



# Stafford Township School District

## Mathematics Curriculum Grade 1

Adopted: 08/17/2017

Updated: 01/09/2019, 01/06/2020, 8/3/2021 (Envisions), 09/12/2022 (revised 2020 NJSL Interdisciplinary Standards)

## Statement of Purpose

The New Jersey Student Learning Standards for Mathematics challenges us to ensure focus, coherence, and rigor in our mathematics curriculum across all elementary grade levels. Additionally, through the Standards for Mathematical Practice, students are encouraged to develop the application of math skills while solving real world problems.

To gain a greater focus, the standards place an emphasis on fewer skills, deepening and strengthening the foundations, thus providing students with the knowledge to apply the skills to situations inside and outside of the classroom. Grades 3 – 5 focus on concepts, skills and problem solving related to multiplication and division of whole numbers and fractions. Within our curriculum, focus is maintained by building students' conceptual skills while developing the deeper understanding and real world application.

Coherence is supported by the alignment of the curriculum, instruction, and assessments. The repeated domains, within the standards, progress through the elementary grades to allow for developmentally appropriate attainment of learning outcomes. The curriculum's suggested pacing allows for the important balance of developing conceptual understanding and procedural skills. Instructional decisions are guided by the use of Board approved resources, problem-based learning and real-world applications that incorporate technology and the 21st century skills.

Rigor, as addressed in the standards, has three main components: conceptual understanding, procedural skills and fluency, and application. The curriculum has been designed with this in mind; there is a progression of skills that guide students from the conceptual phase to the application component. Each understanding of the concepts applies to a relevant, real world experience. The Standards for Mathematical Practice guide educators in helping students develop "processes and proficiencies" through problem solving, reasoning and proof, communication, representations, and connections, adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition. From these standards, each instructional cycle focuses on a few to enable students to develop deeper understanding.

The Standards for Mathematical Practice describe ways in which developing student practitioners, of the discipline of mathematics, increasingly promote engagement with the subject matter as they grow in mathematical maturity and expertise. This is supported through the scope and sequence of the curriculum.

**Primary Interdisciplinary Connections:** Science, Social Studies, Language Arts, Technology, and 21st Century Life and Careers. For further clarification, see New Jersey Student Learning Standards at <http://www.nj.gov/education/cccs/>

**21st Century Themes:** Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification, see <http://www.nj.gov/education/aps/cccs/career/>

## Grade 1 Overview

### **Operations and Algebraic Thinking**

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction

### **Number and Operations in Base Ten**

- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract

### **Measurement and Data**

- Measure lengths indirectly and by iterating length units
- Tell and write time
- Represent and interpret data

### **Geometry**

- Reason with shapes and their attributes

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

<b>Unit 1: Operations and Algebraic Thinking</b>		<b>Topics #1- 5, Duration: September –December 45 days</b>
<b>Standards</b>		
<b>A.</b>	<b>Represent and solve problems involving addition and subtraction.</b>	
<b>1.OA.1</b>	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.	
<b>1.OA.2</b>	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.	
<b>B.</b>	<b>Understand and apply properties of operations and the relationship between addition and subtraction.</b>	
<b>1.OA.3</b>	Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) {Students need not use formal terms for these properties}	
<b>1.OA.4</b>	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	
<b>C.</b>	<b>Add and subtract within 20.</b>	
<b>1.OA.5</b>	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	
<b>1.OA.6</b>	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 $6 + 6 + 1 = 12 + 1 = 13$ ).	
<b>D.</b>	<b>Work with addition and subtraction equations.</b>	
<b>1.OA.7</b>	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .	
<b>Interdisciplinary Connections</b>		
<b>ELA Standards</b>		
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	

	<p style="text-align: center;"><b>Career Readiness, Life Literacies and Key Skills</b></p> <p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p><a href="https://www.nj.gov/education/standards/clicks/index.shtml">https://www.nj.gov/education/standards/clicks/index.shtml</a></p> <p><b>9.1 Personal Financial Literacy</b> This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p><b>9.2 Career Awareness</b> This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p><b>9.3 Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p><b>9.4 Life Literacies and Key Skills</b> This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p style="text-align: center;"><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p> <p><b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments.</p> <p><b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource.</p> <p><b>9.4.2.CI.2:</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p><b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p><b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p><b>9.4.2.IML.3:</b> Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</p>
	<b>Computer Science and Design Thinking Standards</b>
<b>9.4.2.TL.6:</b>	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
<b>Essential Questions</b>	

- What are ways to think about addition and subtraction?
- What strategies can you use while adding and subtracting?
- What strategies can you use for adding to 20?
- What strategies can you use while subtracting?
- How can adding or subtracting help you solve or complete equations?

**Evidence of Student Learning**

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

**Other Assessments**

“Spelling” Addition and Subtraction: Students spell the word of the day using scrabble letter tiles with numbers to add and subtract.

