



Grade 1: **Mathematics**

Quarter 1: Curriculum & Pacing Guide

Quarter Overview

Students build foundational number sense and develop efficient strategies for addition and subtraction within 20. They collect, organize, represent, and compare data using graphs, tally charts, and comparison symbols; progress from counting all to counting on; and use part-whole relationships to compose and decompose numbers and explore different ways to make the same total.

Students then connect addition and subtraction using objects, number bonds, number paths, drawings, and equations to solve problems with unknowns in different positions — emphasizing mathematical reasoning, the meaning of the equal sign, and the Read-Draw-Write process.

Essential Questions

- How can we organize and represent data so that it is easy to understand?
- How can graphs help us answer questions and compare quantities?
- How can we determine whether one number is greater than, less than, or equal to another?
- How does counting on help us add more efficiently?
- How can a number be composed and decomposed in different ways?
- How can we find an unknown part or total?
- How can we choose an efficient strategy to solve a problem?
- How can different expressions represent the same total?
- What does the equal sign tell us?
- How are addition and subtraction related?
- How can addition help us solve subtraction problems?
- How can number bonds, number paths, objects, and drawings represent our thinking?
- How can we explain and justify our mathematical thinking?

Standards for Mathematical Practice (Used Throughout)

- MP1 — Make sense of problems and persevere in solving them
- MP2 — Reason abstractly and quantitatively
- MP3 — Construct viable arguments and critique the reasoning of others
- MP4 — Model with mathematics
- MP5 — Use appropriate tools strategically

- MP6 — Attend to precision
- MP7 — Look for and make use of structure
- MP8 — Look for and express regularity in repeated reasoning

First Grade Quarter 1: *I can statements* (1-9 Weeks)

- I can collect and organize data using graphs and tally charts.
 - I can use a graph to answer questions and compare amounts.
 - I can tell whether a number is greater than, less than, or equal to another number.
 - I can count on from a number to add more efficiently.
 - I can make the same total in different ways.
 - I can choose an efficient strategy to solve a math problem.
 - I can explain what the equal sign means.
 - I can show how addition and subtraction are related.
 - I can use addition to help me solve subtraction problems.
 - I can use number bonds, number paths, objects, or drawings to show my thinking and find an unknown part or total.
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Module 1 Reference — Counting, Comparison, and Addition (Weeks 2–7)

Standards Addressed — Module 1

- CC.2.1.1.B.2 — Number & Operations: extend counting sequence, count on, compare numbers
- CC.2.4.1.A.4 — Data & Measurement: organize, represent, and interpret data
- CC.2.2.1.A.2 — Algebraic Concepts: apply properties of operations; add and subtract within 20

Vocabulary

Content: doubles, expression, graph, hour hand, minute hand, o'clock, unknown

Familiar: compare, is greater than, is more than, number path, organize, partners, sort, tally mark, total

Academic: convince, represent

Materials Needed

100 bead rekenrek · 20 bead rekenrek · Centimeter cubes (500 ct) · Craft sticks · Crayons, markers, pencils · Cups · Demonstration clock · Dot dice (12) · Dry erase markers · Number cubes (set of 12) · Chart paper · Sticky notes · Whiteboards & erasers · Plastic pattern blocks · Two-color counters · Unifix cubes

Curriculum Resources

Eureka Math² Module 1 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 1 / Teach Book · Eureka Math² addition expression cards (13 decks) · Eureka Math² centimeter number paths · Eureka Math² hide zero cards (set of 12) · Eureka Math² large number paths

Module 2 Reference — Addition and Subtraction Relationships (Weeks 7–9)

Standards Addressed — Module 2

- CC.2.2.1.A.1 — Algebraic Concepts: represent and solve problems involving addition and subtraction within 20

Vocabulary

Content: equation

Familiar: compare, double, efficient, equal, expression, false, graph, minus, part, related, represent, subtract, symbol, take away, total, true, unknown

Academic: combine

Materials Needed

Chart paper · Craft sticks · Crayons, dry erase markers · Pencils, markers · Pennies · Whiteboards · Sticky notes · Unifix cubes · Counters

Curriculum Resources

Eureka Math² Module 2 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 2 / Teach Book · Eureka Math² addition expression cards (13 decks) · Eureka Math² centimeter number paths · Eureka Math² hide zero cards (set of 12 & demonstration set)

