

Grade 1 Mathematics Prince William County Pacing Guide 2022-2023

Teacher Focus Groups have assigned a given number of days to each unit based on their experiences and knowledge of the curriculum. It is critical that teachers stay as close as possible to the pacing guidelines to ensure that all of the Standards of Learning have been taught by the end of the school year, and that, as children move within the Division, their mathematics instruction remains coherent. Ongoing review should occur throughout the year.

Prince William County [Regulation 602-1](#) describes the organization of the instructional day. Mathematics is allotted **90 minutes** in Grade 1. This should include an uninterrupted 75-minute block of time for the lesson and an additional 15-minute block to be used for classroom routines, number talks, and/or other selected review activities. These types of activities are a critical element of mathematics instruction that provide essential practice and maintenance of key concepts and skills.

Teachers may find the full wording of the objectives, along with the essential knowledge and skills to be learned, in the Unit Guides. The Unit Guides created by the Teacher Focus Groups provide suggestions for learning experiences, assessments, and resources. These documents are available in Canvas and on the Mathematics SharePoint Website. More information about accessing SharePoint will be coming soon.

Classroom Routines should be an integral part of the development of mathematics understanding. Each day should include a brief (10-15 minutes), deliberate, and carefully planned time for review of key concepts and skills. It is not expected that all skills are addressed every day; each teacher should determine which skills and at what level may be appropriate on a given day. Number sense routines and/or calendar routines should be alternated. PowerPoints with three number routines for each week have been provided for you in Canvas.

Assessment Opportunities are provided throughout each unit. Each unit includes an End of Unit Assessment on the standards covered in that unit. All assessments are intended to be used to determine student growth and guide ongoing instruction. Assessment scoring guides are designed to meet the criteria in assessment [Regulation 661-1](#).

- Students should have access to counters, number charts, other manipulatives, as needed/indicated.
- The assessments do **not** need be administered all at once at the end of the unit. Items may be assessed, as appropriate, throughout the unit, including during centers, small group, etc.

Students who do not demonstrate mastery should receive ongoing instruction and reassessment until mastery is met with at least a score of S (meets grade level requirements). Reassessments can include: exit tickets, observations, student interview, and teacher-created assessments using the mastery assessment as a guide.

Unit 1: Number and Length
August 22 – October 4 (29 days)

Focus Topics	Standards of Learning
<p>Establish routines, procedures, organization, and use of manipulatives Refer to the First 29 of Math</p> <p><i>Number and Number Sense</i></p> <ul style="list-style-type: none"> • Count forward to 100 orally and backwards from 10 <ul style="list-style-type: none"> ○ <i>Start at any number and count forward and backward</i> • Write numbers to 20 in and out of sequence • Count forward orally by tens to 100 using objects • Compare two numbers between 0 and 20 pictorially or with objects • Order three or fewer sets up to 20 • Group a collection of up to 20 objects in tens and ones <ul style="list-style-type: none"> ○ Teen Numbers: Identify tens and ones in numbers 11-20 • Ordinal numbers first through tenth 	<p>1.1ac</p> <p>1.1b</p> <p>1.1d</p> <p>1.2b</p> <p>1.2c</p> <p>1.2a</p> <p>1.3</p>
<p><i>Measurement and Geometry</i></p> <ul style="list-style-type: none"> • Money <ul style="list-style-type: none"> ○ Recognize penny, nickel, dime, and quarter and identify the value of each coin • Nonstandard Measurement <ul style="list-style-type: none"> ○ Compare Lengths ○ Measure using nonstandard tools 	<p>K.7</p> <p>1.10</p>
<p>Unit 1 End-of-Unit Assessment</p>	<p>1.1b, 1.2abc, 1.3, K.7, 1.10</p>
<p>Objectives Completed</p>	<p>1.3</p>

Unit 2: Addition
October 6 – November 10 (22 days)

October 9 - November 16 (22 days)

Focus Topics	Standards of Learning
<div>Computation and Estimation</div> 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Unit 3: Number and Time
November 14 – December 6 (14 days)

Focus Topics	Standards of Learning
<i>Number and Number Sense</i> <ul style="list-style-type: none"> Count forward orally by ones to 110 and backwards from <u>20</u> <ul style="list-style-type: none"> <i>Start at any number and count forward and backward</i> Group a collection of up to <u>50</u> objects in tens and ones Compare two numbers between <u>0 and 50</u> pictorially or with objects Order three or fewer sets up to <u>50</u> Skip counting by tens 	1.1ac 1.2a 1.2b 1.2c 1.1d
<i>Measurement and Geometry</i> <ul style="list-style-type: none"> Introduce time to the <u>hour</u> using analog and digital clock Money <ul style="list-style-type: none"> Counting collections with <u>like</u> coins [<u>pennies, dimes</u>] to \$1.00 	1.9a 1.8
Unit 3 End-of-Unit Assessment	1.1ad, 1.2abc, 1.8, 1.9a
Objectives Completed	1.1a

