First Grade Math Pacing Guide

January Data Analysis (sorting, collecting, comparing)	MB 1.4 Organize, represent, and interpret data with up to three obsequency each enterprise points, how many and answer questions about the total number of data points, how many in each obsequey, and how many more or less are in one obsequey than in enother.	I can organize, represent and interpret data with up to three categories. MO 1.4 I can ask and ensure questions about the data and figure out how many or hote many more and less are in each oxingory. MO 1.4
February Place Value	NST 1.2 Understand that the two digits of a two digit number represent amounts of terus and ones. Understand the following as special cases:	I can understand that the two digits in a two-digit number represent the tens and the ones. NBT 5.2
(combining tens)	a. 12 can be thought of as a bundle of ten ones — called a "ten."	I can umderstand that 10 can be thought of as a bundle of ten ones, called a "ten". NBT 1.2s
	b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, sight, or nine ones.	I can understand that the number from 11-19 are composed of a ten and ones. NBT 1.25
	c. The numbers 10, 20, 30, 40, 50, 60, 70, 60, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	I can unidenstand that the numbers 10, 20, 30, 40, 50, 60, 70, 60, and 90 refer to tens and 0 ones. NST 1.2c
	NST 1.5 Given a two-digit number, mentally find 18 more or 10 less than the number, without having to count; explain the reasoning used.	I can mentally find 10 more or 10 less than a two-digit number without having to court and explain how

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and how they should learn it Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency

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