

BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math

GRADE: Grade 1

PACING-->	UNIT #1 4 Weeks (SEPTEMBER)	UNIT #2 4 Weeks (OCTOBER)	UNIT #3 4 Weeks (NOVEMBER/DECEMBER)	UNIT #4 3 Weeks (JANUARY)
TOPIC/THEME AND OBJECTIVES	<p>Calendar Math Review and Numbers to 120</p> <ul style="list-style-type: none"> Participate in daily routines that involve math. Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract. Compare two given numbers between 0-100. Count to 120. Mentally find 10 more or less than a given number. 	<p>Addition to 20</p> <p>Represent and solve problems involving addition and subtraction</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction</p> <p>Solve addition problems using objects, drawings, a number line, and a number grid.</p> <p>Explore the commutative and associative properties of addition.</p> <p>Relate addition to combining two groups of objects.</p> <p>Understand that the equal sign is used to show two even groups.</p>	<p>Subtraction to 20</p> <p>Solve subtraction problems using objects, drawings, a number line, and a number grid.</p> <p>Use patterns to help solve subtraction sentences and decompose a number leading to 10.</p> <p>Learn fact families to help them find missing numbers.</p> <p>Represent and solve problems involving addition and subtraction</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction</p> <p>Add and subtract within 20</p> <p>Work with addition and subtraction equations</p>	<p>Place Value</p> <p>Distinguish between the tens and ones place value.</p> <p>Compare two digit numbers according to their value.</p> <p>Understand place value.</p> <p>Use place value understanding and properties of operations to add and subtract.</p>
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> How can you use numbers to help with daily classroom routines? Numbers can be used daily. Number sense develops through experience. What patterns exist in number names that can be used to understand and represent larger numbers? How can words and symbols be used to illustrate the comparison of numbers? What is the meaning of less than, greater than and equal to? How are ordinal numbers used in everyday? Numbers can be used to count, label, order, identify, measure and describe things and experiences. Quantities can be compared using number words or numerals. 	<ul style="list-style-type: none"> How do pictures and objects help us solve addition problems? Why can you add addends in any order? Why is counting on helpful when solving an addition sentence? What does the equation sign mean? How do you solve a missing addend problem? We make generalizations and use symbols to represent mathematical ideas. Proficiency with basic facts aids estimation and computation of larger and smaller numbers. We must apply and adapt a variety of strategies to solve problems. Numbers are related and manipulated for real world problem solving 	<ul style="list-style-type: none"> How do you solve a subtraction sentence using objects and drawings? Why is counting back helpful when solving a subtraction sentence? How do operations relate to each other? How do I find differences by using related addition facts? We make generalizations and use symbols to represent mathematical ideas. Proficiency with basic facts aids estimation and computation of larger and smaller numbers. We must apply and adapt a variety of strategies to solve problems. Numbers are related and manipulated for real world problem solving 	<ul style="list-style-type: none"> How does the position of a digit in a number affect its value? How are place value patterns repeated in numbers? In two digit numbers each digit represents a value in the tens and/or ones place.

STANDARDS	<p>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p>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 *(benchmarked)</p> <p>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.B.2. a. 10 can be thought of as a bundle of ten ones — called a "ten." 1.NBT.B.2. b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>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 $<$.</p> <p>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.</p> <p>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks</p> <p>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</p>	<p>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. *(benchmarked)</p> <p>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</p> <p>1.OA.B.3 Apply properties of operations as strategies to add and subtract. 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) *(benchmarked)</p> <p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting 2 to add 2).</p> <p>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</p>	<p>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. *(benchmarked)</p> <p>1.OA.B.3 Apply properties of operations as strategies to add and subtract. 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) *(benchmarked)</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8</p> <p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting 2 to add 2).</p> <p>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</p>	<p>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.B.2. a. 10 can be thought of as a bundle of ten ones — called a "ten." 1.NBT.B.2. b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>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 $<$.</p>