**Formative Assessments**

- Teacher Observation
- iReady Assessments
- Performance Assessments
- Exit Slips
- Games
- Anecdotal Records
- Oral Assessments/Conferencing
- Portfolio/Math Journals Daily
- Classwork
- Pre-assessments

**Summative Assessments**

- Tests
- Quizzes
- District Wide Assessments
- BOY Benchmark

**Benchmark Assessment**

- enVision Benchmark Assessment

**Alternative Assessments**

- Untimed Fact Practice Assessment
- Manipulative Driven Assessment
- Modified/Teacher Created Chapter Tests
- Modified/Teacher Created Mid-Chapter Quiz
- Visual Representation of Skills Assess
- Modified Classwork Assignments

	<ul style="list-style-type: none"> <li>● Modified Benchmarks</li> <li>● Project Based Assessments with Scoring Rubric</li> </ul>	
<b>Knowledge and Skills</b>		
<b>Content</b>	<b>Skills</b>	
<p>Cluster:</p> <ul style="list-style-type: none"> <li>● Represent and solve problems involving addition and subtraction-<i>Topics 1,2,3,4,5</i></li> <li>● Understand and apply properties of operations and the relationship between addition and subtraction-<i>Topics 1,2,3,4,5</i></li> <li>● Add and subtract within 20-<i>Topics 1,2,3,4,5</i></li> <li>● Work with addition and subtraction equations-<i>Topics 1,2,3,4,5</i></li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● To use addition and subtraction to take numbers apart and put them back together in order to understand number relationships</li> <li>● To look for and make use of structure</li> <li>● Which strategies to use to problem solve</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Represent and solve problems involving addition and subtraction</li> <li>● Understand and apply properties of operations and the relationship between addition and subtraction</li> <li>● Add and subtract within 20</li> <li>● Work with addition and subtraction equations</li> </ul>	
<b>Instructional Plan</b>		
<b>Suggested Activities</b>	<b>Resources</b>	<b>Suggested Options for Differentiation</b>
<p><b>Egg Carton Addition/Subtraction</b>-Write the numbers 1-12 on the inside of an egg carton. Use a penny, chip or bean as a “token”. Each player needs two tokens to shake inside the egg carton. When the player opens the egg carton they will need to add the two numbers together and solve the addition problem. For subtraction, start with the larger number and subtract to find the difference.</p>	<p><a href="http://www.education.com">www.education.com</a></p> <p>Egg cartons, “tokens”</p>	<p>Use half of an egg carton and only the numbers 1-6. (Basic Skills/ELL/Economically Disadvantaged)</p>



<b>Addition/Subtraction War Card Game</b> -Players flip 2 cards and add/subtract. Player with higher sum/difference wins hand. Player with the most cards at the end is the winner.	Playing cards	Number Chart (Basic Skills/ELL/Economically Disadvantaged) 2-digit numbers (Gifted and Talented)
<b>Baseball Addition/Subtraction</b> -Batter rolls 2 dice and adds/subtracts the numbers. Batter moves along the baseball diamond depending on sum/difference. Runs are scored when a batter reaches home plate.	Baseball diamond on paper, 2 dice, number cards 0-12, 9 counters to use as baseball players	Number Chart (Basic Skills/ELL/Economically Disadvantaged) 2-digit numbers (Gifted and Talented)
<b>Bowling for Addition</b> - Arrange water bottles in triangle shape (to represent bowling pins), roll the ball and add numbers together of pins knocked down.	Water bottles labeled 1-10, lightweight ball	Use only two numbers (Basic Skills/ELL/Economically Disadvantaged)
<b>Addition Games/Activities</b> Addition Bingo, Sum Sentences, How Many Ways, Back and Forth, Double Trouble, Make a Ten to Add, Add With Ten, The Sum is the Same, Ducky Sums, Neighborhood Sums, 3-ACT Math Grab A Bite, Go For A Spin, Weighed Down, Topic STEM Activities	Topics 1, 2, 3, & 5 Student Edition	Number Chart (Basic Skills/ELL) Counters (Basic Skills/Economically Disadvantaged)
<b>Subtraction Games/Activities</b> Subtraction Slide, Apples Away, Runaway Squares, Subtract!, Picture This, Plus and Minus, Under the Sea, 3-ACT Math Grab A Bite, Go For A Spin, Weighed Down, Topic STEM Activities	Topics 1, 2, 3 & 4 Student Edition	Number Chart (Basic Skills/Economically Disadvantaged)
<b>Addition and Subtraction Games/Activities</b> Ducky Sums, Related Fact Race, Basic Facts Race, Face Facts, Anyway You Cut It, Problem Solving, The Sum is the Same, The Missing Piece, Number Tales, Neighborhood Sums, Flying Along, Groups of Ten, Add With Ten, Regroup, Count On, Neat Trick, 3-ACT Math Grab A Bite, Go For A Spin, Weighed Down, Topic STEM Activities	Topics 1, 2, 3, 4, & 5 Student Edition	Number Chart (Basic Skills/Economically Disadvantaged)
<b>Math Literature</b>		
Textbook: <i>enVision Mathematics</i> , Savvas Learning Company LLC, 2020 <i>The Boy Who Loved Math</i> by Deborah Hellsman <i>The Doorbell Rang</i> by Pat Hutchins		