9-Week Pacing at a Glance

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
1	Getting Started	Establish Routines & Classroom Expectations	No new content lessons this week	Set up math routines, tools, and norms for the year
2	Module 1	Counting, Comparison, and Addition	Lessons 1–5: Count and Compare with Data	How can we organize and represent data so it's easy to understand?
3	Module 1	Counting, Comparison, and Addition	Lesson 6: Count and Compare with Data Lessons 7–10: Count on from a Visible Part	How can graphs help us answer questions and compare quantities? How does counting on help us add more efficiently?
4	Module 1	Counting, Comparison, and Addition	Lessons 11–12: Count on from a Visible Part Lessons 13–15: Count on to Add	How can we determine whether one number is greater than, less than, or equal to another?
5	Module 1	Counting, Comparison, and Addition	Lessons 16–17: Count on to Add Lessons 18–20: Make the Same Total in Varied Ways	How can a number be composed and decomposed in different ways?
6	Module 1	Counting, Comparison, and Addition	Lessons 21–25: Make the Same Total in Varied Ways	How can we choose an efficient strategy to solve a problem?
7	Module 1 → 2	Module 1 Assessment; Begin Addition & Subtraction Relationships	Module 1 Assessment Lessons 1–2: Reason About Take From Situations	What does the equal sign tell us?
8	Module 2	Addition and Subtraction Relationships	Lessons 3–4: Reason About Take From Situations Lessons 5–7: Relate and Distinguish Addition and Subtraction	How are addition and subtraction related? How can addition help us solve subtraction problems?
9	Module 2	Addition and Subtraction Relationships	Lessons 8–12: Find an Unknown Part in Change Unknown Problems	How can we find an unknown part or total? How can number bonds, number paths, objects, and drawings represent our thinking?

Differentiation Strategies by Topic

Quick supports and extensions teachers can pull from during each instructional block. Use alongside small-group time, centers, or independent work.

Topic	Support (Below Level)	Extension (Above Level)
Count & Compare with Data (Weeks 2–3)	Use real objects to sort/count before graphing; limit categories to 2; count with 1:1 correspondence support (touch each object).	Compare 3+ categories at once; write comparison statements using "greater than / less than / equal to" with numerals.
Count On from a Visible Part (Weeks 3–4)	Keep the visible/known part small (1–3); use a number path with the starting number marked; count on with fingers or counters alongside.	Count on from larger known parts; count on mentally without touching objects; count on within 20 starting from either addend.
Count On to Add (Weeks 4–5)	Model "start at the bigger number" explicitly with a rekenrek; use a number path with hops drawn in.	Solve missing-addend problems ($5 + \underline{\quad} = 9$) using count-on; explain why counting on from the larger number is more efficient.
Make the Same Total in Varied Ways (Weeks 5–6)	Use a fixed total (e.g., 10) with two-color counters to show one decomposition at a time; record with a simple number bond template.	Find all possible ways to make a total and organize them in a chart looking for patterns; connect to related equations.
Reason About Take From Situations (Weeks 7–8)	Act out the story with real objects before drawing; use a sentence frame: "There were _____. _____ went away. Now there are _____."	Write the matching equation with the unknown in different positions; create an original take-from story problem.
Relate & Distinguish Addition/Subtraction (Week 8)	Use a number bond to show the same three numbers can make an addition AND subtraction fact; keep numbers within 10.	Generate a full fact family for a given number bond; explain in writing how addition and subtraction "undo" each other.
Find an Unknown Part — Change Unknown (Week 9)	Use physical objects and cover the unknown part with a cup; guide with Read–Draw–Write step by step.	Solve change-unknown problems with the unknown in the starting position; write and solve original problems for a partner.

General Differentiation Toolkit

Support Strategies (Below Level / Emerging)

- Use concrete manipulatives before moving to pictorial (number path, drawings) or abstract (equations) representations — follow the concrete–pictorial–abstract sequence.
- Pre-teach vocabulary using visuals and sentence frames (e.g., "___ is greater than ___.") before the whole-group lesson.
- Provide a number path or ten-frame at the student's desk for reference during independent work.
- Reduce the number range (work within 5 or 10 before moving to 20) while keeping the same strategy focus.
- Pair with a peer partner for turn-and-talk and modeling during Read–Draw–Write tasks.
- Chunk multi-step word problems into smaller steps with checkpoints.

Extension Strategies (Above Level)

- Increase the number range beyond 20 or introduce two-step problems with the same structure.
- Ask students to create their own word problems for a partner to solve, matching a given equation.
- Challenge students to find more than one strategy or representation (number bond AND number path AND equation) for the same problem and compare efficiency.
- Introduce related but unfamiliar structures (e.g., compare problems) once core unknown-position problems are mastered.
- Have students justify their reasoning in writing or teach the strategy to a small group.

Multilingual Learner / Language Support

- Pair new academic vocabulary (e.g., "combine," "convince," "represent") with gestures, visuals, and native-language cognates where possible.
- Use sentence frames for explaining reasoning: "I know ___ because ___."
- Allow students to show understanding through drawings or manipulatives before requiring verbal or written explanation.
- Preview key vocabulary in a small group before the whole-class lesson introduces it.



Grade 1: **Mathematics**

Quarter 2: Curriculum & Pacing Guide

Quarter Overview

Students deepen their understanding of addition and subtraction within 20 and recognize the relationship between the two operations. They use objects, drawings, number bonds, number paths, and equations to represent part-whole relationships and solve problems with unknowns in different positions.

Students progress from counting strategies to more efficient methods based on the properties of operations and the structure of ten — grouping and decomposing addends to make ten, using related addition facts to subtract, and applying strategies such as taking from ten, counting on, and counting back. Throughout the units, students select, represent, and explain strategies for solving one- and two-step problems.

