1ˢᵀ GRADE MATH PACING GUIDE

TOPICS	STARTING	ENDING	STANDARDS
TOPIC 1 SOLVE ADDITION AND SUBTRACTION 1-10	9/8/20	9/24/2020	MAFS.1.OA.1.1, MAFS.1.OA.2.3, MAFS.1.OA.2.4 ,MAFS.1.OA.3.6, MAFS.1.NBT.1.1, MAFS.1.NBT.2.2, MAFS.1.NBT.3.5
TOPIC 2 FLUENTLY ADD & SUBTRACT WITHIN 10	9/25/2020	10/13/2020	MAFS.1.OA.3.5, MAFS.1.OA.3.6
TOPIC 3 ADDITION FACTS TO 20	10/14/2020	11/2/2020	MAFS.1.OA.3.5, MAFS.1.OA.3.6
TOPIC 4 SUBTRACTION FACTS TO 20	11/3/2020	11/19/2020	MAFS.1.OA.2.3, MAFS.1.OA.2.4
TOPIC 5 ADDITION & SUBTRACTION EQUATIONS	11/20/2020	12/9/2020	MAFS.1.OA.4.7, MAFS.1.OA.4.8
TOPIC 6 REPRESENT AND INTERPRET DATA	12/10/2020	1/4/2021	MAFS.1.MD.3.4
TOPIC 7 EXTEND THE COUNTING SEQUENCE	1/5/2021	1/20/2021	MAFS.1.NBT.1.1, MAFS.1.NBT.2.2 (a,b)
TOPIC 8 UNDERSTAND PLACE VALUE	1/21/2021	2/4/2021	MAFS.1.NBT.2.2 (a,b,c,d)
TOPIC 9 COMPARE 2 DIGIT NUMBERS	2/5/2021	2/19/2021	MAFS.1.NBT.2.3, MAFS.1.NBT.2.5
TOPIC 10 USE MODELS/STRATEGIES TO ADD	2/22/2021	3/9/2021	MAFS.1.NBT.3.4, MAFS.1.NBT.3.5, MAFS.1.NBT.2.2 (a,c)
TOPIC 11 USE MODELS/STRATEGIES TO SUBTRACT	3/10/2021	3/24/2021	MAFS.1.NBT.3.5, MAFS.1.NBT.3.6, MAFS.1.NBT.2.2c

TOPIC 12 MEASURE LENGTH	3/25/2021	4/12/2021	MAFS.1.MD.1.1, MAFS.1.MD.1.a
TOPIC 13 TIME & MONEY	4/13/2021	4/26/2021	MAFS.1.MD.2.3, MAFS.1.MD.2.a
TOPIC 14 REASON WITH SHAPES/ATTRIBUTES	4/27/2021	5/12/2021	MAFS.1.G.1.1, MAFS.1.G.1.2
TOPIC 15 EQUAL SHARES- CIRCLES & RECTANGLES	5/13/2021	5/24/2021	MAFS.1.G.1.3
TOPIC 16 STEP UP TO 2ND GRADE	As time allows		

1ST GRADE MATH FOCUS GUIDE 2020-2021

MAFS	Related *Envisions Florida Edition*	Resources/Projects
	Baseline Assessment Performance Matters **Math Background**	
MAFS.1.OA.1.1 **MAFS.1.OA.4.7**	**Topic 1: Solve Addition and Subtraction Problems to 10** **Focus on:** ☐ **Vocabulary** ☐ **Verbiage** ☐ **Use of Manipulatives to accompany Vocabulary** ☐ **Fact Families Relating Addition and Subtraction**	Quilt Squares STEM Lemons and Oranges STEM

		Non-negotiable (Must Do): ☐ Add to 1-1 ☐ Put Together 1-2 ☐ Take From 1-4 ☐ Compare Situations 1-5 ☐ Practice Adding and Subtracting1-8 ☐ **Enrichment Lessons (Can Do):** ☐ Both Addends Unknown 1-3 ☐ Change Unknown 1-7 ☐ Problem Solving- Construct Arguments 1-9 **Assessment Covers: MAFS.1.OA.1.1**	Problem Solving Video 3-Act Math: Grab A Bite
	MAFS.1.OA.3.5 **MAFS.1.OA.3.6** **MAFS.1.OA.2.4** **MAFS.1.OA.2.3**	**Topic 2: Fluency Add and Subtract Within 10** **Focus on:** ☐ **Addition and Subtraction Strategies** ☐ **Fluency within 10** ☐ **Math Buddies 0-10** ☐ **Laying Strong Foundation within 10.** ☐ **Fact Families Relating Addition and Subtraction** **Non-negotiable (Must Do):** • Count on to Add 2-1 • Doubles 2-2 • Facts with 5 on a Ten-Frame 2-4 • Count Back to Subtract 2-6 • Think Addition to Subtract 2-7 • Solve Word Problems 2-8 **Enrichment Lessons (Can Do):** • Near Doubles 2-3 • Add in Any Order 2-5 • Problem Solving 2-9	Subtraction Video Problem Solving Relate Addition and Subtraction

