Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

Beginning of the Year Inventory - 1 Day									
Unit 1 – Partners and Number Patterns Through 10 Lessons 2-Day Lessons Assessments									
deas	Numbers Through 10 1.OA.A.1, 1.OA.C.5	1-2		Quick Quiz 1	3				
Big l	Patterns with Partners Through 10 1.OA.A.1, 1.OA.B.3, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8	3-9	*Lessons 3, 5	Quick Quiz 2	10				
Unit Review and Unit Assessment									
Unit 1 Total									

Unit 1 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)									
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each da (5 days – get t	•	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)				
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart		Usin	g the Number Path	Using Secret Code Cards				
Student Leader (SL) circles the numbers each day according to Daily Plan. If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column. SL leads class in counting new total, pointing to numbers: Up to and including 50, class counts by ones See Volume 1 TE p. xxxi for more information.	*Begin year by covering the first of (on the left of the chart) with ten size of the chart) with ten size of the chart of	and writes total the bottom of the boxes at bottom. columns together. ed in a column, SL be covered in the I ones (example: 3	Math Board. When a new line to show SL writes ve (adding prev SL adds new day's proof of the short shad short sh	rtical addition equation ious total and new number).	SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card). SL says: 20 plus 9 (showing both cards) Class responds: 20 plus 9 makes 29. See Volume 1 TE p. xxxii for more information.				

^{*} Indicates lessons may take two days – included in pacing days.

Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

ι	Jnit 2 – Addition and Subtraction Strategies	Lessons	2-Day Lessons	Assessments	Days				
	Represent Addition Situations 1.OA.A.1, 1.OA.C.6, 1.OA.D.7	1-4		Quick Quiz 1, Fluency Check 1 (AG p. 136)	5				
Ideas	Solve Addition Equations 1.0A.B.3, 1.0A.C.5, 1.0A.C.6, 1.0A.D.8	5-9	*Lesson 6	Quick Quiz 2, Fluency Check 2 (AG p. 137)	7				
Big	Solve Subtraction Equations 1.0A.A.1, 1.0A.C.6, 1.0A.D.7, 1.0A.D.8	10-13		Quick Quiz 3, Fluency Check 3 (AG p. 138)	5				
	Equation Exploration 1.0A.A.1, 1.0A.C.6, 1.0A.D.7, 1.0A.D.8	14-16	*Lesson 14	Quick Quiz 4, Fluency Check 4 (AG p. 139)	5				
	Unit Review and Unit Assessment								
	Unit 2 Total								

Unit 2 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)								
1. Add 2 each day. (10 days get to 20)	- 2. Add 3 each day. (10 days 3. Add 4 each - get to 50) (5 days - g	3	n day. 5. get to 100)	Add 2 each day. (10 days – get to 120)				
Using the 120 Poster	Using the Counting Tens and Ones Flip Cha	rt Using the Number Path	Using Secret Code Cards	Greater and Less				
Student Leader (SL) circles the numbers each day according to	*Begin year by covering the first column of counters (on the lof the chart) with ten small sticky notes.	SL adds new number of circles on display Math Board.	SL shows new total using Demonstration	SL writes two numbers and draws circles to show				
Daily Plan. If a new ten is made, circles are erased and a bracket is	SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky note are kept in boxes at bottom.	When a new 10 is made, SL draws a line to show a 10-stick.	Secret Code Cards (Example: 29 – 20 card and 9 card).	number (encourage drawing with 5-groups) SL asks class to compare.				
drawn at the bottom of the column.	SL writes an equation adding all columns together.	SL writes vertical addition	SL says: 20 plus 9 (showing both cards)	Class responds with is less than and the				
SL leads class in counting new total, pointing to numbers:	When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.	and new number).	Class responds: 20 plus 9 makes 29.	opposite (is greater than).				
Up to and including 50, class counts by ones	Class reads equation as tens and ones (example: 3 tens and ones is 32)	2 SL adds new number circles to previous day's proof drawing.	One Welling 4 TF	SL writes < and > next to circle				
See Volume 1 TE p. xxxi for more information.	SL says the 10-partners made by sticky notes (example: 10=8+2)	See Volume 1 TE p. xxxii for	See Volume 1 TE p. xxxii for more information.	drawings. See Volume 1 TE p. xxxiii				
	See Volume 1 TE p. xxxii for more information.	more information.		for more information.				