Essential Questions

- How are addition and subtraction related?
- How can addition help us solve a subtraction problem?
- How can we use part-whole relationships to find an unknown number?
- How can objects, drawings, number bonds, and number paths represent our thinking?
- How does making ten help us add and subtract more efficiently?
- How can numbers be composed and decomposed to create an easier problem?
- How can we change the order or grouping of addends without changing the total?
- How can related facts help us solve addition and subtraction problems?
- When is it helpful to count on, count back, make ten, or take from ten?
- How can we determine which strategy is most efficient for a problem?
- How can equations represent an unknown part, change, or total?
- How can we use addition and subtraction to solve real-world problems?
- How can we explain and justify why a strategy works?

Standards for Mathematical Practice (Used Throughout)

- MP1 — Make sense of problems and persevere in solving them
- MP2 — Reason abstractly and quantitatively
- MP3 — Construct viable arguments and critique the reasoning of others
- MP4 — Model with mathematics
- MP5 — Use appropriate tools strategically
- MP6 — Attend to precision
- MP7 — Look for and make use of structure
- MP8 — Look for and express regularity in repeated reasoning

First Grade Quarter 2: *I can statements* (10-18 Weeks)

- I can find an unknown part using addition and subtraction.
- I can use related addition and subtraction facts to solve problems.
- I can represent and solve comparison problems (finding how many more or fewer).
- I can use equations to show an unknown part, change, or total.
- I can change the order or grouping of addends without changing the total.
- I can make ten to help me add more easily.
- I can use a number path or number line to solve addition problems.
- I can use ten as a group (unit) to help me add or subtract.
- I can take from ten to help me subtract more easily.
- I can explain why a strategy works to solve a problem.

Module 2 Reference — Addition and Subtraction Relationships, continued (Weeks 10–12)

Standards Addressed

- CC.2.2.1.A.1 — Algebraic Concepts: represent and solve problems involving addition and subtraction within 20
- CC.2.2.1.A.2 — Algebraic Concepts: apply properties of operations as strategies to add and subtract
- CC.2.4.1.A.4 — Data & Measurement: organize, represent, and interpret data

Vocabulary, Materials & Resources

See the Q1 Pacing Guide — Module 2 continues directly from Quarter 1 and uses the same vocabulary, materials, and curriculum resources.

Module 3 Reference — Properties of Operations to Make Easier Problems (Weeks 13–18)

Standards Addressed

- CC.2.2.1.A.1 — Algebraic Concepts: represent and solve problems involving addition and subtraction within 20
- CC.2.2.1.A.2 — Algebraic Concepts: apply properties of operations as strategies to add and subtract
- CC.2.1.1.B.2 — Number & Operations: extend counting sequence, count on, compare numbers

Vocabulary

Content: addend, ten, unit

Familiar: compare, double, efficient, equal, equation, expression, graph, minus, number path, part, partners, related, represent, subtract, take away, total, TRUE, unknown

Academic: no new academic vocabulary introduced this quarter

Materials Needed

10-sided dice (set of 24) · 20 bead rekenrek · Centimeter cubes (500 ct) · Chart paper · Craft sticks · Cups · Dot dice (set of 12) · Dry erase markers · Counters · Paper clips · Pencils · Whiteboards & erasers · Plastic pattern blocks · Sticky notes · Two-color counters · Unifix cubes

Curriculum Resources

Eureka Math² Module 3 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 3 / Teach Book · Eureka Math² Hide Zero cards (student set) · Eureka Math² Hide Zero cards (demonstration set)

9-Week Pacing at a Glance

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
10	Module 2	Addition and Subtraction Relationships	Lesson 13: Find an Unknown Part in Change Unknown Problems Lessons 14–17: Find an Unknown Part by Using Addition and Subtraction	<i>How can we use part-whole relationships to find an unknown number? How can objects, drawings, number bonds, and number paths represent our thinking?</i>
11	Module 2	Addition and Subtraction Relationships	Lessons 18–19: Find an Unknown Part by Using Addition and Subtraction Lessons 20–22: Represent and Solve Comparison Problems	<i>How can related facts help us solve addition and subtraction problems? How can equations represent an unknown part, change, or total?</i>
12	Module 2	Represent & Solve Comparison Problems • Module 2 Assessment	Lesson 23: Represent and Solve Comparison Problems Module 2 Assessment	<i>How can we use addition and subtraction to solve real-world problems?</i>
13	Module 3	Properties of Operations to Make Easier Problems	Lessons 1–4: Make Easier Problems with Three Addends	<i>How can we change the order or grouping of addends without changing the total?</i>
14	Module 3	Properties of Operations to Make Easier Problems	Lessons 5–8: Make Easier Problems to Add	<i>How does making ten help us add and subtract more efficiently?</i>
15	Module 3	Properties of Operations to Make Easier Problems	Lesson 9: Make Easier Problems to Add Lessons 10–12: Make Easier Addition Problems with a Linear Model	<i>How can numbers be composed and decomposed to create an easier problem?</i>
16	Module 3	Properties of Operations to Make Easier Problems	Lessons 13–14: Make Easier Addition Problems with a Linear Model	<i>How can we determine which strategy is most efficient for a problem?</i>
17	Module 3	Properties of Operations to Make Easier Problems	Lessons 15–19: Reason about Ten as a Unit to Add or Subtract	<i>When is it helpful to count on, count back, make ten, or take from ten?</i>
18	Module 3	Properties of Operations to Make Easier Problems	Lessons 20–25: Make Easier Problems to Subtract	<i>How can we explain and justify why a strategy works?</i>

Differentiation Strategies by Topic

Quick supports and extensions teachers can pull from during each instructional block. Use alongside small-group time, centers, or independent work.