<b>Addition Concepts/Strategies:</b>	
<ul style="list-style-type: none"> <li>• <i>The Class Party</i> by Amy Ayers</li> <li>• <i>Math Club</i> by Amy Ayers</li> <li>• <i>Garden Party</i> by Tania Guarino</li> <li>• <i>Busy Bugs</i> by Jayne Harvey</li> <li>• <i>Doubles Fun on the Farm</i> by Joan Freese</li> <li>• <i>Funny Bunny Hats</i> by Houghton Mifflin</li> </ul>	
<b>Subtraction Concepts/Strategies:</b>	
<ul style="list-style-type: none"> <li>• <i>The Class Party</i> by Amy Ayers</li> <li>• <i>Math Club</i> by Amy Ayers</li> <li>• <i>Miss Bumble's Garden</i> by Houghton Mifflin</li> <li>• <i>Hershey's Kisses Subtraction Book</i> by Jerry Pallotta</li> </ul>	
<b>Websites</b>	
<a href="http://www.ixl.com/?gclid=CJbknti0_qkCFUJn5Qodbx7uxq">http://www.ixl.com/?gclid=CJbknti0_qkCFUJn5Qodbx7uxq</a>	Individual game/activities for independent practice
<a href="http://coolmath4kids.com/">http://coolmath4kids.com/</a>	Individual game/activities for independent practice
<a href="http://www.mathwire.com/games/addsubgames.html">http://www.mathwire.com/games/addsubgames.html</a>	Printable games/activities
<a href="http://internet4classrooms.com/">http://internet4classrooms.com/</a>	Games, power points, instructional aides
<a href="http://faculty.usiouxfalls.edu/arpeterson/firstgradesmartboard.htm">http://faculty.usiouxfalls.edu/arpeterson/firstgradesmartboard.htm</a>	Smart Board activities and lessons
<a href="http://www.softschools.com/math/games/fishing_sub.jsp">http://www.softschools.com/math/games/fishing_sub.jsp</a>	Subtraction fishing game, arcade type games
<a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>	Instructional student videos
<a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a>	Student activities, instructional aides
<a href="http://savvasrealize.com/">http://savvasrealize.com/</a>	Textbook Resources
<a href="https://sso.readingeggs.com/login?client_id=8020fd524cb747519ccfb61e1c15dacbfab3f0b4&amp;idp=d0797975a160eeec142b30cd3705fe6ee3eafec9&amp;locale=us&amp;redirect_uri=https%3A%2F%2Fapp.">https://sso.readingeggs.com/login?client_id=8020fd524cb747519ccfb61e1c15dacbfab3f0b4&amp;idp=d0797975a160eeec142b30cd3705fe6ee3eafec9&amp;locale=us&amp;redirect_uri=https%3A%2F%2Fapp.</a>	Math Seeds - individual games/activities for independent practice

<a href="https://readingeggs.com%2Foauth%2Flogin%3F_ga%3D2.224520986.1641184090.1627996886-480496800.1627996886%26idp%3Dd0797975a160eeec142b30cd3705fe6ee3eafec9%26scope%3Dblake&amp;response_type=code&amp;scope=blake&amp;state=50a13e2bb80eb8f89a8aead0efa9aeaaf117e728a6ec4c71">readingeggs.com%2Foauth%2Flogin%3F_ga%3D2.224520986.1641184090.1627996886-480496800.1627996886%26idp%3Dd0797975a160eeec142b30cd3705fe6ee3eafec9%26scope%3Dblake&amp;response_type=code&amp;scope=blake&amp;state=50a13e2bb80eb8f89a8aead0efa9aeaaf117e728a6ec4c71</a>	
<b>Accommodations &amp; Modifications</b>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Reteach Activities</li> <li>● enVision Intensive and/or Strategic Intervention activities</li> </ul>	
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Reteach Activities</li> <li>● enVision Intensive and/or Strategic Intervention activities</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● enVision 3-ACT Math Unit Activities</li> <li>● enVision STEM Projects</li> <li>● Encourage upper level intellectual behavior based on bloom's taxonomy</li> <li>● Organize Integrated Problem-solving Simulations</li> <li>● Debrief Students</li> <li>● Ask Higher Order Thinking Questions Using</li> <li>● Discovery Learning Instead Of Explicit Learning</li> </ul>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Unit Vocabulary Cards and Activities</li> </ul>	

