

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
First Quarter				
MPD <u>Key</u> M=Model P= Practice D=Demonstrate	NNS 1.4 - Count forward to 100, count backwards from 100, and count forward or backward at any number between 1 and 100. (count forward to 50; backward from 10-1)	<i>Why do we need to count accurately? What do we already know about numbers that I can use to help me count?</i> 1. <i>If you can count to 10 how will it help you count to 50? To 100?</i> 2. <i>If you can count backward from 10, how will it help you count backward from 50? From 100?</i>	Investigations Unit 1	Quarterly 1- Interview, counting
M	NNS 1.1- Use ordinal numbers to order objects; e.g. first, second, third (STRONG SUPPORT)			<i>My friend Kelly is first in line. Joe is behind her. I am next in line behind Joe. Where am I standing?</i>
MPD	MEA 1.3- Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night.			<i>It is time to go shopping! I am wearing some shorts and short sleeve t-shirts now because it is warm. What kind of clothes should I buy for the next season?</i>
MPD	NNS 1.3- Read and write numerals for numbers to 100 (1-20)		Investigations Units 1,3,4	
	NNS 1.5 Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with one and tens. For example:		Calendar- straw count	

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MPD	NNS 1.5.a Develop a system to group and count by twos, fives, and tens. (5s and 10s to 100 and 2s to 10)	<i>If I am counting by 5s, and I am on 25 how will I figure out what comes next? (Use same type of question for 10s and 2s.)</i>	Investigations 1 & 3 Calendar- mini lessons,	Quarterly 1- Interview, counting

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M	NNS 1.5.b Identify patterns and groupings on a 100s chart and relate to place value concepts. (model using the 100s chart)		mini lessons using 100s chart	
MPD	NNS 1.6- Identify and state the value of a penny, nickel, dime, quarter and dollar.	<i>I wanted to buy a piece of gum for 10 cents. I have pocket full of coins which coin should I use?</i>	calendar	

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD	NNS 1.10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. (Addition to 10) 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.	<i>What happens when I put groups of things together?</i>	Investigations Unit 1, 3	Bi-monthly Assessment I have 6 pencils and Holly gave me 3 more pencils. Now how many pencils do I have?
MPD	NNS 1.2-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, $5 + 5$,		Investigations Unit 1, Calendar, Mathland number combinations	
a.MPD b. MP h. MPD	NNS 1.16-Develop strategies for basic addition facts, such as: a. counting all; b. counting on; h. identity property		Investigations Unit 1 & 3	
MPD	NNS 1.11- Model, represent and explain subtraction as take-away and comparison. (to 10) 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 answersmaller than the original number.	<i>What happens when I take groups of things apart?</i>	Investigations Unit 3, mini-lessons	Bi-monthly Assessment <i>Leon had 6 marbles in his pocket. He didn't know that he had a hole in his pocket. He lost 4 marbles. How many marbles did he have left?</i>

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MPD	NNS 1.2-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.			
MP	PFA 1.5- Describe orally and model a problem situation using words, objects or number phrase or sentence.			
MPD	GSS 1.1 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).	<i>What can we use to help us identify shapes?</i>	Investigations Unit 1 & 2 ODE/IMS Binder--"Describing & Creating Plane Figures"	Quarterly 1- Written M35- What is a triangle (Unit 2) Fill the Hexagons (Invest. 1.7)
MP	GSS 1.2- Create new shapes by combining or cutting apart existing shapes	<i>What can we use to help us identify shapes?</i>	Investigations Unit 2- Game: How Many Ways to Fill a Hexagon ODE/IMS- Describing and Creating Plane Figures	
MPD	GSS 1.5- Copy figures and draw simple two-dimensional shapes from memory. (square, rhombus, oval, rectangle, triangle and circle)	<i>What can we use to help us identify shapes?</i>	ODE/IMS--"Shapes Galore" Maryilyn Burns Library- <u>Sea Shapes</u> by Suse McDonald, <u>Shape Space</u> by Cathryn Falwell	
MPD	GSS 1.4- Extend the use of location words to include distance (near, far, close to) and directional words (left, right).	<i>What can we use to help us identify shapes?</i>	Same as above.	

