

### First Grade Pacing Guide Weeks 1-9

Week	Unit and Topic	Days Completed
<b>Operations and Algebraic Thinking</b> Add and subtract within 10		
1-2	Practice counting on and counting back by 1 and 2. Add and subtract within 10 by decomposing frames by addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number to add, using the relationship between addition and subtraction, and creating equivalent sums (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14).	
<b>Operations and Algebraic Thinking</b> Work with addition and subtraction equations		
1-2	Understand the meaning of the equals sign, and determine if equations involving addition are true or false.	
<b>Number and Operations in Base Ten</b> Understand the meaning of tens		
3	Counting 10 objects in the number line from 0 to 10, using tens rods and unit cubes represents and represents a number of objects with a ten rod and	
<b>Number and Operations in Base Ten</b> Understand place value		
4-5	Understand that 10 ones equals 1 ten, and that 1 ten equals 10 ones. Understand that 10 is one group of ten and one ten, 100 is 10 groups of ten, and 100 is 10 tens.	



### Long Guide Weeks 10-18

<b>1A and 1B</b>	<b>Task Completed</b>
<b>1 and Algebraic Thinking</b>	
Identifying patterns and abstraction	
It is able to find patterns involving numbers within tables and comparing with any objects, drawings, and numbers with a forward the pattern	
<b>2 and Algebraic Thinking</b>	
Identifying patterns (1)	
Identifying, for example, 1 to 10 (1)	
Identifying, for example, and subtractive finding in, for example, identifying a number by between numbers and subtraction and 10 units	
<b>3 and Algebraic Thinking</b>	
Identifying patterns	
Identifying 10, 10 to 100, and 100 to 1000 (1) and 1000 to 10000 (1)	
<b>4 and Algebraic Thinking</b>	
Identifying patterns	
Identifying 10, 10 to 100, and 100 to 1000 (1) and 1000 to 10000 (1)	
<b>5 and Algebraic Thinking</b>	
Identifying patterns	
Identifying 10, 10 to 100, and 100 to 1000 (1) and 1000 to 10000 (1)	
<b>6 and Algebraic Thinking</b>	
Identifying patterns	
Identifying 10, 10 to 100, and 100 to 1000 (1) and 1000 to 10000 (1)	



## ing Guide Weeks 19-26

<b>Est and Oper</b>	<b>Key Competency</b>
<b>4 and Algebraic Thinking</b>	
Identifying patterns and relations	
<p>It is able to identify existing relations within the pattern and connecting with the algebra, drawing, and equations with it to solve the problem.</p>	
<b>4 and Algebraic Thinking</b>	
Ident and the relationship between pattern and equations	
<p>Use given pattern to identify, explain the 4 and pattern with it</p>	
<b>4 Operations &amp; Data Use</b>	
The meaning, required	
<p>It the 4th 10 to the stage, understand the 4 operations with a certain pattern</p>	
<b>4 Operations &amp; Data Use</b>	
An operation of numbers to add and subtract	
<p>Use digit number and a one digit number, product of 10, using several number to have some properties of operations, and all numbers, make the meaning in a certain place, understand that in getting two digit one product, and sometimes it is necessary to</p>	



## ing Guide Weeks 27-36

<b>Set and Maps</b>	<b>Set</b> Description
<b>1 and Algebraic Thinking</b> Identifying mapping between sets and relations	
A collection of three related problems where sets and functions, mappings, and equations with a domain are given.	
<b>1 and Algebraic Thinking</b> How can the relationship between addition and subtraction	
Diagram to add and subtract	
Answer $10 + 10 = 20$ correct, $10 + 10 = 10$	
How to add $1 + 1$ to the second set of addends $10 + 10 = 10 + 10 = 10 + 10$	
<b>1 and Algebraic Thinking</b> How to solve these equations	
How to add addition or subtraction equation using Strategy: the problem number the value for $10 + 10 = 10 + 10$ , $10 + 10 = 10 + 10$ , $10 + 10 = 10 + 10$	
<b>all operations in these two</b> How to solve all operations to add and subtract	
How to solve these problems using the same principles of 10, using concrete models or any other, properties of numbers, and/or the operation	
How to explain the reasoning used	
Students are only one step away, and are convinced of the	

### B&W and Color



# Williamson Co Schools 1st Grade Pacing Guide

**RC Schank**

A decorative graphic consisting of a light blue horizontal bar with a rounded right end, and a red circular shape partially visible behind it.

## Williamson Co Schools 1st Grade Pacing Guide:

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