- enVision Intensive and/or Strategic Intervention activities

**Students with IEPs**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary (enVision Vocabulary Cards and Activities)
- Use visual cues
- Teacher modeling

**Students with 504 plan**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary (enVision Vocabulary Cards and Activities)
- Use visual cues
- Teacher modeling

**Students at Risk of School Failure**

- provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide visuals

<b>Unit 2: Number and Operations in Base Ten</b>		<b>Topics 7-11 Duration: January –April, 53 days</b>
<b>Standards</b>		
<b>A.</b>	<b>Extend and counting sequence</b>	
<b>1.NBT.1</b>	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.	
<b>B.</b>	<b>Understand place value</b>	
<b>1.NBT.2</b>	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
<b>1.NBT.3</b>	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	
<b>C.</b>	<b>Use place value understanding and properties of operations to add and subtract.</b>	
<b>1.NBT.4</b>	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 (e.g., base ten blocks) 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.	
<b>1.NBT.5</b>	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
<b>1.NBT.6</b>	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.	
<b>Interdisciplinary Connections</b>		
<b>ELA Standards</b>		
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	<p>learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p><a href="https://www.nj.gov/education/standards/clicks/index.shtml">https://www.nj.gov/education/standards/clicks/index.shtml</a></p> <p><b>9.1 Personal Financial Literacy</b> This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p><b>9.2 Career Awareness</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p><b>9.3 Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p><b>9.4 Life Literacies and Key Skills</b> This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p style="text-align: center;"><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).  <b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments.  <b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource.  <b>9.4.2.CI.2:</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  <b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  <b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  <b>9.4.2.IML.3:</b> Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</p>
	<b>Computer Science and Design Thinking Standards</b>
<b>9.4.2.TL.6:</b>	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can you use what you already know about counting to count past 100?</li> <li>● How can you count and add using tens and ones?</li> <li>● What are ways to compare numbers to 120?</li> <li>● What are ways to use tens and ones to add?</li> <li>● How can I use what I know about subtraction to subtract tens?</li> </ul>	

<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Base 10 Pool Noodle Number of the Day: Use long pool noodles (of one color) and cut pool noodles (of another color) to represent tens and ones. Students show the number of the day with pool noodles and write down the number of the day.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● iReady Assessments</li> <li>● Performance Assessments</li> <li>● Exit Slips</li> <li>● Games</li> <li>● Anecdotal Records</li> <li>● Oral Assessments/Conferencing</li> <li>● Portfolio/Math Journals Daily</li> <li>● Classwork</li> <li>● Pre-assessments</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Tests</li> <li>● Quizzes</li> <li>● District Wide Assessment</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● enVision Benchmark Assessment</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Untimed Fact Practice Assessment</li> <li>● Manipulative Driven Assessment</li> <li>● Modified/Teacher Created Chapter Tests</li> <li>● Modified/Teacher Created Mid-Chapter Quiz</li> <li>● Visual Representation of Skills Assess</li> <li>● Modified Classwork Assignments</li> <li>● Modified Benchmarks</li> <li>● enVision Reteach Activities and Worksheets</li> <li>● Project Based Assessments with Scoring Rubric</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>

<p>Cluster:</p> <ul style="list-style-type: none"> <li>● Extend the counting sequence-<i>Topic 7</i></li> <li>● Understand place value-<i>Topics 7, 8, 9, 10, 11</i></li> <li>● Use place value understanding and properties of operations to add and subtract-<i>Topics 10, 11</i></li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● To visualize and make representations of their ideas</li> <li>● To count and order both real and imaginary objects</li> <li>● Abstract and quantitative reasoning</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Extend the counting sequence</li> <li>● Understand place value</li> <li>● Use place value understanding and properties of operations to add and subtract</li> </ul>	
<b>Instructional Plan</b>		
<b>Suggested Activities</b>	<b>Resources</b>	<b>Suggested Options for Differentiation</b>
<p><b>Placemat Activity</b>          Make a “placemat.” Give the students a piece of construction paper and have her fold it into thirds. Using the ruler and a marker or crayon, she should then label the top of each column with these words from left to right: “Hundreds,” “Tens,” and “Ones.” Build real numbers. Have your students represent each number on the placemat using the plastic straws.</p>	Construction paper, pencil, 20 plastic straws lined paper, crayons or markers ruler	Make 3-digit numbers (Gifted and Talented)
<p><b>Placemat Addition</b>          Use “placemat” to add 2 addends with plastic straws.</p>	Construction paper, pencil, 20 plastic straws lined paper, crayons or markers ruler	Add 2-digit numbers or higher. (Gifted & Talented)
<p><b>Compare and Model Numbers Games/Activities</b>          3-ACT Math Digit Flip, Topic 9 STEM Activity, Pick a Project</p>	Topic 9 Student Edition	Teacher led small group (Basic Skills/English Language Learners/Economically Disadvantaged)
<b>Math Literature</b>		
<p>Textbook: <i>enVision Mathematics</i>, Savvas Learning Company LLC, 2020  <i>The Boy Who Loved Math</i> by Deborah Hellsman  <i>The Doorbell Rang</i> by Pat Hutchins</p> <p><b>Count and Model Numbers:</b></p>		



