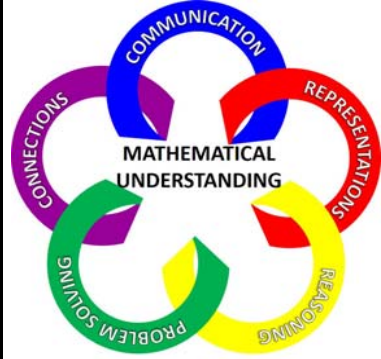
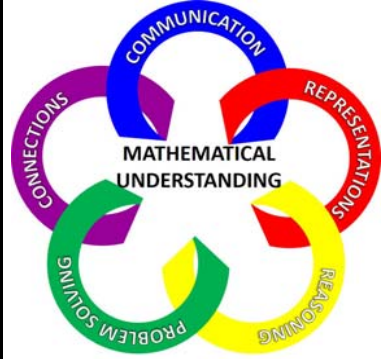
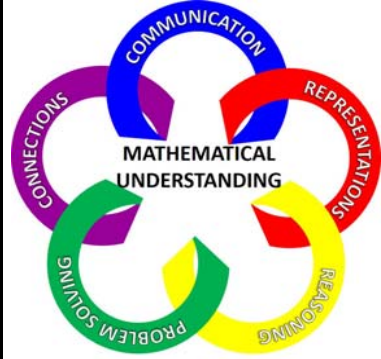
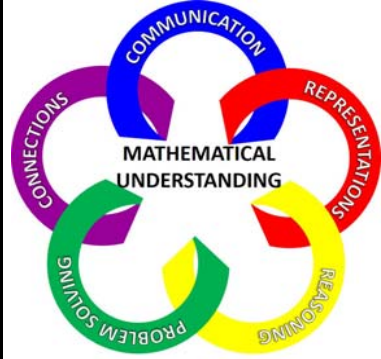


# Henrico County Public Schools

## Pacing Guide for Mathematics: Grade 1

	Reporting Category	SOL	Unit of Study	
<b>1st Nine Weeks</b>	Number and Number Sense	1.3	Daily Routines and Calendar *	 <p style="text-align: center;"><b>Process Goals</b></p> <p>The content of the mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include actual real-world problems and problems that model real-world situations.</p> <p>* Skills are introduced, but not tested in the specified grading period</p> <p>‡ Listed at the end of the grading period, but should be taught throughout</p>
	Measurement and Geometry	1.11	Ordinal positions to 10	
	Patterns, Functions, and Algebra	1.14	Plane figures	
	Patterns, Functions, and Algebra	1.13	Patterns	
	Probability and Statistics	1.12	Sort and classify	
	Number and Number Sense	1.1	Count forward 0-110, Write numerals to 30	
	Computation and Estimation	1.7	Part-whole fluency 3, 4, 5 ‡	
Computation and Estimation	1.6	Problem solving, single step within 10 * ‡		
Computation and Estimation	1.7	Basic fact strategies for +/-0, 1, 2 ‡		
<b>2nd Nine Weeks</b>	Number and Number Sense	1.2	Daily Routines and Calendar *	 <p style="text-align: center;"><b>Process Goals</b></p> <p>The content of the mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include actual real-world problems and problems that model real-world situations.</p> <p>* Skills are introduced, but not tested in the specified grading period</p> <p>‡ Listed at the end of the grading period, but should be taught throughout</p>
	Number and Number Sense	1.1	Place value, compare and order numbers	
	Number and Number Sense	1.5	Count objects by 1, 2, 5, and 10, Write numerals 0-110	
	Computation and Estimation	1.7	Magnitude	
	Computation and Estimation	1.6	Part-whole fluency 3, 4, 5, 6, 10 ‡	
	Computation and Estimation	1.7	Problem solving, single step within 20 * ‡ (assess within 10)	
Computation and Estimation	1.7	Basic fact strategies for doubles and +/-10 ‡		
Patterns, Functions, and Algebra	1.15	Equality ‡		
<b>3rd Nine Weeks</b>	Number and Number Sense	1.1	Daily Routines and Calendar *	 <p style="text-align: center;"><b>Process Goals</b></p> <p>The content of the mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include actual real-world problems and problems that model real-world situations.</p> <p>* Skills are introduced, but not tested in the specified grading period</p> <p>‡ Listed at the end of the grading period, but should be taught throughout</p>
	Measurement and Geometry	1.11	Count backward within 30	
	Number and Number Sense	1.4	Plane figures	
	Measurement and Geometry	1.9	Fractions	
	Measurement and Geometry	1.8	Time and Calendar	
	Computation and Estimation	1.7	Money	
	Computation and Estimation	1.6	Part-whole fluency 3, 4, 5, 6, 10, 7, 8, 9 * ‡ (7, 8, 9 not assessed)	
	Computation and Estimation	1.7	Problem solving, single step within 20 ‡	
Computation and Estimation	1.7	Basic fact strategies for making 10 ‡		
Patterns, Functions, and Algebra	1.15	Equality ‡		
<b>4th Nine Weeks</b>	Measurement and Geometry	1.10	Daily Routines and Calendar *	 <p style="text-align: center;"><b>Process Goals</b></p> <p>The content of the mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include actual real-world problems and problems that model real-world situations.</p> <p>* Skills are introduced, but not tested in the specified grading period</p> <p>‡ Listed at the end of the grading period, but should be taught throughout</p>
	Computation and Estimation	1.7	Nonstandard measurement	
	Computation and Estimation	1.6	Part-whole fluency 3, 4, 5, 6, 10, 7, 8, 9	
	Computation and Estimation	1.7	Problem solving, single step within 20	
	Patterns, Functions, and Algebra	1.15	Basic fact strategies for bridging ten and near doubles ‡ * (bridging ten not assessed)	
			Equality ‡	