Topic	Support (Below Level)	Extension (Above Level)
Find an Unknown Part — Change Unknown (Week 10)	Use physical objects and cover the unknown part with a cup; walk through Read–Draw–Write step by step with a sentence frame.	Solve with the unknown in the starting position; write an original change-unknown story problem for a partner.
Find an Unknown Part Using Addition & Subtraction (Weeks 10–11)	Use a number bond with two knowns filled in; model "think addition to subtract" with counters before moving to equations.	Solve using both an addition and a subtraction equation for the same problem and explain why both work.
Represent & Solve Comparison Problems (Weeks 11–12)	Use two rows of objects lined up to physically show "more" and "fewer"; sentence frame: "___ has ___ more than ___."	Solve comparison problems where the difference (not a total) is unknown; write the matching equation independently.
Make Easier Problems with Three Addends (Week 13)	Provide three separate small groups of objects; look for a ten or a double as a first step, modeled by the teacher.	Compare multiple groupings of the same three addends and justify which is most efficient and why.
Make Easier Problems to Add — Make Ten (Weeks 14–15)	Use a ten-frame and counters to physically "move" pieces to make ten before recording the equation.	Make ten mentally without a ten-frame; explain the make-ten strategy in writing using a number bond.
Linear Model / Number Path Addition (Weeks 15–16)	Pre-draw the number path with hops started; keep totals within 10 before extending to 20.	Solve using a blank number line with no pre-marked jumps; compare number-path and mental-math efficiency.
Reason about Ten as a Unit (Week 17)	Use ten-sticks (bundled unifix cubes) to show ten as one group; connect to hide zero cards for tens/ones.	Add/subtract multiples of ten from a two-digit-like total; explain "ten more/ten less" reasoning.
Make Easier Problems to Subtract — Take From Ten (Week 18)	Model taking from a physical ten-frame first, then recording the two subtraction steps.	Choose between counting back and taking from ten based on the numbers given, and justify the choice.

General Differentiation Toolkit

Support Strategies (Below Level / Emerging)

- Use concrete manipulatives (counters, ten-frames, rekenrek) before moving to pictorial (number path, drawings) or abstract (equations) representations.
- Pre-teach vocabulary using visuals and sentence frames before the whole-group lesson.
- Keep numbers within 10 while a strategy is new, then extend to 20 once the strategy is secure.
- Provide a completed worked example alongside a matching blank template for guided practice.
- Pair with a peer partner for turn-and-talk and modeling during Read–Draw–Write tasks.
- Break two-step or comparison problems into smaller, sequenced steps with checkpoints.

Extension Strategies (Above Level)

- Increase the number range beyond 20 or introduce a second step to a familiar problem type.
- Ask students to justify in writing why one strategy (make ten, count on, take from ten) is more efficient than another for a given problem.
- Have students create original word problems for a partner that require a specific strategy.
- Challenge students to solve the same problem two different ways and compare the equations.
- Have students teach a strategy to a small group or lead a turn-and-talk.

Multilingual Learner / Language Support

- Pair vocabulary (e.g., "efficient," "related," "compare") with gestures, visuals, and native-language cognates where possible.
- Use sentence frames for explaining reasoning: "I used ___ because ___."
- Allow students to show understanding through drawings or manipulatives before requiring a verbal or written explanation.
- Preview key vocabulary in a small group before it's introduced in the whole-class lesson.



Grade 1: **Mathematics**

Quarter 3: Curriculum & Pacing Guide

Quarter Overview

Students develop increasingly efficient strategies for addition and subtraction while strengthening their understanding of ten as a foundational unit. They use properties of operations, related facts, and strategies such as making ten and taking from ten to solve problems within 20.

Students apply these understandings to compare, order, and measure lengths using centimeters and solve measurement comparison problems. They then extend their place-value understanding to two-digit numbers by composing and decomposing tens and ones, representing and comparing numbers in multiple ways, and using place-value strategies to add and subtract. Throughout the units, students use concrete models, drawings, number paths, number bonds, equations, and word problems to represent and explain their reasoning.

Essential Questions

- How can we compose and decompose numbers to create easier problems?
- How does making ten help us add and subtract more efficiently?
- How can related addition and subtraction facts help us solve problems?
- How can the order or grouping of addends change without changing the total?
- How can we determine which addition or subtraction strategy is most efficient?
- How can we compare and order objects by length?
- How can another object help us compare two lengths indirectly?
- How can models, drawings, and equations communicate our mathematical thinking?
- What does it mean to measure accurately?
- How can centimeters help us describe and compare lengths?
- How can addition and subtraction help us solve measurement problems?
- How are two-digit numbers composed of tens and ones?
- How can the same number be represented in different ways?
- How does the position of a digit determine its value?
- How can place value help us add and subtract?
- How can we explain and verify that a solution is reasonable?

