

**MIDDLESEX COUNTY PUBLIC SCHOOLS
FIRST GRADE CURRICULUM PACING GUIDE
REVISED 08/2014**

GRADE/COURSE: 1st Grade Math Grading Period: 1st nine weeks

Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
	<p>Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.</p> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify the equality (=) symbol. • Recognize that the equations $4 + 2 = 2 + 4$ and $6 + 1 = 4 + 3$ represent the relationship between two expressions of equal value. • Model an equation that represents the relationship of two expressions of equal value. • Identify equivalent values (e.g. $3 = 3$, $4 + 3 = 8 - 1$, $7 = 2 + 5$, etc.). 			
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Read two-digit numbers when shown a numeral, a Base-10 model of the number, or a pictorial representation of the number. • Identify the place value (ones, tens) of each digit in a two-digit numeral (e.g., The place value of the 2 in the number 23 is tens. The value of the 2 in the number 23 is 20). • Group a collection of objects into sets of tens and ones. Write the numeral that corresponds to the total number of objects in a given collection of objects that have been grouped into sets of tens and ones. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify + as a symbol for addition, – as a symbol for subtraction, and = as a symbol for equality. • Recall and state orally the basic addition facts for sums with two addends to 18 or less and the corresponding subtraction facts. • Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format. 	1.1b 1.5	Computation & Estimation	Envision Math – Topic 5 (Five and Ten Relationships) Envision Math Website/Supplemental Worksheets/Manipulatives /Differentiated Small Groups

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	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify + as a symbol for addition, – as a symbol for subtraction, and = as a symbol for equality. • Recall and state orally the basic addition facts for sums with two addends to 18 or less and the corresponding subtraction facts. • Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <p>Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 18 or less and the corresponding subtraction facts). Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.</p> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify the equality (=) symbol. • Recognize that the equations $4 + 2 = 2 + 4$ and $6 + 1 = 4 + 3$ represent the relationship between two expressions of equal value. • Model an equation that represents the relationship of two expressions of equal value. 	1.5 1.6 1.18	Computation & Estimation	Envision Math – Topic 6 (Addition Facts to 12) Envision Math Website/Supplemental Worksheets/Manipulatives /Differentiated Small Groups

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GRADE/COURSE: 1st Grade Math Grading Period: 2nd Nine Weeks

Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
<p>AS NEEDED ... Formative - Multiple Choice, free response, performance assessment, quick checks, teacher made</p>	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify + as a symbol for addition, <u>– as a symbol for subtraction</u>, and = as a symbol for equality. • Recall and state orally the basic addition facts for sums with two addends to 18 or less and the corresponding subtraction facts. • <u>Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.</u> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <p>Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 18 or less and the corresponding subtraction facts).</p> <p>Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.</p> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify the equality (=) symbol. • Recognize that the equations $4 + 2 = 2 + 4$ and $6 + 1 = 4 + 3$ represent the relationship between two expressions of equal value. • Model an equation that represents the relationship of two expressions of equal value. • Identify equivalent values (e.g. $3 = 3$, $4 + 3 = 8 - 1$, $7 = 2 + 5$, etc.). 	<p>1.5 1.6 1.18</p>	<p>Computation & Estimation</p>	<p>Envision Math – Topic 4 (Understanding Subtraction) Envision Math Website/Supplemental Worksheets/Manipulatives /Differentiated Small Groups</p>
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify + as a symbol for addition, – as a symbol for subtraction, and = as a symbol for equality. • Recall and state orally the basic addition facts for sums with two addends to 18 or less and the corresponding subtraction facts. 	<p>1.5 1.6 1.18</p>	<p>Computation & Estimation</p>	<p>Envision Math – Topic 7 (Subtraction Facts to 12) Envision Math Website/Supplemental Worksheets/Manipulatives /Differentiated Small Groups</p>

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GRADE/COURSE: 1st Grade Math Grading Period: 2nd Nine Weeks

Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
	<ul style="list-style-type: none"> • Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <p>Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 18 or less and the corresponding subtraction facts).</p> <p>Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.</p> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify the equality (=) symbol. • Recognize that the equations $4 + 2 = 2 + 4$ and $6 + 1 = 4 + 3$ represent the relationship between two expressions of equal value. • Model an equation that represents the relationship of two expressions of equal value. 			
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify + as a symbol for addition, – as a symbol for subtraction, and = as a symbol for equality. • Recall and state orally the basic addition facts for sums with two addends to 18 or less and the corresponding subtraction facts. • Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <p>Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 18 or less and the corresponding subtraction facts).</p>	1.5 1.6 1.18 1.14	Computation & Estimation	Envision Math – Topic 16 (Addition Facts to 18) Envision Math Website/Supplemental Worksheets/Manipulatives /Differentiated Small Groups

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GRADE/COURSE: 1st Grade Math Grading Period: 2nd Nine Weeks

Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
	<p>Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.</p> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify the equality (=) symbol. • Recognize that the equations $4 + 2 = 2 + 4$ and $6 + 1 = 4 + 3$ represent the relationship between two expressions of equal value. • Model an equation that represents the relationship of two expressions of equal value. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Investigate various forms of data collection, including counting and tallying, informal surveys, observations, and voting. <p>Identify and describe various forms of data collection in practical situations (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream.)</p>			
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify + as a symbol for addition, – as a symbol for subtraction, and = as a symbol for equality. • Recall and state orally the basic addition facts for sums with two addends to 18 or less and the corresponding subtraction facts. • Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <p>Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 18 or less and the corresponding subtraction facts).</p> <p>Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.</p>	<p>1.5 1.6 1.18</p>	<p>Computation & Estimation</p>	<p>Envision Math – Topic 17 (Subtraction Facts to 18) Envision Math Website/Supplemental Worksheets/Manipulatives /Differentiated Small Groups</p>

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GRADE/COURSE: 1st Grade Math Grading Period: 2nd Nine Weeks

Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify the equality (=) symbol. • Recognize that the equations $4 + 2 = 2 + 4$ and $6 + 1 = 4 + 3$ represent the relationship between two expressions of equal value. • Model an equation that represents the relationship of two expressions of equal value. 			
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Count by rote from 0 to 100, using the correct name for each numeral. • Use the correct oral counting sequence to tell how many objects are in a set. • Write numerals correctly. • Write each numeral from 0 to 100. • Read two-digit numbers when shown a numeral, a Base-10 model of the number, or a pictorial representation of the number. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Count by ones, twos, fives, and tens to 100, using concrete objects, such as counters, connecting cubes, pennies, nickels, and dimes. • Demonstrate a one-to-one correspondence when counting by ones with concrete objects or representations. • Skip count orally by twos, fives and tens to 100 starting at various multiples of 2, 5, or 10. • Count backward by ones from 30. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <p>Recognize the pattern in a given rhythmic, color, geometric figure, or numerical sequence.</p>	1.1a 1.2 1.17	Number Sense & Patterns, Functions & Algebra	Envision Math – Topic 10 (Counting and Number Patterns to 100) Envision Math Website/Supplemental Worksheets/Manipulatives /Differentiated Small Groups

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GRADE/COURSE: 1st Grade Math Grading Period: 2nd Nine Weeks

Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
	<p>Describe the pattern in a given rhythmic, color, geometric figure, or numerical sequence in terms of the core (the part of the sequence that repeats).</p> <p>Extend a pattern, using manipulatives, geometric figures, numbers, or calculators.</p> <p>Transfer a pattern from one form to another.</p> <p>Create a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators (e.g., the growing patterns 2, 3, 2, 4, 2, 5, 2, 6, 2, ...).</p>			

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GRADE/COURSE: 1 st Grade Math Grading Period: 3 rd Nine Weeks				
Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
<p>AS NEEDED ... Formative - Multiple Choice, free response, performance assessment, quick checks, teacher made Summative –Topic Test, Multiple Choice, free response, performance assessment & teacher made</p>	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Read two-digit numbers when shown a numeral, a Base-10 model of the number, or a pictorial representation of the number. • Identify the place value (ones, tens) of each digit in a two-digit numeral (e.g., The place value of the 2 in the number 23 is tens. The value of the 2 in the number 23 is 20). • Group a collection of objects into sets of tens and ones. Write the numeral that corresponds to the total number of objects in a given collection of objects that have been grouped into sets of tens and ones. <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Investigate various forms of data collection, including counting and tallying, informal surveys, observations, and voting. Identify and describe various forms of data collection in practical situations (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream.) 	<p>1.1b 1.14</p>	<p>Number & Number Sense</p>	<p>Envision Math – Topic 11 (Tens and Ones) Envision Math Website/Supplemental Worksheets/Manipulatives/Differentiated Small Groups</p>
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Count by ones, twos, fives, and tens to 100, using concrete objects, such as counters, connecting cubes, pennies, nickels, and dimes. • Demonstrate a one-to-one correspondence when counting by ones with concrete objects or representations. • Skip count orally by twos, fives and tens to 100 starting at various multiples of 2, 5, or 10. • Count backward by ones from 30. 	<p>1.2</p>	<p>Number & Number Sense</p>	<p>Envision Math – Topic 12 (Comparing and Ordering Numbers to 100) Envision Math Website/Supplemental Worksheets/Manipulatives/Differentiated Small Groups</p>

