

**Accomack County Public Schools  
Grade 1 Mathematics Pacing Guide  
2023 Standards**

- **The ACPS Math Pacing Guide, HMHCo. GO MATH (ACPS core math program), and the VDOE curriculum framework are used in planning instruction.**
- **Spiral Review (Daily for 5-10mins.)**

**First Nine Weeks**

	<b>Standards of Learning</b>	<b>Notes</b>
Weeks 1-6	<p>Calendar Math: (Daily)</p> <p>1.MG.3 <b>Time</b> The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar.</p> <p style="padding-left: 40px;">g) Identify specific days/dates on a calendar (e.g., What date is Saturday? How many Fridays are in October?).</p> <p style="padding-left: 40px;">h) Use ordinal numbers first through tenth to describe the relative position of specific days/dates (e.g., What is the first Monday in October? What day of the week is May 6th?).</p> <p style="padding-left: 40px;">i) Determine the day/date before and after a given day/date (e.g., Today is the 8<sup>th</sup>, so yesterday was the ?), and a date that is a specific number of days/weeks in the past or future (e.g., Tim's birthday is in 10 days, what will be the date of his birthday?).</p> <p>1.MG.3 The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar.</p> <p style="padding-left: 40px;">a) Identify different tools to measure time including clocks (analog and digital) and calendar.</p> <p style="padding-left: 40px;">b) Describe the units of time represented on a clock as minutes and hours.</p> <p style="padding-left: 40px;">c) Tell time to the hour and half-hour, using analog and digital clocks.</p> <p style="padding-left: 40px;">d) Describe the location of the hour hand relative to time to the hour and half-hour on an analog clock.</p>	<p style="background-color: yellow;">Time to the nearest hour</p>

	<p>e) Describe the location of the minute hand relative to time to the hour and half-hour on an analog clock.</p> <p>f) Match the time shown on a digital clock to an analog clock to the hour and half-hour.</p>	
	<p>1.NS.1 <b><u>Number Sense</u></b> The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>a) Count forward orally by ones from 0 to 120 starting at any number between 0 and 120.</p> <p>b) Count backward orally by ones when given any number between 1 and 30.</p>	
	<p>1.NS.2 <b><u>Number Sense</u></b> The student will represent, compare, and order quantities up to 120.</p> <p>a) Read and write numerals 0-120 in sequence and out of sequence.</p>	
	<p>1.NS.1 <b><u>Number Sense</u></b> The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>f) Identify a penny, nickel, and dime by their attributes (Add other part of this standard later on)</p> <p>g) Count by ones, fives, or tens to determine the value of a collection of like coins (pennies, nickels, or dimes), whose total value is 100 cents or less.</p>	<p>weeks 1-2: NS 1 a and b</p>
	<p>1.PS.1 <b><u>Probability &amp; Statistics</u></b> The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables.</p>	<p>NS 2 a</p>
	<p>a) Sort and classify concrete objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, and/or thickness (e.g., sort a set of objects that are both red and thick).</p>	<p>0-30</p>
	<p>b) Describe and label attributes of a set of objects that has been sorted.</p>	<p>Weeks 3-4: 1-50</p>
		<p>Weeks 5-6: 1-75</p>

