

**RIDGECROFT SCHOOL
GRADE 1 MATHEMATICS**

PACING GUIDE

2005-2006	
1st Six Weeks: August 17-September 26 Lessons 1.1-2.3	4th Six Weeks: January 3-February 15 Lessons 5.4-6.9
2nd Six Weeks: September 27-November 3 Lessons 2.4-3.5	5th Six Weeks: February 16-April 4 Lessons 6.10-8.8
3rd Six Weeks: November 6-December 19 Lessons 3.6-5.3	6th Six Weeks: April 5-May 30 Lessons 8.9-10.7

RESOURCE: *Everyday Math* (SRA McGraw-Hill)

AUGUST / SEPTEMBER	PACE	NC SCOS Grade 1
UNIT 1 ESTABLISHING ROUTINES Lessons 1.1-1.14 <ul style="list-style-type: none"> • Counting by 5s to 40 • Counting by 2s to 40 • Write numbers From 1-20 • Compare pairs of numbers less than 16 • Write and count tallies • Count up and back by 1s, starting with any number up to and including 20 	23	1.01 (Numbers to 99), 1.02
UNIT 2 EVERYDAY USES OF NUMBERS Lessons 2.1-2.3 <ul style="list-style-type: none"> • Count up and back by 1s on the number grid • Count by 2s to 20; count by 5s to 50 	8	1.01 (Numbers to 99)
OCTOBER		
UNIT 2 EVERYDAY USES OF NUMBERS Lessons 2.4-2.14 <ul style="list-style-type: none"> • Find complements of 10 • Solve simple addition and subtraction number stories • Tell time to the nearest hour • Exchange pennies for nickels • Count by 2s to 20; count by 5s to 50 • Calculate values of combinations of pennies and nickels 	13	1.02, 1.03, 1.04
UNIT 3 VISUAL PATTERNS, NUMBER PATTERNS, AND COUNTING Lessons 3.1-3.3 <ul style="list-style-type: none"> • Identify and complete patterns • Know values of pennies, nickels and dimes and calculator value of combinations of coins 	7	1.01 (Numbers to 99)
NOVEMBER		
UNIT 3 VISUAL PATTERNS, NUMBER PATTERNS, AND COUNTING Lessons 3.4-3.15 <ul style="list-style-type: none"> • Identify and complete patterns • Know values of pennies, nickels and dimes and calculator value of combinations of coins • Tell time to the nearest half-hour • Solve simple number stories • Identify numbers as even or odd 	14	1.01 (Numbers to 99), 1.02, 1.03, 1.04, 2.02, 5.01, 5.03
UNIT 4 MEASUREMENT AND BASIC FACTS Lessons 4.1-4.4 <ul style="list-style-type: none"> • Find simple sums and missing addends • Order and compare numbers to 22 • Tell time to the nearest half-hour 	6	2.01, 2.02

DECEMBER		
UNIT 4 MEASUREMENT AND BASIC FACTS Lessons 4.5-4.13 <ul style="list-style-type: none"> • Find simple sums and missing addends • Order and compare numbers to 22 • Tell time to the nearest half-hour • Use standard units for measuring length • Calculate values of coin combinations • Solve simple number stories 	8	2.01, 2.02
UNIT 5 PLACE VALUE, NUMBER STORIES, AND BASIC FACTS Lessons 5.1-5.3 <ul style="list-style-type: none"> • Understand place value for longs and cubes • Compare numbers using $<$ and $>$ 	4	1.01 (Numbers to 99)
JANUARY		
UNIT 5 PLACE VALUE, NUMBER STORIES, AND BASIC FACTS Lessons 5.4-5.14 <ul style="list-style-type: none"> • Compare numbers using $<$ and $>$ • Find missing numbers and/or the missing rule in “What’s My Rule?” problems • Know +1, +0, doubles, and sums of 10 addition facts • Solve simple number stories 	14	1.01 (Numbers to 99), 5.03
UNIT 6 DEVELOPING FACT POWER Lessons 6.1-6.4 <ul style="list-style-type: none"> • Learn simple addition facts 	6	1.03
FEBRUARY		
UNIT 6 DEVELOPING FACT POWER Lessons 6.5-6.13 <ul style="list-style-type: none"> • Learn simple addition facts • Measure objects to the nearest centimeter • Understand digital notation for time • Calculate value of coin combinations (pennies, nickels, dimes, quarters) • Find many names for a number 	14	1.03
UNIT 7 GEOMETRY AND ATTRIBUTES Lessons 7.1-7.2 <ul style="list-style-type: none"> • Sort and identify objects by attributes 	4	3.01, 3.02, 3.03, 3.04
MARCH		
UNIT 7 GEOMETRY AND ATTRIBUTES Lessons 7.3-7.8 <ul style="list-style-type: none"> • Know addition facts • Identify polygons and know their characteristics • Identify 3-dimensional shapes and know their characteristics • Identify symmetrical figures • Identify polygons and know their characteristics 	13	3.01, 3.02, 3.03, 3.04
UNIT 8 MENTAL ARITHMETIC, MONEY, & FRACTIONS Lessons 8.1-8.5 <ul style="list-style-type: none"> • Count sets of quarters, dimes, nickels, and pennies • Understand place value for 10s and 1s • Make change for amounts less than \$1.00 	9	1.01 (Numbers to 99), 1.02, 1.03, 1.04
APRIL		
UNIT 8 MENTAL ARITHMETIC, MONEY, & FRACTIONS Lessons 8.6-8.10 <ul style="list-style-type: none"> • Count sets of quarters, dimes, nickels, and pennies • Identify fractional parts of regions and sets with a focus on unit fractions • Solve number stories • Know addition facts for 11, 10, doubles, and sums of ten 	7	1.01 (Numbers to 99), 1.02, 1.03, 1.04
UNIT 9 PLACE VALUE AND FRACTIONS Lessons 9.1-9.6	7	1.03, 1.04, 5.01, 5.02