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD (linear picture patterns) M (number sequences and number patterns)	PFA 1.2a- 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.	What can we use to help us identify shapes?	Investigations Unit 1-Staircases Activity-Teach as a growing pattern. Literature— <u>Rooster Off to See the World</u> , <u>The Very Hungry Caterpillar</u> , <u>The House that Jack Built</u> , (growing pattern books) Investigations Unit 2, calendar, mini-lessons, Shapes (computer program)	Quarterly 1: Written (Show students a simple ABC pattern) If this pattern were to continue, what would come next? (Show students simple shape patterns with both large and small shapes) What shapes would come next in this pattern? (Show students one penny in a cup) If I added 2 pennies to the jar each day, how many pennies would I have on the third day?
MPD (one attribute)	PFA 1.1- 1. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.			
MPD	PFA 1.3- Describe orally the basic unit or general plan of a repeating or growing pattern.			
MPD	DAP 1.1- Identify multiple categories for sorting data.	How many ways can these objects be groups?	Calendar, mini-lessons	Quarterly 1: Written, Interview (pre-assessment)
M	DAP 1.2- Collect and organize data into charts using tally marks.			
MP	DAP 1.3- Display data in picture graphs with units of 1 and bar graphs with intervals of 1			
MP	DAP 1.4- Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.			
MP	DAP 1.7- 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			
MPD	NNS 15- Demonstrate that equal means "the same as" using visual representations. (Use graphs)			
Second Quarter				

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD	NNS 1.4 - Count forward to 100, count backwards from 100, and count forward or backward at any number between 1 and 100. (count forward to 100; backward from 50-1)	<i>Why do we need to count accurately? What do I already know about numbers that I can use to help me count?</i> 1. <i>If you can count to 10 how will it help you count to 50? To 100?</i> 2. <i>If you can count backward from 10, how will it help you count backward from 50? From 100?</i>	Investigations Unit 1,3, & 8	2 Quarterly Interview: Counting
MPD	NNS 1.1- Use ordinal numbers to order objects; e.g. first, second, third. (Demonstrate)			
MPD	MEA 1.3- Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon			
MPD	DAP 1.6- Arrange five objects by an attribute, such as size or weight, and identify the ordinal position of each object.			
MPD	NNS 1.3- Read and write numerals for numbers to 100 (1-50 and work on formation)			
M	NNS 1.5 Use place value concepts to represent whole number using numerals, words, expanded notation and physical models with one and tens. For example: (See 1.5a & 1.5b)			
MPD (Rote counting only) MP (Grouping objects)	NNS 1.5.a Develop a system to group and count by twos, fives, and tens. (5s and 10s to 100 and 2s to 100 with model [i.e. 100s chart])		2nd Quarter- Verbal skip counting on quarterly assessment	
MP	NNS 1.5.b Identify patterns and groupings on a 100s chart and relate to place value concepts.			
MPD	NNS 1.6- Identify and state the value of a penny, nickel, dime, quarter and dollar.	<i>Why is it important to recognize, and know the value of coins?</i>	Follow the Path Coins, Coin Sort, Value Sort, Calendar, Math Their Way	2 Quarterly Interview: Coin names and values
MP	NNS 1.7- Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes			My mom gave me some money to shop! She gave me 2 nickels and one penny. How much money do I have?

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MP	NNS 1.8- Show different combinations of coins that have the same value. (use values less than 20 to teach)			<i>I have a dime. My friend has 2 nickels. Who has more money?</i>
MPD		<i>What happens when I put groups of things together?</i>	Investigations Units 1, 3, 6 & 8 Mathland Unit ?-Bears on the Bus, Bears off the Bus, Bears in a Cave, Upstairs/Downstairs Houses, Bunk Beds (Skill Power Books)	<i>I have 6 pencils and Holly gave me 3 more pencils. Now how many pencils do I have?</i> 2 Quarterly Written: Addition & Subtraction Bi-Monthly Assessment Investigations Unit Manuals
MPD	NNS 1.12- Use conventional symbols to represent the operations of addition and subtraction			
MP	NNS 1.2-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, $5 + 5$,		Investigations Unit 3--"Today's Number" "Number of the Day (Marilyn Burns)	
a. MPD b. MPD c. MP g. MP h. MPD	NNS 1.16-Develop strategies for basic addition facts, such as: a. counting all; b. counting on; c. one more; two more (introduce and practice) g. Using tens frames (introduce and practice) h. identity property			
MPD	NNS 1.15- Demonstrate that equal means "the same as" using visual representations.			

