

Grade 1

Course Code: 5012030C1

2023-2024

Year at a Glance



Please use the code below to join the Elementary Math - Grade 1 Collaborative Schoology Group

(Do not share code with students)

H658-ZGQH-TTBCR

The Elementary Mathematics Department would like to thank the Elementary K – 5 Core Adoption Committee for their time and dedication in the selection of the newly adopted Big Ideas Learning Mathematics Series.

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
DISTRICT PACING GUIDE
YEAR-AT-A-GLANCE**

Grade 1 Mathematics

2023-2024

Course Code: 5012030C1

Florida's B.E.S.T. Standards Mathematics

First Nine Weeks

49 Days

August 17, 2023 – October 26, 2023

Topic I – Addition and Subtraction Situations 08/17 – 09/01 (12 Days)		Topic II – Fluency and Strategies within 10 09/05 – 09/20 (12 Days)	
<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 1.1: Addition: Add To • Lesson 1.2: Solve Add To Problems • Lesson 1.3: Solve Put Together Problems • Lesson 1.4: Solve Put Together Problems with Both Addends Unknown • Lesson 1.5: Solve Take From Problems • Lesson 1.6: Solve Compare Problems: More • Lesson 1.7: Solve Compare Problems: Fewer • Lesson 1.8: Solve Add To Problems with Change Unknown • Lesson 1.9: Connect Put Together and Take Apart Problems 	<ul style="list-style-type: none"> • MA.1.NSO.2.2 • MA.1.AR.1.2 	<ul style="list-style-type: none"> • Lesson 2.1: Add 0 • Lesson 2.2: Subtract 0 and Subtract All • Lesson 2.3: Add and Subtract 1 • Lesson 2.4: Add Doubles from 1 to 5 • Lesson 2.5: Use Doubles • Lesson 2.6: Add in Any Order • Lesson 2.7: Count On to Add • Lesson 2.8: Count Back to Subtract • Lesson 2.9: Use Addition to Subtract 	<ul style="list-style-type: none"> • MA.1.NSO.2.1 • MA.1.NSO.2.2 • MA.1.AR.2.1 • MA.1.AR.2.3
Topic III – More Addition and Subtraction Situations 09/21 – 10/06 (11 Days)		Topic IV – Add Numbers within 20 10/09 – 10/19 (9 Days)	
<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 3.1: Solve Add To Problems with Start Unknown • Lesson 3.2: Solve Take From Problems with Change Unknown • Lesson 3.3: Solve Take From Problems with Start Unknown • Lesson 3.4: Compare Problems: Bigger Unknown • Lesson 3.5: Compare Problems: Smaller Unknown • Lesson 3.6: True or False Equations • Lesson 3.7: Find Numbers That Make 10 • Lesson 3.8: Fact Families 	<ul style="list-style-type: none"> • MA.1.NSO.2.1 • MA.1.NSO.2.2 • MA.1.AR.1.2 • MA.1.AR.2.2 • MA.1.AR.2.3 	<ul style="list-style-type: none"> • Lesson 4.1: Add Doubles from 6 to 10 • Lesson 4.2: Use Doubles within 20 • Lesson 4.3: Count On to Add within 20 • Lesson 4.4: Make a 10 to Add • Lesson 4.5: Add 9 • Lesson 4.6: Add Three Numbers • Lesson 4.7: Problem Solving: Addition within 20 	<ul style="list-style-type: none"> • MA.1.NSO.2.2 • MA.1.AR.1.1 • MA.1.AR.1.2 • MA.1.AR.2.3

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Florida's B.E.S.T. Standards Mathematics

First Nine Weeks (Continued)

49 Days

August 17, 2023 – October 26, 2023

Topic V – Subtract Numbers within 20

10/20 – 10/26 (5 Days)

(Continued in Second Nine Weeks)

Lessons	Benchmarks
<ul style="list-style-type: none"> • Lesson 5.1: Count Back to Subtract within 20 • Lesson 5.2: Use Addition to Subtract within 20 • Lesson 5.3: Get to 10 to Subtract • Lesson 5.4: Subtract 9 • Lesson 5.5: More True or False Equations • Lesson 5.6: Make True Equations • Lesson 5.7: Problem Solving: Subtraction within 20 	<ul style="list-style-type: none"> • MA.1.NSO.2.2 • MA.1.AR.1.2 • MA.1.AR.2.1 • MA.1.AR.2.2 • MA.1.AR.2.3

