Board Approved Curriculum: *Investigations*

1st Grade
Math Pacing Guide (2010-2011)

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
8/18/10 to 9/22/10 (25 Days)	*Count a set of up to 20 objects *Compare and order quantities to 20 * Combine two small quantities *Interpret and solve addition story problems *Find more than one combination of two addends for a number up to 10 (7 is 4 and 3 and is also 5 and 2)	N3. Read and write the numerals for numbers to 100.	NA. Use place value concepts to represent whole numbers using numerals, words and physical models.	Investigations Unit 1 ***How Many of Each?***	End-of-Unit (Common Assessment)
		N5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example: a. Develop a system to group and count by twos, fives and tens. b. Identify patterns and groupings in a 100's chart and relate to place value concepts. c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.			
		N1. Use ordinal numbers to order objects; e.g., first, second, third.	NB. Recognize, classify, compare and order whole numbers.		
		N2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks", full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age.			
		N6 .Identify and state the value of a penny, nickel, dime, quarter and dollar.	ND. Determine the value of a collection of coins and dollar bills.		
		N7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1or 2 different type coins, including pennies, nickels, dimes and quarters.			
		N8.Show different combinations of coins that have the same value.	NE. Make change using coins for values up to one dollar.		
		N4. Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.	NF. Count, using numerals and ordinal numbers.		
		N10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example: a. Model and explain addition using physical materials in contextual situations. b. Draw pictures to model addition. c. Write number sentences to represent addition.d. Explain that adding two whole numbers yields a larger whole number.	NG. Model, represent and explain addition as combining sets and counting on.		
		N12. Use conventional symbols to represent the operations of addition and subtraction.	NG. Model, represent and explain addition as combining sets and counting on. NH. Model, represent and explain subtraction as comparison, take-away and part-to-whole.		

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		N16. Develop strategies for basic addition facts, such as: a. counting all; b. counting on; c. one more, two more; d. doubles; e. doubles plus or minus one; f. make ten; g. using tens frames; h. identity property (adding zero).	NK. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions. NL. Demonstrate fluency in adding and subtracting multiples of 10, and recognize combinations that make 10.		
		N17. Develop strategies for basic subtraction facts, such as: a. relating to addition (for example, think of 7 - 3 = ? as "3 plus ? equals 7"); b. one less, two less; c. all but one (for example, 8 - 7, 5 - 4); d. using tens frames; e. missing addends.			
		M2. Tell time to the hour and half hour on digital and analog (dial) timepieces.	MC. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.		
		M3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night.			
		G3. Identify the shapes of the faces of three-dimensional objects.	GA. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment. GB. Describe solid objects: cube, rectangular prism, sphere, cylinder, cone and pyramid, and identify them in the environment.		
8/18/10 to 9/22/10 (Con't.)		G1. Identify, compare, and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon, and hexagon. For example: a. Recognize and identify triangles and rhombuses independent of position, shape or size; b. Describe two-dimensional shapes using attributes such as number of sides and number of vertices (corners, or angles).	GC. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.	Investigations Unit ***How Many of Each?*** (Con't.)	End-of-Unit (Common Assessment)
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		
		P4. Solve open sentences by representing an expression in more than one way using the commutative property; e.g., 4 + 5 = 5 + 4 or the number of blue balls plus red balls is the same as the number of red balls plus blue balls (R+B=B+R).	PE. Solve open sentences and explain strategies.		
		D1. Identify multiple categories for sorting data.	DB. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.		

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		D8. Describe the likelihood of simple events as possible/impossible and more likely/less likely; e.g., when using spinners or number cubes in classroom activities.	DD. Describe the probability of chance events as more, less or equally likely to occur.		
9/23/10 to 10/20/10 (20 Days)	*Fill a given region in different ways with a a variety of shapes *Use geometric language to describe and identify important features of familiar 2-D shapes *Identify and describe trianges *Describe and sort 2-D shapes *Compose and decompose shapes.	G2. Create new shapes by combining or cutting apart existing shapes.	GA. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment.	Investigations Unit 2 ***Making Shapes & Designing Quilts***	End-of-Unit (Common Assessment)
		G1.. Identify, compare, and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon, and hexagon. For example: a. Recognize and identify triangles and rhombuses independent of position, shape or size; b. Describe two-dimensional shapes using attributes such as number of sides and number of vertices (corners, or angles).	GC. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.		
		G5. Copy figures and draw simple two-dimensional shapes from memory.	GD. Identify, explain and model (superposition, copying) the concept of shapes being congruent and similar. GE. Recognize two- and three-dimensional objects from different positions. GG. Identify and draw figures with line symmetry.		
		P1. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.	PA.Sort, classify and order objects by size, number and other properties, and describe the attributes used.		
9/23/10 to 10/20/10	*Fill a given region in different ways with a a variety of shapes *Use geometric language to describe and identify important features of familiar 2-D shapes	P2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example: a. Analyze and describe patterns with multiple attributes using numbers and shapes; e.g., AA, B, aa, b, AA, B, aa, b,… b. Continue repeating and growing patterns with materials, pictures and geometric items; e.g., XO, XOO, XOOO, XOOOO.	PB.Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.	Investigations Unit 2 ***Making Shapes & Designing Quilts***	End-of-Unit (Common Assessment)