Weeks 7-8	<p>1.CE.1 <b><u>Addition &amp; Subtraction</u></b>- The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.</p> <ul style="list-style-type: none"> <li>a) Recognize and describe with fluency part-part-whole relationships for numbers up to 10 in a variety of configurations.</li> <li>b) Demonstrate fluency with addition and subtraction within 10 by applying reasoning strategies (e.g., count on/count back, one more/one less, doubles, make ten).</li> <li>h) Identify and use (+) as a symbol for addition and (-) as a symbol for subtraction.</li> <li>l) Write an equation that could be used to represent the solution to an oral, written, or picture problem.</li> </ul>	<p>Week 7: Addition Within 10</p> <p>Week 8: Subtraction within 10</p>
Week 9	<p>1.MG.2 <b><u>Shapes</u></b>- The student will describe, sort, draw, and name plane figures (circles, triangles, squares, and rectangles), and compose larger plane figures by combining simple plane figures.</p> <ul style="list-style-type: none"> <li>a) Describe triangles, squares, and rectangles using the terms sides, vertices, and angles. Describe a circle using terms such as <i>round</i> and <i>curved</i>.</li> <li>b) Sort plane figures based on their characteristics (e.g., number of sides, vertices, angles, curved).</li> <li>c) Draw and name the plane figure (circle, square, rectangle, triangle) when given information about the number of sides, vertices, and angles.</li> <li>d) Identify, name, and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning.</li> <li>e) Recognize and name the angles found in rectangles and squares as right angles.</li> <li>f) Compose larger plane figures by combining two or three simple plane figures (triangles, squares, and/or rectangles).</li> </ul>	

## Second Nine Weeks

	Standards of Learning	Notes
Weeks 10-11	<p>Calendar Math: (Daily)</p> <p>1.MG.3 <b><u>Time</u></b> The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar.</p> <p>g) Identify specific days/dates on a calendar (e.g., What date is Saturday? How many Fridays are in October?).</p> <p>h) Use ordinal numbers first through tenth to describe the relative position of specific days/dates (e.g., What is the first Monday in October? What day of the week is May 6th?).</p> <p>i) Determine the day/date before and after a given day/date (e.g., Today is the 8<sup>th</sup>, so yesterday was the?), and a date that is a specific number of days/weeks in the past or future (e.g., Tim's birthday is in 10 days, what will be the date of his birthday?).</p> <p>1.NS.1 <b><u>Money</u></b> The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>f) Identify a penny, nickel, and dime by their attributes (Add other part of this standard later on)</p> <p>g) Count by ones, fives, or tens to determine the value of a collection of like coins (pennies, nickels, or dimes), whose total value is 100 cents or less.</p> <p>1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>a) Count forward orally by ones from 0 to 120 starting at any number between 0 and 120.</p> <p>1.NS.2 The student will represent, compare, and order quantities up to 120.</p> <p>a) Read and write numerals 0-120 in sequence and out of sequence.</p>	<p>Introduce the penny and counting by 1's.</p> <p>Count up to 120 and money amounts up to \$1.00</p>

Week 12	<p>1.NS.1 <b><u>Counting Backwards/Time to the Hour</u></b>- The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>b) Count backward orally by ones when given any number between 1 and 30.</p> <p>1.MG.3 The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar.</p> <p>a) Identify different tools to measure time including clocks (analog and digital) and calendar.</p> <p>b) Describe the units of time represented on a clock as minutes and hours.</p> <p>c) Tell time to the hour and half-hour, using analog and digital clocks.</p>	ONLY TEACH TELLING TIME UP TO AN HOUR AT THIS TIME
Week 13	<p>1.NS.2 <b><u>Magnitude</u></b>-The student will represent, compare, and order quantities up to 120.</p> <p>b) Estimate the number of objects (up to 120) in a given collection and justify the reasonableness of an answer.</p>	
Weeks 14-15	<p>1.NS.1 <b><u>Place Value, Number Sense</u></b>- The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>e) Group a collection of up to 120 objects into tens and ones, and count to determine the total (e.g., 5 groups of ten and 6 ones is equal to 56 total objects).</p> <p>1.NS.2 The student will represent, compare, and order quantities up to 120.</p> <p>c) Create a concrete or pictorial representation of a number using tens and ones and write the corresponding numeral up to 120 (e.g., 47 can be represented as 47 ones or it can be grouped into 4 tens with 7 ones left over).</p> <p>d) Describe the number of groups of tens and ones when given a two-digit number and justify reasoning.</p>	<p>Teach students conservation of numbers, unitizing (see Curriculum Framework)</p> <p>Compose and decompose numbers using base-10 blocks to develop sense of place value. Students need to discriminate between place and value order of magnitude—select appropriate measurement (5 in, 50 in, 500 in) and explain reasonableness</p>

