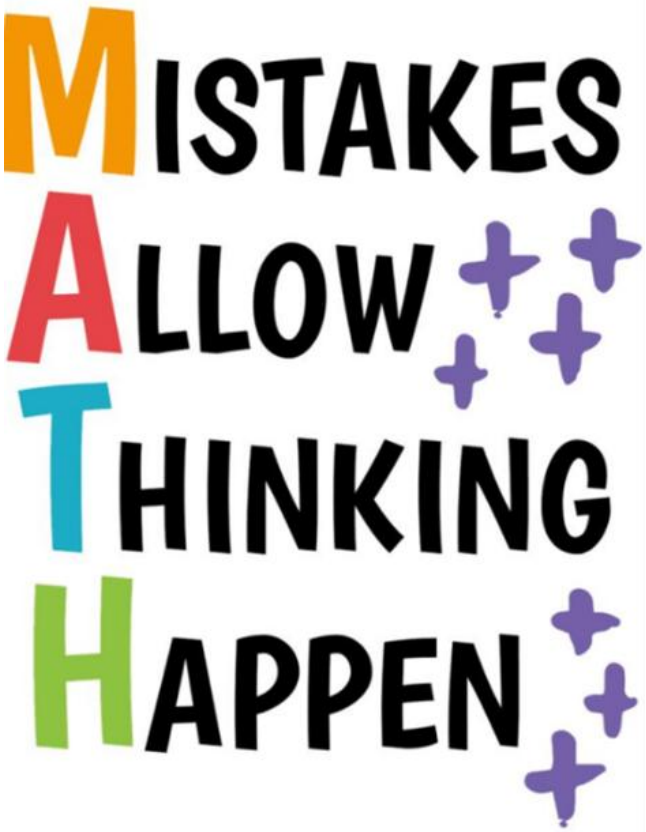
Hempstead Union Free School District
Grade 1
Mathematics Pacing Guides
2025–2026 School Year



Mission Statement

We value each student's voice and background, using their work to deepen understanding and guide instruction. By meeting learners where they are and embracing mistakes as thinking opportunities, we foster a culture of reflection, growth, and meaningful mathematical learning.

Vision Statement

We envision a learning community where students are equipped with the critical thinking, problem-solving, and adaptive skills needed to thrive in a world yet to be imagined. Through rigorous, relevant, and responsive math instruction, we prepare all learners to be college- and career-ready, confident in their ability to tackle future challenges with curiosity and resilience.

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Effective Math Teaching Practices

Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

NCTM

September 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1  No School	2  First Day of School	3  	4  	5  	
8  	9  	10 Module 1 Lesson 1 Analyze and describe embedded numbers (to 10) using 5 groups and number bonds	11 Module 1 Lesson 2 Reason about embedded numbers and varied configurations using number trends	12 Module 3 Lesson 3 See and describe numbers of objects using 1 more within 5-group configurations	Lessons 1 to 3: 1.OA.1, 1.OA.5
15 Module 1 Lesson 4 & 5 Represent *put together* situations with number bonds. Count on from one embedded number of part to totals of 6 and 7, and generate all addition expressions from each total	16 Module 1 Lesson 6& 7 Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total	17 Module 1 Lesson 8 Represent all the number pairs of 10 as number bonds from a given scenario, and generate all expressions equal to 10	18 Module 1 Lesson 9 Solve *add to with result unknown* and *put together with result unknown* math stories by drawing, writing equations, and making statements of the solution	19 Module 1 Lesson 10 Solve *put together with result unknown* math stories by drawing and using 5-group cards	Lessons 4 to 8: 1.OA1.1, 1.OA.5, 1.OA.6
22 Module 1 Lesson 11 Solve *add to with change unknown* math stories as a context for counting on by drawing, writing equations, and making statements of the solution	23  No School	24  No School	25 Module 1 Lesson 12 Solve *add to with change unknown* math stories using 5-group cards	26 Module 1 Lesson 13 Tell *put together with result unknown, add to with result unknown,* and *add to with change unknown* stories from equations	Lessons 9 to 13: 1.OA.1, 1.OA.6, 1.OA.5
29 Module 1 Lesson 14&15 Count on up to 4 more using numeral and 5-group cards and fingers to track the change	30 Module 1 Lesson 16 Count on to find the unknown part in missing addend equations such as 6+_=9. Answer, "How many more to make 6, 7, 8, 9, and 10?"	Module 1 Suggested Tools			Lesson 14 to 16: 1.OA.5, 1.OA.8, 1.OA.6