	<p>many in each category, and how many more or less are in one category than in another.</p>	<p>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 $6 + 6 + 1 = 12 + 1 = 13$). *(benchmarked)</p> <p>1.OA.D.7 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. *(benchmarked)</p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$. *(benchmarked)</p>	<p>$+ 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). *(benchmarked)</p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$. *(benchmarked)</p>	
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INSTRUCTIONAL PROCEDURES	Whole Group	Whole Group	Whole Group	Whole Group
	<p>Big Book topic story Read aloud GoMath interactive video Model addition Counting Bingo Highlight 100-grid Dice adding and subtracting by tens Ten frame with manipulatives to create teen numbers. Alligator comparison mouth Build numbers with base ten blocks Missing number grids Number bonds Skip counting puzzles Talk it out act it out Smart board activities White boards Representing numbers on ten frame Recognizing numbers on ten frame Parts of 10 Finding missing parts of 10</p> <p>Individual Draw pictures Represent addition/counting with manipulatives Build numbers with base ten blocks Alligator comparison mouth Skip counting puzzles Parts of 10 Finding missing parts of 10 Recognizing numbers on 10 frame Representing numbers on</p>	<p>Big Book topic story Read aloud GoMath interactive video Doubles - memorization songs Doubles plus one - model with manipulatives, Adding with 10-model with ten frame Adding 9 by turning into 10 fact Making ten Adding with ten frames Fact families Mad minutes Dice adding Bingo Model using pictures and manipulatives Smartboard activities Memorization Class participation White boards Talk it out act it out Doubles plus two find the number in middle and double it Part/part whole board Counting on</p> <p>Individual Draw pictures Represent addition/counting with manipulatives Adding with 10-model with ten frame Adding 9 by turning into 10 fact Making ten Adding with ten frames</p>	<p>Big Book topic story Read aloud GoMath interactive video -Real World Subtraction with Manipulatives -Subtraction Sentences -Number Stories -Comparing Groups -Subtraction on a Number Line -Subtraction on a Number Grid -Subtraction Zero -Subtracting All -Subtracting 1,2,3 -Subtracting Ten -Patterns when Subtracting 10 -Fact Families Missing Number Related facts Using addition to subtract Make 10 to subtract Mad minutes Bingo Manipulatives Memorization White boards Talk it out act it out Dice subtraction part/part whole board Counting back</p> <p>Individual Draw pictures -Real World Subtraction with Manipulatives -Subtraction Sentences -Number Stories -Comparing Groups -Subtraction on a Number Line -Subtraction on a Number Grid -Subtraction Zero -Subtracting All -Subtracting 1,2,3 - counting back -Subtracting Ten -Patterns when Subtracting 10 -Fact Families Missing Number Related facts</p>	<p>Big Book topic story Read aloud GoMath interactive video Counting groups of 10 and leftovers Numbers made with tens Tens and ones Expanded form Ways to make numbers Base 10 blocks Abacus primer Comparing lab</p> <p>Individual Counting groups of 10 and leftovers Numbers made with tens Tens and ones Expanded form Ways to make numbers Base 10 blocks Abacus primer Comparing lab</p> <p>Small Groups Counting groups of 10 and leftovers Numbers made with tens Tens and ones Expanded form Ways to make numbers Base 10 blocks Abacus primer Comparing lab</p>

	<p>a 10 frame</p> <p>Small Groups Draw pictures Represent addition/counting with manipulatives Build numbers with base ten blocks Alligator comparison mouth Representing numbers on ten-frame Recognizing numbers on a ten-frame Parts of 10 Finding missing parts of 10</p>	<p>Fact families Dice adding Model using pictures and manipulatives Memorization Doubles plus two find the number in middle and double it. Part/part whole board Counting on</p> <p>Small Groups Represent addition/counting with manipulatives Adding with 10-model with ten frame Adding 9 by turning into 10 fact Making ten Adding with ten frames Fact families Dice adding Model using pictures and manipulatives Memorization White boards Talk it out act it out Doubles plus two find the number in middle and double it. Part/part whole board Counting on</p>	<p>Using addition to subtract Make 10 to subtract Manipulatives Memorization White boards Dice subtraction part/part whole board Counting back</p> <p>Small Groups -Real World Subtraction with Manipulatives -Subtraction Sentences -Number Stories -Comparing Groups -Subtraction on a Number Line -Subtraction on a Number Grid -Subtraction Zero -Subtracting All -Subtracting 1,2,3 -Subtracting Ten -Patterns when Subtracting 10 -Fact Families Missing Number Related facts Using addition to subtract Make 10 to subtract Manipulatives Memorization White boards Talk it out act it out Dice subtraction part/part whole board Counting back</p>	
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p>Materials 120 chart Manipulatives Number line Go Math Series Envision Series eSpark Math ABCya.com Big Books</p>	<p>Materials 120 chart Part part whole board Number line Manipulatives Dice Envision math story</p>	<p>Materials 120 chart Part part whole board Number line Manipulatives Dice Envision math story</p>	<p>Materials Place Value Blocks 120 Chart Number line Manipulatives Dice Dominoes Envision math story</p>