Standards for Mathematical Practice (Used Throughout)

- MP1 — Make sense of problems and persevere in solving them
- MP2 — Reason abstractly and quantitatively
- MP3 — Construct viable arguments and critique the reasoning of others
- MP4 — Model with mathematics
- MP5 — Use appropriate tools strategically
- MP6 — Attend to precision
- MP7 — Look for and make use of structure
- MP8 — Look for and express regularity in repeated reasoning

First Grade Quarter 3: *I can statements* (19-27 Weeks)

- I can choose the most efficient strategy to add or subtract.
 - I can compare and order objects by length, directly and indirectly.
 - I can measure length using centimeters.
 - I can solve word problems that compare measurements.
 - I can group objects into tens and ones.
 - I can show the same two-digit number in different ways using tens and ones.
 - I can use place value to compare two numbers.
 - I can add a one-digit number and a two-digit number.
 - I can add and subtract tens.
 - I can explain and check that my answer makes sense.
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Module 3 Reference — Properties of Operations, continued (Week 19)

Standards Addressed

- CC.2.2.1.A.1 — Algebraic Concepts: represent and solve problems involving addition and subtraction within 20
- CC.2.2.1.A.2 — Algebraic Concepts: apply properties of operations as strategies to add and subtract

Vocabulary, Materials & Resources

See the Q2 Pacing Guide — Module 3 continues directly from Quarter 2 and uses the same vocabulary, materials, and curriculum resources.

Module 4 Reference — Comparison and Composition of Length Measurements (Weeks 20–23)

Standards Addressed

- CC.2.4.1.A.1 — Data & Measurement: order lengths and measure using non-standard and standard (centimeter) units
- CC.2.4.1.A.2 — Data & Measurement: express the length of an object as a whole number of length units
- CC.2.1.1.B.2 — Number & Operations: extend counting sequence, count on, compare numbers (applied to measurement comparison)

Vocabulary

Content: length, measure

Familiar: compare, efficient, equal, false, fewer, greater, less, minus, number path, number sentence, one(s), order, part, represent, subtract, take away, ten(s), total, true, unit, unknown

Academic: no new academic vocabulary introduced this quarter

Materials Needed

10-inch paper plates · 10-sided dice (set of 24) · 100 bead rekenrek · Base 10 rods (set of 50) · Chart paper · Craft sticks · Crayons, dry erase markers · Glue sticks, scissors · Markers, pencils · Whiteboards & erasers · Plastic pattern blocks · Sticky notes, string, resealable plastic bags

Curriculum Resources

Eureka Math² Module 4 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](#) · Student Learn Book — Module 4 / Teach Book · Eureka Math² Owl Posters (set of 7)

Module 5 Reference — Addition & Subtraction with Place Value (Weeks 23–27)

Standards Addressed

- CC.2.1.1.B.1 — Number & Operations: extend the counting sequence to read and write numerals
- CC.2.1.1.B.2 — Number & Operations: count on, compare numbers, and understand place value
- CC.2.1.1.B.3 — Number & Operations: use place value understanding and properties of operations to add and subtract

Vocabulary

Content: digit, compose, place, value

Familiar: addend, compare, efficient, equal, equation, expression, false, fewer, greater, less, minus, number sentence, one(s), part, partners, represent, subtract, take away, ten(s), total, true, unit, unknown

Academic: no new academic vocabulary introduced this quarter

Materials Needed

10-sided dice (set of 24) · 100 bead rekenrek · Base 10 rods (set of 50) · Centimeter cubes (set of 500) · Chart paper · Counters · Counting collections · Crayons, dry erase markers · Dimes, pennies · Dot dice (set of 12) · Markers, pencils · Whiteboards & erasers · Scissors · Unifix cubes · Work mats

Curriculum Resources

Eureka Math² Module 5 Manual · [greatminds.com](https://www.greatminds.com) website · Happy Numbers · Student Learn Book — Module 5 / Teach Book · Eureka Math² Hide Zero cards (basic student set of 12) · Eureka Math² Hide Zero cards (demonstration set) · Eureka Math² Hide Zero cards (student extension set of 12) · Eureka Math² Numeral Cards (set of 12 decks)

