**Grade: First Grade**
**Unit Name: Review of Kindergarten Counting and Cardinality**

| | |
|---|---|
| **Math Standards**: Know number names and the count sequence.<br><br>**K.CC.1. Count to 100 by ones and by tens.**<br>**K.CC.2. Count forward beginning from a given number within the known** sequence **(instead of having to begin at 1).**<br>**K.CC.3. Write numbers from 0 to 20. Represent a a number of objects with a written numeral 0-20 ( with 0 representing a count of no objects.** | Cross Curricular Standards:<br><br>21st Century Skills:<br>__x_ Creativity and Innovation<br>__x_ Critical Thinking and Problem Solving<br>__x_ Communication<br>__x_ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>How does counting help us with our everyday lives?<br><br>How can identifying and counting coins make sense of the world around us? | Enduring Understandings:<br>Numbers have names and we use them to count and for comparison.<br><br>Recognizing coins as a system of exchange to buy and sell items. |

Suggested Vocabulary: Numbers, more/less, left/right, same/different, coins, penny, nickel, dime, quarter, money

| **Learning Targets** | **Application/Activities** | **Suggested Projects/Investigations/Resources** |
|---|---|---|
| *Count numbers 0-100,skip count by tens and fives, using one to one correspondence<br>*Write, order, identify and represent numbers 0-100<br>*Comprehend the concept of zero<br>*Identify a penny, nickel, dime, quarter and dollar bill | *Manipulatives: 2 color counters, connecting cubes, dominoes, triangle number cards<br>*Abacus<br>*Number line activities<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Flashcards/number cards<br>*Number cubes | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet |

| | | |
|---|---|---|
| *Name the values of a penny, nickel, dime, quarter and dollar<br>*Find the total value of a group of pennies, nickels or dimes<br>*Find the total value of mixed coins including a penny, nickel and dime up to a value of $1.00 | *3 part plastic plates and cubes<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers<br>*Use money manipulatives to identify different coins<br>*Use money manipulatives to count coins<br>*Use money "games" to practice identification and counting skills in small groups | activities/games<br>*Holiday projects (using food items for counting, graphing, fact families, symmetry, etc.)<br>*Coins<br>*Counters |
| **Assessments**: Workbook Math pages, Chapter Review/Test, Oral Test, Teacher-made tests, Learning Centers | | |

**Grade: First Grade**
**Unit Name: Review of Kindergarten Counting and Cardinality**
**Suggested Timeline:**

| | |
|---|---|
| **Math Standards :**Count to tell the number of objects<br><br>**K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.**<br>**a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with on and only one object.**<br>**b. Understand that the last number name said tells the number of objects counted.**<br>**The number of objects is the same regardless of their arrangement or the order in which they were counted.**<br>**c. Understand that each successive number name refers to a quantity that is one larger.**<br>**K.CC.5. Count to answer "how many?' questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out many objects.** | Cross Curricular Standards:<br><br>21st Century Skills:<br>_x__ Creativity and Innovation<br>_x__ Critical Thinking and Problem Solving<br>_x__ Communication<br>_x__ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>How does counting help us with our everyday lives? | Enduring Understandings:<br>Numbers have names and we use them to count and for comparison |
| Suggested Vocabulary: Numbers, More/less, Left/right ,Same/ Different Sequence First, Second, third... Before/after | |

| **Learning Targets** | **Application/Activities** | **Suggested Projects/Investigations/Resources** |
|---|---|---|
| *Identify ordinal numbers to tenth<br>*Compare numbers using more and fewer<br>*Solve probability problems by making and analyzing a tally table | *Manipulatives: 2 color counters, connecting cubes, dominoes, triangle number cards<br>*Abacus<br>*Number line activities<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards |

| | | |
|---|---|---|
| | *Flashcards/number cards<br>*Number cubes<br>*3 part plastic plates and cubes<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers | *Manipulatives<br>*Whole group carpet activities/games<br>*Holiday projects (using food items for counting, graphing, fact families, symmetry, etc.) |
| | | |
| **Assessments**: Workbook Math pages, Chapter Review/Test, Oral Test, Teacher-made tests, Learning Centers | | |