- *Anno's Counting Book* by Mitsumasa Anno
- *The M & M's Counting Book* by Barbara Barbieri McGrath

### Websites

<a href="http://mathplayground.com/">http://mathplayground.com/</a>	Individual game / activities for independent practice
<a href="http://www.havefunteaching.com/">http://www.havefunteaching.com/</a>	Instructional aides: songs, videos & games
<a href="http://www.newton.k12.ks.us/sch/w/start/1st_grade.htm">www.newton.k12.ks.us/sch/w/start/1st_grade.htm</a>	Independent interactive computer games
<a href="http://www.apples4theteacher.com/greater-than-less-than.html">http://www.apples4theteacher.com/greater-than-less-than.html</a>	Interactive computer games for greater than and less than
<a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>	Instructional student videos
<a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a>	Student activities, instructional aides
<a href="http://savvasrealize.com/">http://savvasrealize.com/</a>	Textbook Resources
<a href="https://sso.readingeggs.com/login?client_id=8020fd524cb747519ccfb61e1c15dacbfab3f0b4&amp;idp=d0797975a160ecec142b30cd3705fe6ee3eafec9&amp;locale=us&amp;redirect_uri=https%3A%2F%2Fapp.readingeggs.com%2Foauth%2Flogin%3F_ga%3D2.224520986.1641184090.1627996886-480496800.1627996886%26idp%3Dd0797975a160ecec142b30cd3705fe6ee3eafec9%26scope%3Dblake&amp;response_type=code&amp;scope=blake&amp;state=50a13e2bb80eb8f89a8aead0efa9aeaaf117e728a6ec4c71">https://sso.readingeggs.com/login?client_id=8020fd524cb747519ccfb61e1c15dacbfab3f0b4&amp;idp=d0797975a160ecec142b30cd3705fe6ee3eafec9&amp;locale=us&amp;redirect_uri=https%3A%2F%2Fapp.readingeggs.com%2Foauth%2Flogin%3F_ga%3D2.224520986.1641184090.1627996886-480496800.1627996886%26idp%3Dd0797975a160ecec142b30cd3705fe6ee3eafec9%26scope%3Dblake&amp;response_type=code&amp;scope=blake&amp;state=50a13e2bb80eb8f89a8aead0efa9aeaaf117e728a6ec4c71</a>	Math Seeds - individual games/activities for independent practice

### Accommodations & Modifications

#### Basic Skills

- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- enVision Reteach Activities
- enVision Intensive and/or Strategic Intervention activities

<p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Unit Vocabulary Cards and Activities</li> <li>● enVision Reteach Activities</li> <li>● enVision Intensive and/or Strategic Intervention activities</li> </ul>
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● enVision 3-ACT Math Unit Activities</li> <li>● enVision STEM Projects</li> <li>● Encourage upper level intellectual behavior based on bloom’s taxonomy</li> <li>● Organize Integrated Problem-solving Simulations</li> <li>● Debrief Students</li> <li>● Ask Higher Order Thinking Questions Using</li> <li>● Discovery Learning Instead Of Explicit Learning</li> </ul>
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Unit Vocabulary Cards and Activities</li> </ul>
<p><b>Students with IEPs</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Preview lesson and pre-teach vocabulary (enVision Vocabulary Cards and Activities)</li> <li>● Use visual cues</li> <li>● Teacher modeling</li> </ul>
<p><b>Students with 504 plan</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all 504 plan modifications</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Preview lesson and pre-teach vocabulary (enVision Vocabulary Cards and Activities)</li> <li>● Use visual cues</li> <li>● Teacher modeling</li> </ul>

**Students at Risk of School Failure**

- provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide visuals

<b>Unit 3: Measurement and Data</b>		<b>Topic 6, 12 -13; Duration: January; April to May 24 days</b>
<b>Standards</b>		
<b>A.</b>	<b>Measure lengths indirectly and by iterating length units.</b>	
<b>1.MD.1</b>	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	
<b>1.MD.2</b>	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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	
<b>B.</b>	<b>Tell and write time.</b>	
<b>1.MD.3</b>	Tell and write time in hours and half-hours using analog and digital clocks.	
<b>C.</b>	<b>Represent and interpret data.</b>	
<b>1.MD.4</b>	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.	
<b>Interdisciplinary Connections</b>		
<b>ELA Standards</b>		
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
<b>Career Readiness, Life Literacies and Key Skills</b>		
This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.		
<a href="https://www.nj.gov/education/standards/clicks/index.shtml">https://www.nj.gov/education/standards/clicks/index.shtml</a>		
<b>9.1 Personal Financial Literacy</b>		
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.		
<b>9.2 Career Awareness</b>		