October 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
	Module 1 Suggested Tools	1 Module 1 Lesson 17&18 Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences	2  No School	3 Module 1 Lesson 19 Represent the same story scenario with addends repositioned (the commutative property)	Lessons 17 to 20: 1.OA.3, 1.OA.7
6 Module 1 Lesson 20 Apply the commutative property to count on from a larger addend	7 Module 1 Lesson 21 Visualize and solve doubles and doubles plus 1 with 5-group cards	8 Module 1 Lesson 22 Look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends	9 Module 1 Lesson 23 Look for and make use of structure on the addition chart by looking for and coloring problems with the same total	10 Module 1 Lesson 24 Practice to build fluency with facts to 10	Lessons 21 to 24: 1.OA.3, 1.OA.6
13  No School	14 MID MODULE ASSESSMENT	15 DATA REVIEW 	16 Module 1 Lesson 25 Solve add to with change unknown math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences.	17 Module 1 Lesson 26 Count on using the number path to find and unknown part	Lessons 25 to 27: 1.OA.1, 1.OA.4, 1.OA.5
20 Module 1 Lesson 27 Count on using the number path to find and unknown part	21 Module 1 Lesson 28 Solve take from with result unknown math stories with math drawings, true number sequences, and statements, using horizontal marks to cross off what is taken away	22 Module 1 Lesson 29 Solve take apart with addend unknown math stories with math drawings, equations, and statements, circling the known part to find the unknown	23 Module 1 Lesson 30 Solve add to with change unknown math stories with drawings, relating addition and subtraction	24 Module 1 Lesson 31 Solve take from with change unknown math stories with drawings	Lessons 28 to 32: 1.OA.1, 1.OA.4, 1.OA.5, 1.OA.8
27 Module 1 Lesson 32 Solve put together/take apart with addend unknown math stories	28 Module 1 Lesson 33 Model 0 less and 1 less pictorially and as subtraction number sentences	29 Module 1 Lesson 34 Model n-n and n-(n-1) pictorially and as subtraction sentences	30 Module 1 Lesson 35 Relate subtraction facts involving fives and doubles to corresponding decompositions	31 Module 1 Lesson 36 Relate subtraction from 10 to corresponding decompositions	Lessons 33 to 37: 1.OA.5, 1.OA.6, 1.OA.4

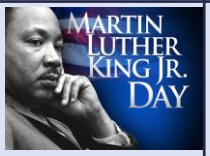
November 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
			Module 2 Suggested Tools		
3 Module 1 Lesson 37 Relate subtraction from 9 to corresponding decompositions	4  **Day-½ for Students**	5 Module 1 Lesson 38 Look for and make use of repeated reasoning and structure, using the addition chart to solve subtraction problems	6 Module 1 Lesson 39 Analyze the addition chart to create sets of related addition and subtraction facts	7 END OF MODULE ASSESSMENT TASK	Lessons 33 to 37: 1.OA.5, 1.OA.6, 1.OA.4 Lessons 38 to 39: 1.OA.6
10 DATA REVIEW	11  **NO SCHOOL**	12 **Benchmark**	13 **Benchmark**	14 DATA REVIEW 	
17  **Conference Day for Elementary ½ for Students**	18 Module 2 Lesson 1 Solve word problems with three addends, two of which make ten	19 Module 2 Lesson 2 Use the associative and commutative properties to make ten with three addends	20 Module 2 Lesson 3&4 Make ten when one added is 9	21 Module 2 Lesson 5 Compare efficiency of counting on and making ten when one addend is 9	Lessons 1 to 11: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6
24 Module 2 Lesson 6 Use the commutative property to make ten	25 Module 2 Lesson 7&8 Make ten when one addend is 8	26 **½ day- District Wide Evacuation Drill**	27 **Closed for Thanksgiving Recess**  	28 **Closed for Thanksgiving Recess**	

