NEPTUNE CITY SCHOOL DISTRICT

Mathematics Curriculum Grade 1



NEPTUNE CITY SCHOOL DISTRICT Office of the Chief School Administrator, Principal 210 West Sylvania Avenue Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

October 2024

Document *

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

Mathematics Curriculum Grade 1

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Suggested Pacing Guide

<u>Topic/Unit</u>	<u>Number of</u> <u>Lessons</u>	<u>Suggest Timeframe</u>
Topic 1: Understanding Addition and Subtraction	9	September
Topic 2: Fluently Add and Subtract Within 10	9	October
Topic 3: Addition Facts to 20: Use Strategies	9	October
Topic 4: Subtraction Facts to 20: Use Strategies	9	November
Topic 5: Work with Addition and Subtraction Equations	7	December
Topic 6: Represent and Interpret Data	5	December
Topic 7: Extend the Counting Sequence	7	January
Topic 8: Understanding Place Value	7	January
Topic 9: Compare Two-Digit Numbers	6	February
Topic 10: Use Models and Strategies to Add Tens and Ones	9	February
Topic 11: Use Models and Strategies to Subtract Tens	7	March
Topic 12: Measure Lengths	4	March
Topic 13: Time and Money	6	April
Topic 14: Reason with Shapes and Their Attributes	9	Мау
Topic 15: Equal Shares of Circles and Rectangles	4	June

Topic 1	Understanding Addition and Subtraction
Suggested Time Frame	September

Overview/ Rationale of Unit

Topic one expands on what students learned in kindergarten about addition and subtraction. Students develop a deep understanding of addition and subtraction by working on add to, put together, take from, take apart, and compare problems.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
- 1.OA.B.4 Understand subtraction as an unknown-addend problem.

Essential Questions:

• What are ways to think about addition and subtraction?

Enduring Understandings:

Students will understand that...

- Adding two is 1 interpretation of addition.
- Addition equations can be used to show add to addition situations.
- Putting 2 parts together to make a hole is 1 interpretation of addition.
- Addition equations can be used to show situations in which two parts are put together.
- Decomposing numbers can be used to solve addition word problems in which the total is known, but the parts are unknown.
- Taking away one part from a hole is 1 interpretation of subtraction.
- Subtraction equations can be used to show subtraction situations in which one part is taken from the whole.
- Comparing to find how many more is 1 interpretation of addition and subtraction.
- Subtraction or addition equations can be used to show situations in which two quantities are compared.
- Comparing 2 groups to find how many fewer objects are in one group than another group is 1 interpretation of addition and subtraction.

- Subtraction or addition equations can be used to show situations in which two quantities are compared.
- Addition equations can be used to show "add to" addition situations.
- Finding a missing part of a hole is an interpretation of both addition and subtraction.
- Addition or subtraction equations can be used to show situations involving a missing part.
- Good Math Thinkers Use Math To Explain Why They Are Right. They can talk about the math that others do too.

Skills:

Students will be able to ...

- Solve addition problems involving situations of adding one part to another part.
- Solve addition problems involving situations of putting 2 parts together.
- Solve addition word problems by breaking apart a total number of objects.
- Solve subtraction problems involving taking from a group.
- Solve problems involving comparing to find how many more objects are in one group than another group.
- Solve problems that involve comparing to find how many fewer objects are in a group than another group.
- Solve addition problems by finding a missing add in.
- Solve problems involving putting together or taking apart.
- Construct math arguments in order to solve addition and subtraction problems.

	Topic Vocabulary				
Key Vocabulary:	 Add Plus Sum Equals Parts Whole Equation Subtract Minus Difference Equation More Compare Fewer Addend 				

Assessment Evidence		
Formative Assessment(s) and Evidence of Summative Assessment(s) and		
Learning:	Performance Task(s):	
Assessment Check-In	End of Topic Assessment	

 Informal Observations Convince Me! Practice Questions Guided Practice Problems Independent Practice Problems Problem Solving Problems Quick Check Problems Games 	 Benchmark Assessments Pick a Project Student Work Products
GamesOuestioning	

Learning Plan				
Suggested Learning Activities				
 For Each Topic Topic Opener Activity Pick a Project 3-Act Math 				
 For each lesson Daily Review Solve and Share Visual Learning Bridge Convince Me Guided Practice Independent Practice Problem Solving Quick Check Reteach to Build Understanding pages Build Mathematical Literacy pages Enrichment pages Additional Practice Pages Math Centers and Games from lists below 				
	Math Centers and Games			
 Intervention Activities Join Together 1-1 Making Connections 1-2 In and Out 1-3 Eight is Enough 1-4 What's the Difference 1-5, 1-6 How to Write It 1-7 Counter Flip 1-8 	 Technology Center www.SavvasRealize.com Tentacles math game 1-1, 1-2, 1-9 Fancy Flea- Missing Parts to 12 1-8 Math Tools (use for lessons without specific Technology Center activity from list above) 	Activity Center • Bug Stories 1-4 • Animal Feet 1-6 • Busy Bee Stories 1-7 • Animal Litters 1-8 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above		

 Make Your Argument 1-9 	•	Where do birds lay their eggs?
	•	What is the most popular fruit juice in the world?
	•	What are different homes made of?

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
	Check ALL that apply – Indicate whether these skills are:			te whether these skills are:
			•	E – encouraged
	21 st Century Themes		•	T – taught
			•	A – assessed
				Career Ready Practices
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and
				contributing citizen and employee.
	Income and Careers		TA	CRP2. Apply appropriate academic
				and technical skills.
X	Money Management		T	CRP3. Attend to personal health and
				financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and
				effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental,
				social and economic impacts of
				decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable
				research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to
				make sense of problems and persevere
				in solving them.
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical
	and Preparation			leadership and effective management.
Х	Career Awareness			CRP10. Plan education and career
				paths aligned to personal goals.
	Career Exploration		E	CRP11. Use technology to enhance
				productivity.
	Career Preparation			CRP12. Work productively in teams
	l			while using cultural global competence.
Interdisciplinary Connections				
Othe	er standards covered:			

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- Recognize one's own feelings and thoughts
- _____Recognize the impact of one's feelings and thoughts on one's own behavior
- _____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
- <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
- _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ

_____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- <u>x</u> Develop, implement and model effective problem solving and critical thinking skills
- _____Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- _____Identify ways to resist inappropriate social pressure
- _____x_Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Topic 2	Fluently Add and Subtract Within 10
Suggested Time Frame	October

Overview/ Rationale of Unit

Topic 2 expands on what students learned relating to solving addition and subtraction problems to 10. Students use strategies to develop fluency with adding and subtraction within 10. Strategies include counting on and counting back, using doubles and near doubles, adding with 5e, adding to 10, adding in any order, and thinking about addition to subtract.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (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).
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract.
- 1.OA.B.4 Understand subtraction as an unknown-addend problem.

Essential Questions:

• What strategies can you use while adding and subtracting?

Enduring Understandings:

Students will understand that...

- You can count on to find the sum for addition facts.
- A number line can help you to count on.
- Doubles facts have the same number for both addends and can be used to solve problems involving real world situations.
- Basic addition facts that are near doubles can be found using a related doubles fact.
- Facts with sums 6 through 10 can be broken into 5 plus some more.
- 2 numbers can be added in any order and the sum will stay the same.
- You can count back to find the difference for subtraction facts.
- A number line can help you count back.

- Addition and subtraction at an inverse relationship. This relationship can be used to solve subtraction facts; Every subtraction fact has a related addition fact.
- Drawings and equations can help you solve different types of work problems.
- Good math thinkers look for patterns in math to help solve problems.

Skills:

Students will be able to ...

- Add by counting on from a number. Use double S to solve problems. Solve problems using near double facts. Use a 10 frame to solve addition facts with five and 10.
- Use the same addend to write two different equations with the same sum.
- Count back to solve subtraction problems.
- Use addition facts to 10 to solve subtraction problems.
- Solve word problems by drawing pictures and writing equations.
- Use structure and identify patterns in order to solve problems.