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Second Nine Weeks

41 Days

October 30, 2023 – January 18, 2024

Topic V – Subtract Numbers within 20 (Continued from Second Nine Weeks)

10/30 – 11/03 (5 Days)

Topic VI – Count and Write Numbers to 120

11/06 – 11/30 (13 Days)

Topic VII – Compare Two-Digit Numbers

12/01 – 12/12 (8 Days)

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 6.1: Count Forward and Backward • Lesson 6.2: Count to 120 by Tens • Lesson 6.3: Count by Twos and Fives • Lesson 6.4: Compose Numbers 11 to 19 • Lesson 6.5: Tens • Lesson 6.6: Tens and Ones • Lesson 6.7: Make Quick Sketches • Lesson 6.8: Understand Place Value • Lesson 6.9: Read and Write Two-Digit Numbers • Lesson 6.10: Write Numbers in Different Ways 	<ul style="list-style-type: none"> • MA.1.NSO.1.1 • MA.1.NSO.1.2 • MA.1.NSO.1.3 	<ul style="list-style-type: none"> • Lesson 7.1: Compare Numbers 11 to 19 • Lesson 7.2: Compare Numbers • Lesson 7.3: Compare Numbers Using Place Value • Lesson 7.4: Compare Numbers Using Symbols • Lesson 7.5: Compare Numbers Using a Number Line • Lesson 7.6: 1 More, 1 Less; 10 More, 10 Less 	<ul style="list-style-type: none"> • MA.1.NSO.1.3 • MA.1.NSO.1.4 • MA.1.NSO.2.3

Topic VIII – Add Two-Digit Numbers and One-Digit Numbers

12/13 – 01/09 (9 Days)

Topic IX – Subtract One-Digit Numbers From Two-Digit Numbers

01/10 – 01/18 (6 Days)

(Continued in Third Nine Weeks)

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 8.1: Add Ones to a Decade Number • Lesson 8.2: Count On to Add Ones • Lesson 8.3: Make a Decade Number to Add • Lesson 8.4: Make a 10 to Add • Lesson 8.5: Practice Addition Strategies • Lesson 8.6: Problem Solving: Addition 	<ul style="list-style-type: none"> • MA.1.NSO.2.4 	<ul style="list-style-type: none"> • Lesson 9.1: Count Back to Subtract Ones • Lesson 9.2: Count On to Subtract • Lesson 9.3: Decompose to Subtract • Lesson 9.4: Model and Regroup to Subtract • Lesson 9.5: Practice Subtraction Strategies • Lesson 9.6: Problem Solving: Subtraction 	<ul style="list-style-type: none"> • MA.1.NSO.2.5

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**Third Nine Weeks
50 Days
January 22, 2024 – April 9, 2024**

**Topic IX – Subtract One-Digit Numbers From Two-Digit Numbers (Continued from Second Nine Weeks)
01/22 – 01/24 (3 Days)**

**Topic X – Measure and Compare Lengths
01/25 – 02/06 (9 Days)**

**Topic XI – Represent and Interpret Data
02/07 – 02/15 (7 Days)**

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 10.1: Order Objects by Length • Lesson 10.2: Compare Lengths Indirectly • Lesson 10.3: Measure Lengths in Inches • Lesson 10.4: Estimate Lengths in Inches • Lesson 10.5: Measure Lengths in Centimeters • Lesson 10.6: Solve Compare Problems Involving Length 	<ul style="list-style-type: none"> • MA.1.AR.1.2 • MA.1.M.1.1 • MA.1.M.1.2 	<ul style="list-style-type: none"> • Lesson 11.1: Sort and Organize Data • Lesson 11.2: Read and Interpret Pictographs • Lesson 11.3: Make Pictographs • Lesson 11.4: Solve Problems Involving Data 	<ul style="list-style-type: none"> • MA.1.AR.1.2 • MA.1.DP.1.1 • MA.1.DP.1.2

