

Haskell
First Grade Pacing Guide
2009 - 2010
Rockford Public Schools



Contains:
Illinois Learning Standards
Pacing Calendars
Extended Response Prompts

1st Grade – Illinois Learning Standards

Goal 6: Number Sense

6A Representing and Ordering	
1 PS	Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 1,000. <i>(Introduce: up to 10,000)</i>
2	Identify and write (in words and standard form) whole numbers up to 1,000. <i>(Introduce: up to 10,000)</i>
3 PS	Recognize a fraction ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) represented with a pictorial model. <i>(Introduce: common fractions)</i>
4PS	Skip count by 2, 5, and 10.
5 PS	Order and compare whole numbers up to 100 using symbols ($>$, $<$, or $=$) and words (e.g., greater/more than, less than, equal to). <i>(Introduce: up to 1,000)</i>
6PS	Identify and express values of coins.
7	Identify and locate whole numbers on a number line.
8	Solve problems involving odd and even numbers, greater than, less than.
6B, 6C Computation, Operations, Estimation, and Properties	
1 PS	Solve problems and number sentences involving addition and subtraction using basic facts.
2	Model and apply basic addition/subtraction facts.
3	Solve problems and number sentences involving addition and subtraction without regrouping. <i>(Introduce: regrouping)</i>
4 PS	Solve problems involving the value of a collection of like sets of coins whose total value is \$1.00 or less. <i>(Introduce: Solve problems involving the value of a collection of bills and coins whose total value is \$1.00 or less.)</i>
5	Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve problems (e.g., fact families).
6	Solve problems involving the additive identity of zero (e.g., $3 + 0 = 3$).
7	Make estimates appropriate to a given situation with whole numbers.

Goal 7 - Measurement

7A, 7B, 7C Units, Tools, Estimation, and Applications	
1 PS	Select and use appropriate standard units and tools to measure length (to nearest inch, time (to nearest hour, half hour, and calendar terms).
2	Solve problems involving perimeter of a polygon with given side lengths or a given non-standard unit (e.g., paper clip).
3	Solve problems involving the area of a figure when whole units are shown within the figure.
4	Compare and estimate length (including perimeter), and weight/mass using referents.

Goal 8 - Algebra

8A Representations, Patterns, and Expressions	
1 PS	Determine a missing term in a pattern, describe a pattern, and extend a pattern when given a description or pattern.
2	Write an expression to represent a situation.
8B Interpret & describe numerical relationships using tables, graphs, and symbols	
1.	Describe and compare qualitative change (ex. Students growing taller)
8C, 8D Writing, Interpreting, and Solving Equations	
1	Represent simple mathematical relationships with number sentences (equalities and inequalities).
2	Solve one-step addition and subtraction equations that have a missing number or missing operation sign (e.g., $3 + \quad = 5$, $6 - \quad = 1$).
3	Solve word problems involving unknown quantities.

Goal 9 - Geometry

9A Properties of Single Figures and Coordinate Geometry	
1 PS	Identify and describe two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides and number of vertices.
2 PS	Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, and pyramids) according to their characteristics (faces, vertices).
3 PS	Describe relative positions in space (e.g., \heartsuit is 2 units below/below \spadesuit ; point A is 3 units to the right/left of point B).
4	Identify whether or not a figure has a line of symmetry, and identify the line of symmetry.
9B Relationships Between and Among Multiple Figures	
1	Predict the result of putting shapes together and taking them apart e.g., two triangles make a quadrilateral.
2	Identify congruent figures by visual inspection.
3	Determine the distance between two points on the number line in whole numbers.

Goal 10 - Data Analysis, Statistics, and Probability

10A, 10B Data Analysis and Statistics	
1 PS	Read and interpret data represented in a pictograph, bar graph, tally chart, or table.
2 PS	Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.
10C Probability	
1	Classify events using words such as possible and impossible.