^{*} Indicates lessons may take two days – included in pacing days.

Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

	Unit 3 – Unknown Numbers in Addition and Subtraction	Lessons	2-Day Lessons	Assessments	Days
S	Counting On with Addition Situations 1.0A.A.1, 1.0A.C.5, 1.0A.C.6, 1.0A.D.8	1-5	*Lesson 1	Quick Quiz 1, Fluency Check 5 (AG p. 140)	7
Big Idea	Counting On with Subtraction Situations 1.0A.A.1, 1.0A.B.4, 1.0A.C.5, 1.0A.C.6, 1.0A.D.8	6-8		Quick Quiz 2, Fluency Check 6 (AG p. 141)	4
<u> </u>	Mixed Story Problems 1.0A.A.1, 1.0A.B.4, 1.0A.C.5, 1.0A.C.6, 1.0A.D.7, 1.0A.D.8	9-12	*Lesson 9	Quick Quiz 3, Fluency Check 7 (AG p. 142)	6
				Unit Review and Unit Assessment	2
				Unit 3 Total	19

Unit 3 Daily Routines – Counting Tens and Ones

	Daily Plan (repeat after reaching 120)										
1. Add 2 each day. (7 get to 20)	10 days –	2. Add 3 each day. (10 days – 3. get to 50)	Add 4 each day (5 days – get to 70)	 Add 3 each day. (10 days – get to 100) 	5. Add 2 each day. (10 days – get to 120)						
Using the 120 P	Poster	Using the Counting Tens	s and Ones Flip Chart	Using the Number Path	Using Secret Code Cards						
Student Leader (SL) circumumbers each day according Plan. If a new ten is made, circum erased and a bracket is disported bottom of the column. SL leads class in counting pointing to numbers: Up to and including counts by ones See Volume 1 TE p. xxxi	cles are rawn at the g new total,	*Begin year by covering the first column with ten small sticky notes. SL uncovers counters each day and writ counters at the bottom of the column. St bottom. SL writes an equation adding all columns. When 10 counters are uncovered in a counters need to be covered in the next Class reads equation as tens and ones (SL says the 10-partners made by sticky	es total number of uncovered ticky notes are kept in boxes at s together. column, SL asks how many column. (example: 3 tens and 2 ones is 32) notes (example: 10=8+2)	SL adds new number of circles on display Math Board. When a new 10 is made, SL draws a line to show a 10-stick. SL writes vertical addition equation (adding previous total and new number). SL adds new number circles to previous day's proof drawing. See Volume 1 TE p. xxxii for	SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card). SL says: 20 plus 9 (showing both cards) Class responds: 20 plus 9 makes 29. See Volume 1 TE p. xxxii for more information.						
information.	Plan for Ch	noosing Total Present one total a day in			r with a plus sign and asks class how all partners are shown.						
Number Partners		6, then start again with 10	many makes the total. SL writes partner expression. SL continues until all partners are shown. See Volume 1 TE p. xxxiii for more information.								

^{*} Indicates lessons may take two days – included in pacing days.

Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

	Unit 4 – Place Value Concepts	Lessons	2-Day Lessons	Assessments	Days
	Tens and Teens				
S	1.OA.A.1, 1.OA.B.3, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.A, 1.NBT.B.2.B, 1.NBT.B.2.C, 1.NBT.C.4, 1.NBT.C.5	1-6		Quick Quiz 1, Fluency Check 8 (AG p. 143)	7
Idea	Place Value to 100				
Big lo	1.OA.C.5, 1.OA.C.6, 1.OA.D.8, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.A, 1.NBT.B.2.B, 1.NBT.B.2.C, 1.NBT.B.3, 1.NBT.C.4	7-12	*Lesson 10	Quick Quiz 2, Fluency Check 9 (AG p. 144)	8
	Addition Strategies				
	1.OA.C.5, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.A, 1.NBT.B.2.C, 1.NBT.B.3, 1.NBT.C.4	13-18		Quick Quiz 3, Fluency Check 10 (AG p. 145)	7
				Unit Review and Unit Assessment	2
				Unit 4 Total	24

Unit 4 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)										
 Add 2 each day. (1 get to 20) 	10 days –	2. Add 3 each day. (10 days – 3. Add 4 each day get to 50) (5 days – get to 70)	 Add 3 each day. (10 days – get to 100) 	5. Add 2 each day. (10 days – get to 120)						
Using the 120 P	oster	Using the Counting Tens and Ones Flip Chart	Using the Number Path	Using Secret Code Cards						
Student Leader (SL) circl numbers each day accord Plan.		*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.	SL adds new number of circles on display Math Board.	SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9						
If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.		SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.	When a new 10 is made, SL draws a line to show a 10-stick. SL writes vertical addition	card). SL says: 20 plus 9 (showing both cards)						
SL leads class in counting pointing to numbers:	g new total,	SL writes an equation adding all columns together. When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.	equation (adding previous total and new number). SL adds new number circles to	Class responds: 20 plus 9 makes 29.						
Up to and including 50, class counts by ones See Volume 1 TE p. xxxi for more information.		Class reads equation as tens and ones (example: 3 tens and 2 ones is 32) SL says the 10-partners made by sticky notes (example: 10=8+2) See Volume 1 TE p. xxxii for more information.	previous day's proof drawing. See Volume 1 TE p. xxxii for more information.	See Volume 1 TE p. xxxii for more information.						
Partner Houses	responds wi	Itner House pre-drawn on display a Math Board. SL chooses a random num ith corresponding partner. SL continues until all partner pairs have been identified TEp. xxxiv		a. SL writes first partner, class						

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Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

	Unit 5 – Place Value Situations	Lessons	2-Day Lessons	Assessments	Days			
deas	Teen Solution Methods 1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8	1-6	*Lessons 1, 3, 5	Quick Quiz 1, Fluency Check 11 (AG p. 146)	10			
Big lo	Find Patterns and Relationships 1.OA.A.1, 1.OA.A.2, 1.OA.C.6, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.C, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6	7-11	*Lesson 8	Quick Quiz 2, Fluency Check 12 (AG p. 147)	7			
Unit Review and Unit Assessment								
Unit 5 Total								

Unit 5 Daily Routines – Counting Tens and Ones

		Daily	y Plan (repeat after reaching 120))		
 Add 2 each day. (10 d get to 20) 	lays –	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 eac (10 days -	ch day. - get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Post	ter	Using the Counting 1	Tens and Ones Flip Chart	Using the N	umber Path	Using Secret Code Cards
Student Leader (SL) circles the numbers each day according to Daily		*Begin year by covering the first coluwith ten small sticky notes.	ımn of counters (on the left of the chart)	SL adds new number of circles on display Math Board.		SL shows new total using Demonstration Secret Code Cards
Plan. If a new ten is made, circles a proceed and a brooket is drawn		SL uncovers counters each day and counters at the bottom of the column		When a new 10 draws a line to s		(Example: 29 – 20 card and 9 card). SL says: 20 plus 9 (showing both
erased and a bracket is drawn at the bottom of the column. SL leads class in counting new total, pointing to numbers:			SL writes an equation adding all columns together.		al addition g previous total	cards)
		When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.		and new number). SL adds new number circles to		Class responds: 20 plus 9 makes 29.
 Up to and including 50, counts by ones 	, class	Class reads equation as tens and on	previous day's proof drawing.		Coo Volume 4 TE is vivili for	
See Volume 2 TE p. xxxi for more information.		SL says the 10-partners made by sticky notes (example: 10=8+2) See Volume 2 TE p. xxxii for more information.		See Volume 2 TE p. xxxii for more information.		See Volume 1 TE p. xxxii for more information.
Additional Counting		n 20 from Any 2-Digit Number sees number and leads class in counting. Eventually class counts with eyes			unknown.	h Mountain with one partner
Tens and Ones (Begin after reaching 120		rom 90 to 120 by Ones ts to 90 on 120 Poster and leads. Evel	ntually class counts with eyes closed.	Mountains and		quations to go with Math Mountain. nown partners and fills in boxes.
twice)	Count From Any Number to 120 SL chooses any number and leads. Eventually start with number between 100 and 120.		Equations		s doing this routine. TE p. xxxiii for more information.	
	See Vol	ume 2 TE p. xxxiii for more information	n.		230 70141110 2	- F. Marin In More Milenian