	Assessment Covers: **MAFS.1.OA.3.5, MAFS.1.OA.3.6, MAFS.1.OA.2.4**	

MAFS.1.OA.3.5
MAFS.1.OA.3.6
	Topic 3: Addition Facts to 20: Use Strategies
	
	Focus on:
	☐ **Fluency within 20**
	☐ **Fact Families- Relating Addition and Subtraction**
	
	Non-negotiable (Must Do):
	• Count on to Add 3-1
	• Doubles 3-3
	• Make 10 to Add 3-5
	• Continue to Make 10 to Add 3-6
	• Explain Addition 3-7
	• Solve Addition Word Problems 3-8
	Enrichment Lessons (Can Do):
	    • Count on using an open Number line 3-2
	    • Doubles Plus 3-4
	    • Problem Solving 3-9
	
	Assessment Covers: **MAFS.1.OA.3.5, MAFS.1.OA.3.6**
		Properties of Addition and Subtraction
		
		3-Act Math: Go for a Spin

MAFS.1.OA.2.3 **MAFS.1.OA.2.4**	**Topic 4: Subtraction Facts to 20: Use Strategies** **Focus on:** ☐ **Fluency within 20** ☐ **Fact Families- Relating Addition and Subtraction** **Non-negotiable (Must Do):** • Count to Subtract 4-1	Lady Bug Missing Numbers Fact Families Match Game

	• Fact Family 4-4 • Use Addition to Subtract 4-5 • Continue to Use Addition to Subtract 4-6 • Explain Subtraction Strategies 4-7 • Solve Word Problems with Facts to 20 4-8 **Enrichment Lessons (Can Do):** • Make 10 to Subtract 4-2 • Continue to make 10 to subtract 4-3 • Problem Solving: Reasoning 4-9 Assessment Covers: **MAFS.1.OA.3.5, MAFS.1.OA.3.6**, **MAFS.1.OA.1.1**	
MAFS.1.OA.4.7 **MAFS.1.OA.4.8**	**Topic 5: Work with Addition and Subtraction Equations** **Focus on:** ◻ **Fluency within 20** ◻ **Fact Families- Relating Addition and Subtraction** **Non-negotiable (Must Do):** • Find the unknown Numbers 5-1 • True or False Equations 5-2 • Add Three Numbers 5-4 • Word Problems with Three Addends 5-5 **Enrichment Lessons (Can Do):** • Make True Equations 5-3 • Solve Addition and Subtraction Word Problems 5-6 • Problem Solving: Precision 5-7 Assessment Covers: **MAFS.1.OA.4.7, MAFS.1.OA.4.8**	Pete's Shoes STEM 3-Act Math: Weighed Down
MAFS.1.MD.3.4	**Topic 6: Represent and Interpret Data** **Focus on:** ◻ **Vocabulary** ◻ **Bundling 5, Tally Marks**	Organize Data Problem Solving: Graphs

	Non-negotiable (Must Do): • Organize Data into Three Categories 6-1 • Interpret Data 6-4 • Problem Solving: Make Sense and Preserve 6-5 **Enrichment Lessons (Can Do):** • Collect and Represent Data 6-2 • Interpret Data 6-3 Assessment Covers: **MAFS.1.MD.3.4**	
MAFS.1.NBT.1.1 **MAFS.1.NBT.2.2** **(a,b)**	**Topic 7: Extend the Counting Sequence** **Focus on:** ☐ **Counting by 10** ☐ **Reading Number Charts to 120** **Non-negotiable (Must Do):** • Count by 10s to 120 7-1 • Count by 1s to 120 7-2 • Count on a Number Chart to 120 7-3 • Count and Write Numerals 7-6 **Enrichment Lessons (Can Do):** • Count by 1's, 10's to 120 7-4 • Count on an Open Number line 7-5 • Problem Solving 7-7 Assessment Covers: **MAFS.1.NBT.1.1**	Groups of 10 Video Problem Solving 3-Act Math: Super Selfie
MAFS.1.NBT.2.2 **(a,b,c,d)**	**Topic 8: Understand Place Value** **Focus on:** ☐ **Vocabulary: Word Form, Number Form (Number Word and Numerals)** ☐ **Place Value Charts** ☐ **Groups of tens**	Pete's Shoes STEM Regrouping Video