9-Week Pacing at a Glance

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
19	Module 3	Properties of Operations to Make Easier Problems • Module 3 Assessment	Lesson 26: Make Easier Problems to Subtract Module 3 Assessment	<i>How can we determine which addition or subtraction strategy is most efficient?</i>
20	Module 4	Comparison and Composition of Length Measurements	Lessons 1–3: Direct and Indirect Length Comparison Lesson 4: Length Measurement and Comparison	<i>What does it mean to measure accurately? How can another object help us compare two lengths indirectly?</i>
21	Module 4	Comparison and Composition of Length Measurements	Lessons 5–9: Length Measurement and Comparison	<i>How can centimeters help us describe and compare lengths? How can we compare and order objects by length?</i>
22	Module 4	Comparison and Composition of Length Measurements	Lessons 10–14: Comparison Word Problems with Measurement	<i>How can addition and subtraction help us solve measurement problems? How can models, drawings, and equations communicate our mathematical thinking?</i>
23	Module 4 → 5	Module 4 Assessment; Begin Addition & Subtraction (Place Value)	Module 4 Assessment Lessons 1–2: Grouping Units in Tens and Ones	<i>How are two-digit numbers composed of tens and ones?</i>
24	Module 5	Addition & Subtraction (Place Value)	Lessons 3–6: Grouping Units in Tens and Ones	<i>How can the same number be represented in different ways?</i>
25	Module 5	Addition & Subtraction (Place Value)	Lessons 7–9: Use Place Value to Compare Lessons 10–11: Addition of One-Digit and Two-Digit Numbers	<i>How does the position of a digit determine its value?</i>
26	Module 5	Addition & Subtraction (Place Value)	Lessons 12–14: Addition of One-Digit and Two-Digit Numbers Lessons 15–16: Addition and Subtraction of Tens	<i>How can place value help us add and subtract?</i>

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
27	Module 5	Addition & Subtraction (Place Value)	Lessons 17–20: Addition and Subtraction of Tens	How can we explain and verify that a solution is reasonable?

Differentiation Strategies by Topic

Quick supports and extensions teachers can pull from during each instructional block. Use alongside small-group time, centers, or independent work.

Topic	Support (Below Level)	Extension (Above Level)
Make Easier Problems to Subtract (Week 19)	Model taking from a physical ten-frame first, then recording the two subtraction steps; keep within 20 with a visible ten.	Choose between counting back and taking from ten based on the numbers given, and justify the choice in writing.
Direct & Indirect Length Comparison (Week 20)	Start with direct comparison only (lining objects up side by side); use a single, obvious third object (string) to model indirect comparison.	Compare three or more objects indirectly using a single measuring tool; explain why the third object must stay the same length throughout.
Length Measurement & Comparison — Centimeters (Weeks 20–21)	Use centimeter cubes lined end-to-end with no gaps as a physical model before introducing a ruler; count cubes aloud together.	Measure using a centimeter ruler with standard notation; compare measurements of several objects and order them from shortest to longest.
Comparison Word Problems with Measurement (Week 22)	Act out the measuring story with real objects; use a sentence frame: "___ is ___ centimeters longer/shorter than ___."	Solve two-step measurement comparison problems; write an original measurement word problem for a partner to solve.
Grouping Units in Tens and Ones (Weeks 23–24)	Use base-10 rods and cubes to physically group 10 ones into a ten before recording the number; keep numbers within 20 before extending further.	Represent the same two-digit number multiple ways (e.g., 3 tens 4 ones vs. 2 tens 14 ones) and explain why both are valid.
Use Place Value to Compare (Week 25)	Line up base-10 blocks for two numbers side by side, comparing tens first, then ones, with teacher modeling each step.	Compare numbers using only place-value language ("3 tens is greater than 2 tens, so...") without manipulatives; order a set of numbers.
Addition of One-Digit and Two-Digit Numbers (Weeks 25–26)	Use base-10 blocks to add ones first, regrouping only when needed, with teacher guidance at each step.	Add two-digit and one-digit numbers mentally using place-value reasoning; explain when regrouping is and isn't necessary.
Addition and Subtraction of Tens (Weeks 26–27)	Use ten-sticks to add/subtract whole tens (e.g., $30 + 20$) by counting groups of ten rather than individual ones.	Add and subtract multiples of ten mentally; connect to related basic facts ($3 + 2 = 5$, so $30 + 20 = 50$) and explain the pattern.

General Differentiation Toolkit

Support Strategies (Below Level / Emerging)

- Use concrete manipulatives (base-10 blocks, centimeter cubes, string) before moving to pictorial or abstract representations.
- Pre-teach vocabulary — especially new place-value terms like "digit," "compose," and "value" — using visuals before the whole-group lesson.
- Keep numbers within 20 while a strategy or measurement skill is new, then extend to larger two-digit numbers once secure.
- Provide a completed worked example alongside a matching blank template for guided practice.
- Pair with a peer partner for turn-and-talk and modeling during hands-on measurement or place-value tasks.
- Break multi-step comparison or place-value problems into smaller, sequenced steps with checkpoints.

Extension Strategies (Above Level)

- Extend measurement tasks to comparing more than two objects, or introduce a second unit of measurement to compare.
- Challenge students to represent the same two-digit number in multiple tens/ones combinations and explain why each works.
- Ask students to justify in writing why one addition/subtraction strategy is more efficient than another for a given problem.
- Have students create original word problems (measurement or place value) for a partner to solve.
- Have students teach a strategy to a small group or lead a turn-and-talk explaining their reasoning.

Multilingual Learner / Language Support

- Pair new vocabulary (e.g., "compose," "digit," "length," "measure") with gestures, visuals, and native-language cognates where possible.
- Use sentence frames for explaining reasoning: "___ is longer/shorter than ___ because ___." or "The digit in the tens place is ___ because ___."
- Allow students to show understanding through drawings, manipulatives, or physical measurement before requiring a verbal or written explanation.
- Preview key vocabulary in a small group before it's introduced in the whole-class lesson.



