HMH | into Math® Indiana

Teacher Edition: Planning and Pacing Guide

Grade 1

Build Understanding
Connect Concepts and Skills
Apply and Practice
INsuccess Lessons

Pacing Guide

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Unit 1 WAYS TO ADD AND SUBTRACT		
Module 1: Addition Strategies		
INsuccess Lesson Ordinal Numbers *Use before Lesson 1.1*	**1.NS.3** Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.	**1 day**
Lesson 1.1 Represent Addition	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). **1.CA.6** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).	**1 day**
Lesson 1.2 Count On	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 1.3 Add 10 and More	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 1.4 Make a 10 to Add	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 1.5 Add Doubles	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 1.6 Use Known Sums to Add	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**

In addition to the core instructional pacing below, HMH recommends the following:
- 3 days per year for the Growth Measure assessments
- 2 days per module for the Module Opener, Are You Ready?, Module Review, and Module Test
- 1 day per unit for the Performance Task

Using these recommendations, the total pacing for Grade 1 is 177 days.

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Lesson 1.7 Choose a Strategy to Add	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 2: Subtraction Strategies		
Lesson 2.1 Represent Subtraction	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). **1.CA.6** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).	**1 day**
Lesson 2.2 Count Back	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 2.3 Count On to Subtract	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 2.4 Add to Subtract	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 2.5 Use 10 to Subtract	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 2.6 Choose a Strategy to Subtract	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 3: Properties of Operations		
Lesson 3.1 Represent Addition in Any Order	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 3.2 Add in Any Order	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 3.3 Represent Addition of 3 Numbers	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). **1.CA.4** Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 3.4 Add 3 Numbers	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). **1.CA.4** Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 3.5 Add 3 Numbers to Solve Problems	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). 1.CA.4 Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 3.6 Determine Equal and Not Equal	1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). 1.CA.6 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).	**1 day**
Lesson 3.7 Develop Fluency in Addition	1.CA.1 Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Understand the role of 0 in addition and subtraction.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 4: Apply the Addition and Subtraction Relationship		
Lesson 4.1 Think Addition to Subtract	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 4.2 Represent Related Facts	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 4.3 Identify Related Facts	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 4.4 Use Addition to Check Subtraction	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 4.5 Use Subtraction to Find an Unknown Addend	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 4.6 Solve for the Unknown Addend	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 4.7 Develop Fluency in Subtraction	**1.CA.1** Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Understand the role of 0 in addition and subtraction.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Unit 2 ADDITION AND SUBTRACTION SITUATIONS AND DATA		
Module 5: Understand Add To and Take From Problems		
Lesson 5.1 Represent Result Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 5.2 Represent Change Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). **1.CA.4** Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 5.3 Represent Start Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 5.4 Solve Add To and Take From Problems	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 6: Understand Put Together and Take Apart Problems		
Lesson 6.1 Represent Total Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 6.2 Represent Both Addends Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 6.3 Represent Addend Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 6.4 Represent Total Unknown Problems with a Visual Model	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 6.5 Represent Addend Unknown and Both Addends Unknown Problems with a Visual Model	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 6.6 Solve Put Together and Take Apart Problems	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 6.7 Solve Addition and Subtraction Problems	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 7: Understand Compare Problems		
Lesson 7.1 Represent Difference Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 7.2 Represent Bigger Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 7.3 Represent Smaller Unknown Problems with Objects and Drawings	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 7.4 Represent Difference Unknown Problems with a Visual Model	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 7.5 Represent Bigger Unknown and Smaller Unknown Problems with a Visual Model	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
