### Kentucky 1st GRADE MATH 2020-2021 Pacing Guide
CASE Benchmark Assessments

**Note:** The eight Standards for Mathematical Practice describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

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<tr>
<th>Unit</th>
<th>Standards</th>
<th>Major Topics/Concepts</th>
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| **Numeration and Place Value** | KY.1.NBT.1, KY.1.NBT.2, KY.1.NBT.3 | Count and represent numbers.  
✓ Count forward to and backward from 120, starting at any number less than 120.  
✓ In this range, read and write numerals, and represent a number of objects with a written numeral.  

Understand the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  
✓ 10 can be thought of as a bundle of ten ones—called a “ten.”  
✓ The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  
✓ The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. |
| **Addition and Subtraction (smaller numbers)** | KY.1.OA.1, KY.1.OA.2, KY.1.OA.3, KY.1.OA.4, KY.1.OA.5, KY.1.OA.6 | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.  

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol for one unknown number to represent the problem.  

Apply properties of operations as strategies to add and subtract.  

Understand subtraction as an unknown-addend problem.  

Relate counting to addition and subtraction.  

Add and subtract within 20.  
✓ Fluently add and subtract within 10.  
✓ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums. |

**1st Cumulative Benchmark (covering all content to this point)**
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| **Addition and Subtraction (larger numbers)** | KY.1.NBT.4  
KY.1.NBT.5  
KY.1.NBT.6  
KY.1.OA.7  
KY.1.OA.8 | Add within 100 including adding a two-digit number and a one-digit number. Add a two-digit number and a multiple of 10.  
✓ Add within 100 using:  
  • concrete models or drawings;  
  • strategies based on place value;  
  • properties of operations;  
  • the relationship between addition and subtraction.  
✓ Relate the addition strategy to a written method, and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.  
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences).  
✓ Subtract using:  
  • concrete models or drawings;  
  • strategies based on place value;  
  • properties of operations;  
  • the relationship between addition and subtraction.  
✓ Relate the subtraction strategy to a written method, and explain the reasoning used.  
Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.  
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.  

**2nd Cumulative Benchmark (covering all content to this point)**

| Time | KY.1.MD.3 | Assign values to time and money.  
✓ Tell and write time in hours and half-hours using analog and digital clocks.  
✓ Identify the coins by values (penny, nickel, dime, quarter). |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geometry | KY.1.G.1  
KY.1.G.2  
KY.1.G.3 | Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.  
Compose shapes.  
✓ Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shapes.  
✓ Use three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shapes.  
Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole
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<td>Measurement</td>
<td>KY.1.MD.1</td>
<td>as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</td>
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<tr>
<td></td>
<td>KY.1.MD.2</td>
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<td>KY.1.MD.4</td>
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<td>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</td>
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<td>Express the length of an object as a whole number of same-size length units by laying multiple copies of a shorter object (the length unit) end to end with no gaps or overlaps.</td>
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<td>Investigate questions involving categorical data.</td>
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<td>✓ Pose a question that can be answered by gathering data.</td>
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<td>✓ Determine strategy for gathering data from peers.</td>
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<td>✓ Organize and represent data in a table/chart with up to three categories.</td>
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<td>✓ Interpret data to answer questions about the table/chart that connects to the question posed, including total number of data points, how many in each category, and how many more or less are in one category than in another.</td>
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<td>Final Comprehensive Benchmark (covering all content)</td>
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