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JULY 2009

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Establishing Routines (Unit 1)	6A 4. Skip count by 2, 5 and 10 (MA1-03)	1.1	6A.5 6A.7	Use this time to establish math routines. Website: www.mathematicsuniversity.com (Use this website all year.) http://marcopolo-education.org/index.aspx Measurement: Math Minute p. 61-75 Vocabulary: number line, job chart, absent, tally mark, calendar, date Alternative Math Messages - refer to Minute Math	Model to show what you did to solve a problem and why you did it. Have students label their answers when solving story problems and circle the answer. Model circling the question and underlining the important information in story problems. Give monthly extended response prompt (see attached sheet)
	5. Order and compare whole numbers up to 100 using symbols (<, >, or =) and words (less than, greater than, equal to). (MA1-02)	1.2	6A.7		
	7. Identify and locate whole numbers on a number line.	1.3	9A.1 9B.3		
	9A 1. Identify and describe two-dimensional shapes according to the number of sides and the number of vertices. (MA1-09)	1.4	6A.5		
	9B 3. Determine the distance between two points on a number line.	1.5	6A.4 9B.3		
	10A 2. Complete missing parts of a pictograph, bar graph, tally chart, or table for give set of data (MA1-11)	Begin discussing procedures for math centers and games. While students are engaged in games, it is suggested that teachers are working with small groups in order to meet RTI Level 1 (teacher support)			

Baseline Assessment

Approximately the first 2 weeks.

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Establishing Routines (Unit 1)	<p>6A 4. Skip count by 2, 5 and 10. (MA1-03)</p> <p>5. Order and compare whole numbers up to 100 using symbols (<, >, or =) and words (less than, greater than, equal to). (MA1-02)</p> <p>7. Identify and locate whole numbers on a number line.</p> <p>9A 1 Identify and describe two-dimensional shapes according to the number of sides and the number of vertices. (MA1-09)</p> <p>9B 3. Determine the distance between two points on a number line.</p> <p>10A 2. Complete missing parts of a pictograph, bar graph, tally chart, or table for give set of data (MA1-11)</p> <p>10C 1. Classify events using words such as possible and impossible.</p>	1.6	6A.5	<p>Math Message information: http://wrightgroup.com/index.php/home/everydaymathematics/emsecondupdate/mathmessages/50</p> <p>Vocabulary: Exploration, geoboard, thermometer, degree, number story</p> <p>Literature: <u>M&M Counting Book</u> <u>Anno's Counting Book</u> <u>City by Numbers</u></p> <p>Supplemental Activities: See www.mathwire.com (lots of games/activities that can be used whole class/centers)</p>	<p>Model to show what you did to solve a problem and why you did it.</p> <p>Have students label their answers when solving story problems and circle the answer.</p> <p>Model circling the question and underlining the important information in story problems.</p> <p>DEA Testing September 8 - 11</p>
		1.7	6A.5 10A.2		
		1.8	10C.1		
		1.9	6A.5		
		1.10	6A.5 9B.3		
		1.11	9B.3		
		1.12	9B.3 10C.1		
		1.13	6A.7		
		1.14	See all above standards		
			<p>Assessment</p> <p>Part A Summative (graded)</p> <p>Part B Formative (future planning)</p> <p>Open Response (Remind students to say WHY)</p>		

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AUGUST 2009(Pg.2)

Approximately the last 2 weeks

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Everyday Uses of Numbers (Unit 2)	6A 4. Skip count by 2, 5 and 10. (MA1-03)	2.1	6A.4	Math Minute suggestions: Measurement p. 61,64 Do Monster Squeeze	Model to show what you did to solve a problem and why you did it. Have students label their answers when solving story problems and circle the answer. Model circling the question and underlining the important information in story problems
		2.2	6A.5 6A.6		
	2.3	6A.5 6A.5	Use pennies to mark the day at school. When you get to 5, trade for a nickel. Continue adding pennies and trading for nickels.		
	2.4	6A.5	Vocabulary: Number grid, math boxes, analog clock, hour hand, minute hand, unit, unit box, midnight, noon.		
	2.5	7A,B,C.1			
	6B, 6C 4. Solve problems involving the value of a collection of like sets of coins whose total value is \$1.00 or less. (MA1-05)	2.6	7A,B,C.1	Project 5: Apple Math Review pg.444	
	7A, 7B, 7C 1. Select and use appropriate standard units and tools to measure length (to nearest inch, time [nearest hour, half hour, and calendar terms]) (MA1-07)	Continue to discuss procedures and expectations for centers and EDM games. It is suggested to complete a rotation and games at least one day per week. Teachers should use time when students are rotating in order to meet with small groups in need of additional academic support.		You may want to purchase discounted flower bulbs and refrigerate until the February project. Alternative Math Message: Refer to Minute Math	