Lesson 7.6 Use Strategies to Solve Compare Problems	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**1 day**
Lesson 7.7 Solve Addition and Subtraction Situations	**1.CA.2** Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	**2 days**
INsuccess Lesson Solve Multi-Step Word Problems *Use after Lesson 7.7*	**1.CA.3** Create a real-world problem to represent a given equation involving addition and subtraction within 20.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 8: Data		
Lesson 8.1 Interpret Picture Graphs	**1.DA.1** Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	**1 day**
Lesson 8.2 Represent Data with Picture Graphs	**1.DA.1** Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	**1 day**
Lesson 8.3 Interpret Tally Charts	**1.DA.1** Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	**1 day**
Lesson 8.4 Represent Data with Tally Charts	**1.DA.1** Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	**1 day**
Lesson 8.5 Interpret Bar Graphs	**1.DA.1** Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	**1 day**
Lesson 8.6 Represent Data with Bar Graphs	**1.DA.1** Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	**1 day**
Lesson 8.7 Use Data to Solve Problems	**1.DA.1** Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Unit 3 NUMBERS TO 120		
Module 9: Understand Place Value		
Lesson 9.1 Make Tens and Ones	**1.NS.2** Understand that 10 can be thought of as a group of ten ones — called a “ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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).	**1 day**
Lesson 9.2 Understand Ten and Ones	**1.NS.2** Understand that 10 can be thought of as a group of ten ones — called a “ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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).	**1 day**
Lesson 9.3 Make Tens	**1.NS.2** Understand that 10 can be thought of as a group of ten ones — called a “ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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).	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 10: Count and Represent Numbers		
Lesson 10.1 Count to 120	**1.NS.1** Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	**1 day**
Lesson 10.2 Represent Numbers as Tens and Ones with Objects	**1.NS.2** Understand that 10 can be thought of as a group of ten ones — called a "ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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). **1.NS.6** Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.	**1 day**
Lesson 10.3 Represent Numbers as Tens and Ones with Drawings	**1.NS.2** Understand that 10 can be thought of as a group of ten ones — called a "ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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). **1.NS.6** Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.	**1 day**
Lesson 10.4 Decompose Numbers in Different Ways	**1.NS.2** Understand that 10 can be thought of as a group of ten ones — called a "ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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). **1.NS.6** Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.	**2 days**
Lesson 10.5 Represent, Read, and Write Numbers from 100 to 110	**1.NS.1** Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. **1.NS.2** Understand that 10 can be thought of as a group of ten ones — called a "ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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).	**1 day**
Lesson 10.6 Represent, Read, and Write Numbers from 110 to 120	**1.NS.1** Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. **1.NS.2** Understand that 10 can be thought of as a group of ten ones — called a "ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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).	**1 day**
INsuccess Lesson Skip Count by Fives *Use after Lesson 10.6*	**1.NS.1** Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 11: Compare Numbers		
Lesson 11.1 Understand Greater Than	**1.NS.4** Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**1 day**
Lesson 11.2 Understand Less Than	**1.NS.4** Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**1 day**
Lesson 11.3 Use Symbols to Compare	**1.NS.4** Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **1.CA.6** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).	**1 day**
Lesson 11.4 Compare Numbers	**1.NS.4** Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**2 days**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Unit 4 ADDITION AND SUBTRACTION IN BASE TEN		
Module 12: Understand Addition and Subtraction with Tens and Ones		
Lesson 12.1 Represent Adding Tens	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 12.2 Represent Subtracting Tens	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 12.3 Add or Subtract Tens	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 12.4 Use a Hundred Chart to Add	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 12.5 Represent Addition with Tens and Ones	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 12.6 Represent Make Ten to Add	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**2 days**