Unit 4: Subtraction, Shapes December 7 – January 19 (20 days)										
Focus Topics	Standards of Learning									
<p><i>Measurement and Geometry</i></p> <p>Plane figures: triangles, squares, rectangles, circles</p> <ul style="list-style-type: none"> Identify Trace Describe Sort Classify <p>according to number of</p> <ul style="list-style-type: none"> sides vertices angles <p>Representations of triangles, squares, rectangles, and circles</p> <ul style="list-style-type: none"> Identify Describe <p>in different environments regardless of orientation</p>	<p>1.11a, 1.13</p> <p>1.11b</p>									
<p><i>Computation and Estimation</i></p> <ul style="list-style-type: none"> Subtraction Strategies <ul style="list-style-type: none"> Count- back <ul style="list-style-type: none"> one less, two less Doubles and Halves Take from 10 <i>Separate</i> Story Problems (action involved) <table border="1"> <thead> <tr> <th colspan="3">GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES</th> </tr> <tr> <th>Separate (Result Unknown)</th> <th>Separate (Change Unknown)</th> <th>Separate (Start Unknown)</th> </tr> </thead> <tbody> <tr> <td>Brooke had 10 cookies. She gave 6 cookies to Joe. How many cookies does Brooke have now?</td> <td>Brooke had 10 cookies. She gave some to Joe. She has 4 cookies left. How many cookies did Brooke give to Joe?</td> <td>Brooke had some cookies. She gave 6 to Joe. Now she has 4 cookies left. How many cookies did Brooke start with?</td> </tr> </tbody> </table>	GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES			Separate (Result Unknown)	Separate (Change Unknown)	Separate (Start Unknown)	Brooke had 10 cookies. She gave 6 cookies to Joe. How many cookies does Brooke have now?	Brooke had 10 cookies. She gave some to Joe. She has 4 cookies left. How many cookies did Brooke give to Joe?	Brooke had some cookies. She gave 6 to Joe. Now she has 4 cookies left. How many cookies did Brooke start with?	<p>1.7ab</p> <p>1.6</p>
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<p><i>Pattern and Functions and Algebra</i></p> <ul style="list-style-type: none"> Sort and classify according to 1 or 2 attributes Introduce symbols for subtraction and equality (- , =) 	<p>1.13</p> <p>1.15</p>									
Unit 4 End-of-Unit Assessment	1.11ab, 1.6, 1.7ab, 1.13, 1.15									
Objectives Completed	1.11ab, 1.13									

Unit 5: Common Fractions, Time, & Calendar January 20 – February 7 (11 days)	
Focus Topics	Standards of Learning
<i>Number and Number Sense</i> <ul style="list-style-type: none"> Represent and solve practical problems involving equal sharing with two or four sharers Represent and name halves and fourths, using models 	1.4a 1.4b
<i>Measurement and Geometry</i> <ul style="list-style-type: none"> Introduce time to the half hour using analog and digital clock Read and interpret calendar 	1.9a 1.9b
Unit 5 End-of-Unit Assessment	1.4ab, 1.9ab
Objectives Completed	1.9ab

Unit 6: Addition, Equality, and Patterns
February 8 – March 15 (25 days)