	□ **Groups of ones**	
	Non-negotiable (Must Do): • Make Numbers 11 to 19 8-1 • Numbers Made with Tens 8-2 • Count with Groups of Tens and Leftovers 8-3 • Tens and Ones 8-4 **Enrichment Lessons (Can Do):** • Continue with Tens and Ones 8-5 • Different Names for the Same Number 8-6 • Problem Solving: Look For and Use Structure 8-7 Assessment Covers: **MAFS.1.NBT.2.2**	
MAFS.1.NBT.2.3 **MAFS.1.NBT.3.5**	**Topic 9: Compare Two-Digit Numbers** **Focus on:** □ **1 more/less, 10 more/less** □ **Larger and Smaller Numbers** **Non-negotiable (Must Do):** • 1 More, I Less; 10 More, 10 Less 9-1 • Compare Numbers 9-3 • Compare Numbers with Symbols (>,<,=) 9-4 **Enrichment Lessons (Can Do):** • Find Numbers on a hundred Chart 9-2 • Compare on a number line 9-5 • Problem Solving: Make Sense and Persevere 9-6 Assessment Covers: **MAFS.1.NBT.2.3, MAFS.1.NBT.3.5**	Two Digit Numbers 3-Act Math: Digit Flip
All Standards	**Mid-Year Assessment Performance Matters**	

MAFS.1.NBT.3.4 MAFS.1.NBT.3.5 MAFS.1.NBT.2.2 (a,c)	**Topic 10: Use Models and Strategies to Add Tens and Ones** **Focus on:** **Adding Vertically** **Place Value Charts** **Use of Manipulatives** **Non-negotiable (Must Do):** - Add Tens Using Models 10-1 - Mental Math: Ten More Than a Number 10-2 - Add Tens and Ones Using Models 10-5 - Add Using Place Value 10-7 - Practice Adding Using Strategies 10-8 **Enrichment Lessons (Can Do):** - Add Tens and Ones on a Hundreds Chart 10-3 - Add Tens and Ones on Open Number Line 10-4 - Make 10 to Add 10-6 - Problem Solving: Model with Math 10-9 Assessment Covers: **MAFS.1.NBT.3.4**	
MAFS.1.NBT.3.5 MAFS.1.NBT.3.6	**Topic 11: Use Models and Strategies to Subtract Tens** **Focus on:** **Subtracting Vertically ***NOT IN BOOK******** **Place Value Charts** **Use of Manipulatives** **Non-negotiable (Must Do):** - Subtract Tens Using Models 11-1 - Subtract Tens Using a Hundred Chart 11-2 - Use Addition to Subtract Tens 11-4 - Use Strategies to Practice Subtraction 11-6 **Enrichment Lessons (Can Do):** - Subtract Tens using Open Number Line 11-3 - Mental Math: Ten Less Than a Number 11-5 - Problem Solving 11-7	

	Assessment Covers: **MAFS.1.NBT.3.5, MAFS.1.NBT.3.6**	
MAFS.1.MD.1.1 **MAFS.1.MD.1.a**	**Topic 12: Measure Lengths** **Focus on:** ☐ **Vocabulary** ☐ **Use of Manipulatives** **Non-negotiable (Must Do):** • Compare and Order by Length 12-1 • Use a Ruler a Measure 12-3 **Enrichment Lessons (Can Do):** • Indirect Measurement 12-2 • Use Appropriate 12-4 Assessment Covers: **MAFS.1.MD.1.1**	Compare Lengths
MAFS.1.MD.2.3 **MAFS.1.MD.2.a**	**Topic 13: Time and Money** **Focus on:** ☐ **Use of Manipulatives** **Non-negotiable (Must Do):** • Tell the value of Coins • Find the Value of the Group of Coins • Understand the Hour and Minute Hands • Tell and Write Time to the Hour • Tell and Write Time to the Half Hour • Problem Solving: Reasoning	Time Video Clocks 3-Act Math: Drip Day

		Assessment Covers: **MAFS.1.MD.2.3**	
	All Standards	**End of Year Assessment Performance Matters**	

MAFS.1.G.1.1
MAFS.1.G.1.2
		Topic 14: Reason with Shapes and Their Attributes
		
		Focus on:
		      ☐ **Use of Manipulatives**
		      ☐ **Vocabulary**
		
		Non-negotiable (Must Do):
		• Defining and Non-Defining Attributes of 2-D Shapes 14-2
		• Build and Draw 2-D Shapes by Attributes 14-3
		• Compose New 2-D Shapes from 2-D Shapes 14-4
		• Use Attributes to Define Three-Dimensional (3-D) Shapes 14-6
		• Defining and Non-Defining Attributes of 3-D Shapes 14-7
		• Compose with 3-D Shapes 14-8
		