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GRADE/COURSE: 1st Grade Math Grading Period: 3rd Nine Weeks

Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify the value of a nickel, a dime, and a quarter in terms of pennies. • Recognize the characteristics of pennies, nickels, and dimes (e.g., color, size). • Count by ones to determine the value of a collection of pennies whose total value is 100 cents or less. • Count by fives to determine the value of a collection of nickels whose total value is 100 cents or less. • Count by tens to determine the value of a collection of dimes whose total value is 100 cents or less. • Count by ones, fives, and tens to determine the value of a collection of pennies and nickels, pennies and dimes, and nickels and dimes whose total value is 100 cents or less. • Count by ones, fives, and tens to determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less. 	1.7	Measurement	Envision Math – Topic 13 (Counting Money) Envision Math Website/ Supplemental Worksheets/ Manipulatives/ Differentiated Small Groups
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Tell time shown on an analog clock to the half-hour. • Tell time shown on a digital clock to the half-hour. <p>Match a written time to the time shown on a digital and analog clock to the half-hour.</p> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Read a calendar to locate a given day or date. • Identify the months of the year. 	1.8 1.11 1.14	Measurement	Envision Math – Topic 15 (Time) Envision Math Website/Supplemental Worksheets/Manipulatives/Differentiated Small Groups

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	<ul style="list-style-type: none">• Identify the seven days in a week.• Determine the days/dates before and after a given day/date (e.g., yesterday, today, tomorrow).• Determine the date that is a specific number of days or weeks in the past or in the future from a given date, using a calendar. Identify specific dates (e.g., the third Monday in a given month). <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none">• Investigate various forms of data collection, including counting and tallying, informal surveys, observations, and voting. Identify and describe various forms of data collection in practical situations (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream.)			
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GRADE/COURSE: 1st Grade Math Grading Period: 4th Nine Weeks

Assessments	Essential Knowledge	SOL #	Strand	Topic/Resources
<p>AS NEEDED ... Formative - Multiple Choice, free response, performance assessment, quick checks, teacher made Summative – Topic Test, Multiple Choice, free response, performance assessment & teacher made</p>	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Measure the length of objects, using various nonstandard units (e.g., connecting cubes, paper clips, erasers). • Measure the weight/mass of objects, using a balance scale with various nonstandard units (e.g., paper clips, bean bags, cubes). <p>Measure the volume of objects, using various nonstandard units (e.g., connecting cubes, blocks, rice, water).</p> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Compare the volumes of two containers to determine if the volume of one is more, less, or equivalent to the other, using nonstandard units of measure (e.g., a spoonful or scoopful). • Compare the volumes of two containers to determine if the volume of one is more, less, or equivalent to the other by pouring the contents of one container into the other. • Compare the weight/mass of two objects, using the terms lighter, heavier, or the same, using a balance scale. The pan containing less weight/mass will rise and the pan containing more weight/mass will fall. If the objects are of equivalent weight/mass, the two pans will balance. 	<p>1.9 1.10a 1.10b</p>	<p>Measurement</p>	<p>Envision Math – Topic 14 (Measurement) Envision Math Website/Supplemental Worksheets/Manipulatives/Differentiated Small Groups</p>
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Investigate various forms of data collection, including counting and tallying, informal surveys, observations, and voting. <p>Identify and describe various forms of data collection in practical situations (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream.)</p> <p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Compare one category to another in a graph, indicating which has more or which has less, or which is equal to. 	<p>1.14 1.15</p>	<p>Probability & Statistics</p>	<p>Envision Math – Topic 18 (Data and Graphs) Envision Math Website/Supplemental Worksheets/Manipulatives/Differentiated Small Groups</p>