**Grade: First Grade**
**Unit Name: Review and expand Kindergarten Counting and Cardinality**
**Suggested Timeline:**

| | |
|---|---|
| **Math Standards:** Compare Numbers<br><br>**K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies(up to 10 objects).**<br>**K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.** | Cross Curricular Standards:<br><br>21st Century Skills:<br>___Creativity and Innovation<br>___Critical Thinking and Problem Solving<br>___Communication<br>___Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>How can we compare numbers? | Enduring Understandings:<br>We compare and contrast numbers.<br>Number names help us identify the amount of objects in a group. |
| Suggested Vocabulary: More/less, Greater than, Less than, Fewer, Most, Same, least, Equal to | |

| **Learning Targets** | **Application/Activities** | **Suggested Projects/Investigations/Resources** |
|---|---|---|
| *Identify and show basic quantities using more and fewer.<br>*Identify one more than, one less than, ten more than, ten less than a given number.<br>*Compare 1-digit and 2-digit numbers.<br>*Order numbers from 1 to 100. | *Tens and ones models (rods, cubes)<br>*Work mats<br>*>, < Shark cards<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Flashcards/number cards<br>*Number line activities<br>*Number cubes<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games |

**Assessments**: Workbook Math pages, Chapter Review/Test, Oral Test, Teacher-made tests, Learning Centers

**Modifications for SpEd/ELL/Students at Risk/Gifted:**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions

- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in  a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications:**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

| |
|---|
| **Learning Disabled:** modified tests, quizzes, and assignments; pre-made organizers, small group or partner work<br><br>**Gifted:** Enrichment pages; provide enrichment activities during learning center time |
| **Techonology**: 8.1.2.A.4; 8.1.P.C.1 |
| **Cross Circular Standards**: RI.1.10.; SL.1.1.A.; L.1.4.B. |

**Grade: First Grade**
**Unit Name: Operations and Algebraic Thinking**
**Suggested Timeline:**

| | |
|---|---|
| **Math Standards: Represent and solve problems involving addition and subtraction.**<br><br>1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[1]<br><br>1.OA.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. | Cross Curricular Standards:<br><br>21st Century Skills:<br>__x_ Creativity and Innovation<br>_x__ Critical Thinking and Problem Solving<br>_x__ Communication<br>_x__ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>How do operations affect numbers?<br>How can we use the associative property to add three numbers? | Enduring Understandings:<br>Addition is putting two groups together to find out how many in all.<br>Subtraction is taking away from a total amount to find the difference, or how many are left. |

Suggested Vocabulary: add, plus, equals, number sentence, addend, sum, count on, doubles, turnaround facts, subtract, minus, difference, count back, related facts

| **Learning Targets** | **Application/Activities** | **Suggested Projects/ Investigations/Resources** |
|---|---|---|
| *Use pictures, counters, cubes to show number stories.<br>*Apply addition, subtraction | *Manipulatives: 2 color counters, connecting cubes, dominoes, triangle number cards<br>*Abacus | *Learning Center activities<br>*Pocket Chart |

| | | |
|---|---|---|
| strategies.<br>*Promote mastery of addition facts to 12 through practice and memorization.<br>*Introduce addition of three numbers.<br>*Develop and apply problem solving skills. | *Number line activities<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Flashcards/number cards<br>*Number cubes<br>*3 part plastic plates and cubes<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers | *Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games<br>*Holiday projects (using food items for counting, graphing, fact families, symmetry, etc.) |
| **Assessments**: Check Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made tests, Oral review, learning centers. | | |

**Grade: First Grade**
**Unit Name: Operations and Algebraic Thinking**
**Suggested Timeline:**

| | |
|---|---|
| **Math Standards: Understand and apply properties of operations and the relationship between addition and subtraction.**<br><br>1.OA.3. Apply properties of operations as strategies to add and subtract.[2] *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)*<br><br>1.OA.4.Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.* | Cross Curricular Standards:<br><br>21st Century Skills:<br>__x_ Creativity and Innovation<br>__x_ Critical Thinking and Problem Solving<br>__x_ Communication<br>__x_ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>How can we apply properties of addition? subtraction?<br>What different strategies can we use to add and subtract numbers to 20?<br>How is addition and subtraction inversely related? | Enduring Understandings:<br>You can use different strategies to add and subtract.<br>Changing the order of the addends does not change the sum.<br>There are many ways to make a number.<br>Addition and subtraction number sentences can be written horizontally or vertically.<br>Addition and subtraction are opposites. |
| Suggested Vocabulary: add, plus, equals, number sentence, addend, sum, count on, doubles, turnaround facts, subtract, minus, difference, count back, related facts | |

