## 2018/2019 WCSD 1st Grade Pacing Framework (MTYR at-a-glance)

### Trimester 1

**Vol. 1 Number Corner:**
- September: Numbers All Around Us
  - 4 Modules 20 Sessions
  - NVACS Focus Domains: OA - NBT
  - *See addendum for specifics in regards to your track

**Unit 2**
- Developing Strategies with Dice & Dominoes
  - *Module 4 Omitted
  - 3 Modules 15 Sessions
  - NVACS Focus Domains: OA - NBT

Trimester 1: Green (57 days), Purple (57 days), Yellow (57 days), Blue (56 days)

### Trimester 2

**Vol. 2 Number Corner:**
- December: Adding, Subtracting, Counting & Comparing
  - 4th Module 5 Sessions
  - NVACS Focus Domains: OA - NBT

**Unit 4**
- Leapfrogs on the Number Line
  - 4 Modules 20 Sessions
  - NVACS Focus Domains: OA - NBT

**Unit 5**
- Geometry
  - 4 Modules 20 Sessions
  - NVACS Focus Domains: G

Trimester 2: Green (51 days), Purple (52 days), Yellow (52 days), Blue (56 days)

### Trimester 3

**Vol. 3 Number Corner:**
- March: Figure the Facts with Penguins
  - Module 3-4: 10 Sessions
  - NVACS Focus Domains: NBT - MD-OA

**Unit 7**
- One Hundred and Beyond
  - 4 Modules 20 Sessions
  - NVACS Focus Domains: NBT-OA

Trimester 3: Green (57 days), Purple (56 days), Yellow (56 days), Blue (53 days)
Purpose of document:
The pacing timelines are an analysis of the mathematical trajectory in *Bridges in Mathematics (2nd Edition)* as they relate to Nevada Academic Content Standards (NVACS) and incorporate the critical content areas outlined by the standards. Curriculum maps and pacing frameworks attempt to ensure instructional opportunities of content are provided for all students.

Guide to use:
The NVACS require integrated development of mathematical ideas including conceptual understanding, procedural understanding/fluency, and application. This supports the need to know and understand how mathematical ideas relate and develop within a unit structure, *instead of teaching a skill by skill approach.* Teachers may use this document to help identify the mathematical trajectory from which to plan instruction beginning with *Bridges in Mathematics.* In *Bridges,* lessons are referred to as "sessions."

- A minimum of 90 minutes (450 minutes/week) of Tier 1 mathematics instructional time per day is required, with at least 60 minutes blocked (uninterrupted time). 15-20 minutes per day for Number Corner. Work places should occur 3 to 4 days a week for 20-30 minutes. Problems and Investigations will take approximately 25-40 minutes depending on the content. Extra time should be used to provided differentiation and enrichment.

- Both the Unit and the Number Corner components of Bridges address critical areas of study in First Grade mathematics. If Number Corner, Problems and Investigations, or Work Places components are omitted mathematical concepts in geometry, measurement and data, and Numbers Base Ten will be underdeveloped.

- A session does not necessarily mean a day; some concepts may be explored in more time and some in less time. This document provides a minimum of 1 full day for each session outlined within the to ensure enough instructional time is accounted for in the timeline. The Curriculum Guides will lead teachers through recommendations for modifying lessons and offer additional support.

- This timeline is a general guide for the mathematical trajectory and how that trajectory may be mapped out across a school year. It is a timeline to assist with pacing/mapping. WCSD has a high transiency rate, therefore Bridges Units must be taught in the order laid out in the Framework. It does not suggest that all teachers will be in exactly the same place at the same time; although it does provide guidance to enable within and across school dialogue and support. Ultimately, evidence gathered during the formative assessment process will inform instructional next steps. This is the timeline that C&I will use to help support teachers in each grade level with a focus on content development expected in the First Grade NVACSs.

Justifications and Considerations:

- **Number Corner:** Number Corner is a collection of daily skill-based activities that foster number talks and introduce, reinforce, and extend foundational grade-level concepts. The calendar workout differs from “traditional” views of calendar time. The use of the calendar markers are strategically developed to allow children to make observations and predictions about algebraic patterns and structures to reinforce key skills (See p.iii in Number Corner Vol. 1). It provides the opportunity through strategic repetition to develop procedural fluency. Number Corner is a critical part of a mathematically rich environment. Teachers should adjust Decade Day lessons to match the day on which Decade Day falls. Number Corner Content and Bridges Units content are not isolated. Number Corner often introduces concepts that will be taught in greater depth in future lessons. Teaching Number Corner is necessary to ensure students have full access to all NVACS, especially Geometry, Measurement and Data Standards.

- **Number Corner Organization:** Number Corner is organized by months. School begins in August, so the September materials will be used during this month. In August teachers will teach the Number Corner (September) and then move on to Number Corner (October) for the month of September. The following months will be one month ahead with January being used in both December and January. This repeated exposure in January provides an opportunity for students coming back from winter break, who have already developed engagement strategies in Number Corner mathematics, to jump quickly back into familiar routines and content without wasted time for re-teaching. In February, Number Corner will realign to the correct month. Consider the Number Corner months as names of units, rather than when the units are taught.

- **Work Places:** Work Places are engaging, developmentally appropriate math stations that provide ongoing practice with key skills introduced/developed in units. Children must have opportunities to repeat the Work Places over a period of weeks to develop number sense, explore geometric ideas, and apply strategies towards computational fluency. You should expect to see students actively and independently engaging in the mathematics during Work Places and not merely following procedures. Students should engage in Work Places a minimum of 3-4 times a week. Work Place time can be used to assess, and provide intervention. Please see the suggested grading rubrics for Work Places here. [http://docs.wixstatic.com/udg/2559cc_fb894a4b9baa42b0bad6f41131d9fe64.pdf](http://docs.wixstatic.com/udg/2559cc_fb894a4b9baa42b0bad6f41131d9fe64.pdf)

- **Additional Instructional Days, Assessment Days, or Differentiation and Extension Days (A/D/E):** These days are built to support conceptual development of the ideas within the units or to assess and support student needs with re-teaching for misconceptions or partial understandings, or enrichment. These days may also provide additional time to implement small-group and individual differentiation or intervention. Student assessment data from the Checkpoints and Unit Assessments can be used with Checkpoint/Unit Assessment Re-teaching Suggestions (in Assessment Guide), Tips in Workplace Guides, and the *Bridges Intervention* guide (electronically available). Time set aside for these extended or additional tasks deepen student understanding and help connect concepts that have been developed. These days are also included as time to address student misconceptions that will need clarification. The C&I website (http://washoeschools.net/Domain/253) has resources available for supplemental curriculum and enrichment.