	<p>Leveled Texts How Many Feet? How Many Tails by Marilyn Burns Artic Fives Arrive by Elinor Pinczes Spunky Monkey on Parade by Stuart J. Murphy Domino Addition by Lynette Long How Many Snails?: A Counting Book by Paul Giganti Go Math-Math Concept Readers: Counting in the City My Counting Trip to the Zoo</p>	<p>Leveled Texts Two of Everything More, Fewer, Less by Tana Hoban</p>	<p>Leveled Texts Two of Everything: A Chinese Folktale by Lily Toy Hong 2 Ways to Get to 11 by Eve Merriam Go Math Concept Readers - Math Club Class Party</p>	<p>Leveled Texts Monster Musical Chairs by Stuart J. Murphy Ten Little Ladybugs by Melanie Gerth A Fair Bear Share by Stuart J. Murphy <u>Earth Day–Hooray!</u> by Stuart J. Murphy <u>Zero the Hero</u> by Joan Holub and Tom Lichtenheld</p>
ASSESSMENTS	<p>Formative Teacher observation Student classwork Center work Homework SMART response questions used throughout unit eSpark Math Quizzes Exit ticket</p> <p>Summative Go Math assessments Envision assessments Njctl.org Topic Test</p> <p>Benchmark Njctl.org Go Math Benchmark Envision Acadience Data Analysis Unit Assessment</p> <p>Alternative</p>	<p>Formative Teacher observation Student classwork Center work Homework SMART response questions Used throughout unit eSpark Math Quizzes Exit ticket</p> <p>Summative Go Math assessments Envision assessments Njctl.org Topic Test Mad minutes</p> <p>Benchmark Njctl.org Go Math Benchmark Envision Acadience Data Analysis Unit assessment</p> <p>Alternative</p>	<p>Formative Teacher observation Student classwork Center work Homework eSpark Math SMART Response Questions used throughout unit Quizzes Exit ticket</p> <p>Summative Go Math assessments Envision assessments Njctl.org Topic Test Mad minutes Performance task-Use a deck of cards to create two addend equations and solve</p> <p>Benchmark Njctl.org Go Math Benchmark Envision Acadience Data Analysis Unit Assessment</p>	<p>Formative Teacher observation Student classwork Center work Homework eSpark Math SMART Response Questions used throughout unit Quizzes Exit ticket</p> <p>Summative Go Math assessments Envision assessments Njctl.org Unit Test Mad minutes</p> <p>Benchmark Njctl.org Go Math Benchmark Envision Acadience Data Analysis Unit Assessment</p> <p>Alternative</p>

	<p>Teacher created Place numbers on a 100-grid Choice boards projects Skit Demonstration Journaling Conferencing Performance Task</p>	<p>Teacher created Performance Task Choice boards projects Skit Demonstration Journaling Conferencing</p>	<p>Alternative Performance task Choice boards projects Skit Demonstration Journaling Conferencing</p>	<p>Performance task Choice boards projects Skit Demonstration Journaling Conferencing</p>
<p>ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)</p>	<p>Special Education</p> <ul style="list-style-type: none"> - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened written assignments - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened written assignments - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened written assignments - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner 	<p>Special Education</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Reduced/shortened written assignments