Weeks 16-17	<p>1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.</p> <ul style="list-style-type: none"> <li>a) Recognize and describe with fluency part-part-whole relationships for numbers up to 10 in a variety of configurations.</li> <li>c) Recall with automaticity addition and subtraction facts within 10.</li> <li>d) Investigate, recognize, and describe part-part-whole relationships for numbers up to 20 in a variety of configurations (e.g., beaded racks, double ten frames).</li> <li>e) Solve addition and subtraction problems within 20 using various strategies (e.g., inverse relationships: if <math>9 + 3 = 12</math> then <math>12 - 3 = 9</math>; decomposition using known sums/differences: <math>9 + 7</math> can be thought of as 9 decomposed into 2 and 7, then use doubles, <math>7 + 7 = 14</math>; <math>14 + 2 = 16</math> or decompose the 7 into 1 and 6; make a ten: <math>1 + 9 = 10</math>; <math>10 + 6 = 16</math>).</li> <li>f) Represent, solve, and justify solutions to single-step addition and subtraction problems (join, separate, and part-part-whole) within 20, including those in context, using words, objects, drawings, or numbers.</li> <li>l) Write an equation that could be used to represent the solution to an oral, written, or picture problem.</li> </ul>	<p>See chart in curriculum framework for common + - Problem Types</p> <p>Teacher modeling; Students should create their own story problems, visualize the action, and draw pictures to show their thinking</p> <p>Emphasis on thinking and reasoning</p> <p><u>See strategies in curriculum framework and expose students to them all</u></p>
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	Standards of Learning	Notes
Week 18	<p>1.PS.1 <b>Data</b>- The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables.</p> <ul style="list-style-type: none"> <li>c) Pose questions, given a predetermined context, that require the collection of data (limited to 25 or fewer data points for no more than four categories).</li> <li>d) Determine the data needed to answer a posed question and collect the data using various methods (e.g., counting objects, drawing pictures, tallying).</li> <li>e) Organize and represent a data set by sorting the collected data using various methods (e.g., tallying, T-charts).</li> <li>f) Represent a data set (vertically or horizontally) using object graphs, picture graphs, and tables.</li> <li>g) Analyze data represented in object graphs, picture graphs, and tables and communicate results: <ul style="list-style-type: none"> <li>i) ask and answer questions about the data represented in object graphs, picture graphs, and tables (e.g., total number of data points represented, how many in each category, how many more or less are in one category than another); and</li> <li>ii) draw conclusions about the data and make predictions based on the data.</li> </ul> </li> </ul>	<p>Students generate questions and determine what data collection may be needed- limit to 25 or fewer data points</p> <p>Use various tables and graphs</p>

### Third Nine Weeks

[illegible]



	<p>d) Represent forward counting patterns when counting by groups of 2 up to at least 30 using a variety of tools (e.g., beaded number strings, number paths [a prelude to number lines], 120 chart).</p> <p>1.NS.2 The student will represent, compare, and order quantities up to 120. a) Read and write numerals 0-120 in sequence and out of sequence.</p>	1.NS.1a- Count to 120
Weeks 20-21	<p>1.NS.2 <b><u>Compare &amp; Order Numbers</u></b>- The student will represent, compare, and order quantities up to 120. e) Compare two numbers between 0 and 120 represented pictorially or with concrete objects using the terms <i>greater than</i>, <i>less than</i>, or <i>equal to</i>. f) Order three sets, each set containing up to 120 objects, from least to greatest, and greatest to least.</p>	
Week 22	<p>1.MG.3 <b><u>Time to Half Hour</u></b>- The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar. a) Identify different tools to measure time including clocks (analog and digital) and calendar. b) Describe the units of time represented on a clock as minutes and hours. c) Tell time to the hour and half-hour, using analog and digital clocks. d) Describe the location of the hour hand relative to time to the hour and half-hour on an analog clock. e) Describe the location of the minute hand relative to time to the hour and half-hour on an analog clock. f) Match the time shown on a digital clock to an analog clock to the hour and half-hour.</p>	Teach telling time to the half hour.

Weeks 23-24	<p>1.CE.1 <b><u>Addition &amp; Subtraction</u></b> The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.</p> <p>g) Determine the unknown whole number that will result in a sum or difference of 10 or 20 (e.g., <math>14 - \underline{\quad} = 10</math> or <math>15 + \underline{\quad} = 20</math>).</p> <p>1.CE.1 <b><u>Equality</u></b>–The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.</p> <p>i.) Describe the equal symbol (<math>=</math>) as a balance representing an equivalent relationship between expressions on either side of the equal symbol (e.g., 6 and 1 is the same as 4 and 3; <math>6 + 1</math> is balanced with <math>4 + 3</math>; <math>6 + 1 = 4 + 3</math>).</p> <p>j.) Use concrete materials to model, identify, and justify when two expressions are not equal (e.g., <math>10 - 3</math> is not equal to <math>3 + 5</math>).</p> <p>k.) Use concrete materials to model an equation that represents the relationship of two expressions of equal value.</p>	Be sure to cover 1.CE.1.g
Week 25	<p>1.MG.2 <b><u>Shapes</u></b>- The student will describe, sort, draw, and name plane figures (circles, triangles, squares, and rectangles), and compose larger plane figures by combining simple plane figures.</p> <p>a) Describe triangles, squares, and rectangles using the terms sides, vertices, and angles. Describe a circle using terms such as <i>round</i> and <i>curved</i>.</p> <p>b) Sort plane figures based on their characteristics (e.g., number of sides, vertices, angles, curved).</p> <p>c) Draw and name the plane figure (circle, square, rectangle, triangle) when given information about the number of sides, vertices, and angles.</p> <p>d) Identify, name, and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning.</p> <p>e) Recognize and name the angles found in rectangles and squares as right angles.</p> <p>f) Compose larger plane figures by combining two or three simple plane figures (triangles, squares, and/or rectangles).</p>	

Week 26	<p>1.PS.1 <b><u>Sorting &amp; Classifying</u></b> The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables.</p> <ul style="list-style-type: none"> <li>a) Sort and classify concrete objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, and/or thickness (e.g., sort a set of objects that are both red and thick).</li> <li>b) Describe and label attributes of a set of objects that has been sorted.</li> </ul>	
Week 27	<p>1.PFA.1 <b><u>Patterns</u></b> The student will identify, describe, extend, create, and transfer repeating patterns and increasing patterns using various representations.</p> <ul style="list-style-type: none"> <li>a) Identify and describe repeating and increasing patterns.</li> <li>b) Analyze a repeating or increasing pattern and generalize the change to extend the pattern using objects, colors, movements, pictures, or geometric figures.</li> <li>c) Create a repeating or increasing pattern using objects, pictures, movements, colors, or geometric figures.</li> <li>d) Transfer a repeating or increasing pattern from one form to another.</li> </ul>	

### Fourth Nine Weeks

	Standards of Learning	Notes
Weeks 28 -30	<p>Calendar Math: (Daily)</p> <p>1.MG.3 <b><u>Time</u></b> The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar.</p> <ul style="list-style-type: none"> <li>g) Identify specific days/dates on a calendar (e.g., What date is Saturday? How many Fridays are in October?).</li> <li>h) Use ordinal numbers first through tenth to describe the relative position of specific days/dates (e.g., What is the first Monday in October? What day of the week is May 6<sup>th</sup>?).</li> <li>i) Determine the day/date before and after a given day/date (e.g., Today is the 8<sup>th</sup>, so yesterday was the?), and a date that is a specific number of days/weeks in the past or future (e.g., Tim's birthday is in 10 days, what will be the date of his birthday?).</li> </ul> <p>1.NS.1 <b><u>Number Sense</u></b> The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <ul style="list-style-type: none"> <li>a) Count forward orally by ones zero (0) to 120, starting at any number between 0 and 120;</li> <li>b) Count backward orally by ones when given any number between 1 and 30; and</li> <li>c) Represent forward counting patterns when counting by groups of 5 and groups of 10 up to 120 using a variety of tools (i.e., objects, coins, 120 chart, etc.)</li> <li>d) Represent forward counting patterns when counting by groups of 2 up to at least 30 using a variety of tools (i.e. beaded number strings, 120 chart, etc.)</li> </ul> <p>1.NS.2 The student will represent, compare, and order quantities up to 120.</p> <ul style="list-style-type: none"> <li>a) Read and write the numerals 0 to 120 in sequence and out-of-sequence;</li> </ul>	

	<p>1.NS.1 <b><u>Money</u></b> The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>f) Identify a penny, nickel, and dime by their attributes (Add other part of this standard later on)</p> <p>g) Count by ones, fives, or tens to determine the value of a collection of like coins (pennies, nickels, or dimes), whose total value is 100 cents or less.</p> <p>1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120.</p> <p>a) Count forward orally by ones from 0 to 120 starting at any number between 0 and 120.</p>	<p>Review penny and nickel. Introduce dimes. Count by 10's to 120.</p>
Weeks 31-32	<p>1.MG.1 - <b><u>Measurement</u></b>- The student will reason mathematically using nonstandard units to measure and compare by length, weight, and volume.</p> <p>a) Use nonstandard units to measure the:</p> <p>i) length of two objects (units laid end to end with no gaps or overlaps) and compare the measurements using terms longer/shorter, taller/shorter, or the same as.</p> <p>ii) weight of two objects (using a balance scale or a pan scale) and compare the measurements using the terms lighter, heavier, or the same as: and</p> <p>iii) volume of two containers and compare the measurements using the terms more, less, or the same as.</p> <p>b) Measure the length, weight, or volume of the same object or container with two different units and describe how and why the measurements differ.</p>	
Weeks 33-34	<p>1.NS.3. <b><u>Fractions</u></b> - The student will use mathematical reasoning and justification to solve contextual problems that involve partitioning models into two and four equal sized parts.</p> <p>a) Represent equal shares of a whole with two or four sharers, when given a contextual problem.</p> <p>b) Represent and name halves and fourths of a whole, using a region/area model. (e.g., pie pieces, pattern blocks, paper folding, and drawings) and set model (e.g., eggs, marbles, counters).</p> <p>c) Describe and justify how shares are equal pieces or equal parts of the whole (e.g.,</p>	

	halves, fourths) when given a contextual problem.	
Weeks 35-36	<p>1.CE.1 - <b><u>Addition &amp; Subtraction</u></b>-The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers to 20.</p> <ul style="list-style-type: none"> <li>a) Recognize and describe with fluency part-whole relationships for numbers up to 10 in a variety of configurations.</li> <li>c) Recall with automaticity addition and subtraction facts within 10.</li> <li>f) Represent, solve, and justify solutions to single step addition and subtraction problems (e.g., join, separate, and part whole) within 20, including those in context using words, objects, drawings, numbers.</li> </ul> <p>1.NS.1 <b><u>Money</u></b> The student will utilizes flexible counting strategies to determine and describe quantities up to 120.</p> <ul style="list-style-type: none"> <li>f) Identify a penny, nickel, dime by their attributes and describe the number of pennies equivalent to a nickel and dime.</li> </ul> <p>Review: Equality, Fractions, fluency of basic +- facts          Introduce Gr. 2 skills and concepts: Place value 3 digits, rounding to nearest 10; Count and compare collections of pennies, nickels, dimes, and quarters whose value is \$2.00 or less</p>	