December 2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1 Module 2 Lesson 9 Compare efficiency of counting on and making ten when one addend is 8	2 Module 2 Lesson 10 Solve problems with addends of 7, 8, and 9	3 Module 2 Lesson 11 Share and critique peer solution strategies for put together with total unknown word problems	4 MID MODULE ASSESSMENT TASK	5 DATA REVIEW 	Lessons 1 to 11: 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6
8 Module 2 Lesson 12&13 Solve word problems with subtraction of 9 from 10	9 Module 2 Lesson 14&15 Model subtraction of 9 from teen numbers	10 Module 2 Lesson 16 Relate counting on to making ten and taking from ten	11 MODULE 2 LESSON 17&18 Model subtraction of 8 from teen numbers	12 Module 2 Lesson 19 Compare efficiency of counting on and taking from 10	Lessons 12 to 21: 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.6 1.OA.5, 1.OA.7
15 Module 2 Lesson 20 Subtract 7, 8, and 9 from teen numbers	16 Module 2 Lesson 21 Share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens	17 Module 2 Lesson 22 Solve put together/take apart with addend unknown word problems, and relate counting to the take from ten strategy	18 Module 2 Lesson 23 Solve add to with change unknown problems, relating varied addition and subtraction strategies	19 Module 2 Lesson 24 Strategize to solve take from with change unknown problems	Lessons 22 to 25: 1.OA.1, 1.OA.4, 1.OA.6 1.OA.5, 1.OA.7, 1.OA.8
22 No School Holiday Recess	23 No School Holiday Recess	24 No School 	25  No School Holiday Recess	26 No School Holiday Recess	
29 No School Holiday Recess	30 No School Holiday Recess	31 No School Holiday Recess	Module 2 Suggested Tools		

January 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
		Module 3 Suggested Tools	1  No School Holiday Recess	2 No School Holiday Recess	
5 Module 2 Lesson 25 Strategize and apply understanding of the equal sign to solve equivalent expressions	6 Module 2 Lesson 26 Identify 1 ten as a unit by renaming representations of 10	7 Module 2 Lesson 27 Solve addition and subtraction problems decomposing and composing teen numbers as a 1 ten and some ones	8 Module 2 Lesson 28 Solve addition problems using ten as a unit, and write two-step solutions	9 Module 2 Lesson 29 Solve subtraction problems using ten as a unit, and write two-step solutions	**Lessons 22 to 25:** 1.OA.1, 1.OA.4, 1.OA.6 1.OA.5, 1.OA.7, 1.OA.8 **Lessons 26 to 29:** 1.OA.1, 1.OA.6, 1.NBT.2a, 1.NBT.2b, 1.NBT.5
12 END OF MODULE ASSESMENT TASK	13 DATA REVIEW	14 Module 3 Lesson 1 Compare length directly and consider the importance of aligning endpoints	15 Module 3 Lesson 2 Compare length using indirect comparison by finding objects longer than, shorter than, and equal in length to that of a string	16 Module 3 Lesson 3 Order three lengths using indirect comparison	Lessons 1 to 3: 1.MD.1
19  No School	20 Module 3 Lesson 4 Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps	21 Module 3 Lesson 5 Rename and measure with centimeter cubes, using their standard unit name of centimeters	22 Module 3 Lesson 6 Order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving compare with difference unknown word problems	23 Module 3 Lesson 7 Measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit	Lessons 4 to 6: 1.MD.1, 1.MD.2
26 Module 3 Lesson 8 Understand the need to use the same units when comparing measurements with others	27 Module 3 Lesson 9 Answer compare with difference unknown problems about lengths of two different objects measured in centimeters	28 Module 3 Lesson 10 Collect, sort and organize data, then ask and answer questions about the same number of data points	29 Module 3 Lesson 11 Collect, sort and organize data, then ask and answer questions about the same number of data points	30 Module 3 Lesson 12 Ask and answer varied word problem types about a data set with three categories	Lessons 7 to 9: 1.OA.1, 1.MD.2 Lessons 10 to 13: 1.OA.1, 1.MD.4