<ul style="list-style-type: none"> Identify and use patterns on the number grid Solve 2-digit addition and subtraction problems 		
MAY/JUNE		
UNIT 9 MULTIPLICATION AND DIVISION Lessons 9.6-9.9 <ul style="list-style-type: none"> Compare fractions less than 1 Find equivalent fractions Identify fractional parts of a region Identify and use patterns on the number grid 	7	1.04
UNIT 10 END OF YEAR REVIEW AND ASSESSMENTS Lessons 10.1-10.7 <ul style="list-style-type: none"> Make a line plot from a set of data and find mode and median Tell time using analog and digital clocks Solve number stories involving addition of 2-digit numbers Calculate change Review characteristics of polygons and names of basic 3-D shapes Review temperature reading (F) Review place value through hundreds 	15	1.04, 2.02, 3.01, 3.02, 3.03, 3.04, 4.01,
TOTAL	180	

8/1/06

NC STANDARD COURSE OF STUDY

Everyday Math is an integrated math curriculum that will be used in grades K-6 at Ridgcroft School. It is not entirely aligned by grade with the NC SCOS. However, over the 6-year time period, all NC SCOS objectives will be included in instruction. Listed below are objectives from a 3-year grade span.

GRADE K	GRADE 1	GRADE 2
MAJOR CONCEPTS/ SKILLS: <ul style="list-style-type: none"> Number sense 0 – 30 Calendar time Recognize basic shapes Create and extend patterns Sort and classify 	MAJOR CONCEPTS/ SKILLS: <ul style="list-style-type: none"> Number sense 0 – 99 Single digit addition and subtraction Time Non-standard measurement Collect and display data Create and extend patterns CONCEPTS/SKILLS TO MAINTAIN <ul style="list-style-type: none"> Basic geometric shapes Sort and classify 	MAJOR CONCEPTS/SKILLS: <ul style="list-style-type: none"> Number sense 0-999 Place value Addition and subtraction of multi-digit numbers Length, time Symmetry and congruence Pictographs Probability experiments Numbers sentences Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier year. CONCEPTS/SKILLS TO MAINTAIN <ul style="list-style-type: none"> Patterns Sort and classify Line plots, tallies
GOAL 1: The learner will recognize, model, and write whole numbers 0 through 30. 1.01 Develop number sense for whole numbers through 30. (a) Connect model, number word (orally), and number, using a variety of representations. (b) Count objects in a set. (c) Read and write numerals. (d) Compare and order sets and numbers.	GOAL 1: The learner will read, write, and model whole numbers through 99 and compute with whole numbers. 1.01 Develop number sense for whole number using a variety of representations. (a) Connect the model, number word, and number using a variety of representations. (b) Use efficient strategies to count the number of objects in a set.	GOAL 1: The learner will read, write, model and compute with whole numbers through 999. 1.01 Develop number sense for whole numbers through 999. (a) Connect model, number word, and number using a variety of representations. (b) Read and write numbers. (c) Compare and order. (d) Rename (e) Estimate (f) Use a variety of models to build