| **Learning Targets** | **Application/Activities** | **Suggested Projects/ Investigations/Resources** |
|---|---|---|
| *Use manipulatives to explore the Community Property of Addition | *Manipulatives: 2 color counters, connecting cubes, dominoes, triangle number cards<br>*Abacus | *Learning Center activities<br>*Pocket Chart |

| | | |
|---|---|---|
| *Identify different addition/subtraction sentences for a number<br>*Introduce addition to check subtraction<br>*Find differences by using the related doubles fact.<br>*Recognize the inverse relationship between addition and subtraction and use it to find missing numbers. | *Number line activities<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Flashcards/number cards<br>*Number cubes<br>*3 part plastic plates and cubes<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers | *Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games<br>*Holiday projects (using food items for counting, graphing, fact families, symmetry, etc.) |
| **Assessments:** Check Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made tests, Oral review, learning centers | | |

**Grade: First Grade**
**Unit Name: Operations & Algebraic Thinking**
**Suggested Timeline:**

| | |
|---|---|
| **Math Standards: Add and subtract within 20.**<br><br>1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).<br><br>1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | Cross Curricular Standards:<br><br>21st Century Skills:<br>_x__ Creativity and Innovation<br>_x__ Critical Thinking and Problem Solving<br>_x__ Communication<br>_x__ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br><br>What different strategies can we use to add and subtract numbers to 20? | Enduring Understandings:<br>To add, you can count on – start with a number and then count on 1, 2, or 3 from that number.<br>To subtract, you can count back – start with a number and then count back 1, 2, or 3 from that number.<br>You can use different ways to add and subtract.<br>There are various strategies to help promote memorization of facts. |
| Suggested Vocabulary: add, plus, equals, number sentence, addend, sum, count on, doubles, turnaround facts, subtract, minus, difference, count back, related facts | |

| **Learning Targets** | **Application/Activities** | **Suggested Projects/ Investigations/Resources** |
|---|---|---|
| *Use counting on strategy to add and counting back strategy to subtract.<br>*Count forward or back 1, 2, or 3 on a number line to add or subtract.<br>*Use doubles and doubles plus 1 to find sums to 12. Use related doubles fact to find differences.<br>*Solve problems by using the act it out strategy.<br>*Add and subtract using horizontal and vertical forms.<br>*Find differences by subtracting 0 or all.<br>*Subtract to compare numbers.<br>*Recognize and complete fact families. | *Using manipulatives: 2 color counters, connecting cubes, dominoes, triangle number cards<br>*Abacus<br>*Number line activities<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Flashcards/number cards<br>*Number cubes<br>*3 part plastic plates and cubes<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games<br>*Holiday projects (using food items for counting, graphing, fact families, symmetry, etc.) |
| **Assessments**: Check Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made tests, Oral review, learning centers. | | |

**Grade: First Grade**
**Unit Name: Operations & Algebraic Thinking**
**Suggested Timeline:**

| | |
|---|---|
| **Math Standards: Work with addition and subtraction equations.**<br><br>1.OA.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.<br><br>1.OA.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 = _.* | Cross Curricular Standards:<br><br>21st Century Skills:<br>_x__ Creativity and Innovation<br>_x__ Critical Thinking and Problem Solving<br>_x__ Communication<br>_x__ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>What makes a computational strategy both effective and efficient? | Enduring Understandings:<br>The number sentences in a fact family all have the same three numbers.<br>The equals sign in a number sentence means both sides are the same amount. |
| Suggested Vocabulary: add, plus, equals, number sentence, addend, sum, count on, doubles, turnaround facts, subtract, minus, difference, count back, related facts | |

| **Learning Targets** | **Application/Activities** | **Suggested Projects/ Investigations/Resources** |
|---|---|---|
| *Use manipulatives to explore the Commutative Property of addition.<br>*Identify different addition | *Using manipulatives: 2 color counters, connecting cubes, dominoes, triangle number cards<br>*Number line activities<br>*Abacus | *Learning Center activities<br>*Pocket Chart<br>*Flip books |

| | | |
|---|---|---|
| sentences for a number.<br>*Use the inverse relationship between addition and subtraction to find missing numbers.<br>*Recognize and complete fact families. | *Whiteboard<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Flashcards<br>*3 part plastic plates and cubes<br>*Number cubes<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers | *Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities<br>*Holiday projects (using food items for counting, graphing, fact families, symmetry, etc.) |
| **Assessments**: Check Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made tests, Oral review, learning centers. | | |

