

# 1st Grade Math Pacing Guide

| 1st Nine Weeks |   | 2nd Nine Weeks |   | 3rd Nine Weeks |  | 4th Nine Weeks |  |
|----------------|---|----------------|---|----------------|--|----------------|--|
| 1              | Order Numbers 0-10                      | 11-20          | Place Value 0-10                            | 11-20          | Adding & Subtracting Numbers                     | 11-20          | Counting to 100 & writing 1-100 Numbers          |
| 2              | Order Numbers 0-10                      | 11-20          | Place Value 0-10                            | 11-20          | Adding & Subtracting Numbers<br>(0-100) (0-1000) | 11-20          | Adding & Subtracting 100s Numbers                |
| 3              | Shapes                                  | 11-20          | Lengths & Right Angles<br>(0-100)           | 11-20          | Shapes & Symmetry (0-100)                        | 11-20          | Adding Shapes & & Equal Parts                    |
| 4              | Subtraction                             | 11-20          | Shapes & Symmetry                           | 11-20          | Subtraction (0-100) or 100s                      | 11-20          | Subtracting Shapes into Fractions                |
| 5              | Addition & Subtraction                  | 11-20          | Addition & Subtraction with Missing Numbers | 11-20          | Subtraction (0-100) or 100s                      | 11-20          | Subtracting Numbers & Subtraction Equations      |
| 6              | Shapes                                  | 11-20          | Addition & Subtraction with Missing Numbers | 11-20          | Counting to 100                                  | 11-20          | Counting Back (0-100 or 100s)                    |
| 7              | Adding Shapes to Length                 | 11-20          | Shapes, Area & Volume<br>(0-1000)           | 11-20          | Adding to Length equations                       | 11-20          | Area Box Diagrams<br>Length 100+ Area 1000+ Area |
| 8              | Adding Numbers to the Adding<br>Numbers | 11-20          | Subtraction for Numbers<br>(0-1000)         | 11-20          | Adding Shapes to Equations                       | 11-20          | Area Box Diagrams<br>Length 100+ Area 1000+ Area |
| 9              | Shapes                                  | 11-20          | Subtraction for Numbers<br>(0-1000)         | 11-20          | Counting to 1000 Numbers                         | 11-20          | Area Box Diagrams<br>Length 100+ Area 1000+ Area |

# Boston Public Schools Math Pacing Guide

**Mildred Laughlin, Kathy Howard  
Latrobe**

## Boston Public Schools Math Pacing Guide:

Do what Works Tom Luce,2005    Developmental Cognitive Science Goes to School Nancy L. Stein,Stephen Raudenbush,2013-08-15 This book addresses core issues related to school learning and the use of developmental cognitive science models to improve school based instruction The contributors comprise a veritable who s who of leading researchers and scientists who are broadly trained in developmental psychology cognitive science economics sociology statistics and physical science and who are using basic learning theories from their respective disciplines to create better learning environments in school settings Developmental Cognitive Science Goes to School presents evidence based studies that describe models of complex learning within specific subject area disciplines focuses on domain knowledge and how this knowledge is structured in different domains across the curriculum gives critical attention to the topic of the ability to overcome errors and misconceptions addresses models that should be used to begin instruction for populations of children who normally fail at schooling This is a must read volume for all researchers students and professionals interested in evidence based educational practices and issues related to domain specific teaching and learning    Hands Down, Speak Out Kassia Omohundro Wedekind,Christy Hermann Thompson,2023-10-10 Math coach Kassia Omohundro Wedekind and literacy coach Christy Hermann Thompson have spent years comparing notes on how to build effective classroom communities across the content areas How they wondered can we lay the groundwork for classroom conversations that are less teacher directed and more conducive to student to student dialogue Their answers start with Hands Down Conversations an innovative discourse structure in which students ideas and voices take the lead while teachers focus on listening and facilitating In addition to classrom stories and examples Christy and Kassia provide 28 micro lessons designed to help K 5 students develop and excercise their speaking and listening muscles Inside Hands Down Speak Out you ll learn how to Build talk communities that are accessible to everyone especially those whose voices are often traditionally left out of classroom discourse Analyze classroom conversations in order to plan next steps for developing the classroom talk community Plan and facilitate three types of conversations across literacy and math Christy and Kassia believe that the development of dialogue skills is worth the investment of time not only becuase it has the power to deepen our understanding of literacy and mathematics but also to deepen our understanding of ourselves our communities and the world    Bringing School Reform to Scale Heather Zavadsky,2009 Bringing School Reform to Scale looks in detail at five school districts that have been honored in recent years by The Broad Foundation whose annual award is granted each year to the urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among poor and minority students Heather Zavadsky examines five Broad Prize winners Long Beach Unified School District Garden Grove Unified School District Norfolk Public Schools Boston Public Schools and Aldine Independent School District As she notes the successes highlighted in this book do not represent one year positive performance blips in these districts