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	<ul style="list-style-type: none"> Interpret information displayed in object graphs and picture graphs, using the words <i>more, less, fewer, greater than, less than, and equal to</i>. Find answers to questions, using graphs (e.g., “Which category has more?”, “How many more?”, and “How many in all?”). 			
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> Represent a whole to show it having two equal parts and identify one-half ($\frac{1}{2}$), and two halves ($\frac{2}{2}$). Represent a whole to show it having three equal parts and identify one-third ($\frac{1}{3}$), two-thirds ($\frac{2}{3}$) and three-thirds ($\frac{3}{3}$). Represent a whole to show it having four equal parts and identify one-fourth ($\frac{1}{4}$), two-fourths ($\frac{2}{4}$), three-fourths ($\frac{3}{4}$) and four-fourths ($\frac{4}{4}$). <p>Identify and model halves, thirds, and fourths of a whole, using the set model (e.g., connecting cubes and counters), and region/area models (e.g., pie pieces, pattern blocks, geoboards, paper folding, and drawings).</p> <p>Name and write fractions represented by drawings or concrete materials for halves, thirds, and fourths.</p> <p>Represent a given fraction using concrete materials, pictures, and symbols for halves, thirds, and fourths. For example, write the symbol for one-fourth, and represent it with concrete materials and pictures.</p>	1.3	Number & Number Sense	Envision Math – Topic 19 (Fractional Parts) Envision Math Website/Supplemental Worksheets/Manipulatives/Differentiated Small Groups
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> Describe a circle. Trace triangles, squares, rectangles, and circles. <p>Describe triangles, squares, and rectangles by the number of sides, vertices, and right angles.</p> <p>Sort plane geometric figures into appropriate subsets (categories) based on characteristics (number of sides, vertices, angles, curved, etc.).</p> <p>Identify the name of the geometric figure when given information about the number of sides, vertices, and right angles.</p>	1.12 1.13	Geometry	Envision Math – Topic 8 (Geometry) Envision Math Website/Supplemental Worksheets/Manipulatives/Differentiated Small Groups

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	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <p>Construct plane geometric figures.</p> <p>Identify models of representations of circles, squares, rectangles, and triangles in the environment at school and home and tell why they represent those figures.</p> <p>Describe representations of circles, squares, rectangles, and triangles in the environment and explain the reasonableness of the choice.</p>			
	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <p>Recognize the pattern in a given rhythmic, color, geometric figure, or numerical sequence.</p> <p>Describe the pattern in a given rhythmic, color, geometric figure, or numerical sequence in terms of the core (the part of the sequence that repeats).</p> <p>Extend a pattern, using manipulatives, geometric figures, numbers, or calculators.</p> <p>Transfer a pattern from one form to another.</p> <p>Create a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators (e.g., the growing patterns 2, 3, 2, 4, 2, 5, 2, 6, 2, ...).</p>	1.17	Patterns, Functions & Algebra	Envision Math – Topic 9 (Patterns) Envision Math Website/Supplemental Worksheets/Manipulatives/ Differentiated Small Groups

**Bold terms listed in Essential Knowledge are academic vocabulary words.

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<p><u>1st Nine Weeks</u> Topic 1 – Numbers to 12 Topic 2 – Comparing and Ordering Numbers (can be used to enrich for second grade) Topic 3 – Understanding Addition Topic 5- Five and Ten Relationships Topic 6 – Addition Facts to 12</p>	<p><u>2nd Nine Weeks</u> Topic 4-Understanding Sub. Topic 7-Sub. Facts to 12 Topic 16 – Addition Facts to 18 Topic 17 – Subtraction Facts to 18 Topic 10-Counting to 100</p>	<p><u>3rd Nine Weeks</u> Topic 11 – Tens and Ones Topic 12-Comparing #s to 100 Topic 13-Counting Money Topic 15-Time</p>	<p><u>4th Nine Weeks</u> Topic 14 – Measurement Topic 18 – Data and Graphs Topic 19 – Fractions Topic 8 – Geometry Topic 9 – Patterns</p>
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