Topic Vocabulary		
Key Vocabulary:	 Number line Doubles fact Near Doubles fact Count back 	

Assessment Evidence		
Formative Assessment(s) and Evidence of	Summative Assessment(s) and	
Learning:	Performance Task(s):	
Assessment Check-In	• End of Topic Assessment	
Informal Observations	Benchmark Assessments	
Convince Me! Practice Questions	• Pick a Project	
Guided Practice Problems	Student Work Products	
Independent Practice Problems		
Problem Solving Problems		
Quick Check Problems		
• Games		
Questioning		
-		

Learning Plan		
Suggested Learning Activities		
For Each Topic		
Topic Opener Activity		
• Pick a Project		
• 3-Act Math		
For each lesson		
Daily Review		
Solve and Share		
Visual Learning Bridge		
Convince Me		
Guided Practice		
Independent Practice		
Problem Solving		
Quick Check		
• Reteach to Build Understanding pages		
Build Mathematical Literacy pages		
Enrichment pages		
Additional Practice Pages		
Math Centers and Games from lists below		

Math Centers and Games				
Intervention Activities	Technology Center	Activity Center		
 Moving Counters 2-1 Double It 2-2 Building One More 2-3 Hands-On 2-4 Turn the Worm 2-5 Take Them Away! 2-6 Addition Helps Subtraction 2-7 Two Methods 2-8 Making 9 2-9 	 www.SavvasRealize.com Tentacles 2-5 Flying Cow Incident- Adding and Subtracting Numbers to 20 FLuency- Add and Subtract within 10 Math Tools (use for lessons without specific Technology Center activity from list above) 	 A Prickly Cactus 2-2 Fun in the Snow 2-6 Tricky Zebras 2-8 Fun in the Snow 2-9 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above. Where would you like to travel to fly? Would you like to travel to in space? When does lightning flash? Are these apes or monkeys? 		

	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
	Check ALL that apply – Indicate whether these skills are:			te whether these skills are:	
			•	E – encouraged	
21 st Century Themes			•	T – taught	
			•	A – assessed	
				Career Ready Practices	
9.1	Personal Financial Literacy		Е	CRP1. Act as a responsible and	
				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic and technical skills.	
Х	Money Management		Т	CRP3. Attend to personal health and financial well-being	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.	
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.	
	Career Exploration		Е	CRP11. Use technology to enhance productivity.	
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.	
	Interdisciplinary Connections				

Other standards covered:

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science:

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ____Recognize one's own feelings and thoughts
- ____Recognize the impact of one's feelings and thoughts on one's own behavior
- ____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
 - <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
 - _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

<u>x</u> Develop, implement and model effective problem solving and critical thinking skills

Identify the consequences associated with one's action in order to make constructive choices Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Identify who, when, where, or how to seek help for oneself or others when needed

Topic 3	Addition Facts to 20: Use Strategies
Suggested Time Frame	October

Overview/ Rationale of Unit

Topic 3 continues to expand on what students land related to solving addition problems. Students demonstrate fluency with addition within 10 and use strategies to add within 20. Strategies include counting on, using doubles and near doubles and making 10 to add.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract.
- 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (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).

Essential Questions:

• What strategies can you use for adding to 20?

Enduring Understandings:

Students will understand that...

- Students can solve an addition problem by using a number line to count on.
- Students can solve addition problems by counting on an open number line.
- Doubles facts have the same number for both addends and can be used to solve problems involving real world situations.
- Basic addition facts that are near doubles can be found using a related doubles facts.
- Some addition facts can be solved by changing them to an equivalent fact with 10.
- There are different ways to solve addition facts. Certain strategies may be easier to use for different facts.
- Objects, drawings, and equations can help you solve different types of world problems.
- They can talk about the math that others do, too.

Skills:

Students will be able to...

• Count on to add using a number line.

- Memorize double facts. ullet
- Use doubles facts to help solve doubles plus facts. •
- Make 10 to add numbers to 20. •
- Solve addition problems using different strategies. •
- •
- Solve different types of addition word problems. Critique the reasoning of others by using known information about addition and • subtraction.

Topic Vocabulary				
Key Vocabulary:	 Open number line Doubles-plus facts Make 10 			

Assessment Evidence		
Formative Assessment(s) and Evidence of	Summative Assessment(s) and	
Learning:	Performance Task(s):	
Assessment Check-In	End of Topic Assessment	
Informal Observations	Benchmark Assessments	
Convince Me! Practice Questions	• Pick a Project	
Guided Practice Problems	Student Work Products	
Independent Practice Problems		
Problem Solving Problems		
Quick Check Problems		
• Games		
Questioning		

Learnin	g Plan	
Livai min	is i ian	

Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

- Daily Review
- Solve and Share
- Visual Learning Bridge
- Convince Me
- Guided Practice
- Independent Practice
- Problem Solving
- Quick Check
- Reteach to Build Understanding pages
- Build Mathematical Literacy pages
- Enrichment pages
- Additional Practice Pages
- Math Centers and Games from lists below

Math Centers and Games				
Intervention Activities	Technology Center	Activity Center		
 Adding counters 3-1 Break it apart! 3-2 Double up! 3-3 Finger count 3-4 Roll a number 3-5 Make 10 first! 3-6 Fact sort 3-7 More and fewer 3-8 To agree or not agree 3-9 	 www.SavvasRealize.com Fancy flea - missing parts to 12 3-2, 3-9 Flying Cow incident-adding and subtracting numbers to 20 3-4 Fluency- add and subtract within 10 3-6 Math Tools (use for lessons without specific Technology Center activity from list above) 	 Fact families of fish 3-1 Terrific tiger teeth 3-2 Fish finders 3-8 Sharp and flat teeth 3-9 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above. Can You See the Gecko? Would you like to live on a boat? What is your favorite ride? 		

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21 st Century Themes			•	T – taught	
			•	A – assessed	
				Career Ready Practices	
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				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic and technical skills.	
X	Money Management		Т	CRP3. Attend to personal health and financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to	
				in solving them.	
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical	
	and Preparation			leadership and effective management.	
Х	Career Awareness			CRP10. Plan education and career	
				paths aligned to personal goals.	
	Career Exploration		Е	CRP11. Use technology to enhance	
				productivity.	
	Career Preparation			CRP12. Work productively in teams	
				while using cultural global competence.	
	Interdisciplinary Connections				
Otha	Other standards covered				

Other standards covered:

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science: 1-LS3-1

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ____Recognize one's own feelings and thoughts
- ____Recognize the impact of one's feelings and thoughts on one's own behavior
- ____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
 - <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
 - _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

<u>x</u> Develop, implement and model effective problem solving and critical thinking skills

Identify the consequences associated with one's action in order to make constructive choices Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Identify who, when, where, or how to seek help for oneself or others when needed

Topic 4	Subtraction Facts to 20: Use Strategies
Suggested Time Frame	November

Overview/ Rationale of Unit

Topic 4 introduces students to several key strategies for solving subtraction facts to 20. These strategies include counting to subtract, making 10 to subtract, and using addition to subtract. These strategies will serve students well by encouraging a deeper and more conceptual understanding of the relationship between addition and subtraction.

Desired Results

Established Goals: New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (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).
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract.
- 1.OA.B.4 Understand subtraction as an unknown-addend problem.

Essential Questions:

• What strategies can you use while subtracting?

Enduring Understandings:

Students will understand that...

- When using a number line to subtract, You Can Count back the number of species you are subtracting or find the distance between the two numbers.
- Some subtraction facts can be simplified by making use of the numbers relationships to 10.
- The inverse relationship between addition and subtraction can be used to find subtraction facts; every subtraction fact has at least one related addition fact.
- There are different ways to solve subtraction facts. Certain strategies may be easier to use for certain facts.
- Objects, drawings, and equations can help you solve different types of problems.
- Good math thinkers know how to think about words and numbers to solve problems.

Skills:

Students will be able to ...

- Use a number line to subtract by counting on or counting back.
- Make subtraction easier by making 10 to subtract.
- Count on to subtract using 10 as a landmark.
- Make addition and subtraction facts using the same 3 numbers.
- Use addition facts to find subtraction facts.
- Explain strategies used to solve subtraction problems.
- Solve different types of addition and subtraction problems with unknown in different positions.
- Use reasoning to write and solve number stories.

Topic Vocabulary				
Key Vocabulary:	Related facts			
	Fact family			

Assessment Evidence		
Formative Assessment(s) and Evidence of	Summative Assessment(s) and	
Learning:	Performance Task(s):	
Assessment Check-In	• End of Topic Assessment	
Informal Observations	Benchmark Assessments	
Convince Me! Practice Questions	• Pick a Project	
Guided Practice Problems	Student Work Products	
Independent Practice Problems		
Problem Solving Problems		
Quick Check Problems		
• Games		
Questioning		

Lea	rning	Plan
Lua	1 111116	1 16611

Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

- Daily Review
- Solve and Share
- Visual Learning Bridge
- Convince Me
- Guided Practice
- Independent Practice
- Problem Solving
- Quick Check
- Reteach to Build Understanding pages
- Build Mathematical Literacy pages
- Enrichment pages
- Additional Practice Pages
- Math Centers and Games from lists below

Math Centers and Games				
 Intervention Activities Count on counters! 4-1 Working backward 4-2 Add to subtract 4-3 Make a fact family 4-4 Make fact families 4-5 Using addition to subtract 4-6 Fish stories 4-7 Two methods 4-8 How many animals? 4-9 	 Technology Center www.SavvasRealize.com Flying Cow incident - adding and subtracting numbers to 20 4-3, 4-6, 4-8 Save the word: grade one topics 1-4 -9 Math Tools (use for lessons without specific Technology Center activity from list above) 	 Activity Center Hours of daylight 4-1 Eating like a bird 4-2 Take away tales 4-7 Pictures in the sky 4-9 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above. What pizza topping would make you laugh? Do you know your vegetables? How can you play baseball without a ball? How much do some classroom items cost? 		