	<p>Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Decreasing the amount of work presented or required Modifying tests to reflect selected objectives Reducing the number of answer choices on a multiple choice test Tutoring by peers Using true/false, matching, or fill in the blank tests in lieu of essay tests</p>	<p>Teacher initiated weekly assignment sheet Choice of activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Decreasing the amount of work presented or required Modifying tests to reflect selected objectives Reducing the number of answer choices on a multiple choice test Tutoring by peers Using true/false, matching, or fill in the blank tests in lieu of</p>	<p>Teacher initiated weekly assignment sheet Choice of activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Decreasing the amount of work presented or required Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test Tutoring by peers Using true/false,</p>	<p>Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing</p>
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	<p>At Risk</p> <p>Allowing students to correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required .</p> <p>Marking students' correct and acceptable work, not the mistakes</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing or omitting lengthy Outside reading assignments</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using authentic</p>	<p>essay tests</p> <p>At Risk</p> <p>Allowing students to correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required.</p> <p>Marking students' correct and acceptable work, not the mistakes</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using authentic assessments with real-</p>	<p>matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk</p> <p>Allowing students to correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required .</p> <p>Marking students' correct and acceptable work, not the mistakes</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using authentic</p>	<p>Decreasing the amount of work presented or required</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk</p> <p>Allowing students to correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or</p>
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	<p>assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify Choice of activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied journal prompts Varied supplemental materials</p>	<p>life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify Choice of activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied journal prompts Varied supplemental materials</p>	<p>assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify Choice of activities Exploration by interest Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p>	<p>required . Marking students' correct and acceptable work, not the mistakes Modifying tests to reflect selected objectives Reducing the number of answer choices on a multiple choice test Tutoring by peers Using authentic assessments with real-life problem-solving Using true/false, matching, or fill in the blank tests in lieu of essay tests using videos, illustrations, pictures, and drawings to explain or clarify Choice of activities Exploration by interest Flexible grouping Goal setting with students</p>
	<p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products</p>	<p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p>	<p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p>	<p>Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigation Independent research and projects Interest groups Learning contracts Leveled rubrics</p>

	<p>504</p> <p>Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary</p> <p>Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share</p>	<p>504</p> <p>Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary</p> <p>Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share</p>	<p>504</p> <p>Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary</p> <p>Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share</p>	<p>Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p>504</p> <p>Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary</p>
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	<p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Varied supplemental materials</p>	<p>Varied journal prompts</p> <p>Varied supplemental materials</p>	<p>Varied supplemental materials</p>	<p>Secure attention before giving instruction/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Use open book, study guides, test prototypes</p> <p>Choice of books or activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Varied supplemental materials</p>
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p><u>Interdisciplinary Connections</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts</p> <p>Mathematics</p> <p>Science and Scientific Inquiry (Next Generation)</p> <p>Technology</p> <p>Visual and Performing Arts</p> <p><u>21st Century Skills/ Themes</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Financial, Economic,</p>	<p><u>Interdisciplinary Connections</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts</p> <p>Mathematics</p> <p>Science and Scientific Inquiry (Next Generation)</p> <p>Technology</p> <p>Visual and Performing Arts</p> <p><u>21st Century Skills/ Themes</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Financial, Economic, Business and</p>	<p><u>Interdisciplinary Connections</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts</p> <p>Mathematics</p> <p>Science and Scientific Inquiry (Next Generation)</p> <p>Technology</p> <p>Visual and Performing Arts</p> <p><u>21st Century Skills/ Themes</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Financial, Economic, Business and</p>	<p><u>Interdisciplinary Connections</u> (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts</p> <p>Mathematics</p> <p>Science and Scientific Inquiry (Next Generation)</p> <p>Social Studies, including American History, World History, Geography, Government and Civics, and Economics</p> <p>Technology</p> <p>Visual and Performing Arts</p> <p><u>21st Century Skills/ Themes</u> (select all the apply, add more as</p>