and this book does not provide a list of best practice silver bullets that sound effective but cannot be applied outside a unique context Rather the book describes the paths these districts have taken over years of intentional sustained patient focus on improving teaching and learning that fully aligns instructional practices across all organizational levels of a school system something that can be done in any district given the right knowledge and tools Bringing School Reform to Scale is a volume in the Educational Innovations series This book offers an unusually detailed look inside some of our best run school districts Heather Zavadsky offers honest assessments highlighting not only the inspiring successes but also the many daunting challenges that remain Very enlightening Ronald F Ferguson faculty cochair and director of the Achievement Gap Initiative Harvard University Bringing School Reform to Scale highlights the practices in five districts that won the prestigious Broad Prize and shows how important fundamentals of good practices including rigorous standards aligned curriculum and smart investments in human capital can lead to great schools and successful districts Mark Schneider vice president American Institutes for Research former commissioner of the National Center for Education Statistics The media are good at spotlighting random school successes education reforms that subsequently seem to evaporate Why is it so difficult to sustain and spread productive change from school system to school system The answers to these questions are crucial and Bringing School Reform to Scale is a powerful contribution to an accumulation of knowledge regarding these issues James W Guthrie Patricia and Rodes Hart Professor of Educational Leadership and Policy Vanderbilt University The analysis of the five high performing districts points to practices beliefs systems and structures that have led to dramatic turnarounds The compilation of this work provides a road map toward scalable reform William R Hite superintendent Prince George's County Public Schools Maryland Heather Zavadsky is director of policy and communications at the Institute for Public School Initiatives for the University of Texas system

*Transform Your Math Class Using Asset-Based Teaching for Grades 6-12* Michael D. Steele, Joleigh Honey, 2024-07-19 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what's missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment *Transform Your Math Class Using Asset Based Teaching for Grades 6-12* provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of

frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development **ERIC**

**Educational Documents Index** Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education *ERIC Educational Documents Index, 1966-69: Minor descriptors and author index* ,1970 **Resources in Education** ,1988 Mathematics Benchmarking Report ,2001

**ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index** CCM Information Corporation,1970 **Education of the Gifted and Talented** Gary A. Davis,Sylvia B. Rimm,2004 This practical resource presents the best ideas and practices in the field of gifted education From planning a sound gifted and talented program to the evaluation of a program this leading text explores contemporary program models problems of minority disabled and female gifted students Chapters on creativity and teaching thinking skills two concepts central to gifted education help the reader understand creative students creative processes and how to foster high levels of creative thinking Chs 10 11 Education of the Gifted and Talented 4 e is current and accurate Couldn t ask for a better text Michael F Shaughnessy Eastern New Mexico University The authors have mastered the fine art of writing in an interesting and intellectually challenging manner no small feat I love this book Amy P Dietrich The University of Memphis The comprehensiveness of the coverage for an introductory text is a major strength Sally M Reis University of Connecticut

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