**Topic XII – Two- and Three-Dimensional Shapes
02/16 – 03/05 (12 Days)**

**Topic XIII – Equal Shares
03/06 – 03/12 (5 Days)**

<i>Lessons</i>	<i>Benchmarks</i>	<i>Lessons</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> • Lesson 12.1: Sort Two-Dimensional Shapes • Lesson 12.2: Describe Two-Dimensional Shapes • Lesson 12.3: Combine Two-Dimensional Shapes • Lesson 12.4: Create More Shapes • Lesson 12.5: Take Apart Two-Dimensional Shapes • Lesson 12.6: Sort Three-Dimensional Shapes • Lesson 12.7: Describe Three-Dimensional Shapes • Lesson 12.8: Combine Three-Dimensional Shapes • Lesson 12.9: Take Apart Three-Dimensional Shapes 	<ul style="list-style-type: none"> • MA.1.GR.1.1 • MA.1.GR.1.2 • MA.1.GR.1.3 • MA.1.GR.1.4 	<ul style="list-style-type: none"> • Lesson 13.1: Equal Shares • Lesson 13.2: Partition Shapes into Halves • Lesson 13.3: Partition Shapes into Fourths 	<ul style="list-style-type: none"> • MA.1.FR.1.1

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**Third Nine Weeks (Continued)
50 Days
January 22, 2024 – April 9, 2024**

**Topic XIV – Time and Money
03/13 – 04/04 (11 Days)**

**Topic XV– F.A.S.T. Spiral Review
04/05 – 04/09 (3 Days)
F.A.S.T. Administration Date 05/15 – 05/31
(Continued in Fourth Nine Weeks)**

<i>Lessons</i>		<i>Benchmarks</i>	
<ul style="list-style-type: none"> • Lesson 14.1: Tell Time to the Hour • Lesson 14.2: Tell Time to the Half Hour • Lesson 14.3: Tell Time to the Hour and Half Hour • Lesson 14.4: Tell Time Using Analog and Digital Clocks • Lesson 14.5: Identify and Write Values of Coins • Lesson 14.6: Find Total Values of Coins • Lesson 14.7: Make One Dollar • Lesson 14.8: Find Total Values of Bills 		<ul style="list-style-type: none"> • MA.1.M.2.1 • MA.1.M.2.2 • MA.1.M.2.3 	
<i>Lessons</i>		<i>Benchmarks</i>	
<p style="color: red;">During this time, it is recommended to use spiral review material to assist students with preparing for the Spring F.A.S.T. Assessment.</p>			

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Fourth Nine Weeks

40 Days

April 11, 2024 – June 6, 2024

Topic XV – F.A.S.T. Spiral Review (Continued from Third Nine Weeks)

04/11 – 04/12 (2 Days)

F.A.S.T. Administration Date 05/15 – 05/31

Topic XVI – Understand the Place Value of Three-Digit Numbers

04/15– 05/01 (13 Days)

Topic XVII – Add Numbers within 1,000

05/02 – 05/20 (13 Days)

Getting Ready for Grade 2

Getting Ready for Grade 2

Resources forthcoming and will address the 2023-2024 Grade 1 District Topic Assessment most deficient benchmarks. Additionally, Getting Ready for Grade 2 Resources will be provided for students needing enrichment.

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Topic XVIII – Build on Measurement and Estimate Concepts

05/21 – 06/06 (12 Days)

Getting Ready for Grade 2

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Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1	MA.K12.MTR.2.1
Actively participate in effortful learning both individually and collectively.	Demonstrate understanding by representing problems in multiple ways.
<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach. <p>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> Cultivate a community of growth mindset learners. Foster perseverance in students by choosing tasks that are challenging. Develop students' ability to analyze and problem solve. Recognize students' effort when solving challenging problems. 	<p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Build understanding through modeling and using manipulatives. Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. Progress from modeling problems with objects and drawings to using algorithms and equations. Express connections between concepts and representations. Choose a representation based on the given context or purpose. <p>Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> Help students make connections between concepts and representations. Provide opportunities for students to use manipulatives when investigating concepts. Guide students from concrete to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.
MA.K12.MTR.3.1	
Complete tasks with mathematical fluency.	
<p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Select efficient and appropriate methods for solving problems within the given context. Maintain flexibility and accuracy while performing procedures and mental calculations. Complete tasks accurately and with confidence. Adapt procedures to apply them to a new context. Use feedback to improve efficiency when performing calculations. <p>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. Offer multiple opportunities for students to practice efficient and generalizable methods. Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. 	

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Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
<p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. <p>Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers. 	<p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. <p>Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 Assess the reasonableness of solutions.	MA.K12.MTR.7.1 Apply mathematics to real-world contexts.
<p>Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. <p>Clarifications: Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications. 	<p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. <p>Clarifications: Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.