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SEPTEMBER 2009 (Pg.1)

Approximately the first 3 weeks

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Everyday Uses of Numbers (Unit 2)	<p>6A 4. Skip count by 2, 5 and 10. (MA1-03)</p> <p>6. Identify and express values of coins. (MA1-04)</p> <p>6B, 6C 1. Solve problems and number sentences involving addition and subtraction using basic facts. (MA1-05)</p> <p>3. Solve problems and number sentences involving addition and subtraction without regrouping.</p> <p>4. Solve problems involving the value of a collection of like sets of coins whose total value is \$1.00 or less. (MA1-05)</p>	2.7	6A.4	<p>Math Minute: Measurement p. 65</p> <p>Take extra time to explore dominoes and review clocks.</p> <p>Tally Practice</p> <p>Vocabulary: Ruler, penny, cent, nickel, add plus, subtract, minus</p> <p>**Lesson 2.10 is difficult and may take 2 days.</p> <p>Literature: <u>Twenty is Too Many</u></p> <p>Project 2: Amaryllis Plant T.E. 433-435</p> <p>Supplemental Activities: www.mathwire.com</p>	<p>Model to show what you did to solve a problem and why you did it.</p> <p>Have students label their answers when solving story problems and circle the answer.</p> <p>Practice with simple problems to master the method and proceed to higher level problems as students gain experience.</p>
		2.8	6A.6 6B,6C.4		
		2.9	6A.6 6B,6C.4		
		2.10	6A.6 6B,6C.4		
		2.11	6B,6C.1		
		2.12	6B,6C.1		
		2.13	6B,6C 3 6B,C 4		
		2.14	See all above standards		
	<p>Assessment Part A Summative (graded) Part B Formative (future planning) Open Response (Remind students to say WHY)</p>				

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OCTOBER 2009

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Visual Patterns, Number Patterns and Counting (Unit 3)	6A 8. Solve problems involving odd and even numbers, greater than, less than.	3.1	8A.3	Math Minute: Counting: pp. 27, 28, 29, 35 Literature: <u>Even Steven and Odd Todd</u> <u>Pattern Bugs</u> <u>Missing Mittens</u> <u>Each Orange Has 8 Slices</u> <u>Two Ways to Count to Ten</u> <u>The Great Pet Sale</u> Vocabulary: Even number, odd number, Project 3: Pumpkin Math (TE 436-439)	Continue to model underlining the important parts of a story problem and circling the question to answer. Have students write what they did to solve a problem and why they did it. Have students label and circle their answer. DEA Testing October 26 - November 6
	6B, 6C 3. Solve problems and number sentences involving addition and subtraction without regrouping.	3.2	8A.3 6A.8		
	8A 3. Determine a missing term in a pattern, describe a pattern, and extend a pattern when given a description or pattern. (MA1-08)	3.3	8A.3		
	9B 1. Predict the result of putting shapes together and taking them apart e.g., two triangles make a quadrilateral.	3.4	6B,6C.3 8A.3 9B.1		
		Continue to work with small, teacher-led groups as RTI Level 1 interventions. While you work with differentiated groups, students continue to participate in math games/ centers.			