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M	PFA 1.4- 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			
MP	PFA 1.5- Describe orally and model a problem situation using words, objects or number phrase or sentence			
MPD	NNS 1.11- 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.	<i>What happens when I take groups of things apart?</i>	Investigations Units 3 & 6 <u>Mathland Unit ?</u> --Bears on the Bus, Bears Off the Bus, Bears in a Cave, Upstairs/Downstairs Houses, Bunk Beds	<i>Leon had 6 marbles in his pocket. He didn't know that he had a hole in his pocket and he lost 4 marbles. How many marbles did he have left?</i> 2 Quarterly Written: Subtraction Bi-monthly Assessment Investigations Unit Manuals
MPD	NNS 1.12- Use conventional symbols to represent the operations of addition and subtraction			
MP	NNS 1.2-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.			
MP	NNS 1.17- Develop strategies for basic subtraction facts, such as: b. one less, two less; d. using tens			
MPD	NNS 1.15- Demonstrate that equal means "the same as" using visual representations.			
MP	PFA 1.5- Describe orally and model a problem situation using words, objects or number phrase or sentence			

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD	GSS 1.1- 1. 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)	<i>How can we use what we know about to show how they are the same or different?</i>	Investigations Unit 1, 2 & 4 (Reviewed in Unit 9)	<i>(Show students pictures of several different triangles or with several other shapes that are different sizes and turned different ways.) Which of these shapes is a triangle?</i> 2 Math Quarterly Written: Drawing Shapes, Triangles & Rhombuses 2 Quarterly Interview: Sorting shapes
MP	GSS 1.2- Create new shapes by combining or cutting apart existing shapes		Investigations Unit 2- Game: How Many Ways to Fill a Hexagon ODE/IMS- Describing and Creating Plane Figures	
MPD	GSS 1.5- Copy figures and draw simple two-dimensional shapes from memory. (square, rhombus, oval, rectangle, triangle and circle)		Quick Images	
MPD	GSS 1.4- Extend the use of location words to include distance (near, far, close to) and directional words (left, right).			
MPD (linear and picture patterns) MP (number sequences and number patterns)	PFA 1.2- 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, XO, XOOO, XOOOO.		Investigations Units 2, 7	
MPD	PFA 1.3- Describe orally the basic unit or general plan of a repeating or growing pattern.			
MPD	DAP 1.3- Display data in picture graphs with units of 1 and bar graphs with intervals of 1.	<i>How can I use a picture or bar graph to show the information I collected.</i>	Investigations Unit 4, calendar, Question of the day, lunch count and attendance	<i>What is your favorite color? How could we use this chart to show all of our favorite colors?</i> 2 Quarterly Written: Graphing

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MP	DAP 1.4- Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.			
MPD	DAP 1.7- Answer questions about the number of objects represented in a picture graph, bar graph or table graph; e.g., category with most, least, and how many more/less in two categories.			
MP (2 or more)	PFA 1.1- Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.		Investigations Units 2, 4	
MPD	DAP 1.1- Identify multiple categories for sorting data.	<i>How many ways can these objects be grouped?</i>		
MP	DAP 1.2- Collect and organize data into charts using tally marks.		Investigations Unit 4	
MP	NNS 1.14- Model and represent division as sharing equally in contextual situations: e.g., sharing cookies.		When the Doorbell Rang	
MPD (half and whole)	NNS 1.9- 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 (half a set of objects).		Investigations Unit 5 (measurement unit) Will need supplemental materials IMS/ODE Binder--Fraction Representation	
M (time to the hour)	MEA 1.2- Tell time to the hour and half hour on digital and analog (dial) timepieces. (to hour)			
Third Quarter				
MPD	NNS 1.4 - Count forward to 100, count backwards from 100, and count forward or backward at any number between 1 and 100. (demonstrate standard)	<i>Why do we need to count accurately? What do I already know about numbers that I can use to help me count?</i> 1. <i>If you can count to 10 how will it help you count to 50? To 100?</i> 2. <i>If you can count backward from 10, how will it help you count backward from 50? From 100?</i>	Investigations Unit 1,3, & 8	3 Quarterly Interview: Counting