	<p>Business and Entrepreneurial Literacy Critical Thinking Problem Solving Communication Collaboration ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration Go Math Prodigy eSpark Math Envision Smart Board ClearTouch http://www.raftbayarea.org/ideas/Roll%20Over%20and%20Over.pdf https://njctl.org/courses/math/1st-grade/numbers-to-120/</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply) Agriculture, Food & Natural Resources Business Management & Administration Education & Training Finance Manufacturing Science, Technology, Engineering & Mathematics (STEM)</p>	<p>Entrepreneurial Literacy Critical Thinking Problem Solving Communication Collaboration</p> <p>Technology Integration Go Math Prodigy eSpark Math Envision Smart Board ClearTouch https://njctl.org/courses/math/1st-grade/addition-to-20/ http://www.raftbayarea.org/ideas/Pick%20a%20Stick.pdf http://www.raftbayarea.org/ideas/Zero%20Wins.pdf</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply) Agriculture, Food & Natural Resources Business Management & Administration Education & Training Finance Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Entrepreneurial Literacy Critical Thinking Problem Solving Communication Collaboration</p> <p>Technology Integration Go Math Prodigy eSpark Math Envision Smart Board ClearTouch https://njctl.org/courses/math/1st-grade/addition-to-20/ http://www.raftbayarea.org/ideas/Pick%20a%20Stick.pdf http://www.raftbayarea.org/ideas/Zero%20Wins.pdf</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply) Agriculture, Food & Natural Resources Business Management & Administration Education & Training Finance Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>necessary, delete those that do not apply)</p> <p>Financial, Economic, Business and Entrepreneurial Literacy Critical Thinking Problem Solving Communication Collaboration</p> <p>Technology Integration Go Math Prodigy eSpark Math Envision Smart Board ClearTouch https://njctl.org/courses/math/1st-grade/subtraction-to-20/ http://www.raftbayarea.org/ideas/Math%20Action%20Goes%20Both%20Ways.pdf http://www.raftbayarea.org/ideas/Zero%20Wins.pdf</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply) Agriculture, Food & Natural Resources Business Management & Administration Education & Training Finance Manufacturing Marketing Science, Technology,</p>
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				Engineering & Mathematics (STEM) Transportation, Distribution & Logistics
PACING-->	UNIT #5 4 Weeks (FEBRUARY)	UNIT #6 4 Weeks (MARCH)	UNIT #7 4 Weeks (APRIL)	UNIT #8 (Optional) 6 Weeks (MAY/JUNE)
TOPIC/THEME AND OBJECTIVES	2 Digit Addition Use place value understanding and properties of operations to add and subtract. Add multiples of ten mentally Add two digit numbers with and without regrouping.	2 Digit Subtraction Use place value understanding and properties of operations to add and subtract. <i>Subtract ten from multiples of 10.</i> <i>Mentally subtract 10 from two digit numbers.</i> <i>Subtract multiples of 10 from multiples of 10.</i> <i>Subtract 1 and 2 digit numbers from 2 digit numbers without regrouping.</i>	Time and Length Tell and write time Measure lengths indirectly and by iterating length units Read and write time to the hour and half hour on an analog clock. Read and write time to the hour and half hour on a digital clock. Distinguish between the minute hand and the hour hand. Use blocks, their bodies and other non-standard objects to measure items by placing them end to end. Compare the length of two and three objects. Order items based on their length.	Geometry and Data Reason with shapes and their attributes Represent and interpret data Describe 2D & 3D shapes by their attributes. Compose 2D & 3D shapes. Divide shapes into equal shares. Draw and interpret picture graphs. Draw and interpret bar graphs. Read and write tally marks. Use Venn diagrams to compare two or more objects.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> • How do operations affect numbers? • What makes a computational strategy both effective and efficient? • How can I use what I know about tens and ones to add two-digit numbers? • How to add multiples of ten within 100. • How to add two digit numbers with and without regrouping. 	<ul style="list-style-type: none"> • How can I use what I know about tens and ones to subtract two-digit numbers? • What pattern is seen when subtracting 10? • How can using number relationships help me solve subtraction problems for two digit numbers? • When subtracting 10, the tens place goes down one and the ones place stays the same. • When subtracting 2 digit numbers, you subtract the ones first and then the tens. 	<ul style="list-style-type: none"> • What tools are used to measure time? • Why is telling time important? • How do we use clocks to tell time? • What is the difference between analog and digital time? • What are the tools of measurement and how are they used? • Why do we measure? • Why do we have different tools to measure? • Telling time is an essential life skill • Time can be written and read in analog and digital format • An hour is more time than a 	<ul style="list-style-type: none"> • How do we show an equal part of something? • How are numbers used to show fractions? • How can I identify and describe solid figures by describing the faces, edges, and sides? • What are the attributes of shapes? • How does a graph give information without many words? • When do we use graphs? • Why do we use graphs? • What are some ways to gather, record, and use data on a graph? • Objects can be described and compared using their