^{*} Indicates lessons may take two days – included in pacing days.

Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

	Unit 6 - Comparisons and Data	Lessons	2-Day Lessons	Assessments	Days				
deas	Represent and Compare Data 1.0A.A.1, 1.0A.A.2, 1.MD.C.4	1-5	*Lesson 2	Quick Quiz 1, Fluency Check 13 (AG p. 148)	7				
Big l	Compare Problem Types 1.OA.A.1, 1.OA.A.2, 1.MD.C.4	6-9	*Lesson 7	Quick Quiz 2, Fluency Check 14 (AG p. 149)	6				
	Unit Review and Unit Assessment								
Unit 6 Total									

Unit 6 Daily Routines – Counting Tens and Ones Daily Plan (repeat after reaching 120)

		Dun	y Pian (repeat after reaching 120	,		
 Add 2 each day. (10 c get to 20) 	days –	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 eac (10 days -	h day. - get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Pos	ter	Using the Counting	Tens and Ones Flip Chart	Using the N	umber Path	Using Secret Code Cards
Additional Counting Tens and Ones (Begin after reaching 120 twice) SL choclosed. Count SL point SL choclosed.		with ten small sticky notes. SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom. SL writes an equation adding all columns together. When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column. Class reads equation as tens and ones (example: 3 tens and 2 ones is 32) SL says the 10-partners made by sticky notes (example: 10=8+2)		SL adds new num on display Math	Board.	SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9
				draws a line to show a 10-stick. SL writes vertical addition equation (adding previous total and new number). SL adds new number circles to previous day's proof drawing.		card). SL says: 20 plus 9 (showing both cards) Class responds: 20 plus 9 makes
						See Volume 2 TE p. xxxii for more information.
		on 20 from Any 2-Digit Number oses number and leads class in countir from 90 to 120 by Ones ts to 90 on 120 Poster and leads. Everom Any Number to 120 oses any number and leads. Eventuall lume 2 TE p. xxxiii for more informatic	ntually class counts with eyes closed. y start with number between 100 and 120.	Add and Subtract Within Ten	Orange, and Y Cards answered pile. Students can w	ce facts within 10 using Red, ellow Count On cards. d incorrectly go back into practice ork with a partner. TE p. xxxiv for more information.

^{*} Indicates lessons may take two days – included in pacing days.

Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

Unit 7 – Geometry, Measurement, and Equal Shares		Lessons	2-Day Lessons	Assessments		
Big Ideas	Tell and Write Time CC.1.MD.B.3	1-5		Quick Quiz 1, Fluency Check 15 (AG p. 150)	6	
	Shapes and Equal Shares 1.G.A.1, 1.G.A.2, 1.G.A.3	6-11	*Lessons 6, 7, 9, 10	Quick Quiz 2, Fluency Check 16 (AG p. 151)		
	Measure and Order by Length 1.MD.A.1, 1.MD.A.2, 1.MD.B.3, 1.G.A.3	12-14		Quick Quiz 3, Fluency Check 17 (AG p. 152)	4	
Unit Review and Unit Assessment						
Unit 7 Total						