OCTOBER/NOVEMBER 2009

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Visual Patterns, Number Patterns and Counting (Unit 3)	6A 8. Solve problems involving odd and even numbers, greater than, less than.	3.5	6A.8	Math Minute: Skip Counting: pp. 5, 7 Number Stories: pp. 16 Lesson 3.8: Students should write the rule given on top of the arrows to remind them what to do next. Vocabulary: Frame, arrow, dime, half- past Supplemental Activities: www.mathwire.com Alternative Math Message: Refer to Minute Math	Continue to model underlining the important parts of a story problem and circling the question to answer. Have student begin to write what they did to solve a problem and why they did it. Have students label their answers when solving story problems and circle the answer. DEA Testing October 26 - November 6
		3.6	6B,6C.3		
	6B, 6C 3. Solve problems and number sentences involving addition and subtraction without regrouping.	3.7	7A,7B,7C.1		
		3.8	8A.1		
	7A, 7B, 7C 1. Select and use appropriate standard units and tools to measure length (to the nearest inch), time (to the nearest hour, half hour and calendar terms). (MA1-06)	3.9	8A.1		
		3.10	6A.8 6B, 6C. 3		
	8A 1. Determine a missing term in a pattern, describe a pattern, and extend a pattern when given a description or pattern. (MA1-08)	3.11	6A.6		
		3.12	6B,6C.4		
	9B 1. Predict the result of putting shapes together and taking them apart e.g., two triangles make a quadrilateral.	3.13	8A.1 8B.1		
		3.14	6B,6C.3		
		3.15	See all above standards		
		Assessment Part A Summative (graded) Part B Formative (future planning) Open Response (Remind students to say why)			

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DECEMBER 2009

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Measurement and Basic Facts (Unit 4)	<p>6B, 6C</p> <p>1. Solve Problems and number sentences involving addition and subtraction using basic facts. (MA1-05)</p> <p>2 Model and apply basic addition/subtraction facts.</p> <p>7A, 7B, 7C</p> <p>1. Select and use appropriate standard units and tools to measure length (to nearest inch), time (nearest hour, half hour and calendar). (MA1-06)</p> <p>2. Solve problems involving perimeter of a polygon with given side lengths or given non-standard unit. (e.g., paperclip)</p> <p>4. Compare and estimate length (including perimeter) and weight/mass using referents.</p>	4.1	7A,7B,7C.1	<p>Perimeter of a polygon is not in EM. You will need to supplement this. (7A,B, C - 2)</p> <p>Literature: <u>How Big is a Foot?</u> (make a foot and measure with it) <u>Anno's Counting House</u> <u>Jim and the Bean Stalk</u> (measure the giant's head) <u>Inch by Inch</u> <u>Jack and the Beanstalk</u></p> <p>Project 1: Geometric Gift Wrap & Holiday Greeting Cards (T.E. p. 430-432)</p> <p>Vocabulary: Degrees, Fahrenheit, measure, inch, foot, estimate</p> <p>Supplemental Activities: www.mathwire.com</p>	<p>Continue to model underlining the important parts of a story problem and circling the question to answer.</p> <p>Have student begin to write what they did to solve a problem and why they did it.</p> <p>Have students label their answers when solving story problems and circle the answer.</p> <p>Some good why starter words are: Because... To figure out...</p>
		4.2	7A,7B,7C.2		
		4.3	7A,7B,7C.2		
		4.4	7A,7B,7C.1		
		4.5	7A, 7B,7C.1		
		4.6	7A, 7B,7C.1		
		4.7	7A,7B,7C.2		
		4.8	7A,7B, 7C.1		
		4.9	7A,7B,7C.1		
		4.10	6A.2 6A.7		
		4.11	6B,6C.1 6B,6C.2		
		4.12	6B, 6C.2		
		4.13	See all above standards		
	Continue throughout the unit with small, teacher-led groups and centers/ EDM games.	<p>Assessment</p> <p>Part A Summative (graded)</p> <p>Part B Formative (future planning)</p> <p>Open Response (Remind students to say why)</p>			