			<p>minute</p> <ul style="list-style-type: none"> • Objects have distinct attributes that can be measured. • Measurement is a way to describe and compare objects. • A specific process is used to measure objects. • Measurement helps us understand and describe our world. 	<p>geometric attributes.</p> <ul style="list-style-type: none"> • Parts of a whole can be represented as fractions. • Graphs help us understand information • Graphs convey data in a concise way
STANDARDS	<p>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 (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. *(benchmarked)</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object</p> <p>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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks</p>	<p>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.</p> <p>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.</p> <p>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</p>
INSTRUCTIONAL PROCEDURES	<p>Whole Group Adding groups of 10s Adding tens on a hundred chart Adding tens to two-digit</p>	<p>Whole Group Subtracting groups of 10 Subtracting tens on a hundred chart Subtracting tens from two-</p>	<p>Whole Group Number and hands of a clock Time to the hour Time to the half hour Comparing objects</p>	<p>Whole Group Identifying plane shapes Properties of plane shapes Building with shapes Making new shapes from</p>

	<p>numbers Using mental math to add tens Adding to a two-digit number Adding multiples of ten to a 2-digit number with blocks Patterns when adding ten 2-digit plus one digit Regroup with blocks Regrouping without blocks Addition dice Individual Adding groups of 10s Adding tens on a hundred chart Adding tens to two-digit numbers Using mental math to add tens Adding to a two-digit number Adding multiples of ten to a 2-digit number with blocks Patterns when adding ten 2-digit plus one digit Regroup with blocks Regrouping without blocks Addition dice Draw pictures tens and ones Small Groups Adding groups of 10s Adding tens on a hundred chart Adding tens to two-digit numbers Using mental math to add tens Adding to a two-digit number Adding multiples of ten to a</p>	<p>digit numbers Using mental math to subtract tens Subtracting from a two-digit number two -digit minus one digit Two-digit minus two digit Subtracting 10s using manipulatives Individual Subtracting 10s and ones using pictures Subtracting groups of 10 Subtracting tens on a hundred chart Subtracting tens from two-digit numbers Using mental math to subtract tens Subtracting from a two-digit number two -digit minus one digit Two-digit minus two digit Subtracting 10s using manipulatives Small Groups Subtracting groups of 10 Subtracting tens on a hundred chart Subtracting tens from two-digit numbers Using mental math to subtract tens Subtracting from a two-digit number two -digit minus one digit Two-digit minus two digit Subtracting 10s using manipulatives</p>	<p>Using blocks to measure Measuring with nonstandard unit Indirect measurement Estimate and measure length Individual Number and hands of a clock Time to the hour Time to the half hour Comparing objects Using blocks to measure Measuring with nonstandard unit Indirect measurement Estimate and measure length Small Groups Number and hands of a clock Time to the hour Time to the half hour Comparing objects Using blocks to measure Measuring with nonstandard unit Indirect measurement Estimate and measure length</p>	<p>shapes Identifying solid figures Flat surfaces and vertices Sorting solid figures Building with solid figures Attributes of shapes Fractions halves and quarters Equal parts Using data from real graphs Using data from bar graphs Collecting data using tally marks Making real graphs Making picture graphs Tally marks tally chart How many more how many less? Subtracting to compare Venn diagrams Individual Identifying plane shapes Properties of plane shapes Building with shapes Making new shapes from shapes Identifying solid figures Flat surfaces and vertices Sorting solid figures Building with solid figures Attributes of shapes Fractions halves and quarters Equal parts Using data from real graphs Using data from bar graphs Collecting data using tally marks Making real graphs Making picture graphs</p>
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	<p>2-digit number with blocks Patterns when adding ten 2-digit plus one digit Regroup with blocks Regrouping without blocks Addition dice Draw pictures tens and ones</p>			<p>Tally marks tally chart How many more how many less? Subtracting to compare Venn diagrams</p> <p>Small Groups Identifying plane shapes Properties of plane shapes Building with shapes Making new shapes from shapes Identifying solid figures Flat surfaces and vertices Sorting solid figures Building with solid figures Attributes of shapes Fractions halves and quarters Equal parts Using data from real graphs Using data from bar graphs Collecting data using tally marks Making real graphs Making picture graphs Tally marks tally chart How many more how many less? Subtracting to compare Venn diagrams</p>
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p>Materials Base ten blocks Manipulatives Go Math Series Envision Series eSpark Math ABCya.com Big Books Dice Leveled Texts</p>	<p>Materials Base ten blocks Manipulatives Go Math Series Envision Series eSpark Math ABCya.com Big Books Dice</p>	<p>Materials Cubes Paper clips clocks Manipulatives Go Math Series Envision Series eSpark Math ABCya.com Big Books</p>	<p>Materials Cubes Shapes graphs Manipulatives Go Math Series Envision Series eSpark Math ABCya.com Big Books</p>