	<p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p><b>9.3 Career and Technical Education</b></p> <p>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p><b>9.4 Life Literacies and Key Skills</b></p> <p>This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p style="text-align: center;"><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p> <p><b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments.</p> <p><b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource.</p> <p><b>9.4.2.CI.2:</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p><b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p><b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p><b>9.4.2.IML.3:</b> Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</p>
	<b>Computer Science and Design Thinking Standards</b>
<b>9.4.2.TL.6:</b>	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What are some ways you can collect, show, and understand data?</li> <li>● What are ways to measure how long an object is?</li> <li>● What are the values of coins, and what are some different ways to tell time?</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
Paper Chain Measurement: Give different amounts of construction paper to each group to make paper chains. Measure each chain and see what group can make the longest chain.	<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● iReady Assessments</li> <li>● Performance Assessments</li> <li>● Exit Slips</li> </ul>

	<ul style="list-style-type: none"> <li>● Games</li> <li>● Anecdotal Records</li> <li>● Oral Assessments/Conferencing</li> <li>● Portfolio/Math Journals Daily</li> <li>● Classwork</li> <li>● Pre-assessments</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Tests</li> <li>● Quizzes</li> <li>● District Wide Assessments</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● enVision Benchmark Assessment</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Untimed Fact Practice Assessment</li> <li>● Manipulative Driven Assessment</li> <li>● Modified/Teacher Created Chapter Tests</li> <li>● Modified/Teacher Created Mid-Chapter Quiz</li> <li>● Visual Representation of Skills Assess</li> <li>● Modified Classwork Assignments</li> <li>● Modified Benchmarks</li> <li>● enVision Reteach Activities and Worksheets</li> <li>● Project Based Assessments with Scoring Rubric</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p>Cluster:</p> <ul style="list-style-type: none"> <li>● Measure lengths indirectly and by iterating length units- <i>Topic 12</i></li> <li>● Tell and write time-<i>Topic 13</i></li> <li>● Represent and interpret data-<i>Topic 6</i></li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● To use measurable attributes to describe countless objects</li> <li>● To use appropriate tools strategically</li> <li>● To measure accurately</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Measure lengths indirectly and by iterating length units</li> <li>● Tell and write time</li> <li>● Represent and interpret data</li> </ul>

- To organize and explain random information

**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>	<b>Suggested Options for Differentiation</b>
<p><b>Measure a Friend-</b> Have students trace each other's bodies on butcher paper or with sidewalk chalk and measure different heights with tape measures.</p>	<p>Butcher paper, markers, sidewalk chalk, tape measures</p>	<p>Extra time (Basic Skills/English Language Learners/Economically Disadvantaged)</p> <p>Teacher led small group (Basic Skills/English Language Learners/Economically Disadvantaged)</p> <p>Teacher model (Basic Skills/English Language Learners/Economically Disadvantage)</p>
<p><b>Time Match Game-</b> Students will match digital/analog times, 3- ACT Math Drip Dry</p>	<p>Digital/Analog Time Flash Cards, Topic 13 Student Edition</p>	<p>Extra time (Basic Skills/English Language Learners/Economically Disadvantaged)</p> <p>Teacher led small group (Basic Skills/English Language Learners/Economically Disadvantaged)</p> <p>Teacher model (Basic Skills/English Language Learners/Economically Disadvantaged)</p>

<p><b>Measurement Games/Activities</b>  Measure Up!, Half Past, On the Hour, Topic 12 STEM Activity</p>	<p>Topic 12 Student Edition</p>	<p>Extra time (Basic Skills/English Language Learners/Economically Disadvantaged)</p> <p>Teacher led small group (Basic Skills/English Language Learners/Economically Disadvantaged)</p> <p>Teacher model (Basic Skills/English Language Learners/Economically Disadvantaged)</p>
<p><b>Represent Data Games/Activities</b>  Graph Game, Tally Ho!, Graph Math, Picture Perfect, Pass the Bar, Topic 6 STEM Activity</p>	<p>Topic 6 Student Edition</p>	<p>Extra time (Basic Skills/English Language Learners/Economically Disadvantaged)</p> <p>Teacher led small group (Basic Skills/English Language Learners/Economically Disadvantaged)</p> <p>Teacher model (Basic Skills/English Language Learners/Economically Disadvantaged)</p>
<p><b>Math Literature</b></p>		