JANUARY 2010

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Place Value, Number Stories, and Basic Facts (Unit 5)	<p>6A 1. Read, write recognize and model equivalent representations of whole numbers and their place values up to 1,000. (MA1-01) <i>(Introduce: up to 10,000)</i></p> <p>2. Identify and write (in words and standard form) whole numbers up to 1,000. <i>(Introduce: up to 10,000)</i></p> <p>5. Order and compare whole numbers up to 100 using symbols (>, <, or =) and words (e.g., greater than, less than, equal to) (MA1-02). <i>(Introduce: up to 1,000)</i></p> <p>6B, 6C 2. Model and apply basic addition/subtraction facts.</p> <p>6. Solve problems involving the additive identity of zero (e.g., 3+0=3)</p> <p>7A, 7B, 7C 3. Solve problems involving the area of a figure when whole units are shown within the figure.</p> <p>8A 1. Determine a missing term in a pattern, describe a pattern, and extend a pattern when given a description or pattern. (MA1-08)</p> <p>2 Write an expression to represent a situation.</p>	5.1	6A.1	<p>Math Minute: Place value; p.23</p> <p>Lesson 5.8: Use mini chalkboards or marker boards to practice as a class. 5.8 Activity- Make a class number story using magazine pictures.</p> <p>Play "Difference Game" (T.E. 390)</p> <p>For Frames and Arrows: - walk forward for addition and backwards for subtraction. - add reverse arrow at the bottom of the given diagram and the opposite operation for the given rule.</p> <p>Project 7: Weather & Probability T.E. 452-455</p> <p>Literature: <u>The Warloads Beads</u> <u>Let's Count</u> <u>Just Enough Carrots</u> <u>Probably Pistachio</u></p> <p>Supplemental Activities: www.mathwire.com</p>	<p>Have students write what they did to solve a problem and why they did it. They should label and circle their answer.</p> <p>Some good <u>why</u> starter words are: Because... To figure out ...</p> <p>DEA Testing January 8 - 22</p>
		5.2	6A.1		
		5.3	6A.5		
		5.4	7A,7B,7C.3		
		5.5	8A.2		
		5.6	6A.5		
		5.7	6A.2 6A.5		
		5.8	6B,2, 6C.6 8A.2		
		5.9	6B,6C.6		
		5.10	6B,6C.2 6B,6C.6		
		5.11	6B,6C.6		
		5.12	8A.1		
		5.13	8A.2		
		5.14	See all above standards		
	Assessment Part A Summative (graded) Part B Formative (future planning) Open Response (Remind students to say why)				

FEBRUARY 2010 (Pg.1)

Approximately the first 3 weeks

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Developing Fact Power (Unit 6)	<p>6B, 6C 2. Model and apply basic addition/subtraction facts.</p> <p>5. Use the inverse relationship between addition and subtraction to complete basic fact sentences and solve problems.</p> <p>7A, 7B, 7C 1. Select and use appropriate standard units and tools to measure length (to nearest inch, time [to nearest hour, half hour, and calendar terms]) (MA1-06)</p> <p>3. Solve problems involving the area of a figure when whole units are shown within the figure.</p> <p>10A,B 1. Read and interpret data represented in a pictograph, bar graph, tally chart or table. (MA1-11)</p> <p>2. Complete missing parts of a pictograph, bar graph, tally chart or table for a given set of data. (MA1-11)</p>	6.1	6B,6C.2 6B,6C.5	<p>Minute Math: pp. 10</p> <p>100th Day Celebration Activities TM p.778 Website: http://abcteach.com/directory/seasonalholidays/100th_day/#23064</p> <p>Project 6: 100th Day T.E. 448-451</p> <p>Vocabulary: Equivalent names, fact family, name collection box, metric system, middle value, range</p> <p>Literature: <u>Twenty-six Letters and 99 cents</u> <u>Deena's Lucky Penny</u></p> <p>Supplemental Activities: www.mathwire.com</p>	<p>Students should find the question to answer and circle it.</p> <p>Have students write what they did to solve a problem and why they did it. They should label and circle their answer</p> <p>Some good why starter words are: Because... To figure out...</p> <p>Continue to model as needed.</p>
		6.2	6B,6C.5		
		6.3	6B,6C.5		
		6.4	6B,6C.5		
		6.5	6B,6C.5		
		6.6	7A, 7B,7C.1		
		6.7	6B,6C.5		
		6.8	6B, 6C.2		
		6.9	6A.6		
		6.10	7A,7B,7C.1		
		6.11	See Lang. ArtsStandards		
		6.12	10A,B.1 10A,B.2		
		6.13	See all above standards.		
		<p>Assessment Part A Summative (graded) Part B Formative (future planning) Open Response (Remind students to say why)</p>			

FEBRUARY 2010 (Pg.2)