February 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
2 Conf. Day-Half Day for students	3 Module 3 Lesson 13 Ask and answer varied word problem types about a data set with three categories	4 END OF MODULE ASSESSMENT TASK	5 DATA REVIEW 	6 Module 4 Lesson 1 Compare the efficiency of counting by ones and counting by tens	**Module 3 Lessons 10 to 13:** 1.OA.1, 1.MD.4 **Module 4 Lessons 1 to 6:** 1.NBT.1, 1.NBT.2, 1.NBT.5
9 Module 4 Lesson 2 Use the place value chart to record and name tens and ones within a two-digit number	10 Module 4 Lesson 3 Interpret two-digit numbers as either tens and some ones or as all ones	11 Module 4 Lesson 4 Write and interpret two-digit numbers as addition sentences that combine tens and ones	12 Module 4 Lesson 5 Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number	13 Module 4 Lesson 6 Use dimes and pennies as representations of tens and ones	
16  No School Winter Recess	17  No School Winter Recess (Lunar New Year)	18 No School Winter Recess	19 No School Winter Recess	20 No School Winter Recess	
23 Module 4 Lesson 7 Compare two quantities, and identify the greater or lesser of the two given numerals	24 Module 4 Lesson 8 Compare quantities and numerals from left to right	25 Module 4 Lesson 9 Use the symbols >, =, and < to compare quantities and numerals	26 Module 4 Lesson 10 Use the symbols >, =, and < to compare quantities and numerals	27 Module 4 Lesson 11 Add and subtract tens from a multiple of 10	**Lessons 7 to 10** 1.NBT.3, 1.NBT.2 **Lessons 11&12** 1.NBT.4, 1.NBT.6
Module 3 Suggested Tools	Module 4 Suggested Tools				

March 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
2 Module 4 Lesson 12 Add tens to a two-digit number	3 MID MODULE TASK ASSESSMENT	4 DATA REVIEW	5 Module 4 Lesson 13 Use counting on and the make ten strategy when adding across a ten	6 Module 4 Lesson 14 Use counting on and the make ten strategy when adding across a ten	**Lessons 11&12** **1.NBT.4, 1.NBT.6** **Lessons 13 to 18** **1.NBT.4**
9 Module 4 Lesson 15 Use single-digit sums to support solutions for analogous sums to 40	10 Module 4 Lesson 16 Add ones and ones or tens and tens	11 **BenchMark**	12 **BenchMark**	13 **Data Review** 	
16 Module 4 Lesson 17 Add ones and ones or tens and tens	17  Module 4 Lesson 18 Share and critique peer strategies for adding two-digit numbers	18 Module 4 Lesson 19 Use tape diagrams as representations to solve put together/take apart with total unknown and add to with result unknown word problems	19 Module 4 Lesson 20 Recognize and make use of part-whole relationships within tape diagrams when soling a variety of problem types	20 Module 4 Lesson 21 Recognize and make use of part-whole relationships within tape diagrams when soling a variety of problem types	**Lessons 19 to 22:** **1.OA.1**
23 Module 4 Lesson 22 Write word problems of varied types	24 Module 4 Lesson 23 Interpret two-digit numbers as tens and ones, including cases with more than 9 ones	25 Module 4 Lesson 24 Add a pair of two-digit numbers when the one's digits have a sum less than or equal to 10	26 Module 4 Lesson 25 Add a pair of two-digit numbers when the one's digits have a sum less than or equal to 10	27 Module 4 Lesson 26 Add a pair of two-digit numbers when the one's digits have a sum greater than 10	**Lessons 23 to 29:** **1.NBT.4, 1.NBT.2**
30 Module 4 Lesson 27 Add a pair of two-digit numbers when the one's digits have a sum greater than 10	31 Module 4 Lesson 28 Add a pair of two-digit numbers with varied sums in the ones		**Module 4 Suggested Tools**		

April 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
	Module 5 Suggested Tools	1 Module 4 Lesson 29 Add a pair of two-digit numbers with varied sums in the ones	2  First Snow Day (Otherwise school closed)	3 Spring Recess	Lessons 23 to 29: 1.NBT.4, 1.NBT.2
6 Spring Recess	7 Spring Recess	8 Spring Recess	9 Spring Recess	10 Spring Recess	
13 END OF MODULE TASK ASSESSMENT	14 DATA REVIEW 	15 Module 5 Lesson 1 Classify shapes based on defining attributes using examples, variants, and non-examples	16 Module 5 Lesson 2 Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners	17 Module 5 Lesson 3 Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points	Lessons 1 to 3: 1.G.1.
20 Module 5 Lesson 4 Create composite shapes from two-dimensional shapes	21 Module 5 Lesson 5 Compose a new shape from composite shapes	22 Module 5 Lesson 6 Create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions	23 Module 5 Lesson 7 Name and count shapes as parts of a whole, recognizing relative sizes of the parts	24 Module 5 Lesson 8 Partition shapes and identify halves and quarters of circles and rectangles	Lessons 4 to 6: 1.G.2. Lessons 7 to 9: 1.G.3.
27 Module 5 Lesson 9 Partition shapes and identify halves and quarters of circles and rectangles	28 Module 5 Lesson 10 Construct a paper clock by portioning a circle and tell time to the hour	29 Module 5 Lesson 11 Recognize halves within a circular clock face and tell time to the half hour	30 Module 5 Lesson 12 Recognize halves within a circular clock face and tell time to the half hour		Lessons 10 to 13: 1.MD.3, 1.G.3