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MPD	NNS 1.1- Use ordinal numbers to order objects; e.g., first, second, third. (to tenth) (Review)			
MPD	MEA 1.3- Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night. (Review)			
MPD	DAP 1.6- Arrange five objects by an attribute, such as size or weight, and identify the ordinal position of each object. (Review)			
MPD	NNS 1.3- Read and write the numerals for numbers to 100.			
See below	NNS 1.5- Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:			
MPD	NNS 1.5a- Develop a system to group and count by twos, fives and tens. (5s and 10s to 100 and 2s to 50)		Investigations Unit 8- Investigation 2	
MP	NNS 1.5b- Identify patterns and groupings in a 100's chart and relate to place value concepts.		Investigations Unit 3, 8	
MP	NNS 1.5c- 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.		Investigations Unit 3, 6, 8	
MP	NNS 1.7- Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.	<i>Why is it important to be able to count a collection of money?</i>	Follow the Path Coins, Coin Sort, Value Sort, Calendar, Math Their Way, Shopping Spree- Mathland, mathfactcafe.com	3 Quarterly Interview: Coin names and values <i>Use your own interview question with value up to \$.50</i>
MPD	NNS 1.6- Identify and state the value of a penny, nickel, dime, quarter and dollar.			
MP	NNS 1.8- Show different combinations of coins that have the same value.			

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MPD	NNS 1.10- 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.	<i>What happens when I put groups of things together?</i>	Investigations Units 1, 3, 6 & 8	<i>I have 6 pencils and Holly gave me 3 more pencils. Now how many pencils do I have?</i> 3 Quarterly Written: Addition/Subtraction, Different Forms of Numbers 3 Quarterly Interview: Repeated Addition, Open Number Sentence, & Addition Story Bi-Monthly Assessment Investigations Unit Manuals
MPD	NNS 1.12- Use conventional symbols to represent the operations of addition and subtraction			
MPD	NNS 1.2- 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.		Units 1, 6, 8, calendar, number of the day etc.	
MP	NNS 1.13- Model and represent multiplication as repeated addition		Unit 8, Skill Power-Mathland, Read it Draw it, Solve it	(Skill Power Mathland pg. 114 #3- three baskets, 4 kittens in each- How many kittens in all?)
a. MPD b. MPD c. MPD d. MP f. MP g. MP h. MPD	NNS 16- Develop strategies for basic addition facts, such as: a. counting all; b. counting on; c. one more, two more; d. doubles; f. make ten; g. using tens frames;		Units 2, 6, 8, Making Tens- Marilyn Burns': How Many Reds?	
MPD	PFA 1.4- 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			
MPD	PFA 1.5- Describe orally and model a problem situation using words, objects or number phrase or sentence.		Read it, Draw it, Solve it	

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD	NNS 1.11- 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.	<i>What happens when I take groups of things apart?</i>	Investigations Units 3 & 6	<i>Leon had 6 marbles in his pocket. He didn't know that he had a hole in his pocket and he lost 4 marbles. How many marbles did he have left?</i> 3 Quarterly Written: Subtraction Bi-monthly Assessment Investigations Unit Manuals
MPD	NNS 1.12- Use conventional symbols to represent the operations of addition and subtraction.			
MPD	NNS 1.2- 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.		Unit 6	
a. M b. MPD c. M d. MP e. M	NNS 1.17- 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;			
MPD	NNS 1.15- Demonstrate that equal means "the same as" using visual representations.			
MPD	PFA 1.5- Describe orally and model a problem situation using words, objects or number phrase or sentence.			

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD	GSS 1.1a-b- 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).	<i>How can we use what we know about to show how they are the same or different?</i>	Unit 1, 2 & 4 (Reviewed in Unit 9)	<i>(Show students pictures of several different triangles or with several other shapes that are different sizes and turned different ways.) Which of these shapes is a triangle?</i> 3 Quarterly Interview: Recognizing Shapes
MP	GSS 1.2- Create new shapes by combining or cutting apart existing shapes		Unit 2- Game: How Many Ways to Fill a Hexagon ODE/IMS- Describing and Creating Plane Figures	
MPD	GSS 1.5-Copy figures and draw simple two-dimensional shapes from memory			
MPD	GSS1.4- Extend the use of location words to include distance (near, far, close to) and directional words (left, right)			
MPD (linear and picture patterns) MP (number sequences and number patterns)	PFA 1.2- 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., YQ			
MPD	PFA 1.3-Describe orally the basic unit or general plan of a repeating or growing pattern			
See below	DAP 1.4- Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.	<i>How can I use the information/data shown on the graph or chart to help me answer questions?</i>	Unit 4, Calendar, Question of the day ODE/IMS--"How Graphs Help Us" ,	3 Quarterly Written: Graphing