**Modifications for SpEd/ELL/Students at Risk/Gifted:**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in  a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications:**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

**Learning Disabled:** modified tests, quizzes, and assignments; pre-made organizers, small group or partner work

**Gifted:** Enrichment pages; provide enrichment activities during learning center time

**Techonology**: 8.1.2.A.4; 8.1.P.C.1

**Cross Circular Standards**: RI.1.10.; SL.1.1.A.; L.1.4.B.

**Grade: First Grade**
**Unit Name: Numbers & Operations in Base Ten**

| | |
|---|---|
| **Math Standards: Extend the counting sequence.**<br><br>1.NBT.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.<br><br>**Understand place value.**<br><br>1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:<br><br>10 can be thought of as a bundle of ten ones — called a "ten."<br><br>The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.<br><br>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).<br><br>1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | Cross Curricular Standards:<br><br>21st Century Skills:<br>__x_ Creativity and Innovation<br>__x_ Critical Thinking and Problem Solving<br>__x_ Communication<br>__x_ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |

| Essential Questions: | Enduring Understandings: |
|---|---|
| How can we make groups of ten?<br>How can we show place value using manipulatives?<br>How can we compare using greater than, less than, or equal to? | You can use tens and ones to show numbers.<br>You can show a number in different ways.<br>You can use place value to help you compare and order numbers. |

Suggested Vocabulary: tens, ones, estimate, greater than >, less than <, is equal to =, even, odd

| **Learning Targets** | **Application/Activities** | **Suggested Projects/Investigations/Resources** |
|---|---|---|
| *Explore patterns of tens.<br>*Use objects to model tens and ones<br>*Write numbers to 50 using models and place value representations.<br>*Read and write numbers to 100 using models.<br>*Identify one more than, one less than, ten more than, ten less than a given number.<br>*Compare 1-digit and 2-digit numbers.<br>*Order numbers from 1 to 100.<br>*Identify odd and even numbers.<br>*Estimate the magnitude of numbers. | *Hundreds chart<br>*Place value chart<br>*Tens and ones models<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers<br>*Number line activities<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Flashcards/number cards<br>*Number cubes | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games |

**Assessments**: Check Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made tests, Oral review, learning centers

**Grade: First Grade**
**Unit Name: Numbers and Operations in Base Ten**
**Suggested Timeline:**

<table>
<tr>
<td>Math Standards: Use place value understanding and properties of operations to add and subtract.<br><br>1.NBT.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.<br><br>1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.<br><br>1.NBT.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.</td>
<td>Cross Curricular Standards:<br><br>21st Century Skills:<br>__x_ Creativity and Innovation<br>__x_ Critical Thinking and Problem Solving<br>__x_ Communication<br>__x_ Collaboration</td>
</tr>
<tr>
<td>Essential Questions:<br>How can using groups of ten help us to add or subtract?<br>How can we use place value to help us add and subtract?<br>How can skip counting help us to add larger numbers?</td>
<td>Enduring Understandings:<br>Place value charts can help you write numbers.<br>You can count on to add tens.<br>Skip counting by tens increases the tens digit by 1 each time and the ones digit stays the same.</td>
</tr>
<tr>
<td colspan="2">Suggested Vocabulary: patterns, hundred chart, skip count</td>
</tr>
</table>

| Learning Targets | Application/Activities | Suggested Projects/Investigations/Resources |
|---|---|---|
| *Learn to find sums with 10 as an addend.<br>*Use the make a ten strategy to add 7, 8, or 9.<br>*Add multiples of ten.<br>*Identify one more than, one less than, ten more than, and ten less than a given number.<br>*Add multiples of ten to a 2-digit number.<br>*Use place value models and addition facts to add 2-digit numbers without regrouping.<br>*Subtract multiples of ten.<br>*Subtract multiples of ten from a 2-digit number.<br>*Use place value models and charts and subtraction facts to subtract 2-digit numbers without regrouping.<br>*Explore skip counting patterns of 2s, 5s, and 10s. | *Hundreds chart<br>*Skip counting manipulatives (fingers, toes, eyes patterns)<br>*Place value chart<br>*Tens and ones models<br>*Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Ten Frame<br>*Pocket Chart activities<br>*Graphic organizers<br>*Number line activities<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Flashcards/number cards<br>*Number cubes | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games |