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(Con't.)	*Identify and describe trianges *Describe and sort 2-D shapes *Compose and decompose shapes.	P3. Describe orally the basic unit or general plan of a repeating or growing pattern.	PC. Create and extend patterns, and describe the rule in words.	(Con't.)	
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		
		D1. Identify multiple categories for sorting data.	DB. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.		
10/21/10 to 12/2/10 (28 Days)	*Finding at least five combinations of two addends for a number up to 15 *Combine two small quantities *Interpret and solve addition and subtraction story problems *Subtract one small quantity from another *Represent numbers by uisng equivalent expressions *Count a set of 40-50 objects *Rote count, read and write numbers to 65.	N5.Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example: a. Develop a system to groupand count by twos, fives and tens. b. Identify patterns and groupings in a 100's chart and relate to place value concepts. c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.	NA. Use place value concepts to represent whole numbers using numerals, words and physical models.	Investigations Unit 3 ***Solving Story Problems***	End-of-Unit (Common Assessment)
		N3. Read and write the numerals for numbers to 100.			
		N2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by “10 blocks”, full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother’s age.	NB. Recognize, classify, compare and order whole numbers.		
		N4. Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.			
		N15. Demonstrate that equal means “the same as” using visual representations.			
		N4. Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.	NF. Count, using numerals and ordinal numbers.		
		N10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example: a. Model and explain addition using physical materials in contextual situations. b. Draw pictures to model addition. c. Write number sentences	NG. Model, represent and explain addition as combining sets and counting on.		
		N12. Use conventional symbols to represent the operations of addition and subtraction.			
		N11. Model, represent and explain subtraction as take-away and comparison. For example: a. Model and explain subtraction using physical materials in contextual situations. b. Draw pictures to model subtraction. c. Write number sentences to represent subtraction. d. Explain that subtraction of whole numbers yields an answer smaller than the original number.	NH. Model, represent and explain subtraction as comparison, take-away and part-to-whole.		
		N12. Use conventional symbols to represent the operations of addition and subtraction.			

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		N16. Develop strategies for basic addition facts, such as: a. counting all; b. counting on; c. one more, two more; d. doubles; e. doubles plus or minus one; f. make ten; g. using tens frames; h. identity property (adding zero).	NK. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.		
		N17. Develop strategies for basic subtraction facts, such as: a. relating to addition (for example, think of 7 - 3 = ? as "3 plus ? equals 7"); b. one less, two less; c. all but one (for example, 8 - 7, 5 - 4); d. using tens frames; e. missing addends.	NL. Demonstrate fluency in adding and subtracting multiples of 10, and r		
10/21/10 to 12/2/10 (Con't.)	*Finding at least five combinations of two addends for a number up to 15 *Combine two small quantities *Interpret and solve addition and subtraction story problems *Subtract one small quantity from another *Represent numbers by uisng equivalent expressions *Count a set of 40-50 objects *Rote count, read and write numbers to 65.	P2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example: a. Analyze and describe patterns with multiple attributes using numbers and shapes; e.g., AA, B, aa, b, AA, B, aa, b,… b. Continue repeating and growing patterns with materials, pictures and geometric items; e.g., XO, XOO, XOOO, XOOOO.	PB.Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.	Investigation Unit 3 ***Solving Story Problems*** (Con't.)	End-of-Unit (Common Assessment)
		P3. Describe orally the basic unit or general plan of a repeating or growing pattern.	PC. Create and extend patterns, and describe the rule in words.		
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		
		P4. Solve open sentences by representing an expression in more than one way using the commutative property; e.g., 4 + 5 = 5 + 4 or the number of blue balls plus red balls is the same as the number of red balls plus blue balls (R+B=B+R).	PE. Solve open sentences and explain strategies.		
		D1. Identify multiple categories for sorting data.	DB. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.		
12/3/10 to 12/21/10 (13 Days)	*Demonstrate accurate measuring techniques when measuring distance with nonstandard or standard units. *Know at least one way of describing a measurment that falls between two whole numbers. * The same result should be obtained when the same object is measured twice. *Measuring with different units will result in different numbers.	N9. Represent commonly used fractions using words and physical models for halves, thirds and fourths, recognizing fractions are represented by equal size parts of a whole and of a set of objects.	NC. Represent commonly used fractions using words and physical models.	Investigation Unit 5 ***Fish Lengths & Animal Jumps***	End-of-Unit (Common Assessment)
		M1. Recognize and explain the need for fixed units and tools for measuring length and weight; i.e., rulers and balance scales.	MA.. Explain the need for standard units of measure.		
		M4. Estimate and measure weight using non-standard units; e.g., blocks of uniform size.	MD. Apply measurement techniques to measure length, weight and volume (capacity).		
		M5. Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet.			
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		
		D6. Arrange five objects by an attribute, such as size or weight, and identify the ordinal position of each object.	DB. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.		

