

# Prince George County Public Schools

## Grade 1 Mathematics Pacing Guide

<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>
<p><b>The student will ...</b></p> <p>1.16 Sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.</p> <p>1.17 Recognize, describe, extend, and create a wide variety of growing and repeating patterns.</p> <p>1.12 Identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.</p> <p>1.13 Construct, model, and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the reasonableness of each choice.</p> <p><b>Test 1.12, 1.13, 1.16, 1.17</b></p>	<div style="text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1.16, 1.17, 1.12</div>  </div> <p style="text-align: center;">Extend objectives from 1<sup>st</sup> Nine Weeks</p> <p><b>The student will ...</b></p> <p>1.14 Investigate, identify, and describe various forms of data collection using tables, picture graphs, and object graphs.</p> <p>1.15 Interpret information displayed in a picture or object graph, using the vocabulary <i>more, less, fewer, greater than, less than, and equal to</i></p> <p>1.3 Identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions.</p> <p>1.11 Use calendar language appropriately (e.g., names of the months, <i>today, yesterday, next week, last week</i>).</p> <p><b>Test 1.3, 1.11, 1.14, 1.15</b></p>
<b>3<sup>rd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>
<div style="text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1.3, 1.11, 1.14, 1.15</div>  </div> <p style="text-align: center;">Extend objectives 2<sup>nd</sup> Nine Weeks</p> <p><b>The student will ...</b></p> <p>1.8 Tell time to the half-hour, using analog and digital clocks.</p> <p>1.9 Use nonstandard units to measure length, weight/mass, and volume.</p> <p>1.10 Compare, using the concepts of more, less, and equivalent,  a) the volumes of two given containers; and  b) the weight/mass of two objects, using a balance scale.</p> <p>1.1 a) count from 0 to 100 and write the corresponding numerals; and  b) group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.</p> <p>1.2 Count forward by ones, twos, fives, and tents to 100 and backwards by ones to 30</p> <p>1.7 a) identify the number of pennies equivalent to a nickel, a dime, and a quarter; and;  b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.</p> <p><b>Test 1.1 1.2 1.7,, 1.8, 1.9, 1.10, 1.14, 1.15</b></p>	<div style="text-align: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1.1, 1.2, 1.10</div>  </div> <p style="text-align: center;">Extend objectives from 3<sup>rd</sup> Nine Weeks</p> <p><b>The student will ...</b></p> <p>1.5 Recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.</p> <p>1.6 Create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.</p> <p>1.18 Demonstrate an understanding of equality through the use of the equal sign</p> <p>1.4 a) select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral and;  b) explain the reasonableness of the choice.</p> <p><b>Test 1.4, 1.5, 1.6, 1.18</b></p>