Textbook: <i>enVision Mathematics</i> , Savvas Learning Company LLC, 2020 <i>The Boy Who Loved Math</i> by Deborah Hellsman <i>The Doorbell Rang</i> by Pat Hutchins	
<b>Measurement and Data:</b> <ul style="list-style-type: none"> <li>• <i>Miss B.'s Class Makes Tables and Graphs</i> by Joan Freese</li> <li>• <i>Inch by Inch</i> by Leo Leoni</li> <li>• <i>The Dog Show</i> by Amy Ayers</li> </ul>	
<b>Websites</b>	
<a href="http://www.funbrain.com/">http://www.funbrain.com/</a>	Independent Interactive measurement activities
<a href="http://internet4classrooms.com/">http://internet4classrooms.com/</a>	Independent Interactive measurement activities
<a href="http://www.apples4theteacher.com/java/telling-time/">http://www.apples4theteacher.com/java/telling-time/</a>	Practice with interactive clocks
<a href="http://faculty.usiouxfalls.edu/arpeterson/firstgradesmartboard.htm">http://faculty.usiouxfalls.edu/arpeterson/firstgradesmartboard.htm</a>	Interactive smartboard activities
<a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>	Instructional student videos
<a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a>	Student activities, instructional aides
<a href="http://savvasrealize.com/">http://savvasrealize.com/</a>	Textbook Resources
<b>Accommodations &amp; Modifications</b>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Vary activities by choice</li> <li>• Reminders as needed</li> <li>• Pre-Teach vocabulary or pre-teach lesson</li> <li>• enVision Reteach Activities</li> <li>• enVision Intensive and/or Strategic Intervention activities</li> </ul>	
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Vary activities by choice</li> <li>• Reminders as needed</li> </ul>	

<ul style="list-style-type: none"> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Reteach Activities</li> <li>● enVision Intensive and/or Strategic Intervention activities</li> </ul>
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● enVision 3-ACT Math Unit Activities</li> <li>● enVision STEM Projects</li> <li>● Encourage upper level intellectual behavior based on bloom’s taxonomy</li> <li>● Organize Integrated Problem-solving Simulations</li> <li>● Debrief Students</li> <li>● Ask Higher Order Thinking Questions Using</li> <li>● Discovery Learning Instead Of Explicit Learning</li> </ul>
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Vocabulary Cards and Activities</li> <li>● enVision Reteach Activities</li> <li>● enVision Intensive and/or Strategic Intervention activities</li> </ul>
<p><b>Students with IEPs</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Preview lesson and pre-teach vocabulary (enVision Vocabulary Cards and Activities)</li> <li>● Use visual cues</li> <li>● Teacher modeling</li> </ul>
<p><b>Students with 504 plan</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all 504 plan modifications</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> <li>● Preview lesson and pre-teach vocabulary (enVision Vocabulary Cards and Activities)</li> <li>● Use visual cues</li> <li>● Teacher modeling</li> </ul>
<p><b>Students at Risk of School Failure</b></p> <ul style="list-style-type: none"> <li>● provide peer tutoring</li> <li>● Use a strong student as a “buddy”</li> </ul>

- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide visuals

<b>Unit 4: Geometry</b>	<b>Topics 14-15, Duration: May to June; 20 days</b>
<b>Standards</b>	
<b>A.</b>	<b>Reason with shapes and their attributes.</b>
<b>1.G.1</b>	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.
<b>1.G.2</b>	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.4
<b>1.G.3</b>	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.
<b>Interdisciplinary Connections</b>	
<b>ELA Standards</b>	
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<p style="text-align: center;"><b>Career Readiness, Life Literacies and Key Skills</b></p> <p>This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p><a href="https://www.nj.gov/education/standards/clicks/index.shtml">https://www.nj.gov/education/standards/clicks/index.shtml</a></p> <p><b>9.1 Personal Financial Literacy</b> This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p><b>9.2 Career Awareness</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	

	<p><b>9.3 Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p><b>9.4 Life Literacies and Key Skills</b> This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.</p> <p style="text-align: center;"><b>Career Readiness, Life Literacies, and Key Skills</b></p> <p><b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).  <b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments.  <b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource.  <b>9.4.2.CI.2:</b> Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).  <b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  <b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  <b>9.4.2.IML.3:</b> Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</p>
	<b>Computer Science and Design Thinking Standards</b>
9.4.2.TL.6:	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can you define shapes and compose new shapes?</li> <li>● What are some different names for equal shares?</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
Geometric Shape Robots-Use various objects of different geometric shapes to create shape robots. Students will describe, write and share what their robots can do.	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● iReady Assessments</li> <li>● Performance Assessments</li> <li>● Exit Slips</li> <li>● Games</li> <li>● Anecdotal Records</li> <li>● Oral Assessments, Conferencing</li> </ul>