Focus Topics	Standards of Learning									
<div>Computation and Estimation<ul style="list-style-type: none">Addition Strategies:<ul style="list-style-type: none">Doubles to 20Near DoublesJoin Story Problems (action involved)</div> <table><tr><th colspan="3">GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES</th></tr><tr><th>Join (Result Unknown)</th><th>Join (Change Unknown)</th><th>Join (Start Unknown)</th></tr><tr><td>Sue had 9 pencils. Alex gave her 5 more pencils. How many pencils does Sue have altogether?</td><td>Sue had 9 pencils. Alex gave her some more pencils. Now Sue has 14 pencils. How many did Alex give her?</td><td>Sue had some pencils. Alex gave her 5 more. Now Sue has 14 pencils. How many pencils did Sue have to start with?</td></tr></table>	GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES			Join (Result Unknown)	Join (Change Unknown)	Join (Start Unknown)	Sue had 9 pencils. Alex gave her 5 more pencils. How many pencils does Sue have altogether?	Sue had 9 pencils. Alex gave her some more pencils. Now Sue has 14 pencils. How many did Alex give her?	Sue had some pencils. Alex gave her 5 more. Now Sue has 14 pencils. How many pencils did Sue have to start with?	<div>1.7ab</div> <div>1.6</div>
GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES										
Join (Result Unknown)	Join (Change Unknown)	Join (Start Unknown)								
Sue had 9 pencils. Alex gave her 5 more pencils. How many pencils does Sue have altogether?	Sue had 9 pencils. Alex gave her some more pencils. Now Sue has 14 pencils. How many did Alex give her?	Sue had some pencils. Alex gave her 5 more. Now Sue has 14 pencils. How many pencils did Sue have to start with?								
<div>Patterns, Functions, and Algebra<ul style="list-style-type: none">Equality<ul style="list-style-type: none">Balancing equations: Revisit Equality (+, -, =) (e.g. $5 + 3 = 8$, $8 = 5 + 3$, $5 + 3 = 4 + 4$)Identify, describe, extend, create, and transfer repeating patternsIdentify, describe, extend, create, and transfer growing patterns</div>	<div>1.15</div> <div>1.14</div> <div>1.14</div>									
<div>Number and Number Sense<ul style="list-style-type: none">Skip counting by twos, fives, and tens to 110<ul style="list-style-type: none">Using concrete objects</div>	<div>1.1d</div>									
<div>Measurement and Geometry<ul style="list-style-type: none">Money<ul style="list-style-type: none">Counting collections with <u>like</u> coins [pennies, nickels, dimes] to \$1.00</div>	<div>1.8</div>									
Unit 6 End-of-Unit Assessment	1.1d, 1.6, 1.7ab, 1.14, 1.15									
Objectives Completed	1.1d, 1.14, 1.15									

Unit 7: Subtraction, Number, and Data
March 16 – April 20 (20 days)

Focus Topics	Standards of Learning									
<div><div>Computation and Estimation<ul style="list-style-type: none">Subtraction<ul style="list-style-type: none">Find the differenceRelated facts/fact familyCompare Story Problems</div><div><table><tr><th colspan="3">GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES</th></tr><tr><th>Compare (Difference Unknown)</th><th>Compare (Bigger Unknown)</th><th>Compare (Smaller Unknown)</th></tr><tr><td>Ryan has 7 books and Chris has 2 books. How many more books does Ryan have than Chris? Ryan has 7 books. Chris has 2 books. How many fewer books does Chris have than Ryan?</td><td>Chris has 2 books. Ryan has 5 more books than Chris. How many books does Ryan have? Chris has 5 fewer books than Ryan. Chris has 2 books. How many books does Ryan have?</td><td>Ryan has 2 more books than Chris. Ryan has 7 books. How many books does Chris have? Chris has 5 fewer books than Ryan. Ryan has 7 books. How many books does Chris have?</td></tr></table></div></div>	GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES			Compare (Difference Unknown)	Compare (Bigger Unknown)	Compare (Smaller Unknown)	Ryan has 7 books and Chris has 2 books. How many more books does Ryan have than Chris? Ryan has 7 books. Chris has 2 books. How many fewer books does Chris have than Ryan?	Chris has 2 books. Ryan has 5 more books than Chris. How many books does Ryan have? Chris has 5 fewer books than Ryan. Chris has 2 books. How many books does Ryan have?	Ryan has 2 more books than Chris. Ryan has 7 books. How many books does Chris have? Chris has 5 fewer books than Ryan. Ryan has 7 books. How many books does Chris have?	<div>1.7ab</div> <div>1.6</div>
GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES										
Compare (Difference Unknown)	Compare (Bigger Unknown)	Compare (Smaller Unknown)								
Ryan has 7 books and Chris has 2 books. How many more books does Ryan have than Chris? Ryan has 7 books. Chris has 2 books. How many fewer books does Chris have than Ryan?	Chris has 2 books. Ryan has 5 more books than Chris. How many books does Ryan have? Chris has 5 fewer books than Ryan. Chris has 2 books. How many books does Ryan have?	Ryan has 2 more books than Chris. Ryan has 7 books. How many books does Chris have? Chris has 5 fewer books than Ryan. Ryan has 7 books. How many books does Chris have?								
<div><div>Patterns, Functions, and Algebra<ul style="list-style-type: none">Symbols for addition and equality (+, -, =)</div></div>	1.15									
<div><div>Number and Number Sense<ul style="list-style-type: none">Grouping Tens and Ones<ul style="list-style-type: none">Representing number to 70Writing numbers to 70 in and out of sequenceCount backwards from 30 (<i>start at any number and count backward</i>)Compare two numbers between 0 and 70 pictorially or with objectsOrder three or fewer sets up to 70</div></div>	<div>1.2a</div> <div>1.1b</div> <div>1.1c</div> <div>1.2b</div> <div>1.2c</div>									
<div><div>Probability and Statistics<ul style="list-style-type: none">Collecting and Recording Data: (<i>tables, picture graphs, object graphs</i>)<ul style="list-style-type: none">Collect, organize, representRead and interpret data</div></div>	<div>1.12a</div> <div>1.12b</div>									
Mid-Unit Assessment	1.6, 1.12ab									
Unit 7 End-of-Unit Assessment	1.1bc, 1.2abc, 1.7ab									
Objectives Completed	1.1c, 1.12ab									