**Assessments**: Check Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made tests, Oral review, learning centers

**Modifications for SpEd/ELL/Students at Risk/Gifted:**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code

- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in  a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project

- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications:**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

**Learning Disabled:** modified tests, quizzes, and assignments; pre-made organizers, small group or partner work

**Gifted:** Enrichment pages; provide enrichment activities during learning center time

**Techonology**: 8.1.2.A.4; 8.1.P.C.1

**Grade: First Grade**
**Unit Name: Measurement and Data**

| | |
|---|---|
| **Math Standards: Measure lengths indirectly and by iterating length units.**<br><br>1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.<br><br>1.MD.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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.* | Cross Curricular Standards:<br><br>21st Century Skills:<br>_x__ Creativity and Innovation<br>_x__ Critical Thinking and Problem Solving<br>_x__ Communication<br>_x__ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>What are the attributes of objects that can be measured?<br>What is the correct way to use a ruler to measure how long an object is? | Enduring Understandings:<br>You can use objects to measure how long something is.<br>A ruler is a tool used to measure length in either the units of inches and feet or in centimeters.<br>Measuring cups are used to measure how much something holds.<br>A pan balance can be used to find out if an object weighs more or less than a pound or a kilogram.<br>A thermometer measures temperature, or how hot or cold something is. |

Suggested Vocabulary: estimate, measure, inch, foot, cup, pint, quart, pound (lb.), weight, kilogram (kg.), liter, temperature, degrees

| **Learning Targets** | **Application/Activities** | **Suggested Projects/Investigations/Resources** |
|---|---|---|
| *Estimate and measure length with nonstandard units.<br>*Measure length in inches/centimeters.<br>*Compare the capacity of | *Connecting cubes<br>*Inch rulers<br>*Cup, pint, quart containers (water, sand, beans, rice, etc. to measure)<br>*Balance Scale<br>*Centimeter rulers | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites |

| | | |
|---|---|---|
| cups, pints, and quarts.<br>*Estimate and compare the weight of various objects to a pound.<br>*Measure length in centimeters.<br>*Compare the mass of objects to a kilogram.<br>*Compare the capacity of containers to a liter.<br>*Read Fahrenheit and Celsius thermometers. | *Thermometer model<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage<br>*Math Big Book, literature books from classroom library<br>*Pocket Chart activities<br>*Graphic organizers | *Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games |
| **Assessments**: Check Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made tests, Oral review, learning centers | | |
| **Modifications**:<br>**Learning Disabled:** Modified tests, quizzes, and assignments; pre-made organizers, small group or partner work<br><br>**Gifted:** Enrichment pages; provide enrichment activities during learning center time | | |
| **Techonology**: 8.1.2.A.4; 8.1.P.C.1 | | |
| **Cross Circular Standards**: RI.1.10.; SL.1.1.A.; L.1.4.B. | | |

**Grade: First Grade**
**Unit Name: Measurement and Data**
**Suggested Timeline:**

| | |
|---|---|
| **Math Standards: Tell and write time.**<br><br>1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.<br><br>**Represent and interpret data.**<br><br>1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | Cross Curricular Standards:<br><br>21st Century Skills:<br>_x__ Creativity and Innovation<br>_x__ Critical Thinking and Problem Solving<br>_x__ Communication<br>_x__ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>How do we use time in our everyday lives?<br>How can you tell the time on a clock that has hands?<br>How can you tell the time on a clock that has no hands?<br>What information does a calendar tell you, and what does it measure?<br>How can we use a graph to organize information?<br>How can we organize data taken from a class survey? | Enduring Understandings:<br>An analog clock has hands that point to numbers for minutes and hours. A digital clock uses numbers to tell hours and minutes.<br>There are 60 minutes in an hour, 30 minutes in a half hour.<br>A calendar shows months, days, dates, year, and special days.<br>There are 7 days in a week and 12 months in a year.<br>Graphs make it easier to compare numbers.<br>A picture graph can show data from a survey. |
| Suggested Vocabulary: o'clock, minute hand, hour hand, minute, hour, half hour, calendar, year, month, day, week, date, graph, data, picture graph, survey, tally marks, bar graph | |