	Elevator Magic by Stuart J. Murphy Animals on Board by Stuart J. Murphy	<u>Leveled Texts</u> One Is a Snail, Ten Is a Crab by April Pulley Sayre The Counting Family by Jane Manners	Dice <u>Leveled Texts</u> Just Enough Carrots by Stuart J. Murphy More, Fewer, Less by Tana Hoban Go Math Concept Readers - Dog Show	Dice <u>Leveled Texts</u> One Is a Snail, Ten Is a Crab by April Pulley Sayre Safari Park by Stuart J. Murphy Go Math Concept Readers- Miss B.'s Class Makes Tables and Graphs Pattern Parade
ASSESSMENTS	<p><u>Formative</u> SMART Response Questions used throughout unit Quizzes Exit ticket Observation Homework classwork</p> <p><u>Summative</u> Go Math assessments Envision assessments Njctl.org Topic Test Mad minutes Performance Assessment modeling with base ten blocks</p> <p><u>Benchmark</u> Njctl.org Go Math Benchmark Envision Acadience Data Analysis Unit Assessment</p> <p><u>Alternative</u> Teacher created Performance Task Choice boards projects Skit Demonstration Journaling</p>	<p><u>Formative</u> SMART Response Questions used throughout unit Quizzes Exit ticket Observation Homework Classwork</p> <p><u>Summative</u> Go Math assessments Envision assessments Njctl.org Topic Test Mad minutes Performance Assessment modeling with base ten blocks</p> <p><u>Benchmark</u> Njctl.org Go Math Benchmark Envision Acadience Data Analysis Unit Assessment</p> <p><u>Alternative</u> Teacher created Performance Task Choice boards projects Skit Demonstration Journaling</p>	<p><u>Formative</u> SMART Response Questions used throughout unit Quizzes Exit ticket Observation Homework Classwork</p> <p><u>Summative</u> Go Math assessments Envision assessments Njctl.org Topic Test Mad minutes Performance Assessment</p> <p><u>Benchmark</u> Njctl.org Go Math Benchmark Envision Acadience Data Analysis Unit Assessment</p> <p><u>Alternative</u> Teacher created Performance Task Choice boards projects Skit Demonstration Journaling Conferencing</p>	<p><u>Formative</u> SMART Response Questions used throughout unit Quizzes Exit ticket Observation Homework Classwork</p> <p><u>Summative</u> Go Math assessments Envision assessments Njctl.org Topic Test Mad minutes Performance Assessment</p> <p><u>Benchmark</u> Njctl.org Go Math Benchmark Envision Acadience Data Analysis Unit Assessment</p> <p><u>Alternative</u> Teacher created Performance Task Choice boards projects Skit Demonstration Journaling Conferencing</p>

	Conferencing	Conferencing		
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	Special Education Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of activities Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental	Special Education Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of activities Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of activities Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of activities Flexible grouping Goal setting with students Mini workshops to re-