	<ul style="list-style-type: none"> <li>● Portfolio/Math Journals Daily</li> <li>● Classwork</li> <li>● Pre-assessments</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Tests</li> <li>● Quizzes</li> <li>● District Wide Assessments</li> <li>● EOY Benchmark</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● enVision Benchmark Assessment</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Untimed Fact Practice Assessment</li> <li>● Manipulative Driven Assessment</li> <li>● Modified/Teacher Created Chapter Tests</li> <li>● Modified/Teacher Created Mid-Chapter Quiz</li> <li>● Visual Representation of Skills Assess</li> <li>● Modified Classwork Assignments</li> <li>● Modified Benchmarks</li> <li>● enVision Reteach Activities and Worksheets</li> <li>● Project Based Assessments with Scoring Rubric</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p>Cluster:</p> <ul style="list-style-type: none"> <li>● Reason with shapes and their attributes, <i>Topics 14, 15</i></li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● To use attributes of shapes to reason</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Build and draw two and three-dimensional shapes.</li> <li>● Partition circles and rectangles into halves and fourths</li> </ul>
<b>Instructional Plan</b>	

Suggested Activities	Resources	Suggested Options for Differentiation
<p><b>Shape Twister Game-</b> Students will create a twister board with color and shapes. Students write directions (put your right hand on the ____, left foot on the ____, etc.) Make spinners with correlating colors, as colors are called out, follow directions.</p>	<p><a href="http://www.education.com">www.education.com</a> Construction paper, metal fasteners, markers/crayons, scissors</p>	<p>Have boards/directions pre-made. (Basic Skills/English Language Learners/Economically Disadvantaged)</p>
<p><b>Build a Castle-</b> Use recyclable material to create a 3-D castle (shoebox lids, paper towel tubes, milk cartons, ping pong balls etc.).</p>	<p><a href="http://www.education.com">www.education.com</a></p>	<p>Provide step by step instructions or visual model (Basic Skills/English Language Learners/Economically Disadvantaged)</p>
<p><b>Geometry Games/Activities</b> On the Corner, Building Blocks, On the Water, More Alike Than Not, Half Math, 3-ACT Math Pieced Out, Topics 14 and 15 STEM Activities</p>	<p>Topics 14 &amp; 15 Student Edition</p>	<p>Step by step instructions (Basic Skills/English Language Learners/Economically Disadvantaged)</p>
<p><b>Math Literature</b></p>		
<p>Textbook: <i>enVision Mathematics</i>, Savvas Learning Company LLC, 2020 <i>The Boy Who Loved Math</i> by Deborah Hellsman <i>The Doorbell Rang</i> by Pat Hutchins</p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>● <i>April's First Word</i> by Suzanne Shaffer</li> <li>● <i>Twizzlers Pull n Peel Math</i> by Jerry Pallotta</li> <li>● <i>The Greedy Triangle</i> by Marilyn Burns</li> <li>● <i>Shape Up</i> by David A. Alder</li> <li>● <i>Not Enough Room</i> by Joanne Rocklin</li> </ul>		
<p><b>Websites</b></p>		
<p><a href="http://www.apples4theteacher.com/math.html#geometry_games">http://www.apples4theteacher.com/math.html#geometry_games</a></p>	<p>Interactive tangram activities</p>	

<a href="http://www.okaloosa.k12.fl.us/oakhill/fractions.html">http://www.okaloosa.k12.fl.us/oakhill/fractions.html</a>	Interactive fraction activities
<a href="http://www.theproblemsite.com/junior/color_shape_size.asp">http://www.theproblemsite.com/junior/color_shape_size.asp</a>	Interactive attribute activities
<a href="http://www.learningtoday.com/corporate/default.asp">http://www.learningtoday.com/corporate/default.asp</a>	Interactive 2D activities
<a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>	Instructional student videos
<a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a>	Student activities, instructional aides
<a href="http://savvasrealize.com/">http://savvasrealize.com/</a>	Textbook Resources
<b>Accommodations &amp; Modifications</b>	
<b>Basic Skills</b>	
<ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Reteach Activities</li> <li>● enVision Intensive and/or Strategic Intervention activities</li> </ul>	
<b>Economically Disadvantaged</b>	
<ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● enVision Reteach Activities</li> <li>● enVision Intensive and/or Strategic Intervention activities</li> </ul>	
<b>Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>● enVision 3-ACT Math Unit Activities</li> <li>● enVision STEM Projects</li> <li>● Encourage upper level intellectual behavior based on bloom's taxonomy</li> <li>● Organize Integrated Problem-solving Simulations</li> <li>● Debrief Students</li> <li>● Ask Higher Order Thinking Questions Using</li> <li>● Discovery Learning Instead Of Explicit Learning</li> </ul>	
<b>English Language Learners</b>	



- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- enVision Vocabulary Cards and Activities
- enVision Reteach Activities
- enVision Intensive and/or Strategic Intervention activities

**Students with IEPs**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary (enVision Vocabulary Cards and Activities)
- Use visual cues
- Teacher modeling

**Students with 504 plan**

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary (enVision Vocabulary Cards and Activities)
- Use visual cues
- Teacher modeling

**Students at Risk of School Failure**

- provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide visuals