Approximately the last week

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Geometry and Attributes (Unit 7)	<p>9A 1. Identify and describe 2 dimensional shapes (triangle, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides and number of vertices. (MA1-09)</p> <p>3. Describe relative positions in space (e.g., the heart is 2 units below/above the sun, point A is 3 units to the right /left of point B). (MA1-10)</p>	7.1	9A.1 9B.1	<p>Vocabulary: Triangle, square, rectangle, hexagon, circle, attribute, trapezoid, rhombus, side, corner, polygon</p> <p>Describing relative position is not in the EM text. You will need to supplement this.(9A- 3)</p>	<p>Students should find the question to answer and circle it.</p> <p>Have students write what they did to solve a problem and why they did it. They should label and circle their answer.</p> <p>Some good why starter words are: Because To figure out</p>
		7.2	9A.1 9B.1 9B.2		
		7.3	9A.1 9B.1		
	<p>9B 1. Predict the results of putting shapes together and taking them apart. (e.g., two triangles make a quadrilateral)</p> <p>2. Identify congruent figures by visual inspection.</p>	<p>Continue to work with small, teacher-led groups as RTI Level 1 interventions.</p> <p>While you work with differentiated groups, students continue to participate in math games/ centers</p>			

Haskell 1st Grade Pacing Guide

MARCH 2010 (Pg.1)

Approximately the first 3 weeks.

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Geometry and Attributes (Unit 7)	<p>9A</p> <p>1. Identify and describe 2 dimensional shapes (triangle, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides and number of vertices. (MA1-09)</p> <p>2. Identify and describe 3 dimensional shapes (cubes, spheres, cones, cylinders, and pyramids) according to their characteristics (faces vertices). (MA1-09)</p> <p>3. Describe relative positions in space (e.g., the heart is 2 units below/above the sun, point A is 3 units to the right /left of point B). (MA1-10)</p> <p>4. Identify whether or not a figure has a line of symmetry and identify the line of symmetry.</p> <p>9B</p> <p>1.Predict the results of putting shapes together and taking them apart (e.g., two triangles make a quadrilateral)</p> <p>2. Identify congruent figures by visual inspection.</p>	7.4	9A.1	<p>Focus on vocabulary: Triangle, square, rectangle, hexagon, circle, attribute, trapezoid, rhombus, side, corner, polygon, sphere, cylinder, rectangular prism, surface, pyramid cone, cube.</p> <p>Provide as many examples of shapes as possible.</p> <p>Describing relative position is not in the EM text. You will need to supplement this.</p> <p>You can use toothpicks and marshmallows to create 3-D shapes.</p> <p>Literature: <u>Round is a Mooncake: A Book of Shapes</u> <u>Cubes, Cones Cylinders and Spheres</u></p> <p>Supplemental Activities: www.mathwire.com</p>	<p>Students should find the question to answer and circle it.</p> <p>Have students write what they did to solve a problem and why they did it. They should label and circle their answer.</p> <p>Some good why starter words are: Because... To figure out ...</p>
		7.5	9A.2		
		7.6	9A.2		
		7.7	9A.4		
		7.8	See all above standards		
			<p>Assessment</p> <p>Part A Summative (graded)</p> <p>Part B Formative (future planning)</p> <p>Open Response (Remind students to say why)</p>		

1st Grade Pacing Guide

MARCH 2010 (Pg.2)

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response	
Mental Arithmetic, Money and Fractions (Unit 8)	6A 1. Read, write recognize and model equivalent representations of whole numbers and their place values. (MA1-01)	8.1	6A.6 6B,6C.4	Math Minute: Place value practice p.23 Fractions: p.40 Number stories: p. 102 Lesson 8.4: Make student overhead copies and have each "Team" explain Number Stories using the overhead copy. Games: Coin Exchange(Lesson 6.10) One Dollar Exchange(T.E. p.621) Vocabulary: Decimal point, hundreds, tens ones Project 4: All About Time T.E. 440-443	Students should find the question to answer and circle it. Have students write what they did to solve a problem and why they did it. They should label and circle their answer. Some good why starter words are : Because... To figure out ...	
	6. Identify and express values of coins (MA1-04)	8.2	6B, 6C.4			
	6B, 6C 4. Solve problems involving the value of a collection of like sets of coins whose total value is \$1.00 or less. (MA1-05)	8.3	6A.1			
	7 Make estimates appropriate to given situation with whole numbers.	8.4	6A.6 6B,6C.4			
	Continue to work with small, teacher-led groups as RTI Level 1 interventions.					
	While you work with differentiated groups, students continue to participate in math games/ centers					

