

The PCPS scope and sequence/pacing guide contains key topics that MUST be cross referenced continuously with the VDOE enhanced scope and sequence and the VDOE curriculum framework

## 2017-18 Math SOL CROSSWALK Pacing Guide First Grade - Quarterly Overview Sheet

This is the quarter where the skill will be tested. Manipulatives should be utilized throughout the entire school year to enhance number sense and promote mastery of concepts and facts. Weekly math drills should start during the first 9 weeks.

1 <sup>st</sup> Quarter (2009 SOL)	1 <sup>st</sup> Quarter (2016 SOL)	2 <sup>nd</sup> Quarter (2009 SOL)	2 <sup>nd</sup> Quarter (2016 SOL)
<p><b>Strand: Number and Number Sense</b></p> <p><b>1.1</b> The student will a) count from 0 to 100 and write the corresponding numerals; b) group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.</p> <p><b>1.2</b> The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30</p> <p><b>1.4</b> The student, given a familiar problem situation involving magnitude, will a) select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500); and b) explain the reasonableness of the choice.</p> <p><b>Strand: Measurement and Geometry</b></p> <p><b>1.12</b> The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.</p> <p><b>1.13</b> The student will construct, model, and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the reasonableness of each choice. (Moved to 1.11b)</p> <p><b>Strand: Patterns, Functions, and Algebra</b></p> <p><b>1.17</b> The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.</p>	<p><b>Strand: Number and Number Sense</b></p> <p><b>1.1</b> The student will a) count forward orally by ones to 50, starting at any number between 0 and 50; c) count backward orally by ones when given any number between 1 and 30; and d) count forward orally by ones, fives, and tens to determine the total number of objects to 50.</p> <p><b>1.3</b> The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth.</p> <p><b>Strand: Measurement and Geometry</b></p> <p><b>1.11</b> The student will a) identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and b) identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning</p> <p><b>Strand: Patterns, Functions, and Algebra</b></p> <p><b>1.14</b> The student will identify, describe, extend, create, and transfer growing and repeating patterns</p>	<p><b>Strand: Number and Number Sense</b></p> <p><b>1.1</b> The student will a) count from 0 to 100 and write the corresponding numerals; b) group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.</p> <p><b>1.2</b> The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30</p> <p><b>1.4</b> The student, given a familiar problem situation involving magnitude, will a) select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500); and b) explain the reasonableness of the choice.</p> <p><b>Strand: Probability and Statistics</b></p> <p><b>1.14</b> The student will investigate, identify, and describe various forms of data collection (e.g., recording daily temperature, lunch count, attendance, favorite ice cream), using tables, picture graphs, and object graphs. (Moved to 1.12a)</p> <p><b>Strand: Patterns, Functions, and Algebra</b></p> <p><b>1.15</b> The student will demonstrate an understanding of equality through the use of the equal symbol. (Moved to 1.12b)</p> <p><b>1.16</b> The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.</p>	<p><b>Strand: Number and Number Sense</b></p> <p><b>1.1</b> The student will a) count forward orally by ones to 110, starting at any number between 0 and 110; c) count backward orally by ones when given any number between 1 and 30; and d) count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.</p> <p><b>Strand: Probability and Statistics</b></p> <p><b>1.12</b> The student will a) collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and b) read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary <i>more</i>, <i>less</i>, <i>fewer</i>, <i>greater than</i>, <i>less than</i>, and <i>equal to</i>.</p> <p><b>Strand: Patterns, Functions, and Algebra</b></p> <p><b>1.13</b> The student will sort and classify concrete objects according to one or two attributes.</p>

3 <sup>rd</sup> Quarter (2009 SOL)	3 <sup>rd</sup> Quarter (2016 SOL)	4 <sup>th</sup> Quarter (2009 SOL)	4 <sup>th</sup> Quarter (2016 SOL)
<p><b>Strand: Number and Number Sense</b></p> <p><b>1.1</b> The student will b) write the numerals 0 to 50 in sequence and out-of-sequence;</p> <p><b>1.3</b> The student will identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions.</p>	<p><b>Strand: Number and Number Sense</b></p> <p><b>1.2</b> The student, given up to 110 objects, will a) group a collection into tens and ones and write the corresponding numeral; b) compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words <i>greater than</i>, <i>less than</i> or <i>equal to</i>; and c) order three or fewer sets from least to greatest and greatest to least</p> <p><b>1.4</b> The student will a) represent and solve practical problems involving equal sharing with two or four sharers; and b) represent and name fractions for halves and fourths, using models.</p> <p><b>1.5</b> The student, given a familiar problem situation involving magnitude, will a) select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, 500); and b) explain the reasonableness of the choice.</p>	<p><b>Strand: Computation and Estimation</b></p> <p><b>1.5</b> The student will recall basic addition facts with sums to 18 or less and the corresponding subtraction facts. (moved to 1.7b; fluency for 11-18 included in 2.5b)</p> <p><b>1.6</b> The student will create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.</p> <p><b>Strand: Measurement and Geometry</b></p> <p><b>1.7</b> The student will a) identify the number of pennies equivalent to a nickel, a dime, and a quarter; and b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less</p> <p><b>1.8</b> The student will tell time to the half-hour, using analog and digital clocks.</p> <p><b>1.9</b> The student will use nonstandard units to measure length, weight/mass, and volume</p> <p><b>1.10</b> The student will compare, using the concepts of more, less, and equivalent, a) the volumes of two given containers; and b) the weight/mass of two objects, using a balance scale. (compare combined with 1.10)</p> <p><b>1.11</b> The student will use calendar language appropriately (e.g., names of the months, <i>today</i>, <i>yesterday</i>, <i>next week</i>, <i>last week</i>). (Moved to K.8 and 1.9b)</p> <p><b>Strand: Patterns, Functions, and Algebra</b></p> <p><b>1.18</b> The student will demonstrate an understanding of equality through the use of the equal sign</p>	<p><b>Strand: Computation and Estimation</b></p> <p><b>1.6</b> The student will create and solve single-step story and picture problems using addition and subtraction within 20</p> <p><b>1.7</b> The student will a) recognize and describe with fluency part-whole relationships for numbers up to 10; and b) demonstrate fluency with addition and subtraction within 10.</p> <p><b>Strand: Measurement and Geometry</b></p> <p><b>1.8</b> The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less</p> <p><b>1.9</b> The student will investigate the passage of time and a) tell time to the hour and half-hour, using analog and digital clocks; and b) read and interpret a calendar.</p> <p><b>1.10</b> The student will use nonstandard units to measure and compare length, weight, and volume</p> <p><b>Strand: Patterns, Functions, and Algebra</b></p> <p><b>1.15</b> The student will demonstrate an understanding of equality through the use of the equal symbol.</p>