Grade 1: **Mathematics**

Quarter 4: Curriculum & Pacing Guide

Quarter Overview

Students deepen their understanding of place value by composing, decomposing, representing, and comparing two-digit numbers as groups of tens and ones. They use place-value strategies and properties of operations to add and subtract, solve varied word problems, and extend their counting and number representation skills to 120.

Students also identify and classify two- and three-dimensional shapes by their defining attributes, compose new shapes, and partition shapes into halves and fourths. They connect equal shares to telling time to the hour and half hour while using models, drawings, and equations to communicate their reasoning.

Essential Questions

- How are two-digit numbers composed of tens and ones?
- How can the same number be represented in different ways?
- How does the position of a digit determine its value?
- How can place value help us compare two-digit numbers?
- How can place value help us add and subtract?
- What patterns can help us count, read, and write numbers to 120?
- How can we compose and decompose numbers to make calculations easier?
- How are addition and subtraction related?
- How can we find an unknown number in a word problem?
- How can we select an efficient strategy for solving a problem?
- How can defining attributes help us identify and classify shapes?
- How can two and three-dimensional shapes be alike and different?
- How can smaller shapes be combined to create new shapes?
- How can a whole be partitioned into equal halves?
- How does the number of equal shares affect the size of each share?
- How are halves connected to telling time to the half hour?

Standards for Mathematical Practice (Used Throughout)

- MP1 — Make sense of problems and persevere in solving them
- MP2 — Reason abstractly and quantitatively
- MP3 — Construct viable arguments and critique the reasoning of others
- MP4 — Model with mathematics
- MP5 — Use appropriate tools strategically
- MP6 — Attend to precision
- MP7 — Look for and make use of structure
- MP8 — Look for and express regularity in repeated reasoning

First Grade Quarter 4: *I can statements* (28-36 Weeks)

- I can add two-digit numbers using place value.
 - I can identify and describe shapes by their attributes (sides, corners, flat or solid).
 - I can combine smaller shapes to build a new shape.
 - I can partition a shape into halves and fourths.
 - I can explain how the number of equal shares affects the size of each share.
 - I can tell time to the hour and half hour.
 - I can count, read, and write numbers to 120.
 - I can find an unknown number in a word problem.
 - I can choose an efficient strategy to solve a problem.
 - I can add and subtract two-digit numbers up to 100.
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Module 5 Reference — Addition & Subtraction, continued (Week 28)

Standards Addressed

- CC.2.1.1.B.3 —
- Number & Operations: use place value understanding and properties of operations to add and subtract two-digit numbers

Vocabulary, Materials & Resources

See the Q3 Pacing Guide — Module 5 continues directly from Quarter 3 and uses the same vocabulary, materials, and curriculum resources.

Module 6 Reference — Shapes, Place Value to 120, and Extending Addition (Weeks 29–36)

Standards Addressed

- CC.2.3.1.A.1 — Geometry: distinguish, build, and compose shapes based on their defining attributes
- CC.2.3.1.A.2 — Geometry: partition circles and rectangles into two and four equal shares (halves, fourths)
- CC.2.4.1.A.2 — Data & Measurement: tell and write time to the hour and half hour
- CC.2.1.1.B.1 — Number & Operations: extend the counting sequence to read and write numbers to 120
- CC.2.1.1.B.3 — Number & Operations: use place value understanding to add and subtract, extending to 100
- CC.2.2.1.A.1 — Algebraic Concepts: represent and solve problems involving addition and subtraction within 20

Vocabulary

Content: composed shape, fourth, fourths, fourth of, half, halves, half of, half past, parallel, partition, quarter, quarter of, rhombus, square corner, trapezoid

Familiar: circle, compose, cone, cube, cylinder, equal, flat shape, hexagon, hour hand, length, minute hand, part, pyramid, rectangle, rectangular prism, solid shape, sphere, square, triangle, whole

Academic: sketch

Materials Needed

100 bead rekenrek · Balls · Centimeter cubes · Chart paper · Craft sticks · Crayons · Demonstration clock · Dry erase markers · Geometric solids with nets (set of 12) · Glue · Pencils · Whiteboard & erasers · Plastic pattern blocks · Scissors · Sticky notes

Curriculum Resources

Eureka Math² Module 6 Manual · [greatminds.org](https://www.greatminds.org) website · [Happy Numbers](https://www.happy-numbers.com) · Student Learn Book — Module 6 / Teach Book · Eureka Math² Numeral Cards (decks)