	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
	Check ALL that apply – Indicate whether these skills are:			te whether these skills are:	
			•	E – encouraged	
	21 st Century Themes		•	T – taught	
			•	A – assessed	
				Career Ready Practices	
9.1	Personal Financial Literacy		Е	CRP1. Act as a responsible and	
				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic and technical skills.	
Х	Money Management		Т	CRP3. Attend to personal health and	
				financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and	
				effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to	
				make sense of problems and persevere	
				in solving them.	
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical	
	and Preparation			leadership and effective management.	
Х	Career Awareness			CRP10. Plan education and career	
				paths aligned to personal goals.	
	Career Exploration		E	CRP11. Use technology to enhance	
				productivity.	
	Career Preparation			CRP12. Work productively in teams	
		<u> </u>		while using cultural global competence.	
	Interdisci	plin	ary Co	nnections	
1 Othe	er standards covered:				

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science: 1-ESS1-1, 1-ESS1-2

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ____Recognize one's own feelings and thoughts
- ____Recognize the impact of one's feelings and thoughts on one's own behavior
- ____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
 - <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
 - _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

<u>x</u> Develop, implement and model effective problem solving and critical thinking skills

- Identify the consequences associated with one's action in order to make constructive choices
- ____Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- _____Ēstablish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Identify who, when, where, or how to seek help for oneself or others when needed

Topic 5	Work WIth Addition and Subtraction Equations
Suggested Time Frame	December

Overview/ Rationale of Unit

Topic 5 focuses on the understanding that the equation sign indicates that both sides of an equation represent the same value. Students determine whether addition and subtraction equations are true or false, and they find the missing number in addition and subtraction equation. The associative property of addition is also introduced as a way to group numbers flexibly to solve problems with three addends

Desired Results

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract.
- 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (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).
- 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
- 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

Essential Questions:

Established Goals:

How can adding and subtracting help you solve or complete equations?

Enduring Understandings:

Students will understand that...

- Models and the relationship between addition and subtraction can be used to solve equations with an unknown part.
- An addition or subtraction equation is true if the values on each side of the equal sign are the same.
- An addition or subtraction equation is false if the values on each side of the equal sign are not the same.
- An addition or subtraction equation is true if the values on each side of the equation sign are the same.

- Models, addition facts, and subtraction facts can be used to solve equations with an unknown part.
- Three numbers can be grouped and added in any order. new line numbers can be grouped in different ways to solve word problems with three addends.
- Objects, drawings, models, and equations can help you solve different types of word problems.
- Good math thinkers are careful about what they write and say, so their ideas about math are clear.

Skills:

Students will be able to...

- Find the unknown number.
- Determine if addition and subtraction equations are true or false.
- Find the missing numbers and equations to make them true.

•

- Use different strategies to add three numbers.
- Use different strategies to solve word problems with three addends.
- Solve word problems involving comparisons.
- Use precision to determine the missing number or symbol in an equation.

Topic Vocabulary

Key	Vocabulary:	
-----	-------------	--

Review vocabulary from previous topics

Assessment Evidence		
Formative Assessment(s) and Evidence of	Summative Assessment(s) and	
Learning:	Performance Task(s):	
Assessment Check-In	• End of Topic Assessment	
Informal Observations	Benchmark Assessments	
Convince Me! Practice Questions	• Pick a Project	
Guided Practice Problems	Student Work Products	
Independent Practice Problems		
Problem Solving Problems		
Quick Check Problems		
• Games		
Questioning		
-		

Learning Plan			
	Suggested Learning Activities		
For Each Topic			
Topic Opener Activity			
• Pick a Project			
• 3-Act Math			
For each lesson			
Daily Review			
• Solve and Share			
 Visual Learning Bridge 			
• Convince Me			
• Guided Practice			
• Independent Practice			
• Problem Solving			
• Ouick Check			
• Reteach to Build Understanding pages			
• Build Mathematical Literacy pages			
• Enrichment pages			
Additional Practice Pages			
Math Centers and Games from lists below			
Math Centers and Games			
Intervention Activities	Technology Center	Activity Center	

<u>Intervention Activities</u>	<u>Iterniology Center</u>	Activity Center
• Do your part! 5-1	www.SavvasRealize.com	• State coins 5-1
• True or false? 5-2	 Flying Cow incident - 	• Sounds under the sea
• Tell the truth! 5-3	adding and subtracting	5-2
• Adding three groups 5-4	numbers to 20 5-1, 5-7	• Using coins 5-3
• Word problems with	• Save the word - grade 1	• Dolphin sounds 5-7
three addends 5-5	topics 1-4 5-6	_
• More and fewer 5-6	• Math Tools (use for	Pick a Project
• Be precise! 5-7	lessons without specific	Projects should be worked on
	Technology Center	during lessons without other
	activity from list above)	Activity Center option from list
		above.
		• What is growing on that
		tree?
		• Does the moon ever
		change?
		• Who captured more
		pieces?

	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
	Check ALL that apply –	Check ALL that apply – Indicate whether these skills are:			
			•	E – encouraged	
21 st Century Themes			•	T – taught	
			•	A – assessed	
				Career Ready Practices	
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and	
				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic	
				and technical skills.	
Х	Money Management		Т	CRP3. Attend to personal health and	
				financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and	
				effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to	
				make sense of problems and persevere	
				in solving them.	
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical	
	and Preparation			leadership and effective management.	
X	Career Awareness			CRP10. Plan education and career	
				paths aligned to personal goals.	
	Career Exploration		E	CRP11. Use technology to enhance	
				productivity.	
	Career Preparation			CRP12. Work productively in teams	
				while using cultural global competence.	
	Interdisci	plin	ary Co	nnections	
1 Otha	er standards covered.				

Other standards covered:

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science: 1-PS4-1, 1-LS1-2

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

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- ____Recognize the impact of one's feelings and thoughts on one's own behavior
- ____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
 - <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
 - _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

<u>x</u> Develop, implement and model effective problem solving and critical thinking skills

- Identify the consequences associated with one's action in order to make constructive choices
- ____Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- _____Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Identify who, when, where, or how to seek help for oneself or others when needed

Topic 6	Represent and Interpret Data
Suggested Time Frame	December

Overview/ Rationale of Unit

In topic 6, students explore concepts of data analysis involving up to three categories of data. Students collect, organize, represent, and interpret data. Many of the problems about data are structured to represent a variety of addition situations (total number of data points, how many in each category) and subtraction situations (how many more, how many fewer).

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Essential Questions:

What are some ways you can collect, show, and understand?

Enduring Understandings:

Students will understand that...

- Tally charts are useful for recording and organizing some kinds of data.
- A picture graph uses pictures to show and organize data.
- Some problems can be solved by making, reading, and analyzing a tally chart or picture graph.
- Good math thinkers know what the problem is about. They have a plan to solve it. they keep trying if they get stuck.

Skills:

Students will be able to ...

- Organizing data into categories.
- Collect and organize information using a picture graph.
- Interpret organized data.
- Use a picture graph to interpret data.
- Use perseverance to solve problems about sets of data.