Haskell 1st Grade Pacing Guide

APRIL 2010 (Pg. 1)

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Mental Arithmetic, Money and Fractions (Unit 8)	<p>6A</p> <p>1. Read, write recognize and model equivalent representations of whole numbers and their place values. (MA1-01)</p> <p>3. Recognize a fraction ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) represented with a pictorial model. (MA1-01) <i>(Introduce: common fractions)</i></p> <p>6B, 6C</p> <p>4. Solve problems involving the value of a collection of like sets of coins whose total value is \$1.00 or less. (MA1-05)</p> <p>7. Make estimates appropriate to given situation with whole numbers.</p>	8.5	6B,6C.4	<p>Vocabulary: Whole, equal parts, halves, thirds, fourths, fraction, fractional part.</p> <p>Activity: Have students use centimeter grid paper to write numbers in hundreds. Lightly color in boxes for the first initial of their name. Use another blank grid and have them write only those numbers from the colored in spaces.</p> <p>Literature: <u>Follow the Money</u> <u>Eating Fractions</u> <u>Picture Pie: A Circle Drawing Book</u> <u>The Father Who Had Ten Children</u> <u>How Hungry Are You?</u></p> <p>Supplemental Activities: www.mathwire.com</p>	<p>Students should find the question to answer and circle it.</p> <p>Have students write what they did to solve a problem and why they did it. They should label and circle their answer.</p> <p>Some good why starter words are: Because... To figure out...</p>
		8.6	6A.3		
		8.7	6A.3		
		8.8	6A.3 6B,6C.4		
		8.9	6A.1 6A.3 6B,6C.7		
		8.10	See all above standards		
		Continue throughout the unit with small, teacher-led groups and centers/ EDM games.	<p>Assessment</p> <p>Part A Summative (graded)</p> <p>Part B Formative (future planning)</p> <p>Open Response (Remind students to say why)</p>		

APRIL 2010 (Pg.2)

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Place Value and Fractions (Unit 9)	8A 1. Determine a missing term in a pattern, describe a pattern, and extend a pattern when given a description or pattern. (MA1-08)	9.1	8A.1 8B.1	Literature suggestion: <u>Fraction Action</u>	Students should find the question to answer and circle it. Have students write what they did to solve a problem and why they did it. They should label and circle their answer. Some good why starter words are: Because... To figure out ...
	8B 1. Interpret and describe numerical relationships using tables, graphs, & symbols (ex.-students growing taller)	9.2	8B.1 8C,8D.1	Practice with easy puzzle patterns first. Practice counting 101-200, 201-300, etc. using grid paper so that experience and practice lead to number puzzle success.	
	8C, 8D 1. Represent simple mathematical relationships with number sentences (equalities and inequalities)	9.3	8B.1 8C,8D.1 8C,8D.2 8C,8D.3	Math Minute: Operations pp. 39,42,46	
	2. Solve one-step addition and subtraction equations that have a missing number or missing operation sign. (e.g., 3 + =5, 6 1=7)	9.4	8C, 8D.1 8C,8D.2	Game: Number Grid Game (T.E. 749)	
	3. Solve work problems involving unknown quantities.	9.5	9A. 4	Always label each part of each fraction.	
	9A 4. Identify whether or not a figure has a line of symmetry, and identify the line of symmetry.	9.6	6A.3		
		Continue to work with small, teacher-led groups as RTI Level 1 interventions. While you work with differentiated groups, students continue to participate in math games/ centers			

MAY 2010 (Pg.1)