9-Week Pacing at a Glance

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
28	Module 5	Addition & Subtraction, continued	Lessons 21–25: Addition of Two-Digit Numbers	<i>How can place value help us add and subtract?</i>
29	Module 5 → 6	Module 5 Assessment; Begin Attributes of Shapes	Module 5 Assessment Lessons 1–5: Attributes of Shapes	<i>How can defining attributes help us identify and classify shapes?</i>
30	Module 6, Pt 1	Attributes of Shapes	Lessons 6–9: Composition of Shapes Lesson 10: Halves and Fourths	<i>How can smaller shapes be combined to create new shapes? How can a whole be partitioned into equal halves?</i>
31	Module 6, Pt 1	Attributes of Shapes	Lessons 11–15: Halves and Fourths	<i>How does the number of equal shares affect the size of each share? How are halves connected to telling time to the half hour?</i>
32	Module 6, Pt 2	Advancing Place Value, Addition, and Subtraction	Lessons 16–19: Count and Represent Numbers Beyond 100 Lesson 20: Deepening Problem Solving	<i>What patterns can help us count, read, and write numbers to 120?</i>
33	Module 6, Pt 2	Advancing Place Value, Addition, and Subtraction	Lessons 21–25: Deepening Problem Solving	<i>How can we find an unknown number in a word problem? How can we select an efficient strategy for solving a problem?</i>
34	Module 6, Pt 2	Advancing Place Value, Addition, and Subtraction	Lessons 26–30: Extending Addition to 100	<i>How can we compose and decompose numbers to make calculations easier?</i>
35	Module 6, Pt 2	Extending Addition to 100 • Module 6 Assessment	Lesson 31: Extending Addition to 100 Module 6 Assessment	<i>How are addition and subtraction related?</i>

Wk	Module	Focus	Lessons This Week	Guiding Question(s)
36	—	End of Year Assessments	No new content lessons this week	Cumulative review and year-end assessment

Differentiation Strategies by Topic

Quick supports and extensions teachers can pull from during each instructional block. Use alongside small-group time, centers, or independent work.

Topic	Support (Below Level)	Extension (Above Level)
Addition of Two-Digit Numbers (Week 28)	Use base-10 blocks to add tens and ones separately, regrouping with teacher guidance; keep one addend a "friendly" multiple of ten.	Add two two-digit numbers mentally using place-value reasoning; explain when regrouping is needed and why.
Attributes of Shapes — 2D & 3D (Weeks 29–30)	Sort real objects and shape models by one attribute at a time (number of sides, flat vs. solid); use a simple attribute checklist.	Sort shapes by multiple attributes at once; explain how two shapes are alike and different using precise geometric vocabulary.
Composition of Shapes (Week 30)	Use pattern blocks to physically combine two shapes into a new one, naming the new shape together.	Combine three or more shapes to compose a new, more complex shape; sketch and label the composed shape.
Halves and Fourths / Partitioning (Weeks 30–31)	Fold or cut a physical circle/rectangle into equal parts hands-on before drawing; use the sentence frame: "This whole is divided into ___ equal parts."	Compare a half and a fourth of the same whole and explain why a fourth is smaller; connect partitioning to reading a clock face.
Count & Represent Numbers Beyond 100 (Week 32)	Use a hundreds chart or bundled ten-sticks to count forward from 100 by ones and tens with visual support.	Identify patterns in the count sequence to 120 and predict numbers without counting one by one; write numbers in expanded form.
Deepening Problem Solving (Weeks 32–33)	Use the Read–Draw–Write process with a sentence frame for each step; solve one-step problems before combining steps.	Solve two-step word problems; choose and justify the most efficient strategy in writing.
Extending Addition to 100 (Weeks 34–35)	Use base-10 blocks or a hundreds chart to add a two-digit number and a multiple of ten, modeling regrouping step by step.	Add two-digit numbers where both addends require regrouping; explain the strategy used and check reasonableness of the answer.

General Differentiation Toolkit

Support Strategies (Below Level / Emerging)

- Use concrete manipulatives (base-10 blocks, pattern blocks, geometric solids) before moving to pictorial or abstract representations.
- Pre-teach new vocabulary — especially geometry terms like "rhombus," "trapezoid," and "partition" — using visuals and real objects before the whole-group lesson.
- Keep numbers within 20–50 while a place-value strategy is new, then extend toward 100–120 once secure.
- Provide a completed worked example alongside a matching blank template for guided practice.
- Pair with a peer partner for turn-and-talk and modeling during hands-on shape or place-value tasks.
- Break two-step word problems into smaller, sequenced steps with checkpoints using Read–Draw–Write.

Extension Strategies (Above Level)

- Extend counting and place-value tasks beyond 120, or introduce three-digit numbers informally for pattern discussion.
- Challenge students to compose new shapes from three or more smaller shapes and justify their choices.
- Ask students to justify in writing why one addition strategy is more efficient than another for a given problem.
- Have students create original word problems (place value, addition, or shape-based) for a partner to solve.
- Have students teach a strategy to a small group or lead a turn-and-talk explaining their reasoning.

Multilingual Learner / Language Support

- Pair new vocabulary (e.g., "partition," "attribute," "compose," shape names) with gestures, visuals, and native-language cognates where possible.
- Use sentence frames for explaining reasoning: "This shape has ___ sides, so it is a ___." or "I partitioned the whole into ___ equal parts."
- Allow students to show understanding through drawings, manipulatives, or hands-on sorting before requiring a verbal or written explanation.
- Preview key vocabulary in a small group before it's introduced in the whole-class lesson.