<p>(e) Use ordinals (1st – 10th).</p> <p>(f) Estimate quantities fewer than or equal to 10.</p> <p>(g) Recognize equivalence in sets and numbers 1-10.</p> <p>1.02 Share equally (divide) between two people; explain.</p> <p>1.03 Solve problems and share solutions to problems in small groups.</p>	<p>(c) Read and write numbers</p> <p>(d) Compare and order sets and numbers.</p> <p>(e) Build understanding of place value (ones, tens).</p> <p>(f) Estimate quantities fewer than or equal to 100.</p> <p>(g) Recognize equivalence in sets and numbers 1-99.</p> <p>1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.</p> <p>1.03 Develop FLUENCY with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.</p> <p>1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).</p>	<p>understanding of place values (ones, tens, hundreds).</p> <p>1.02 Use area or region models and set models of fractions to explore part-whole relationships in context.</p> <p>(a) Represent fractions (halves, thirds, fourths) concretely and symbolically.</p> <p>(b) Compare fractions (halves, thirds, fourths) using models.</p> <p>(c) Make different representations of the same fraction.</p> <p>(d) Combine fractions to describe parts of a whole.</p> <p>1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).</p> <p>1.04 Develop FLUENCY with multi-digit addition and subtraction through 999 using multiple strategies.</p> <p>(a) Strategies for adding and subtracting numbers.</p> <p>(b) Estimation of sums and differences in appropriate situations.</p> <p>(c) Relationships between operations.</p> <p>1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.</p> <p>1.06 Define and recognize odd and even numbers.</p>
<p>GOAL 2: The learner will explore concepts of measurement.</p> <p>2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).</p> <p>2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).</p>	<p>GOAL 2: The learner will use non-standard units of measure and tell time.</p> <p>2.01 For given objects:</p> <p>(a) Select an attribute (length, capacity, mass) to measure (use non-standard units).</p> <p>(b) Develop strategies to estimate size.</p> <p>(c) Compare, using appropriate language, with respect to the attribute selected.</p> <p>2.02 Develop an understanding of the concept of time.</p> <p>(a) Tell time at the hour and half-hour.</p> <p>(b) Solve problems involving applications of time (clock and calendar).</p>	<p>GOAL 2: The learner will recognize and use standard units of metric and customary measurement.</p> <p>2.01 Estimate and measure using appropriate units.</p> <p>(a) Length (meters, centimeters, feet, inches, yards).</p> <p>(b) Temperature (Fahrenheit)</p> <p>2.02 Tell time at the five-minute intervals.</p>
<p>GOAL 3: The learner will explore concepts of geometry.</p> <p>3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.</p> <p>3.02 Compare geometric shapes (identify likenesses and</p>	<p>GOAL 3: The learner will identify, describe, draw, and build basic geometric figures.</p> <p>3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.</p> <p>3.02 Identify, build, and name cylinders, cones, and rectangular</p>	<p>GOAL 3: The learner will perform simple transformations.</p> <p>3.01 Combine simple figures to create a given shape.</p> <p>3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.</p> <p>3.03 Identify and make:</p>

<p>differences).</p> <p>3.03 Model and use directional and positional vocabulary.</p> <p>3.04 Complete simple spatial visualization tasks and puzzles.</p>	<p>prisms.</p> <p>3.03 Compare and contrast geometric figures.</p> <p>3.04 Solve problems involving spatial visualization.</p>	<p>(a) Symmetric figures.</p> <p>(b) Congruent figures.</p>
<p>GOAL 4: The learner will collect, organize and display data.</p> <p>4.01 Collect and organize data as a group activity.</p> <p>4.02 Display and describe data with concrete and pictorial graphs as a group activity</p>	<p>GOAL 4: The learner will understand and use data and simple probability concepts.</p> <p>4.01 Collect, organize, describe and display data using line plots and tallies.</p> <p>4.02 Describe events as certain, impossible, more likely or less likely to occur.</p>	<p>GOAL 4: The learner will understand and use data and simple probability concepts.</p> <p>4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).</p> <p>4.02 Conduct simple probability experiments; describe the results and make predictions.</p>
<p>GOAL 5: The learner will model simple patterns and sort objects.</p> <p>5.01 Sort and classify objects by one attribute.</p> <p>5.02 Create and extend patterns with actions, words, and objects.</p>	<p>GOAL 5: The learner will demonstrate an understanding of classification and patterning.</p> <p>5.01 Sort and classify objects by two attributes.</p> <p>5.02 Use Venn diagrams to illustrate similarities and differences in two sets.</p> <p>5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.</p>	<p>GOAL 5: The learner will recognize and represent patterns and simple mathematical relationships.</p> <p>5.01 Identify, describe, translate, and extend repeating and growing patterns.</p> <p>5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.</p>