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1/5/11 to 2/4/11 (22 Days)	*Find at least 2-addend combinations of 10. *Combine two small qunatities by at least counting on. *Interpret and solve addition and subtraction story problems. *Subtract one small quantity from another.	N3. Read and write the numerals for numbers to 100.	NA. Use place value concepts to represent whole numbers using numerals, words and physical models.	Investigations Unit 6 ***Number Games & Crayon Puzzles***	End-of-Unit (Common Assessment)
		N2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks", full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age.	NB. Recognize, classify, compare and order whole numbers.		
		N15. Demonstrate that equal means "the same as" using visual representations.			
		N10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example: a. Model and explain addition using physical materials in contextual situations. b. Draw pictures to model addition. c. Write number sentences	NG. Model, represent and explain addition as combining sets and counting on.		
		N12. Use conventional symbols to represent the operations of addition and subtraction.			
		N11. Model, represent and explain subtraction as take-away and comparison. For example: a. Model and explain subtraction using physical materials in contextual situations. b. Draw pictures to model subtraction. c. Write number sentences to represent subtr	NH. Model, represent and explain subtraction as comparison, take-away and part-to-whole.		
		N12. Use conventional symbols to represent the operations of addition and subtraction.			
1/5/11 to 2/4/11 (Con't.)	*Find at least 2-addend combinations of 10. *Combine two small qunatities by at least counting on. *Interpret and solve addition and subtraction story problems. *Subtract one small quantity from another.	N16. Develop strategies for basic addition facts, such as: a. counting all; b. counting on; c. one more, two more; d. doubles; e. doubles plus or minus one; f. make ten; g. using tens frames; h. identity property (adding zero).	NK. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions. NL. Demonstrate fluency in adding and subtracting multiples of 10, and r	Investigations Unit 6 ***Number Games & Crayon Puzzles***	End-of-Unit (Common Assessment)
		N17. Develop strategies for basic subtraction facts, such as: a. relating to addition (for example, think of 7 - 3 = ? as "3 plus ? equals 7"); b. one less, two less; c. all but one (for example, 8 - 7, 5 - 4); d. using tens frames; e. missing addends.			
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		
		P4. Solve open sentences by representing an expression in more than one way using the commutative property; e.g., 4 + 5 = 5 + 4 or the number of blue balls plus red balls is the same as the number of red balls plus blue balls (R+B=B+R).	PE. Solve open sentences and explain strategies.		

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2/7/11 to 3/9/11 (21 Days)	*Identify, read, write, and sequence numbers to 105. * Begin to count by groups in meaningful ways. *Gain fluency with the 2-addend combinations of 10.	N3. Read and write the numerals for numbers to 100.	NA. Use place value concepts to represent whole numbers using numerals, words and physical models.	Investigations Unit 8 ***Two's, Five's & Tens***	End-of-Unit (Common Assessment)
		N5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example: a. Develop a system to group and count by twos, fives and tens. b. Identify patterns and groupings in a 1			
		N2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by "10 blocks", full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother's age.	NB. Recognize, classify, compare and order whole numbers.		
		N4. Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.			
		N15. Demonstrate that equal means "the same as" using visual representations.			
		N4. Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.	NF. Count, using numerals and ordinal numbers.		
		N10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example: a. Model and explain addition using physical materials in contextual situations. b. Draw pictures to model addition. c. Write number sentences	NG. Model, represent and explain addition as combining sets and counting on.		
		N12. Use conventional symbols to represent the operations of addition and subtraction.	NG. Model, represent and explain addition as combining sets and counting on. NH. Model, represent and explain subtraction as comparison, take-away and part-to-whole.		
		N13. Model and represent multiplication as repeated addition and rectangular arrays in contextual situations; e.g., four people will be at my party and if I want to give 3 balloons to each person, how many balloons will I need to buy?	NI. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.		
		N16. Develop strategies for basic addition facts, such as: a. counting all; b. counting on; c. one more, two more; d. doubles; e. doubles plus or minus one; f. make ten; g. using tens frames; h. identity property (adding zero).	NK. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions. NL. Demonstrate fluency in adding and subtracting multiples of 10, and r		
2/7/11	*Identify, read, write, and sequence numbers to 105.	P2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example: a. Analyze and describe patterns with multiple attributes using numbers and shapes; e.g., AA, B, aa, b, AA, B, aa, b,… b. Continue repeating and growing patterns with materials, pictures and geometric items: e.g., XO, XOO, XOOO, XOOOO.	PB. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.		