Unit 8: Addition & Subtraction and Measurement

April 24 – May 19 (20 days)

Focus Topics	Standards of Learning									
<p><i>Number and Number Sense</i></p> <ul style="list-style-type: none">• Problem situation involving magnitude<ul style="list-style-type: none">○ Reasonable order of magnitude from three quantities (<i>e.g.</i> 5, 50, 500)○ Explain the reasonableness of the choice	<p>1.5a</p> <p>1.5b</p>									
<p><i>Computation and Estimation</i></p> <ul style="list-style-type: none">• Addition and Subtraction<ul style="list-style-type: none">○ Make a 10 (bridge)• <i>Part-Part-Whole</i> Story Problems <table><tr><th colspan="3">GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES</th></tr><tr><th>Part-Part-Whole (Whole Unknown)</th><th>Part-Part-Whole (One Part Unknown)</th><th>Part-Part-Whole (Both Parts Unknown)</th></tr><tr><td>Lisa has 4 red markers and 8 blue markers. How many markers does she have?</td><td>Lisa has 12 markers. Four of the markers are red, and the rest are blue. How many blue markers does Lisa have?</td><td>Lisa has a pack of red and blue markers. She has 12 markers in all. How many markers could be red? How many could be blue?</td></tr></table>	GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES			Part-Part-Whole (Whole Unknown)	Part-Part-Whole (One Part Unknown)	Part-Part-Whole (Both Parts Unknown)	Lisa has 4 red markers and 8 blue markers. How many markers does she have?	Lisa has 12 markers. Four of the markers are red, and the rest are blue. How many blue markers does Lisa have?	Lisa has a pack of red and blue markers. She has 12 markers in all. How many markers could be red? How many could be blue?	<p>1.7ab</p> <p>1.6</p>
GRADE 1: COMMON ADDITION AND SUBTRACTION PROBLEM TYPES										
Part-Part-Whole (Whole Unknown)	Part-Part-Whole (One Part Unknown)	Part-Part-Whole (Both Parts Unknown)								
Lisa has 4 red markers and 8 blue markers. How many markers does she have?	Lisa has 12 markers. Four of the markers are red, and the rest are blue. How many blue markers does Lisa have?	Lisa has a pack of red and blue markers. She has 12 markers in all. How many markers could be red? How many could be blue?								
<p><i>Measurement and Geometry</i></p> <ul style="list-style-type: none">• Measure and compare using nonstandard measurement<ul style="list-style-type: none">○ Weight○ Capacity/Volume• Money<ul style="list-style-type: none">○ Counting collections with <u>like</u> coins [pennies, nickels, dimes] to \$1.00	<p>1.10</p> <p>1.8</p>									
Unit 8 End-of-Unit Assessment	1.5ab, 1.6, 1.7ab, 1.8, 1.10									
Objectives Completed	1.5ab, 1.6, 1.7ab, 1.8, 1.10									

Unit 9: Fractions and Number May 22 – June 13 (16 days)	
Focus Topics	Standards of Learning
<i>Number and Number Sense</i> <ul style="list-style-type: none"> • Represent and solve practical problems involving equal sharing with two or four sharers • Represent and name halves and fourths, using models • Place Value <ul style="list-style-type: none"> ○ Write numbers to 110 in and out of sequence ○ Group a collection of up to 110 objects in tens and ones <ul style="list-style-type: none"> ○ Identify tens and ones to 100 ○ Compare two numbers between 0 and 110 pictorially or with objects ○ Order three or fewer sets up to 110 	1.4a 1.4b 1.1b 1.2a 1.2b 1.2c
Unit 9 End-of-Unit Assessment	1.1b, 1.2abc, 1.4ab
Objectives Completed	1.1b, 1.2abc, 1.4ab