		Enrichment Lessons (Can Do):
		• Use Attributes to Define Two-Dimensional Shapes 14-1
		• Compose New Shapes from 2-D Shapes 14-5
		• Problem Solving 14-9
		
		Assessment Covers: **MAFS.1.G.1.1**
			Shapes Exploration
			
			3-Dimensional Shapes
			
			Combine 3-D Shapes

MAFS.1.G.1.3		**Topic 15: Equal Shares of Circles and Rectangles** **Focus on:** ☐ **Use of Manipulatives** **Non-negotiable (Must Do):** • Make Equal Shares • Make Halves and Fourths of Rectangles and Circles • Understand Halves and Fourths • Problem Solving: Model with Math	3-Act Math: Pieced Out Halves and Fourths Video Shapes Video Shape Hunt

MAFS.2.OA.3.3
MAFS.2.OA.3.4

Topic 16:
- **Even and Odd Numbers**

- **Break Apart Numbers to Subtract**
- **Solve Problems Coins**

MAFS.2.MD.3.8	• Use Arrays to Find Totals	• Understand Hundreds
MAFS.2.NBT.1.1	• Add on a Hundred Chart	• Counting Hundreds, Tens, and Ones
MAFS.2.NBT.1.3	• Break Apart Numbers to Add	• Models and 3-Digit Numbers
MAFS.2.NBT.2.5	• Subtract Tens and Ones on a Hundred Chart	• Read and Write 3-Digit Numbers

- Project Based Learning
- Mathematical Wrap-Up Activities
- Collect all Math Materials Mathematical Wrap-Up Activities
- Collect all Math Materials

Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Represent and solve problems involving addition and subtraction.	
STANDARD CODE	**STANDARD**
MAFS.1.OA.1.1	Use addition and subtraction within 20 to solve word problems[1] involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem ([1]Students are not required to independently read the word problems.) *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

MAFS.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Understand and apply properties of operations and the relationship between addition and subtraction.

STANDARD CODE	STANDARD
MAFS.1.OA.2.3	Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.1.OA.2.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Add and subtract within 20.

STANDARD CODE	STANDARD

MAFS.1.OA.3.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). *Cognitive Complexity:* Level 1: Recall
MAFS.1.OA.3.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4
	= 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 4: Work with addition and subtraction equations.	
STANDARD CODE	**STANDARD**
MAFS.1.OA.4.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

MAFS.1.OA.4.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ?* $= 11, 5 = [] - 3, 6 + 6 = []$.
	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Domain: NUMBER AND OPERATIONS IN BASE TEN

Cluster 1: Extend the counting sequence.

STANDARD CODE	STANDARD
MAFS.1.NBT.1.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
	Cognitive Complexity: Level 1: Recall

Cluster 2: Understand place value.

STANDARD CODE	STANDARD

MAFS.1.NBT.2.2	Understand that the two digits of a two-digit number represent amounts of tens and ones.
	a. 10 can be thought of as a bundle of ten ones — called a "ten."
	b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
	c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
	d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).
	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
MAFS.1.NBT.2.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Use place value understanding and properties of operations to add and subtract.
(Additional Cluster)

Don't sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD

STANDARD CODE	STANDARD
MAFS.1.NBT.3.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.1.NBT.3.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.1.NBT.3.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Domain: MEASUREMENT AND DATA	
Cluster 1: Measure lengths indirectly and by iterating length units.	
STANDARD CODE	**STANDARD**

MAFS.1.MD.1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.1.MD.1.a	Understand how to use a ruler to measure length to the nearest inch. a. Recognize that the ruler is a tool that can be used to measure the attribute of length. b. Understand the importance of the zero point and end point and that the length measure is the span between two points.
	c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.

Cluster 2: Work with time and money.

STANDARD CODE	STANDARD
MAFS.1.MD.2.3	Tell and write time in hours and half-hours using analog and digital clocks. *Cognitive Complexity:* Level 1: Recall

MAFS.1.MD.2.a	Identify and combine values of money in cents up to one dollar working with a single unit of currency[1]. a. Identify the value of coins (pennies, nickels, dimes, quarters). b. Compute the value of combinations of coins (pennies and/or dimes). c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies *or* ten dimes *or* four quarters in one dollar.) ([1]Students are not expected to understand the decimal notation for combinations of dollars and cents.)

Cluster 3: Represent and interpret data. (Supporting Cluster)

Don't sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.1.MD.3.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Domain: GEOMETRY

Cluster 1: Reason with shapes and their attributes. (Supporting Cluster)

Don't sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MAFS.1.G.1.1	Distinguish between defining attributes (e.g., triangles are closed and three- sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create
	a composite shape, and compose new shapes from the composite shape. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
MAFS.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts