Instructional Guide

Grade Level ____First Grade__ Subject _____Math_____ School System___Pickens

School Year ____2011-2012

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1st Six Weeks					
1st Six Weeks		1.1.a. Demonstrate whole number relationships, including counting forward and backward from a given number to 100 by ones, twos, fives, and tens.	Saxon Math: Lessons 2, 3, 4, 5, 8, 9, 10-1, 19, 84, 17, 20-1, 32, 43, 47, 52, 54, 70-1, 92, 93, Meetings 11-135 McGraw-Hill: Chapter 2, pages 15-28; Chapter 14, pages 235-243, Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor; The Super Source (Marilyn Burnes)		

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1st Six Weeks		1.1.b. Demonstrate whole number relationships, by identifying position using ordinal numbers through 10^{th}.	Saxon Math: Lessons 11, 22 McGraw-Hill: Chapter 3, pages 28-41; Chapter 4, pages 49-55, Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		
		1.12. Locate days, dates, and months on a calendar. Examples: locating the third Thursday of the month on a calendar; recognizing that today is Tuesday, January 24^{th}	Saxon Math: Lessons 1, 11, 5-2, 35-1, 65-2, 100-2,115-2, 135, Math Meetings 1-135 McGraw Hill: Chapter 19, pages 329-348, Chapter 20, pages 349-368; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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1 st Six Weeks		1.6. Construct the same pattern with a variety of representations. 1.6.B.1. Constructing the same pattern with a variety of representations by identifying patterns in the environment.	Saxon Math: Math Meetings 1-135 McGraw Hill: Chapter 13, pages 227-230; Chapter 14, pages 235-252; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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2nd Six Weeks					
2nd Six Weeks		1.13. Summarize information from graphs, including pictographs, tally charts, bar graphs, or Venn diagrams	Saxon Math: Lessons 5, 7, 9, 10-1, 13, 15-2, 19, 38, 40-1, 60-1, 65-1, 70-1, 72, 82, 86, 88, 98, 99, 105-2, 118, 122, 131, Math Meetings 3-135 McGraw Hill: Chapter 1, pages 1-14, Chapter 12, pages 193-210, Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor Mathways – Grades 1-3 (The Education Center – from The Mailbox magazine); New Century (GES only)		

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2nd Six Weeks		1.3.a. Demonstrate addition of one-digit numbers by joining and comparing sets of objects in authentic situations. 1.3.B.1. Demonstrating addition of one-digit numbers by applying signs + and = to actions of joining sets. 1.3.B.2. Demonstrating addition of one-digit numbers by using three or more addends. 1.3.B.3 Demonstrating addition of one-digit numbers by using multiple strategies to add including counting on and using doubles. 1.3.B.4. Demonstrating the relationship between the operations of addition and subtraction. 1.3.B.5. Demonstrating computational fluency of addition problems with sums to 10.	Saxon Math: Lessons 23, 27, 28, 30-1, 32, 34, 36, 37, 101, 108, 114, 121, 125-1 McGraw Hill: Chapter 4, pages 49-62, Chapter 5, pages 69-82; Chapter 6, pages 83-100; Chapter 17, pages 297-303; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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2nd Six Weeks		1.7. Recognize the identity and commutative properties of addition. Example: identity – 7 + 0 = 7, 0 + 7 = 7 Commutative – 3 + 4 = 4 + 3	Saxon Math: Lessons 2, 4, 5, 8, 9, 40-1, 43, 65-2, 66, 70-1, 72, 94, 98 McGraw Hill: Chapter 4, pages 49-62; Chapter 5, pages 69-82; Chapter 6, pages 83-100; Chapter 17, pages 293-310; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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2nd Six Weeks		1.3.b. Demonstrate subtraction of one-digit numbers by separating and comparing sets of objects in authentic situations. 1.3.B.1. Demonstrating subtraction of one-digit numbers by applying signs - and = to actions of separating sets. 1.3.B.2. Demonstrating subtraction of one-digit numbers by using multiple strategies to subtract including counting back and using doubles. 1.3.B.4. Demonstrating the relationship between the operations of addition and subtraction. 1.3.B.5. Demonstrating computational fluency of subtraction problems with differences and minuends of 10 or less.	Saxon Math: Lessons 68, 101, 108, 121, 125-1, 144, 145-1, 149 McGraw Hill: Chapter 4, pages 49-62, Chapter 7, pages 101-116; Chapter 8, pages 117-134; Chapter 10, pages 157-174; Chapter 18, pages 311- 328; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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3rd Six Weeks					
3rd Six Weeks		1.2.c. Demonstrate concepts of number sense of two-digit numbers by identifying the value of each digit. 1.2.B.1. Demonstrating concepts of number sense of two-digit numbers by representing numbers with multiple models. 1.2.B.2. Demonstrating concepts of number sense of two-digit numbers by estimating	Saxon Math: Lessons 84, 85-1, 131, 133, Math Meetings 10-135 McGraw Hill: Chapter 2, pages 21-22, Chapter 13, pages 219-228; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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3rd Six Weeks		1.2.e. Demonstrate concepts of number sense of two-digit numbers by determining a number that is 10 more or 10 less than a given number. Examples: numbers 10 more or 10 less—recognizing 53 as 10 more than 43, recognizing 7 as 10 less than 17 1.2.B.1. Demonstrating concepts of number sense of two-digit numbers by representing numbers with multiple models. 1.2.B.2. Demonstrating concepts of number sense of two-digit numbers by estimating the number of objects in sets that contain up to 100 objects.	Saxon Math: Lessons 84, 85-1, 89, 90-1, 91, 123, 131, 133, Math Meetings 10-135 McGraw Hill: Chapter 2, pages 21-22, Chapter 13, pages 219-228; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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3rd Six Weeks		1.5. Identify parts of a whole with two, three or four equal parts.	Saxon Math: Lessons 18, 55-1, 67, 88, 107, 109, 117, 122 McGraw Hill: Chapter 25, pages 451-468, Chapter 26, pages 471-486; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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3rd Six Weeks		1.10. Compare objects according to length, weight, or volume using a variety of nonstandard units. Examples: length—using pencils or paper clips of equal length to measure the top of a desk Weight – determining which of two identical containers weighs more if one container is filled with water and one is filled with cotton balls Volume – using spoonfuls of sand to determine which container holds more sand 1.10.B.1. Ordering objects according to length.	Saxon Math: Lessons 29, 35-2, 39, 50-1, 55-1, 62, 75-1, 97, 104, 110-1, 119, 128, Math Meeting 135 McGraw Hill: Chapter 21, pages 369-386, Chapter 22, pages 387-406; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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4th Six Weeks					
4th Six Weeks		1.11. Identify time to the hour and half hour using analog and digital clocks.	Saxon Math: Lessons 48, 57, 87, Math Meetings 48 - 125-2 McGraw Hill: Chapter 19, pages 329-348, Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		
		1.4. Determine the monetary value of individual coins and sets of like coins up to $1.00.	Saxon Math: Lessons 16, 46, 53, 66, 98, 99, 113, 116, 126, Math Meeting 17-135 McGraw Hill: Chapter 15, pages 253-268, Chapter 16, pages 269-285; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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4th Six Weeks		1.9. Identify three-dimensional (solid) geometric figures, Including cubes, spheres, cones, cylinders, and rectangular prisms. 1.9.B.1. Identifying two-dimensional shapes as faces of three-dimensional figures 1.9.B.2. Locating three-dimensional figures in the environment 1.9.B.3. Recognizing real-life examples of line symmetry	Saxon Math: Lessons 6, 7, 13, 24, 112, 120-1, 125-2 McGraw Hill: Chapter 23, pages 407-426, Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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4th Six Weeks		1.8. Describe attributes of two-dimensional (plane) geometric shapes, including quadrilaterals, pentagons, hexagons, heptagons, and octagons. Examples: identifying a pentagon as having five sides and five angles, identifying a trapezoid as a quadrilateral 1.8.B.1. Explaining how shapes are alike and different. 1.8.B.2. Recognizing shapes from different perspectives and orientations.	Saxon Math: Lessons 6, 7, 13, 24, 26, 112, 120-1, 125-2 McGraw Hill: Chapter 23, pages 407-426, Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor NS applies to Saxon and McGraw Hill – use www.coolmath.com; New Century Lab (at GES only)		

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5th Six Weeks					
5th Six Weeks		1.3.c. Demonstrate addition of two-digit numbers by joining and comparing sets of objects in authentic situations.	Saxon Math: Lessons 73, 74, 75-1, 81, 86 McGraw Hill: Chapter 28, pages 511-530, Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		
		1.2.c. Demonstrate concepts of number sense of two-digit numbers by identifying the value of each digit. 1.2.B.1. Demonstrating concepts of number sense of two-digit numbers by representing numbers with multiple models. 1.2.B.2. Demonstrating concepts of number sense of two-digit numbers by estimating	Saxon Math: Lessons 84, 85-1, 131, 133, Math Meetings 10-135 McGraw Hill: Chapter 2, pages 21-22, Chapter 13, pages 219-228; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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5th Six Weeks		1.2.b. Demonstrate concepts of number sense of two-digit numbers by decomposing numbers in multiple ways. Example: decomposing – recognizing 17 as being represented by 8 and 5 and 4, recognizing 42 as being represented by 4 tens and 2 ones 1.2.B.1. Demonstrating concepts of number sense of two-digit numbers by representing numbers with multiple models. 1.2.B.2. Demonstrating concepts of number sense of two-digit numbers by estimating the number of objects in sets that contain up to 100 objects.	Saxon Math: Lessons 21, 84, 131, 137, Math Meetings 10-135 McGraw Hill: Chapter 2, pages 21-22, Chapter 13, pages 219-224; Chapter 13, pages 227-228; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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6th Six Weeks					
6th Six Weeks		1.2.d. Demonstrate concepts of number sense of two-digit numbers by determining a number when given the quantity of tens and ones. 1.2.B.1. Demonstrating concepts of number sense of two-digit numbers by representing numbers with multiple models. 1.2.B.2. Demonstrating concepts of number sense of two-digit numbers by estimating the number of objects in sets that contain up to 100 objects.	Saxon Math: Lessons 84, 85-1, 89, 90-1, 91, 123, 131, 133, Math Meetings 10-135 McGraw Hill: Chapter 2, pages 21-22, Chapter 13, pages 219-228; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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6th Six Weeks		1.2.a. Demonstrate concepts of number sense of two-digit numbers by composing numbers in multiple ways. Examples: composing – recognizing that 3 and 5 and 7 is equal to 15, recognizing that 3 tens and 5 ones equals 35 1.2.B.1. Demonstrating concepts of number sense of two-digit numbers by representing numbers with multiple models. 1.2.B.2. Demonstrating concepts of number sense of two-digit numbers by estimating the number of objects in sets that contain up to 100 objects.	Saxon Math: Lessons 108, 111, 115-1, 131, 133, Math Meetings 10-135 McGraw Hill: Chapter 2, pages 15-28, Chapter 3, pages 33-34; Chapter 13, pages 217-223; Resource Kit Practice Sheets; Web site: www.mmhmath.com; Skills Tutor		

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