	<p>materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Reducing the number of answer choices on a multiple choice test Tutoring by peers</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate</p>	<p>Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Decreasing the amount of work presented or required Modifying tests to reflect selected objectives Reducing the number of answer choices on a multiple choice test Tutoring by peers</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines,</p>	<p>Think-Pair-Share Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing the number of answer choices on a multiple choice test Tutoring by peers</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a</p>	<p>teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing the number of answer choices on a multiple choice test Tutoring by peers</p> <p>At Risk Allowing students to</p>
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	<p>nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required.</p> <p>Marking students' correct and acceptable work, not the mistakes</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-</p>	<p>demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required .</p> <p>Marking students' correct and acceptable work, not the mistakes</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p>	<p>topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices.</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required.</p> <p>Having peers take notes or providing a copy of the teacher's notes</p> <p>Marking students' correct and acceptable work, not the mistakes</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify</p> <p>Flexible grouping</p>	<p>correct errors (looking for understanding)</p> <p>Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices.</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test decreasing the amount of work presented or required .</p> <p>Having peers take notes or providing a copy of the teacher's notes</p> <p>Marking students' correct and acceptable work, not the mistakes</p> <p>Modifying tests to reflect selected objectives</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using authentic assessments with real-life problem-solving</p>
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	<p>teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments</p> <hr/> <p>504 Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text Modified assignment format Modified test content</p>	<p>Think-Pair-Share Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments</p> <hr/> <p>504 Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text Modified assignment format Modified test content Modified test format</p>	<p>Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments</p> <hr/> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text</p>	<p>using videos, illustrations, pictures, and drawings to explain or clarify Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Independent research and projects Interest groups Learning contracts Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments</p> <hr/> <p>504 Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Center-Based Instruction Check work frequently for understanding</p>
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	<p>Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p>	<p>Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p>	<p>Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p>	<p>Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials</p>
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY</p>	<p><u>Interdisciplinary Connections</u> (select all the apply, add more as</p>	<p><u>Interdisciplinary Connections</u> (select all the apply, add more as</p>	<p><u>Interdisciplinary Connections</u> (select all the apply, add more as</p>	<p><u>Interdisciplinary Connections</u> (select all the apply, add more as</p>

<p>SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology - Visual and Performing Arts</p> <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration</p> <p>Technology Integration</p> <p>https://njctl.org/courses/math/1st-grade/2-digit-addition/ http://www.raftbayarea.org/ideas/Apple%20atch.pdf • http://www.raftbayarea.org/ideas/Carpet%20Square%20Math.pdf</p>	<p>necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts</p> <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration</p> <p>Technology Integration</p> <ul style="list-style-type: none"> https://njctl.org/courses/math/1st-grade/2nd-digit-subtraction/ <p>Career Education (select all the apply, add more as necessary,</p>	<p>necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts</p> <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration</p> <p>Technology Integration</p> <ul style="list-style-type: none"> https://njctl.org/courses/math/1st-grade/time/ <p>https://njctl.org/courses/math/1st-grade/length/ http://www.raftbayarea.org/ideas/Measure%20Up.pdf</p> <p>Career Education (select all the apply, add more</p>	<p>necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts</p> <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration</p> <p>Technology Integration</p> <ul style="list-style-type: none"> https://njctl.org/courses/math/1st-grade/data/ http://www.raftbayarea.org/ideas/Dinosaur%20Dinosaur.pdf https://njctl.org/courses/math/1st-grade/geometry/
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	<p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Information Technology Science, Technology, Engineering & Mathematics (STEM) 	<p>delete those that do not apply)</p> <ul style="list-style-type: none"> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Health Science Information Technology Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) 	<p>as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Agriculture, Food & Natural Resource Education & Training Hospitality & Tourism Manufacturing Science, Technology, Engineering & Mathematics (STEM) 	<ul style="list-style-type: none"> - http://www.raftbayarea.org/ideas/1%20can%20Find%20a%20Shape%20like%20That.pdf - http://www.raftbayarea.org/ideas/Shape%20Fun.pdf <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics
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