Topic Vocabulary			
Key Vocabulary:	Tally marks		
	• Data		
	• Tally chart		
	Picture graph		
	• Survey		

Assessme	nt Evidence
Formative Assessment(s) and Evidence of	Summative Assessment(s) and
Learning:	Performance Task(s):
• Assessment Check-In	• End of Topic Assessment
Informal Observations	Benchmark Assessments
Convince Me! Practice Questions	• Pick a Project
Guided Practice Problems	Student Work Products
Independent Practice Problems	
 Problem Solving Problems 	
Quick Check Problems	
• Games	
• Questioning	

Learning Plan

Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

- Daily Review
- Solve and Share
- Visual Learning Bridge
- Convince Me
- Guided Practice
- Independent Practice
- Problem Solving
- Quick Check
- Reteach to Build Understanding pages
- Build Mathematical Literacy pages
- Enrichment pages
- Additional Practice Pages
- Math Centers and Games from lists below
| Math Centers and Games | | | | | |
|--|--|---|--|--|--|
| Intervention Activities | Technology Center | Activity Center | | | |
| Book tally 6-1 Our favorite pets 6-2 Make a survey, take a survey 6-3 Solve it with pictures!
6-4 Favorite farm animal 6-5 | www.SavvasRealize.com Save the word: grade 1
topics 1-4 6-1 Fluency - add and
subtract within 10 6-5 Math Tools (use for
lessons without specific
Technology Center
activity from list above) | How would you like
your eggs? 6-1 Off to a good start 6-2 Phone fun 6-4 Tower Power 6-5 Pick a Project
Projects should be worked on
during lessons without other
Activity Center option from list
above. Which dog is your
favorite? Is all art the same? What do you like to
wear? What can shells on the
beach look like? | | | |

	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
	Check ALL that apply –		Indicate whether these skills are:		
			• E – encouraged		
	21 st Century Themes		•	T – taught	
			• A – assessed		
				Career Ready Practices	
9.1	Personal Financial Literacy		Е	CRP1. Act as a responsible and	
				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic	
				and technical skills.	
Х	Money Management		Т	CRP3. Attend to personal health and	
				financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and	
				effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	

	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to
				make sense of problems and persevere
				in solving them.
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical
	and Preparation			leadership and effective management.
Х	Career Awareness			CRP10. Plan education and career
				paths aligned to personal goals.
	Career Exploration		Е	CRP11. Use technology to enhance
				productivity.
	Career Preparation			CRP12. Work productively in teams
	_			while using cultural global competence.
Interdisciplinary Connections				

Other standards covered:

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science: 1-PS4-4

Technology Integration

_x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

___Recognize one's own feelings and thoughts

_Recognize the impact of one's feelings and thoughts on one's own behavior

Recognize one's personal traits, strengths and limitations

Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} _Understand and practice strategies for managing one's own emotions, thoughts and behaviors

<u>x</u> Recognize the skills needed to establish and achieve personal and educational goals

<u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

 \underline{x} Recognize and identify the thoughts, feelings, and perspectives of others

- _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- <u>x</u> Develop, implement and model effective problem solving and critical thinking skills
 - Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- _____Establish and maintain healthy relationships
- _____Utilize positive communication and social skills to interact effectively with others
- _____Identify ways to resist inappropriate social pressure
- ____x_Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Topic 7	Extend the Counting Sequence
Suggested Time Frame	January

Topic 7 focuses on counting to 120, starting at any number less than 120, by 10s and 1s, reading and writing numbers to 120, and representing a number of objects with a written numerals for quantities to 120. Counting by 10s and 1s builds understanding about 2- digit numbers that will prove useful in later topics involving place value.

Desired Results

Established Goals: New Jarsey Student Learning Sta

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

Essential Questions:

How can you use what you already know about counting to count past 100?

Enduring Understandings:

Students will understand that...

- The decade numbers are built on groups of 10. The oral names are similar, but not the same as the number of tens counted.
- Counting forward by 1s to 120 follows the same place value counting rules as counting forward by 1s to two-digit numbers.
- Counting and place value patterns can be seen on a number chart.
- An open number line can be used to show counting by 10s and 1s.
- The number of objects in a group is determined by the last number said when they are counted.
- A written numeral represents the number of objects in a group.
- Counting objects by tens and then ones can help you count objects faster than counting by just ones.
- Good math thinkers look for things that repeat in a problem. They use what they learn from one problem to help them solve other problems.

Skills:

Students will be able to ...

- Count by tens to 120.
- Count by ones to 120.
- Count on a number chart to 120.
- Find number patterns on a number chart.

- Count to 120 using an open number line.
- Write numerals to show how many objects are in a group.
- Find better and faster ways to solve problems.

Topic Vocabulary		
Key Vocabulary:	• 100 chart	
	Tens digit	
	• Row	
	Ones digit	
	• Column	

Assessment Evidence				
Formative Assessment(s) and Evidence of	Summative Assessment(s) and			
Learning:	Performance Task(s):			
Assessment Check-In	• End of Topic Assessment			
Informal Observations	Benchmark Assessments			
Convince Me! Practice Questions	• Pick a Project			
Guided Practice Problems	Student Work Products			
Independent Practice Problems				
 Problem Solving Problems 				
Quick Check Problems				
• Games				
• Questioning				
-				

Learning Plan

Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

- Daily Review
- Solve and Share
- Visual Learning Bridge
- Convince Me
- Guided Practice
- Independent Practice
- Problem Solving
- Quick Check
- Reteach to Build Understanding pages
- Build Mathematical Literacy pages
- Enrichment pages

- Additional Practice PagesMath Centers and Games from lists below

Math Centers and Games						
Intervention Activities Multiples of 10 7-1 Count it 7-2 Missing numbers 7-3 Count it 7-4 Keep jumping! 7-5, Place value partners 7-6 Pag of buttons 7-7	Math Centers and GamesTechnology Centerwww.SavvasRealize.com• Gobbling Globs - ones and tens 7-1, 7-4, 7-5• Fluency - add and subtract within 10 7-7• Math Tools (use for lessons without specific	Activity Center • What's my number? 7 - 3 • Learning to sing! 7-4 • Count the babies! 7-6 • Counting on with Critters 7-7				
• Bag of buttons /-/	Technology Center activity from list above)	 <u>Pick a Project</u> Projects should be worked on during lessons without other Activity Center option from list above. Where do you see stickers? When do you keep score? How did they make that? 				

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	21 st Century Themes		•	T – taught	
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				Career Ready Practices	
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and	
				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic	
X	Money Management		Т	CRP3 Attend to personal health and	
21				financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and	
				effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to	
				make sense of problems and persevere	
				in solving them.	
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical	
	and Preparation			leadership and effective management.	
X	Career Awareness			CRP10. Plan education and career	
				paths aligned to personal goals.	
	Career Exploration		E	CRP11. Use technology to enhance	
				productivity.	
	Career Preparation			CRP12. Work productively in teams	
	while using cultural global competence.				
	Interdisciplinary Connections				
1 Otha	pr standards covered.				

dards covered:

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Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
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- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
 - _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
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Responsible Decision Making

<u>x</u> Develop, implement and model effective problem solving and critical thinking skills

- Identify the consequences associated with one's action in order to make constructive choices
- ____Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- _____Ēstablish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Identify who, when, where, or how to seek help for oneself or others when needed

Topic 8	Understanding Place Value
Suggested Time Frame	January

Topic a develops the concept of tens and ones, which is a key foundation of the base 10 number system. This topic strengthens students' understanding of the place value system and prepares them for two digit addition and subtraction.

Desired Results

Established Goals: New Jersey Student Learn

New Jersey Student Learning Standards for Mathematics (NJSLS) 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and

- write numerals and represent a number of objects with a written numeral.
 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of
- tens and ones. Understand the following as special cases:

Essential Questions:

How can you count an ad using tens and ones?

Enduring Understandings:

Students will understand that...

- Numbers can be used to tell how many.
- Numbers 11 through 19 can be shown as a group of 10 and up to 9 more; they can be written as a number word.
- The decade numbers to 100 are built on groups of 10. new line when there are only tens, counting by tens can be used to find how many there are in all.
- When objects are grouped and sets of tens and leftovers (ones), counting the groups of tens and adding ones tells how many there are in all.
- Numbers can be used to tell how many.
- In a standard numeral, the tens are written to the left of the ones.
- A drawing can show how many tens and ones there are in a number.
- Numbers can be named in many ways.
- Good math thinkers look for patterns in math to help solve problems.

Skills:

Students will be able to...

- Read and write numbers 11 to 19
- Show groups of 10 with connecting cubes.
- Group tens to solve problems.
- Count tens and ones to find two digit number.
- Use drawings to solve problems with tens and ones. new line decompose numbers in multiple ways. new line

• Use tens and ones to make numbers in different ways.