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MPD	DAP 1.7- Answer questions about the number of objects represented in a picture graph, bar graph or table graph; e.g., category with most, least and the		Unit 4, Calendar, Question of the day ODE/IMS--"How Graphs Help Us" ,	
MPD	DAP 1.7- Answer questions about the number of objects represented in a picture graph, bar graph or table graph; (Model and practice with students "How many altogether?" questions)		Unit 4, Calendar, Question of the day ODE/IMS--"How Graphs Help Us" ,	<i>Here is a graph of our favorite ice cream. What can we tell about our friends favorite kinds of ice cream?</i>
MP	DAF 1.7- Answer questions about the number of objects represented in a picture graph, bar graph or table graph (Introduce and model "How many more" in a category compared to another.)		Unit 4, Calendar, Question of the day ODE/IMS--"How Graphs Help Us" ,	
MPD	DAP 1.3- . Display data in picture graphs with units of 1 and bar graphs with intervals of 1			
MP	DAP 1.5-Construct a question that can be answered by using information from a graph.			
MPD	PFA 1.1-Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.			
MPD	DAP 1.1- Identify multiple categories for sorting data.			
MP	DAP 1.2- Collect and organize data into charts using tally marks			
MPD	NNS 1.14- Model and represent division as sharing equally in contextual situations: e.g., sharing cookies			3rd Quarterly Assessment
MPD (half and whole)	NNS 1.9- 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. (half and whole)			
MP (1/4 and 1/3)	NNS 1.9- 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. (Introduce and model 1/4 and 1/3)			

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MPD (to hour) M (half hour)	MEA 1.2- Tell time to the hour and half hour on digital and analog (dial) timepieces. (both hour and half hour)	<i>Why is it important to be able to tell time?</i>	Calendar, Mathfactcafe.com	3 Quarterly Written: Telling Time
MP	MEA 1.4- Estimate and measure weight using non-standard units; e.g., blocks of uniform size.	<i>How can we tell which object is heavier?</i>	Must supplement! (Mathland, Math Their Way)	
MPD (non-standard) MP (standard)	MEA 1.5- Estimate and measure lengths using non-standard and standard units; <i>i.e. centimeters, inches and feet</i>	<i>How can we use objects and rulers to measure the length of an object?</i>	Investigations Unit 5 (only non-standard) Must supplement with standard unit instruction	3 Quarterly Interview: Measurement
MP	MEA 1.1- Recognize and explain the need for fixed units and tools for measuring length and weight; e.g., rulers and balance scales.		ODE/IMS Binder--"Measure Up"	

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
Fourth Quarter				
MPD	NNS 1.4 - Count forward to 100, count backwards from 100, and count forward or backward at any number between 1 and 100. (demonstrate standard)	<p>Why do we need to count accurately? What do I already know about numbers that I can use to help me count?</p> <p>1. If you can count to 10 how will it help you count to 50? To 100? 2. If you can count backward from 10, how will it help you count backward from 50? From 100?</p>	Unit 1,3, & 8	4 Quarterly Interview: Counting
MPD	NNS 1.1- Use ordinal numbers to order objects; e.g., first, second, third. (to tenth) (Review)			
MPD	MEA 1.3- Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night. (Review)			
MPD	DAP 1.6- Arrange five objects by an attribute, such as size or weight, and identify the ordinal position of each object. (Review)			
MPD	NNS 1.3- Read and write the numerals for numbers to 100.			
MPD	NNS 1.5- Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:			
MPD	NNS 1.5a- Develop a system to group and count by twos, fives and tens. (5s and 10s to 100 and 2s to 100)			
MPD	NNS 1.5b- Identify patterns and groupings in a 100's chart and relate to place value concepts.			
MPD	NNS 1.5c- 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. (Review)			

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD	NNS 1.7- Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.	<i>Why is it important to be able to count a collection of money?</i>	Follow the Path Coins, Coin Sort, Value Sort, Calendar, Math Their Way	4 Quarterly Interview: Coin names and values & Counting Money <i>Use your own interview question with value up to \$1.00</i>
MPD	NNS 1.6- Identify and state the value of a penny, nickel, dime, quarter and dollar.			
MPD	NNS 1.8- Show different combinations of coins that have the same value.			
MPD	NNS 1.10- 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.	<i>What happens when I put groups of things together?</i>	Investigations Units 1, 3, 6 & 8	<i>I have 6 pencils and Holly gave me 3 more pencils. Now how many pencils do I have?</i> 4 Quarterly Written: Addition/Subtraction, Different Forms of Numbers 4 Quarterly Interview: Repeated Addition, Open Number, Addition & Addition Story Bi-Monthly Assessment Investigations Unit Manuals
MPD	NNS 1.12- Use conventional symbols to represent the operations of addition and subtraction			
MPD	NNS 1.2- 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, <i>my brother's age.</i>			
MPD	NNS 1.13- Model and represent multiplication as repeated addition			
MPD	NNS 1.13- Model and represent multiplication as 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? (Introduce and later demonstrate)			