Lesson 12.7 Represent Make Ten to Add with a Visual Model	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 12.8 Use Mental Math to Find 10 Less and 10 More	**1.NS.5** Find mentally ten more or ten less than a given two-digit number without having to count, and explain the thinking process used to get the answer.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
INsuccess Lesson Identify the Pattern Rule *Use after Lesson 12.8*	**1.CA.7** Create, extend, and give an appropriate rule for number patterns using addition within 100.	**1 day**
INsuccess Lesson Make a Chart Number Patterns *Use after Lesson 12.8*	**1.CA.7** Create, extend, and give an appropriate rule for number patterns using addition within 100.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 13: Two-Digit Addition and Subtraction		
Lesson 13.1 Use a Hundred Chart to Show Two-Digit Addition and Subtraction	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 13.2 Understand and Explain Place Value Addition	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 13.3 Understand and Explain Place Value Subtraction	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 13.4 Solve Two-Digit Addition and Subtraction Problems	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**
Lesson 13.5 Practice Facts to 20	**1.CA.1** Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Understand the role of 0 in addition and subtraction.	**1 day**
Lesson 13.6 Practice Two-Digit Addition and Subtraction	**1.CA.5** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Unit 5 GEOMETRY		
Module 14: Three-Dimensional Shapes		
Lesson 14.1 Describe and Draw Three-Dimensional Shapes	**1.G.2** Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	**2 days**
Lesson 14.2 Compare Three-Dimensional Shapes	**1.G.3** Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 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 shape.	**1 day**
Lesson 14.3 Make New Three-Dimensional Shapes	**1.G.3** Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 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 shape.	**1 day**
Module 15: Two-Dimensional Shapes		
Lesson 15.1 Sort Two-Dimensional Shapes by Attribute	**1.G.2** Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	**1 day**
Lesson 15.2 Describe and Draw Two-Dimensional Shapes	**1.G.2** Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	**1 day**
Lesson 15.3 Compose Two-Dimensional Shapes	**1.G.3** Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 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 shape.	**1 day**
Lesson 15.4 Identify Composed Shapes	**1.G.3** Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 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 shape.	**1 day**
Lesson 15.5 Make New Two-Dimensional Shapes	**1.G.3** Use two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 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 shape.	**1 day**
INsuccess Lesson Area *Use after Lesson 15.5*	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 16: Fraction Foundations		
Lesson 16.1 Take Apart Two-Dimensional Shapes	**1.G.4** Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	**1 day**
Lesson 16.2 Identify Equal or Unequal Shares	**1.G.4** Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	**1 day**
Lesson 16.3 Partition Shapes into Halves	**1.G.4** Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	**1 day**
Lesson 16.4 Partition Shapes into Fourths	**1.G.4** Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Unit 6 MEASUREMENT		
Module 17: Measure Length		
Lesson 17.1 Order Length	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
Lesson 17.2 Use Indirect Measurement to Compare Length	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
Lesson 17.3 Use Nonstandard Units to Measure Length	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
Lesson 17.4 Make a Nonstandard Measuring Tool	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
INsuccess Lesson Use a Balance *Use after Lesson 17.4*	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
INsuccess Lesson Use Nonstandard Units to Compare Weight *Use after Lesson 17.4*	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
INsuccess Lesson Order Weight *Use after Lesson 17.4*	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
INsuccess Lesson Use Nonstandard Units to Compare Capacity *Use after Lesson 17.4*	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
INsuccess Lesson Order Capacity *Use after Lesson 17.4*	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
INsuccess Lesson Temperature *Use after Lesson 17.4*	**1.M.1** Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**1 day**
INsuccess Lesson Order Events *Use after Lesson 17.4*	**1.M.2** Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	**1 day**

Lesson	Indiana Academic Standards: Mathematics (2020), Grade 1	Pacing
Module 18: Measure Time		
INsuccess Lesson Pennies, Nickels, and Dimes *Use before Lesson 18.1*	**1.M.3** Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	**1 day**
INsuccess Lesson Count Collections *Use before Lesson 18.1*	**1.M.3** Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	**1 day**
Lesson 18.1 Understand Time to the Hour	**1.M.2** Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	**1 day**
Lesson 18.2 Understand Time to the Half Hour	**1.M.2** Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	**1 day**
Lesson 18.3 Tell Time to the Hour and Half Hour	**1.M.2** Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	**1 day**
Lesson 18.4 Practice Time to the Hour and Half Hour	**1.M.2** Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	**1 day**