




The background features a large, faint, circular seal of the Hempstead Union Free School District. The seal contains the text "HEMPSTEAD UNION FREE SCHOOL DISTRICT" around the perimeter and "1811" in the center. The seal is rendered in a light beige or tan color, serving as a subtle backdrop for the main text.

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



**M**ISTAKES  
**A**LLOW   
**T**HINKING  
**H**APPEN 




### 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

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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
	<p><u>Module 1</u> <u>Suggested</u> <u>Tools</u></p>	<p>1 Module 1 Lesson 17&amp;18 Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences</p>	<p>2    <b>No School</b></p>	<p>3 Module 1 Lesson 19 Represent the same story scenario with addends repositioned (the commutative property)</p>	<p>Lessons 17 to 20: <b>1.OA.3, 1.OA.7</b></p>
<p>6 Module 1 Lesson 20 Apply the commutative property to count on from a larger addend</p>	<p>7 Module 1 Lesson 21 Visualize and solve doubles and doubles plus 1 with 5-group cards</p>	<p>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</p>	<p>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</p>	<p>10 Module 1 Lesson 24 Practice to build fluency with facts to 10</p>	<p>Lessons 21 to 24: <b>1.OA.3, 1.OA.6</b></p>
<p>13    <b>No School</b></p>	<p>14 <b>MID MODULE ASSESSMENT</b></p>	<p>15 <b>DATA REVIEW</b>  </p>	<p>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.</p>	<p>17 Module 1 Lesson 26 Count on using the number path to find and unknown part</p>	<p>Lessons 25 to 27: <b>1.OA.1, 1.OA.4, 1.OA.5</b></p>
<p>20 Module 1 Lesson 27 Count on using the number path to find and unknown part</p>	<p>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</p>	<p>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</p>	<p>23 Module 1 Lesson 30 Solve add to with change unknown math stories with drawings, relating addition and subtraction</p>	<p>24 Module 1 Lesson 31 Solve take from with change unknown math stories with drawings</p>	<p>Lessons 28 to 32: <b>1.OA.1, 1.OA.4, 1.OA.5, 1.OA.8</b></p>
<p>27 Module 1 Lesson 32 Solve put together/take apart with addend unknown math stories</p>	<p>28 Module 1 Lesson 33 Model 0 less and 1 less pictorially and as subtraction number sentences</p>	<p>29 Module 1 Lesson 34 Model n-n and n-(n-1) pictorially and as subtraction sentences</p>	<p>30 Module 1 Lesson 35 Relate subtraction facts involving fives and doubles to corresponding decompositions</p>	<p>31 Module 1 Lesson 36 Relate subtraction from 10 to corresponding decompositions</p>	<p>Lessons 33 to 37: <b>1.OA.5, 1.OA.6, 1.OA.4</b></p>



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
			<u>Module 2</u> <u>Suggested Tools</u>		
3 Module 1 Lesson 37 Relate subtraction from 9 to corresponding decompositions	4  <b>Day-½ for Students</b>	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 <b>END OF MODULE ASSESSMENT TASK</b>	Lessons 33 to 37: <a href="#">1.OA.5</a> , <a href="#">1.OA.6</a> , <a href="#">1.OA.4</a> Lessons 38 to 39: <a href="#">1.OA.6</a>
10 DATA REVIEW	11  <b>NO SCHOOL</b>	12 <b>Benchmark</b>	13 <b>Benchmark</b>	14 DATA REVIEW 	
17  <b>Conference Day for Elementary</b> <b>½ for Students</b>	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: <a href="#">1.OA.1</a> , <a href="#">1.OA.2</a> , <a href="#">1.OA.3</a> , <a href="#">1.OA.6</a>
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 <b>½ day- District Wide Evacuation Drill</b>	27 Closed for Thanksgiving Recess 	28 Closed for Thanksgiving Recess	




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





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









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

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

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

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

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

Standard for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them. 	<ul style="list-style-type: none"> <li>I can try many times to understand and solve a math problem.</li> </ul>
2. Reason abstractly and quantitatively. 	<ul style="list-style-type: none"> <li>I can think about the math problem in my head, first.</li> </ul>
3. Construct viable arguments and critique the reasoning of others. 	<ul style="list-style-type: none"> <li>I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.</li> </ul>
4. Model with mathematics. 	<ul style="list-style-type: none"> <li>I can use math symbols and numbers to solve the problem.</li> </ul>
5. Use appropriate tools strategically. 	<ul style="list-style-type: none"> <li>I can use math tools, pictures, drawings, and objects to solve the problem.</li> </ul>
6. Attend to precision. 	<ul style="list-style-type: none"> <li>I can check to see if my strategy and calculations are correct.</li> </ul>
7. Look for and make use of structure. 	<ul style="list-style-type: none"> <li>I can use what I already know about math to solve the problem.</li> </ul>
8. Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"> <li>I can use a strategy that I used to solve another math problem.</li> </ul>

# Next-Generation Math Practice Standards

SCIENCE

# Parent Resources

Module 1

Module 2

Module 3

Module 4

Module 5

Module 7

# Recursos para Padres

Módulo 1

Módulo 2

Módulo 3

Módulo 4

Módulo 5

Módulo 7