Topic Vocabulary			
Key Vocabulary:	 Tens Ones Break apart 		

Assessment Evidence				
Formative Assessment(s) and Evidence of	Summative Assessment(s) and			
Learning:	Performance Task(s):			
Assessment Check-In	• End of Topic Assessment			
Informal Observations	Benchmark Assessments			
Convince Me! Practice Questions	• Pick a Project			
Guided Practice Problems	Student Work Products			
Independent Practice Problems				
Problem Solving Problems				
Quick Check Problems				
• Games				
Questioning				
-				

Learning Plan

Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

- Daily Review
- Solve and Share
- Visual Learning Bridge
- Convince Me
- Guided Practice
- Independent Practice
- Problem Solving
- Quick Check
- Reteach to Build Understanding pages
- Build Mathematical Literacy pages
- Enrichment pages
- Additional Practice Pages
- Math Centers and Games from lists below

Math Centers and Games				
Intervention Activities	Technology Center	Activity Center		
 Frame It 8-1 Counting by Tens 8-2 Counting Pencils 8-3 Reverse Numerals 8-4 Mysterious Numbers 8-5 Let's Trade 8-6 Build with Beans 8-7 	 www.SavvasRealize.com Gobbling Globs- Ones and Tens 8-2, 8-4, 8-5 Save the Word: Grade 1 Topics 1-8 8-7 Math Tools (use for lessons without specific Technology Center activity from list above) 	 Earth's Seasons 8-3 What Do You Eat? 8-4 Fun in the Sun 8-5 How Many Shark Teeth? 8-7 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above. What do you put on your hot dog? What's your favorite color? Can you eat a tiger? Which sea creatures have 10 legs? 		

	In this unit plan, the following 21st Century Life and Careers skills are addressed:					
	Check ALL that apply –		Indicate whether these skills are:			
			•	E – encouraged		
	21 st Century Themes		•	T – taught		
			•	A – assessed		
				Career Ready Practices		
9.1	Personal Financial Literacy		Е	CRP1. Act as a responsible and		
				contributing citizen and employee.		
	Income and Careers		TA	CRP2. Apply appropriate academic and technical skills.		
X	Money Management		Т	CRP3. Attend to personal health and financial well-being.		
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.		
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.		
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.		
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.		
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.		
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.		
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.		
	Career Exploration		Е	CRP11. Use technology to enhance productivity.		
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.		
	Interdisciplinary Connections					
Other standards covered:						

Other standards covered:

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science: 1-ESS1-2

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ____Recognize one's own feelings and thoughts
- ____Recognize the impact of one's feelings and thoughts on one's own behavior
- ____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
 - <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
 - _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

<u>x</u> Develop, implement and model effective problem solving and critical thinking skills

Identify the consequences associated with one's action in order to make constructive choices Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Identify who, when, where, or how to seek help for oneself or others when needed

Topic 9	Compare Two-Digit Numbers
Suggested Time Frame	February

In topic 10, students use their understanding of face value to compare 2 digit numbers. This topic, along with topic 8, strengthens students' understanding of the place value system and prepares them for two digit addition and subtraction.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
- 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Essential Questions:

What are ways to compare numbers to 120?

Enduring Understandings:

Students will understand that...

- One more, one less, 10 more, and 10 less Express a relationship between two numbers.
- Place value relationships can be represented on 100 chart.
- For two digit numbers, the number with more tens is greater. if the two numbers have an equal number of tens, and the number with more ones is greater.
- For any two digit number shown on a number line, the numbers to its left are less than the number, and the numbers to its right are greater than the number.
- Good math thinkers know what the problem is about. they have a plan to solve it. they keep trying if they get stuck.

Skills:

Students will be able to ...

- Find numbers that are more or less than a given number.
- Use a hundreds chart to find one more, one less, and 10 more, 10 less.
- Use place value blocks to compare two digit numbers.
- Compare two numbers using a greater than, a less than, or an equal to sign.
- Compare and write two digit numbers that are greater than or less than other two digit numbers.
- Makes sense of a problem and find the best way to solve it.

Topic Vocabulary				
Key Vocabulary:	LessCompare			
 Greater than (>) Less than (<) 				

Assessment Evidence					
Formative Assessment(s) and Evidence of	Summative Assessment(s) and				
Learning:	Performance Task(s):				
Assessment Check-In	• End of Topic Assessment				
Informal Observations	Benchmark Assessments				
Convince Me! Practice Questions	• Pick a Project				
Guided Practice Problems	Student Work Products				
 Independent Practice Problems 					
 Problem Solving Problems 					
Quick Check Problems					
• Games					
Questioning					

Learning Plan

Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

- Daily Review
- Solve and Share
- Visual Learning Bridge
- Convince Me
- Guided Practice
- Independent Practice
- Problem Solving
- Quick Check
- Reteach to Build Understanding pages
- Build Mathematical Literacy pages
- Enrichment pages
- Additional Practice Pages
- Math Centers and Games from lists below

Math Centers and Games

 Intervention Activities More and Less 9-1 Moving on the Hundred Chart 9-2 Placing Numbers 9-3 Comparing Numbers 9-4 Left is Less 9-5 Guess My Birthday 9-6 	 Technology Center www.SavvasRealize.com Launch that Sheep- Add and Subtract 1, 2, 5, 10 9-1, 9-5 Fluency- Add and Subtract within 10 9-6 Math Tools (use for lessons without specific Technology Center 	Activity Center• What are Watts? 9-1• Find the Treasure 9-3• Ahoy, Matey 9-4• Lights of Many Colors 9-6Pick a Project Projects should be worked on during lessons without other
9-4	Subtract within 10 9-6	, , , , , , , , , , , , , , , , , , , ,
• Left is Less 9-5	• Math Tools (use for	Pick a Project
• Guess My Birthday 9-6	lessons without specific	Projects should be worked on
	activity from list above)	Activity Center option from list
		above.
		• How hot can it get?
		• Where did they all come
		from?
		• How was that made?

	In this unit plan, the following 21st Century Life and Careers skills are addressed:					
	Check ALL that apply –			Indicate whether these skills are:		
			•	E – encouraged		
	21 st Century Themes		•	T – taught		
			•	A – assessed		
				Career Ready Practices		
9.1	Personal Financial Literacy		Е	CRP1. Act as a responsible and		
	Income and Caroora		ТА	CDD2 A naly engrapriate academic		
	Income and Careers		IA	and technical skills.		
Х	Money Management		Т	CRP3. Attend to personal health and		
				financial well-being.		
	Credit and Debt Management		ETA	CRP4. Communicate clearly and		
				effectively and with reason.		
	Planning, Saving, and Investing			CRP5. Consider the environmental,		
				social and economic impacts of		
				decisions.		
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and		
				innovation.		
	Civic Financial Responsibility			CRP7. Employ valid and reliable		
				research strategies.		
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to		
				make sense of problems and persevere		
				in solving them.		
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical		
	and Preparation			leadership and effective management.		
Χ	Career Awareness			CRP10. Plan education and career		
				paths aligned to personal goals.		

Career Exploration		Е	CRP11. Use technology to enhance	
			productivity.	
Career Preparation			CRP12. Work productively in teams	
			while using cultural global competence.	
Interdiscip	lin	ary Con	inections	
Other standards covered:				
NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate				
content presented in diverse media and formats, including visually and quantitatively, as well				
as in words.				
NJ Learning Standards for Science: 1-PS4-3				

Technology Integration

_x__8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- Recognize one's own feelings and thoughts
- _____Recognize the impact of one's feelings and thoughts on one's own behavior

Recognize one's personal traits, strengths and limitations

Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u>_Recognize the skills needed to establish and achieve personal and educational goals
- <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- \underline{x} Recognize and identify the thoughts, feelings, and perspectives of others
- _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- <u>x</u> Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- _____Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- _____Establish and maintain healthy relationships
- _____Utilize positive communication and social skills to interact effectively with others
- _____Identify ways to resist inappropriate social pressure
- ____x_Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Topic 10	Use Models and Strategies to Add Tens and Ones
Suggested Time Frame	February

Topic 10 focuses on adding a 2 digit number to A1 digit or two digit number as students add within 100. Students find answers using concrete models, drawings, properties of operations, and strategies based on place value.Written methods are related to strategies, with an expectation that students can explain the reasoning used.

Desired Results

Established Goals: New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 1.NBT.C.4 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 concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Essential Questions:

What are ways to use 10s and ones to add?

Enduring Understandings:

Students will understand that...

- Adding groups of 10 is similar to adding groups of less than 10.
- When adding tens to a two digit number, the tens digit changes. the ones digit remains unchanged.
- When a two digit number is added to a 1 digit number, the ones are added to the ones.
- When a two digit number is added to a multiple of 10, the 10s are added to the 10s.
- When a two digit number is added to a one-digit number, the ones are added to the ones and sometimes it is necessary to compose a 10.
- The tens are added to the tens.
- You can use different strategies to solve addition problems.
- Good math thinkers use math they know to solve and show problems.

Skills:

Students will be able to...

- Add 2 multiples of 10.
- Use mental math to add 10s to two 2-digit numbers.
- Use 100 chart to add 10s and ones.
- Use a number line to solve addition problems.

- Solve addition problems by using blocks or drawings.
- Make a ten to help solve addition problems.
- Add two 2-digit numbers.
- Solve addition problems using different strategies.
- Model and solve problems by drawing a picture and writing an equation.