Unit 7 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)							
1. Add 2 each day. (10 days – get to 20)		2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 eac (10 days -	ch day. – get to 100)	 Add 2 each day. (10 days – get to 120) 	
Using the 120 Poster		Using the Counting Tens and Ones Flip Chart		Using the Number Path		Using Secret Code Cards	
Student Leader (SL) circles the numbers each day according to Daily Plan. If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column. SL leads class in counting new total, pointing to numbers: Up to and including 50, class counts by ones See Volume 2 TE p. xxxi for more information.		*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes. SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom. SL writes an equation adding all columns together. When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column. Class reads equation as tens and ones (example: 3 tens and 2 ones is 32) SL says the 10-partners made by sticky notes (example: 10=8+2) See Volume 2 TE p. xxxii for more information.		SL adds new number of circles on display Math Board. When a new 10 is made, SL draws a line to show a 10-stick. SL writes vertical addition equation (adding previous total and new number). SL adds new number circles to previous day's proof drawing. See Volume 2 TE p. xxxii for more information.		SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card). SL says: 20 plus 9 (showing both cards) Class responds: 20 plus 9 makes 29. See Volume 1 TE p. xxxii for more information.	
Additional Counting Tens and Ones (Begin after reaching 120 twice) counting Countin		on 20 from Any 2-Digit Number: SL chooses number and leads class in g. Eventually class counts with eyes closed. from 90 to 120 by Ones: SL points to 90 on 120 Poster and leads. Eventually bunts with eyes closed. From Any Number to 120: SL chooses any number and leads. Eventually start mber between 100 and 120. Jume 2 TE p. xxxiii for more information.		Add and Subtract Teen Numbers	Students practice facts within teens using Green, Purple, and Blue Count On cards. Cards answered incorrectly go back into practice pile. Students can work with a partner. See Volume 2 TE p. xxxiv for more information.		

^{*} Indicates lessons may take two days – included in pacing days.

Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

Unit 8 – Two-Digit Addition		Lessons	2-Day Lessons	Assessments	Days	
Big Idea	Add 2-Digit Numbers		*Lesson 1	Quick Quiz 1, Fluency Check 18 (AG p. 153)	8	
Unit Review and Unit Assessment						
Unit 8 Total						
First Grade Total						

Unit 8 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)							
1. Add 2 each day. (10 days – get to 20)		2. Add 3 each day. (10 days – 3. Add 4 each day get to 50) (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)			
Using the 120 Poster		Using the Counting Tens and Ones Flip Chart	Using the Number Path	Using Secret Code Cards			
Student Leader (SL) circles the numbers each day according to Daily Plan. If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column. SL leads class in counting new total, pointing to numbers: Up to and including 50, class counts by ones See Volume 2 TE p. xxxi for more information.		*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes. SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom. SL writes an equation adding all columns together. When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column. Class reads equation as tens and ones (example: 3 tens and 2 ones is 32) SL says the 10-partners made by sticky notes (example: 10=8+2) See Volume 2 TE p. xxxii for more information.	SL adds new number of circles on display Math Board. When a new 10 is made, SL draws a line to show a 10-stick. SL writes vertical addition equation (adding previous total and new number). SL adds new number circles to previous day's proof drawing. See Volume 2 TE p. xxxii for more information.	SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card). SL says: 20 plus 9 (showing both cards) Class responds: 20 plus 9 makes 29. See Volume 1 TE p. xxxii for more information.			
Additional Counting Tens and Ones (Begin after reaching 120 twice)	Tens and Ones Count from 90 to 120 by Ones SL points to 90 on 120 Poster and leads. Eventually class counts with eyes closed.			SL draws hour and minute hands on Time Poster analog clock to show a time to the hour or half hour. Class responds with time shown. SL writes time on Time Poster digital clock. See Volume 2 TE p. xxxiv for more information.			

^{*} Indicates lessons may take two days – included in pacing days.