Approximately the first week

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Place Value and Fractions (Unit 9)	<p>8A 1. Determine a missing term in a pattern, describe a pattern, and extend a pattern when given a description or pattern. (MA1-08)</p> <p>8C, 8D 1. Represent simple mathematical relationships with number sentences (equalities and inequalities).</p> <p>2. Solve one-step addition and subtraction equations that have a missing number or missing operation sign. (e.g., $3 + \quad = 5$, $6 - \quad = 7$)</p> <p>3. Solve word problems involving unknown quantities.</p> <p>9A 4. Identify whether or not a figure has a line of symmetry, and identify the line of symmetry.</p>	9.7	6A.3 8A.1	Vocabulary: Numerator, denominator	Students should find the question to answer and circle it.
		9.8	6A.3 8C,8D.1	Literature: <u>Lulu's Lemonade</u>	Have students write what they did to solve a problem and why they did it. They should label and circle their answer.
		9.9	See all above standards.		Some good why starter words are: Because... To figure out...
			<p>Assessment</p> <p>Part A Summative (graded)</p> <p>Part B Formative (future planning)</p> <p>Open Response (Remind students to say why)</p>	Supplemental Activities: www.mathwire.com	

1st Grade Pacing Guide

MAY 2010 (Pg.2)

Approximately the last 3 weeks

Topics	Core Objectives Aligned to the Illinois Assessment Framework Power Standards (PS)	Lessons Focus lessons in bold print	Illinois Learning Standards focused on per lesson	Suggestions Re-teach Supplement	Extended Response
Year End Review and Assessments (Unit 10)	6A 1. Read, write, recognize and model equivalent representations of whole numbers and their place values up to 1,000. (MA1-01) <i>(Introduce: up to 10,000)</i>	10.1	8B.1 9A.1 9A.2	Minute Math: p. 64, 67 Games: Exchange Game (TE p.819)	Discuss with students what they did to solve problems and why they did it. Some good why starter words are: Because... To figure out...
	6B, 6C 4. Solve problems involving the value of a collection of like sets on coins whose total value is \$1.00 or less. (MA1-05) <i>(Introduce: Solve problems involving the value of a collection of bills and coins whose total value is \$1.00 or less)</i>	10.2	7A,7B,7C.1	Be sure to have the children practice creating story problems in Lesson 10.4.	
	7A, 7B, 7C 1. Select and use appropriate standard units and tools to measure length (to the nearest inch), time (to the nearest hour, half hour, and calendar terms.) (MA1-06, 07)	10.3	6B,6C.4	Review weak skills through Game Days as time allows.	
	9A 1. Identify and describe 2 dimensional shapes according to the number of sides and the number of vertices. (MA1-09)	10.4	6B,6C.4	Project 8: Flea Market Literature: <u>Color Zoo</u> <u>It's About Time, Max</u> <u>Welcome to the Greenhouse</u> <u>Welsome to the Ice House</u> <u>Cactus, Destert, Arctic Tundra</u> <u>Tropical Rainforest</u>	
	2. Identify and describe 3 dimensional shapes according to their characteristics (faces, vertices). (MA1-09)	10.5	9A.1 9A.2	Supplemental Activities: www.mathwire.com	
	10A, 10B 1. Read and interpret data represented in a pictograph, bar graph, tally chart or table. (MA1-11)	10.6	9A.1		
	2. Complete missing parts of a pictograph, bar graph, tally chart or table for a given set of data. (MA1-11)	10.7	6A.1		
		10.8	See all above standards.		
		Review centers and games from the entire year. Engage in conversation/reflection with students about what they gained from the experience.	Assessment Part A Summative (graded) Part B Formative (future planning) Open Response (Remind students to say why)		

1st Grade Extended Response Mathematics

The prompts are intended as primarily a whole group experience to teach students the Extended Response format. Model the extended response format frequently so students become comfortable with the process. Talking about what they did and **why** they did it promotes retention of information. You are a big help to future teachers by doing this.

See your Pacing Guide for suggestions on how to work on the Extended Response items. Thank you.

Title	Skill Assessed	Time Frame
Apples	Addition	September
Marsha's Money	Coin addition	October
Bike Parade	Repeated addition	November
Count Your Pennies	Subtraction	December
Farmer's Animals	Graphing	January
Patterns	Creating and interpreting patterns	February
When's Lunch?	Elapsed time	March
Colored Ball Fractions	Fractions	April
Number grid	Number Sense	May

See the rps205 K-5 website for these prompts.