Topic Vocabulary			
Key Vocabulary:	• None		

Assessment Evidence					
Formative Assessment(s) and Evidence of	Summative Assessment(s) and				
Learning:	Performance Task(s):				
Assessment Check-In	• End of Topic Assessment				
Informal Observations	Benchmark Assessments				
Convince Me! Practice Questions	• Pick a Project				
Guided Practice Problems	Student Work Products				
Independent Practice Problems					
Problem Solving Problems					
Quick Check Problems					
• Games					
Questioning					

Learning Plan

Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

- Daily Review
- Solve and Share
- Visual Learning Bridge
- Convince Me
- Guided Practice
- Independent Practice
- Problem Solving
- Quick Check
- Reteach to Build Understanding pages
- Build Mathematical Literacy pages
- Enrichment pages

- Additional Practice PagesMath Centers and Games from lists below

Math Centers and Games							
Intervention Activities• Ones and Tens 10-1• Add Ten 10-2• Tens and Some More 10-3• Keep Jumping 10-4	Math Centers and Games <u>Technology Center</u> www.SavvasRealize.com • Gobbling Globs- Ones and Tens 10-5, 10-7, 10-8 • Save the Word: Grade 1	Activity Center • Flower Power 10-2 • In the Stars 10-3 • Bursting with Blossoms 10-4 • Picture the Stars 10-5					
 Adding Tens 10-5 Yes or No? 10-6 Can You Make 10? 10-7 Choose Your Tool! 10-8, 10-9 	 Surve the world. Order 1 Topics 1-8 Math Tools (use for lessons without specific Technology Center activity from list above) 	 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above. Has anyone ever called you the wrong name? What is as colorful as a butterfly? What would life be like 					
		without bones?Have you ever aimed at a target?					

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	Check ALL that apply –			Indicate whether these skills are:		
			•	E – encouraged		
	21 st Century Themes		•	T – taught		
			•	A – assessed		
				Career Ready Practices		
9.1	Personal Financial Literacy		Е	CRP1. Act as a responsible and		
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	Income and Careers		TA	CRP2. Apply appropriate academic and technical skills.		
Х	Money Management		Т	CRP3. Attend to personal health and financial well-being		
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.		
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.		
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.		
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.		
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.		
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.		
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.		
	Career Exploration		Е	CRP11. Use technology to enhance productivity.		
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.		
	Interdisciplinary Connections					

Other standards covered:

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science:

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

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- Teacher Websites
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- ____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
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Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
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- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

<u>x</u> Develop, implement and model effective problem solving and critical thinking skills

Identify the consequences associated with one's action in order to make constructive choices Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- _____x_Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

Identify who, when, where, or how to seek help for oneself or others when needed

Topic 11	Use Models and Strategies to Subtract Tens
Suggested Time Frame	March

Topic 11 focuses on subtracting multiples of 10 less than 100. Students find answers using concrete models, drawings, properties of operations, and strategies based on place value. Written methods are related to strategies, with an expectation that students can explain the reasoning used.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 1.NBT.C.4 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 concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Essential Questions:

How can I use what I know about subtraction to subtract tens?

Enduring Understandings:

Students will understand that...

- Subtracting a multiple of 10 from another multiple of 10 is similar to subtracting numbers less than 10.
- Subtracting multiples of 10 is like counting back by 10s.
- You can show how to subtract a multiple of 10 from another multiple of 10 on 100 chart.
- You can show how to subtract a multiple of 10 from another multiple of 10 on an open number line.
- Addition and subtraction have an inverse relationship. this relationship can be used to solve subtraction equations; every subtraction equation has a related addition equation.
- When subtracting 10 from a two digit number, the tens digit changes. the ones digit remains unchanged.
- You can use different strategies to solve subtraction problems.

• Good math thinkers use math they know to show and solve problems.

Skills:

Students will be able to...

- Use models to subtract 10s.
- Use 100 chart to subtract a multiple of 10 from another multiple of 10. new line Use an open number line to solve subtraction problems.
- Use addition to subtract 10s.
- Use Mental Math to subtract 10 from a two digit number.
- Use different strategies to subtract.
- Model thinking to solve problems.

Topic Vocabulary				
Key Vocabulary:	• None			

Assessme	nt Evidence
Formative Assessment(s) and Evidence of	Summative Assessment(s) and
Learning:	Performance Task(s):
Assessment Check-In	• End of Topic Assessment
Informal Observations	Benchmark Assessments
Convince Me! Practice Questions	• Pick a Project
Guided Practice Problems	Student Work Products
Independent Practice Problems	
Problem Solving Problems	
Quick Check Problems	
• Games	
Questioning	
-	

Learning Plan

Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

- Daily Review
- Solve and Share
- Visual Learning Bridge
- Convince Me
- Guided Practice

 Independent Practice Problem Solving Quick Check Reteach to Build Understandi 	ng pages				
Build Mathematical Literacy pages					
 Enrichment pages Additional Practice Pages 					
 Math Centers and Games from 	n lists below				
	Math Centers and Games				
 Intervention Activities Using Rods 11-1 My Favorite Number 11-2 Hop To It! 11-3 Addition Helps Subtraction 11-4 Taking Tens 11-5 Find Your Way! 11-6 Use Models 11-7 	 Technology Center www.SavvasRealize.com Amazing Savings 11-3 Launch that Sheep- Add and Subtract 1, 2, 5, 10 11-6 Math Tools (use for lessons without specific Technology Center activity from list above) 	 Activity Center Terrific Tools 11-3 Building Strong Bones 11-4 Tools Everywhere 11-5 Farmers Market 11-6 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above. Have you ever looked closely at money? Where are baby sea turtles born? What's your favorite flavor of smoothie? 			

	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – Indicate whether these skills are:				te whether these skills are:	
			•	E – encouraged	
21 st Century Themes			•	T – taught	
				A – assessed	
				Career Ready Practices	
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and	
				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic	
				and technical skills.	
Х	Money Management		Т	CRP3. Attend to personal health and	
				financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and	
				effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to	
				make sense of problems and persevere	
				in solving them.	
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical	
	and Preparation			leadership and effective management.	
X	Career Awareness			CRP10. Plan education and career	
				paths aligned to personal goals.	
	Career Exploration		E	CRP11. Use technology to enhance	
				productivity.	
	Career Preparation			CRP12. Work productively in teams	
				while using cultural global competence.	
	Interdisciplinary Connections				
Other standards covered:					

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science: K-2-ETS1-1, K-2-ETS1-2

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ____Recognize one's own feelings and thoughts
- ____Recognize the impact of one's feelings and thoughts on one's own behavior
- ____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
 - <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
 - _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

<u>x</u> Develop, implement and model effective problem solving and critical thinking skills

Identify the consequences associated with one's action in order to make constructive choices Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Identify who, when, where, or how to seek help for oneself or others when needed

Topic 12	Measure Lengths
Suggested Time Frame	March

topic 12 focuses on just one measurable attribute of an object: length. Students develop an understanding of length by comparing and ordering objects to determine which is shortest and longest. Students also use different tools to measure the length of objects.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Essential Questions:

What are ways to measure how long an object is?

Enduring Understandings:

Students will understand that...

- Objects can be compared and ordered by length.
- Two objects can be compared indirectly by comparing both to a third object.
- Measurement is a process of comparing a unit to the object being measured.
- The length of any object can be used as a measurement unit for length.
- Good math thinkers know how to pick the right tools to solve math problems.

Skills:

Students will be able to...

- Order objects by length.
- Indirectly compare objects by length.
- You small same size objects to measure length.
- Choose an appropriate tool and use it to measure the length of a given object.

Topic Vocabulary		
Key Vocabulary:	• Length	
	• Longer	
	• Longest	
	• Shorter	
	• Shortest	

• Measure

Assessment Evidence				
Formative Assessment(s) and Evidence of	Summative Assessment(s) and			
Learning:	Performance Task(s):			
Assessment Check-In	• End of Topic Assessment			
Informal Observations	Benchmark Assessments			
Convince Me! Practice Questions	• Pick a Project			
Guided Practice Problems	Student Work Products			
Independent Practice Problems				
 Problem Solving Problems 				
Quick Check Problems				
• Games				
Questioning				
_				

	Learning Plan	
	Suggested Learning Activitie	S
For Each Topic		
Topic Opener Activity		
• Pick a Project		
• 3-Act Math		
For each lesson		
Daily Review		
• Solve and Share		
Visual Learning Bridge		
Convince Me		
Guided Practice		
Independent Practice		
Problem Solving		
Quick Check		
• Reteach to Build Understand	ling pages	
• Build Mathematical Literacy	v pages	
• Enrichment pages		
Additional Practice Pages		
• Math Centers and Games from	om lists below	
	Math Centers and Games	
Intervention Activities	Technology Center	Activity Center
Order Objects 12-1	www.SavvasRealize.com	• Glowworm Math 12-1
• Length Around the	• Fluency- Add and	Animal Lengths 12-2
Classroom 12-2	Subtract within 10 12-1,	• Goats Everywhere 12-4
• Measure It! 12-3	12-2	

 Strings and Things 12-4 Math Tools (use for lessons without specific Technology Center activity from list above) <u>Pick a Project</u> Projects should be worked on during lessons without other Activity Center option from list above. Have you ever seen a
 real castle? Have you ever seen a leaf this big? How can you measure without using a ruler or tape measure? Where would you like to go comping?