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2/7/11 to 3/9/11 (Con't.)	* Begin to count by groups in meaningful ways. *Gain fluency with the 2-addend combinations of 10.	P3. Describe orally the basic unit or general plan of a repeating or growing pattern.	PC. Create and extend patterns, and describe the rule in words.	Investigations Unit 8 ***Two's, Five's & Tens*** (Con't.)	End-of-Unit (Common Assessment)
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		
3/10/11 to 4/8/11 (17 Days)	*Attend to features of 3-D shapes, such as overall size and shape, the number and shape of faces, and the number of corners. *Match a 2-D representation to a 3-D shape or structure.	G3. Identify the shapes of the faces of three-dimensional objects.	GA. Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment. GB. Describe solid objects: cube, rectangular prism, sphere, cylinder, cone and pyramid, and identify them in the environment.	Investigations Unit 9 ***Blocks & Boxes***	End-of-Unit (Common Assessment)
		G4. Extend the use of location words to include distance (near, far, close to) and directional words (left, right).	GF. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words.		
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		
4/11/11 to 5/3/11 (15 Days)	*Sort a group of objects according to a given attribute. *Represent a set of data with two categories. *Interpret a variety of data representations with two categories. * Describe a set of data, including how many are in each group, which group is greater, and how many people responded to the survey.	N3. Read and write the numerals for numbers to 100.	NA. Use place value concepts to represent whole numbers using numerals, words and physical models.	Investigations Unit 4 ***What Would You Rather Be?***	End-of-Unit (Common Assessment)
		N2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by “10 blocks”, full tens frame, numeral 10, 5 + 5, 15 - 5, one less than 11, my brother’s age.	NB. Recognize, classify, compare and order whole numbers.		
		G1. Identify, compare, and sort two-dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon, and hexagon. For example: a. Recognize and identify triangles and rhombuses independent of position, shape or size; b. Describe two-dimensional shapes using attributes such as number of sides and number of vertices (corners, or angles).	GC. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.		

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		P1. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.	PA.Sort, classify and order objects by size, number and other properties, and describe the attributes used.		
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		
4/11/11 to 5/3/11 (Con't.)	*Sort a group of objects according to a given attribute. *Represent a set of data with two categories. *Interpret a variety of data representations with two categories. * Describe a set of data, including how many are in each group, which group is greater, and how many people responded to the survey.	D5. Construct a question that can be answered by using information from a graph.	DA. Pose questions and gather data about everyday situations and familiar objects.	Investigations Unit 4 ***What Would You Rather Be?*** (Con't.)	End-of-Unit (Common Assessment)
		D1. Identify multiple categories for sorting data.	DB. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.		
		D2. Collect and organize data into charts using tally marks.			
		D7. Answer questions about the number of objects represented in a picture graph, bar graph or table graph; e.g., category with most, how many more in a category compared to another, how many altogether in two categories.	DB. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.		
		D3.Display data in picture graphs with units of 1 and bar graphs with intervals of 1.	DC. Represent data using objects, picture graphs and bar graphs		
		D4.Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.			
5/4/11 to 5/26/11 (17 Days)	*Construct, describe, and extend a repeating pattern. *Identify the unit of a repeating pattern. *Describe how various AB or ABC patterns are alike. *Determine what comes several steps beyond the visible part of a repeating pattern. *Construct, extend and describe a pattern that has a constant increase through counting and building.	N13. Model and represent multiplication as repeated addition and rectangular arrays in contextual situations; e.g., four people will be at my party and if I want to give 3 balloons to each person, how many balloons will I need to buy?	NI. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.	Investigations Unit 7 ***Color, Shape & Number Patterns***	End-of-Unit (Common Assessment)
		P2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example: a. Analyze and describe patterns with multiple attributes using numbers and shapes; e.g., AA, B, aa, b, AA, B, aa, b,… b. Continue repea	PB. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.		
		P3. Describe orally the basic unit or general plan of a repeating or growing pattern.	PC. Create and extend patterns, and describe the rule in words.		
		P5. Describe orally and model a problem situation using words, objects or number phrase or sentence.	PD. Model problem situations, using objects, pictures, numbers and other symbols.		