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TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD	NNS 1.16- 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; (introduce and later demonstrate) f. make ten; g. using tens frames.			
MPD	PFA 1.4- 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 ($R + B = B + R$).			
MPD	PFA 1.5- Describe orally and model a problem situation using words, objects or number phrase or sentence.			
MPD	NNS 1.11- 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.	<i>What happens when I take groups of things apart?</i>	Investigations Units 3 & 6	<i>Leon had 6 marbles in his pocket. He didn't know that he had a hole in his pocket and he lost 4 marbles. How many marbles did he have left?</i> 4 Quarterly Written: Subtraction, Subtraction strategy 4 Quarterly Interview: Subtraction story Bi-monthly Assessment Investigations Unit Manuals
MPD	NNS 1.12- Use conventional symbols to represent the operations of addition and subtraction.			
MPD	NNS 1.2- 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.			

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MPD	NNS 1.17- 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;			
MPD	PFA 1.5- Describe orally and model a problem situation using words, objects or number phrase or sentence.			
MPD	NNS 1.15- Demonstrate that equal means “the same as” using visual representations.			
MPD	GSS 1.1a-b- 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).	<i>How can we use what we know about to show how they are the same or different?</i>	Unit 1, 2 & 4 (Reviewed in Unit 9)	<i>(Show students pictures of several different triangles or with several other shapes that are different sizes and turned different ways.) Which of these shapes is a triangle?</i> 4 Quarterly Interview: Identifying faces
MPD	GSS 1.5-Copy figures and draw simple two-dimensional shapes from memory. (Review)			
MPD	GSS 1.2- Create new shapes by combining or cutting apart existing shapes.			
MPD	GSS 1.3- Identify the shapes of the faces of three-dimensional objects.		ODE/IMS--"Faces of Three-Dimensional Objects"	
MPD	GSS 1.4- Extend the use of location words to include distance (near, far, close to) and directional words (left, right). (Review)			

TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD (linear and picture patterns) MP (number sequences and number patterns)	PFA 1.2- 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			
MPD	DAP 1.4- Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.	<i>How can I use the information/data shown on the graph or chart to help me answer questions?</i>	Unit 4, Calendar, Question of the day,	4 Quarterly Written: Using Tally Marks
MPD	DAP 1.7- 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. (Students need to demonstrate entire indicator)			
MPD	DAP 1.3- . Display data in picture graphs with units of 1 and bar graphs with intervals of 1.			
MPD	DAP 1.5-Construct a question that can be answered by using information from a graph.			
MPD	PFA 1.1-Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.			
MPD	DAP 1.1- Identify multiple categories for sorting data.			
MPD	DAP 1.2- Collect and organize data into charts using tally marks			
MPD	NNS 1.14- Model and represent division as sharing equally in contextual situations; e.g., sharing cookies.			

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TIMELINE	STANDARDS INDICATORS	ESSENTIAL QUESTIONS	RESOURCES AND SUPPLEMENTAL MATERIALS	ASSESSMENTS
MPD	NNS 1.9- 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. (demonstrate entire standard)			
MPD	MEA 1.2- Tell time to the hour and half hour on digital and analog (dial) timepieces. (both hour and half hour)	<i>Why is it important to be able to tell time?</i>	Calendar, Mathfactcafe.com	4 Quarterly Written: Telling Time
MPD	MEA 1.4- Estimate and measure weight using non-standard units; e.g., blocks of uniform size.	<i>How can we tell which object is heavier?</i>	Must supplement! (Mathland, Math Their Way)	
MPD	MEA 1.5- Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet.	<i>How can we use objects and rulers to measure the length of an object?</i>	Investigations Unit 5 (only non-standard) Must supplement with standard unit instruction	4 Quarterly Interview: Measurement
MPD	MEA 1.1- Recognize and explain the need for fixed units and tools for measuring length and weight; e.g., rulers and balance scales.			
MPD	DAP 1.8 - 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.		ODE/IMS-"Is It Likely or Is It Unlikely"	