	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –			Indicate whether these skills are:		
			•	E – encouraged	
21 st Century Themes			•	T – taught	
			•	A – assessed	
				Career Ready Practices	
9.1	Personal Financial Literacy		Е	CRP1. Act as a responsible and	
	-			contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic	
				and technical skills.	
Χ	Money Management		Т	CRP3. Attend to personal health and	
				financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and	
	_			effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to	
				make sense of problems and persevere	
				in solving them.	
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical	
	and Preparation			leadership and effective management.	
Χ	Career Awareness			CRP10. Plan education and career	
				paths aligned to personal goals.	

Career Exploration		Е	CRP11. Use technology to enhance
			productivity.
Career Preparation			CRP12. Work productively in teams
			while using cultural global competence.
Interdisciplinary Connections			
Other standards covered:			
NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate			
content presented in diverse media and formats, including visually and quantitatively, as well			
as in words.			
NJ Learning Standards for Science: 1-PS4-2			

Technology Integration

_x__8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

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All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ____Recognize one's own feelings and thoughts
- _____Recognize the impact of one's feelings and thoughts on one's own behavior

Recognize one's personal traits, strengths and limitations

_____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- <u>x</u>_Recognize the skills needed to establish and achieve personal and educational goals
- <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- \underline{x} Recognize and identify the thoughts, feelings, and perspectives of others
- _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- <u>x</u> Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

- Establish and maintain healthy relationships
- _____Utilize positive communication and social skills to interact effectively with others
- _____Identify ways to resist inappropriate social pressure
- ____x_Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Topic 13	Time and Money
Suggested Time Frame	April

Overview/ Rationale of Unit

Topic 13 focuses on two major concepts: money and time. Students identify and combine values of money in cents up to \$1.00 and compute the value of combinations of pennies and/or dimes. Students are also introduced to telling and writing times to the hour and half hour using both analog and digital clocks.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
- 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Essential Questions:

What are the values of coins, and what are some different ways to tell time?

Enduring Understandings:

Students will understand that...

- The value of each coin varies.
- Each coin has a different value.
- The different values mean that it takes a different combination of each coin to make \$1.00.
- The value of a group of pennies and dimes can be found by counting on by 10s and ones.
- The hour hand tells the hour, and the minute hand tells the number of minutes before or after the hour when telling time on a clock.
- Time to the hour can be shown on an analog clock or on a digital clock and can be written in two ways: _ o'clock or _:00.
- Time can be given to the half hour.
- Good math thinkers know how to think about words and numbers to solve problems.

Skills:

Students will be able to...

• Tell the value of a penny, nickel, dime, and quarter.

- Tell how much a group of coins is worth.
- Tell time to the hour.
- Tell time to the hour using analog and digital clocks.
- Tell time to the half hour.
- Use reasoning to tell and write time.

Topic Vocabulary			
Key Vocabulary:	• Cent		
	• Dime		
	• Dollar		
	• Nickel		
	• Quarter		
	• Penny		
	• Hour		
	• Hour hand		
	• Minute		
	Minute hand		
	• O'clock		
	• Half hour		

Assessment Evidence			
Formative Assessment(s) and Evidence of	Summative Assessment(s) and		
Learning:	Performance Task(s):		
Assessment Check-In	• End of Topic Assessment		
Informal Observations	Benchmark Assessments		
Convince Me! Practice Questions	• Pick a Project		
Guided Practice Problems	Student Work Products		
Independent Practice Problems			
 Problem Solving Problems 			
Quick Check Problems			
• Games			
Questioning			

Learning Plan Suggested Learning Activities

For Each Topic...

- Topic Opener Activity
- Pick a Project
- 3-Act Math

For each lesson...

• Daily Review

- Visual Learning Bridge
- Convince Me
- Guided Practice
- Independent Practice
- Problem Solving
- Quick Check
- Reteach to Build Understanding pages

- Receach to Bund Onderstanding pages
 Build Mathematical Literacy pages
 Enrichment pages
 Additional Practice Pages
 Math Centers and Games from lists below

Math Centers and Games					
Intervention Activities	Technology Center	Activity Center			
 Coin Collectors 13-1 Counting On Coins 13-2 What Time is It? 13-3 Match My Time 13-4 Half Past 13-5 Our Class Schedule 13-6 	 www.SavvasRealize.com Save the Word: Grade 1 Topics 1-12 Fluency - Add and Subtract within 10 13-6 Math Tools (use for lessons without specific Technology Center activity from list above) 	 Time for Math! 13-3 Musical Vibration 13-4 On the A-Train 13-5 A Musical Afternoon 13-6 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above. What are your favorite library books? Where did all these coins come from? Would you like to work in a store? 			

]	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
	Check ALL that apply –		Indicate whether these skills are:		
			• E – encouraged		
	21 st Century Themes		• T – taught		
			• A – assessed		
			Career Ready Practices		
9.1	Personal Financial Literacy		E CRP1. Act as a responsible and		
			contributing citizen and employee.		
	Income and Careers		TA CRP2. Apply appropriate academic		
			and technical skills.		
Х	Money Management		Т	CRP3. Attend to personal health and	
			financial well-being.		

	Credit and Debt Management		ETA	CRP4. Communicate clearly and		
				effectively and with reason.		
	Planning, Saving, and Investing			CRP5. Consider the environmental,		
				social and economic impacts of		
				decisions.		
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and		
				innovation.		
	Civic Financial Responsibility			CRP7. Employ valid and reliable		
				research strategies.		
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to		
				make sense of problems and persevere		
				in solving them.		
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical		
	and Preparation			leadership and effective management.		
Х	Career Awareness			CRP10. Plan education and career		
				paths aligned to personal goals.		
	Career Exploration		Е	CRP11. Use technology to enhance		
	_			productivity.		
	Career Preparation			CRP12. Work productively in teams		
				while using cultural global competence.		
	Interdiscip	olin	ary Cor	inections		
Other standards covered:						

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science: 1-PS4-1

Technology Integration

_x__8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ____Recognize one's own feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- _____Recognize one's personal traits, strengths and limitations
- _____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u> Recognize the skills needed to establish and achieve personal and educational goals
- <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- \underline{x} Recognize and identify the thoughts, feelings, and perspectives of others
- _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- <u>x</u> Develop, implement and model effective problem solving and critical thinking skills
 - Identify the consequences associated with one's action in order to make constructive choices
- _____Evaluate personal, ethical, safety and civic impact of decisions

- _____Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure
- _____x_Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

_Identify who, when, where, or how to seek help for oneself or others when needed

Topic 14	Reason with Shapes and Their Attributes
Suggested Time Frame	May

Overview/ Rationale of Unit

Topic 14 deepens students' understanding of defining and non-defining attributes of two-dimensional and three-dimensional shapes. Students put together various shapes to create composite shapes, and then use the composite shapes to create new shapes.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
- 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.A.2 Compose 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.

Essential Questions:

How can you define shapes and compose new shapes?

Enduring Understandings:

Students will understand that...

- Two dimensional shapes have attributes that Define them and make them different from one another. These properties can be used to create shapes.
- Two dimensional shapes can be combined to make new two-dimensional shapes.
- Three dimensional shapes have attributes that Define them and make them different from one another.
- Three-dimensional shapes can be combined to form other three-dimensional shapes or shapes of common everyday objects.
- Good math thinkers know what the problem is about. they have a plan to solve it. they keep trying if they get stuck.

Skills:

Students will be able to ...

- Use attributes to describe shapes.
- Define 2D shapes by their attributes.
- Use different materials to make shapes.
- Put shapes together to make another shape.
- You shapes to make different shapes.
- Define 3D shapes by their number of edges, vertices, and faces or flat surfaces.
- Choose the defining attributes of 3D shapes.
- Put 3D shapes together to make another 3D shape.
- Find differences among various shapes.