May 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	NOTES
4 Module 5 Lesson 13 Recognize halves within a circular clock face and tell time to the half hour	5  **Conf. Day-Elem/ENL Half Day for students**	6 END OF MODULE TASK ASSESSMENT	7 DATA REVIEW 	8 Module 6 Lesson 1 Solve compare with difference unknown problem types	**Lessons 1&2:** **1.OA.1**
11 Module 6 Lesson 2 Solve compare with bigger or smaller unknown problem types	12 Module 6 Lesson 3 Use the place value chart to record and name tens and ones within a two-digit number up to 100	13 Module 6 Lesson 4 Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones	14 Module 6 Lesson 5 Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100	15 Module 6 Lesson 6 Use the symbols >, =, and < to compare quantities and numerals to 100	**Lessons 3 to 9:** **1.NBT.1, 1.NBT.2a, 1.NBT.2c, 1.NBT.3, 1.NBT.5**
18 Module 6 Lesson 7 Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120.	19 Module 6 Lesson 8 Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.	20 Module 6 Lesson 9 Represent up to 120 objects with a written numeral	21 Module 6 Lesson 10 Add and subtract multiples of 10 from multiples of 10 to 100, including dimes	22 **2nd Snow Day (otherwise school close)**	**Lessons 10 to 17:** **1.NBT.4, 1.NBT.6**
25  **No School Memorial Day**	26 Module 6 Lesson 11 Add a multiple of 10 to any two-digit number within 100	27 Module 6 Lesson 12 Add a pair of two-digit numbers when the one's digits have a um less than 10 or equal to 10	28 Module 6 Lesson 13&14 Add a pair of two-digit numbers when the one's digits have a sum greater than 10 using decomposition	29 Module 6 Lesson 15 Add a pair of two-digit numbers when the one's digits have a sum greater than 10 with drawing. Record the total below	Module 5 Suggested Tools
					Module 6 Suggested Tools

June 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1 Module 6 Suggested Tools	2 Module 6 Lesson 16&17 Add a pair of two-digit numbers when the one's digits have a sum greater than 10 with drawing. Record the new ten below.	3 Module 6 Lesson 18 Add a pair of two-digit numbers with varied sums in the ones, and compare the results of different recording materials	4 Module 6 Lesson 19 Solve and share strategies for adding two-digit numbers with varied sums	5 MID MODULE ASSESSMENT TASK	Lessons 10 to 17: 1.NBT.4, 1.NBT.6 Lessons 18 to 19: 1.NBT.4
8 DATA REVIEW 	9 Module 6 Lesson 20 Identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels.	10 Module 6 Lesson 21 Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes.	11 Module 6 Lesson 22 Identify varied coins by their image, name, or value. Add one cent to the value of any coin.	12 Module 6 Lesson 23 Count on using pennies from any single coin.	Lessons 20 to 24: 1.MD.3
15 Module 6 Lesson 24 Use dimes and pennies as representations of numbers to 120	16 Module 6 Lesson 25&26 Solve compare with bigger or smaller unknown problem types	17 Module 6 Lesson 27 Share and critique peer strategies for solving problems of varied types	18 END OF MODULE TASK ASSESSMENT	19  School Closed	Lessons 25 to 27: 1.OA.1
22 DATA REVIEW 	23	24	25	26  (Early Dismissal)	
29	30				

Next-Generation Math Practice Standards

Standard for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them. 	• I can try many times to understand and solve a math problem.
2. Reason abstractly and quantitatively. 	• I can think about the math problem in my head, first.
3. Construct viable arguments and critique the reasoning of others. 	• I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.
4. Model with mathematics. 	• I can use math symbols and numbers to solve the problem.
5. Use appropriate tools strategically. 	• I can use math tools, pictures, drawings, and objects to solve the problem.
6. Attend to precision. 	• I can check to see if my strategy and calculations are correct.
7. Look for and make use of structure 	• I can use what I already know about math to solve the problem.
8. Look for and express regularity in repeated reasoning. 	• I can use a strategy that I used to solve another math problem.

Parent Resources

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Recursos para Padres

Módulo 1

Módulo 2

Módulo 3

Módulo 4

Módulo 5

Módulo 6