	Topic Vocabulary			
Key Vocabulary:	• Triangle			
	• Hexagon			
	• 2-D shapes			
	• Attributes			
	• Sides			
	• Vertices			
	• Rectangle			
	• Square			
	• Three-dimensional shapes			
	• Flat surfaces			
	• Cylinder			
	• Cone			
	• Cube			
	• Rectangular prism			
	• Edges			
	• Faces			
	• Sphere			

Assessment Evidence				
Formative Assessment(s) and Evidence of	Summative Assessment(s) and			
Learning:	Performance Task(s):			
Assessment Check-In	• End of Topic Assessment			
Informal Observations	Benchmark Assessments			
Convince Me! Practice Questions	• Pick a Project			
Guided Practice Problems	Student Work Products			
Independent Practice Problems				
Problem Solving Problems				
Quick Check Problems				
• Games				
Questioning				
-				

Learning Plan					
Suggested Learning Activities					
 For Each Topic Topic Opener Activity Pick a Project 3-Act Math 					
 For each lesson Daily Review Solve and Share Visual Learning Bridge Convince Me Guided Practice Independent Practice Problem Solving Quick Check Reteach to Build Understanding Build Mathematical Literacy point Enrichment pages Additional Practice Pages Math Centers and Games from 	ng pages pages n lists below				
	Moth Contons and Comes				
Intervention Activities• Forming Shapes 14-1• Sort it Out 14-2• Guess the Shape 14-3• Team Tracing 14-4• Making Shapes 14-5• Guess the 3-D Shape 14-6• Name that Shape 14-7• Shape Hunt! 14-8• Clue Checklist 14-9	 Math Centers and Games <u>Technology Center</u> <u>www.SavvasRealize.com</u> Save the Word: Grade 1 Topics 1-12 Fluency- Add and Subtract Within 10 14-7 Amazing Savings 14-8 Math Tools (use for lessons without specific Technology Center activity from list above) 	 Activity Center Complete the Kitchen 14-1 Let's Visit Shape Park 14-3 Building with Shapes 14-4 All Kinds of Parks 14-6 Pick a Project Projects should be worked on during lessons without other Activity Center option from list above. Have you ever seen a building this crooked? Where can you see your reflection? How can lots of little tiles make one big piece of art? 			

	•	What is a robot?
-		

	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –			Indicate whether these skills are:		
			• E – encouraged		
21 st Century Themes			• T – taught		
-			•	A – assessed	
				Career Ready Practices	
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and	
				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic	
				and technical skills.	
Х	Money Management		Т	CRP3. Attend to personal health and	
				financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and	
				effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to	
				make sense of problems and persevere	
				in solving them.	
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical	
	and Preparation			leadership and effective management.	
Х	Career Awareness			CRP10. Plan education and career	
				paths aligned to personal goals.	
	Career Exploration		E	CRP11. Use technology to enhance	
				productivity.	
	Career Preparation			CRP12. Work productively in teams	
				while using cultural global competence.	
	Interdisciplinary Connections				

Other standards covered:

NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJ Learning Standards for Science: K-2-ETS1-2

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking -Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

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_____Recognize one's own feelings and thoughts

- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations

_____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} _Understand and practice strategies for managing one's own emotions, thoughts and behaviors

<u>x</u> Recognize the skills needed to establish and achieve personal and educational goals

<u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- <u>x</u> Recognize and identify the thoughts, feelings, and perspectives of others
- _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- <u>x</u> Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- _____Evaluate personal, ethical, safety and civic impact of decisions

- _____Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- ____x_Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Topic 15	Equal Shares of Circles and Rectangles
Suggested Time Frame	June

Overview/ Rationale of Unit

Topic 15 begins a conceptual foundation for fractions. It focuses on partitioning circles and rectangles into 2 or 4 equal shares.

Desired Results

Established Goals:

New Jersey Student Learning Standards for Mathematics (NJSLS)

- 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.A.2 Compose 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.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares 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 shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Essential Questions:

What are some different names for equal shares?

Enduring Understandings:

Students will understand that...

- A shape can be divided into equal size shares in different ways.
- Shapes can be divided into equal parts called halves and quarters, or fourths.
- When dividing a hole into equal pieces, the smaller the pieces, the greater the number of pieces; the larger the piece is, the fewer the number of pieces.
- good math thinkers use math they know to show and solve problems.

Skills:

Students will be able to ...

- Determine whether shapes are divided into equal shares.
- Divide shapes into two and four equal shares and use words to describe those shares.
- Understand that more equal shares of the same hole creates smaller shares.
- Make a drawing or diagram to show a problem about equal shares.

Topic Vocabulary			
Key Vocabulary:	• Equal shares		

• Halves
• Fourths
• Quarters

Assessme	nt Evidence		
Formative Assessment(s) and Evidence of	Summative Assessment(s) and		
Learning:	Performance Task(s):		
Assessment Check-In	• End of Topic Assessment		
Informal Observations	Benchmark Assessments		
Convince Me! Practice Questions	• Pick a Project		
Guided Practice Problems	Student Work Products		
Independent Practice Problems			
Problem Solving Problems			
Quick Check Problems			
• Games			
Questioning			

Learning Plan				
Suggested Learning Activities				
For Each Topic				
Topic Opener Activity				
• Pick a Project				
• 3-Act Math				
For each lesson				
• Daily Review				
• Solve and Share				
Visual Learning Bridge				
Convince Me				
Guided Practice				
Independent Practice				
Problem Solving				
Quick Check				
Reteach to Build Understandi	ng pages			
Build Mathematical Literacy pages				
Enrichment pages				
Additional Practice Pages				
Math Centers and Games from lists below				
Math Centers and Games				
Intervention Activities	Technology Center	Activity Center		
• Equal Parts 15-1 www.SavvasRealize.com • Let's Eat 15-1				
• Matching Shapes 15-2				

 Sizing Up Equal Shares 15-3 The 4 of You 15-4 	 Save the Word Grade 1 Topics 1-15 Math Tools (use for lessons without specific Technology Center activity from list above) 	 Wagons and Wheels 15-2 Hello Up There! 15-3 <u>Pick a Project</u> Projects should be worked on during lessons without other Activity Center option from list above. Design and Play a Game Create Your Own Square Dance Make a Pair of Spinners

]	In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply –			Indicate whether these skills are:		
			• E – encouraged		
	21 st Century Themes		• $T-taught$		
			•	A – assessed	
				Career Ready Practices	
9.1	Personal Financial Literacy		Е	CRP1. Act as a responsible and	
				contributing citizen and employee.	
	Income and Careers		TA	CRP2. Apply appropriate academic	
				and technical skills.	
Х	Money Management		Т	CRP3. Attend to personal health and	
				financial well-being.	
	Credit and Debt Management		ETA	CRP4. Communicate clearly and	
				effectively and with reason.	
	Planning, Saving, and Investing			CRP5. Consider the environmental,	
				social and economic impacts of	
				decisions.	
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and	
				innovation.	
	Civic Financial Responsibility			CRP7. Employ valid and reliable	
				research strategies.	
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to	
				make sense of problems and persevere	
				in solving them.	
9.2	Career Awareness, Exploration,			CRP9. Model integrity, ethical	
	and Preparation			leadership and effective management.	
Χ	Career Awareness			CRP10. Plan education and career	
				paths aligned to personal goals.	

	Е	CRP11. Use technology to enhance		
		productivity.		
		CRP12. Work productively in teams		
		while using cultural global competence.		
Interdisciplinary Connections				
Other standards covered:				
NJ Learning Standards for English Language Arts: NJSLSA.R7. Integrate and evaluate				
content presented in diverse media and formats, including visually and quantitatively, as well				
as in words.				
NJ Learning Standards for Science: K-2-ETS1-2				
	lin ua ori	E linary Con uage Arts: Tormats, inc -ETS1-2		

Technology Integration

x_8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- Student Websites
- Teacher Websites
- SMART board

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ____Recognize one's own feelings and thoughts
- _____Recognize the impact of one's feelings and thoughts on one's own behavior

_____Recognize one's personal traits, strengths and limitations

_____Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

 \underline{x} _Understand and practice strategies for managing one's own emotions, thoughts and behaviors

- <u>x</u>_Recognize the skills needed to establish and achieve personal and educational goals
- <u>x</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- \underline{x} Recognize and identify the thoughts, feelings, and perspectives of others
- _____Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- _____Demonstrate an understanding of the need for mutual respect when viewpoints differ
- _____Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- <u>x</u> Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's action in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

- Establish and maintain healthy relationships
- _____Utilize positive communication and social skills to interact effectively with others
- _____Identify ways to resist inappropriate social pressure
- ____x_Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

http://visual.merriamwebster.com/.

• Use online translator to assist students with pronunciation: <u>http://www.reverso.net/text_translation.aspx?lang=EN</u>.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater

- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:

http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.

• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <u>http://www.adlit.org/strategies/22371/</u>.