| **Learning Targets** | **Application/Activities** | **Suggested Projects/ Investigations/Resources** |
|---|---|---|
| *Tell time to the hour.<br>*Tell time to the half hour.<br>*Read a calendar and identify days of the week and months of the year. | *Judy clocks (analog) and digital clocks<br>*Time flip chart<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*ActivBoard/iPad activities/Safari Montage | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites |

| | | |
|---|---|---|
| *Choose the appropriate units and instruments to measure time.<br>*Make and interpret a real graph.<br>*Make and interpret a picture graph.<br>*Compare data interpreting a tally table.<br>*Read and interpret a bar graph. | *Math Big Book, literature books from classroom library<br>*Calendar activities<br>*Pocket Chart activities<br>*Graphic organizers<br>*Counting cubes | *Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games<br>*Holiday projects (using food items for counting, graphing, fact families, symmetry, etc.) |
| **Assessments**: Check Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made tests, Oral review, learning centers | | |

**Modifications for SpEd/ELL/Students at Risk/Gifted:**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in  a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications:**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

**Learning Disabled:** modified tests, quizzes, and assignments; pre-made organizers, small group or partner work

**Gifted:** Enrichment pages; provide enrichment activities during learning center time

**Techonology**: 8.1.2.A.4; 8.1.P.C.1

**Grade: First Grade**
**Unit Name: Geometry 1-3**

| | |
|---|---|
| **Math Standards: Reason with shapes and their attributes.**<br><br>1.G.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.<br><br>1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1]<br><br>1.G.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. | Cross Curricular Standards:<br><br>21st Century Skills:<br>_x__ Creativity and Innovation<br>_x__ Critical Thinking and Problem Solving<br>_x__ Communication<br>_x__ Collaboration<br><br>CRP1; CRP3; CRP6; CRP11; CRP12 |
| Essential Questions:<br>What properties can we use to identify and describe 2- and 3-dimensional shapes?<br>How can we sort shapes and solid figures according to attributes?<br>How can we find out if two figures are the same size and shape?<br>How do you know if a shape is separated into halves, thirds, fourths, or sixths?<br>How can we make simple predictions about the likelihood of an event? | Enduring Understandings:<br>Solid shapes are made up of faces that are plane figures.<br>Plane figures are made up of sides and corners.<br>Figures can be alike by size, shape, sides, and corners.<br>You can make a shape by putting shapes together.<br>Equal parts are the same size and shape.<br>Fractions show equal parts of a whole.<br>The possible outcomes or likelihood for something to occur are certain, maybe, impossible. |
| Suggested Vocabulary: cone, cube, cylinder, pyramid, rectangular, prism, sphere, face, square, rectangle, triangle, circle, plane figure, corner, side, trapezoid; equal parts, fraction, halves, one half, ½, fourths, one fourth, ¼, thirds, sixths, one third, 1/3, one sixth, 1/6 | |

| **Learning Targets** | **Application/Activities** | **Suggested Projects/ Investigations/Resources** |
|---|---|---|
| *Describe objects by position; give and follow directions about location.<br>*Identify solid figures and relate them to real-life objects.<br>*Identify faces of solid figures.<br>*Recognize sides and corners of plane figures.<br>*Determine how shapes are alike and different.<br>*Classify plane figures by common attributes of color, size, and shape.<br>*Combine plane figures to make new shapes.<br>*Make and match figures that are the same size and shape.<br>*Identify equal parts of a whole.<br>*Identify halves and one-half of a whole.<br>*Identify fourths and one-fourth of a whole.<br>*Identify thirds and sixths and one-third and one-sixth of a whole.<br>*Identify fractions of a group or set.<br>*Recognize possible outcomes or the likelihood for something to occur. | *3-dimensional geometric shapes<br>*Real world 3-dimensional items<br>*Geoboards and rubber bands<br>*Pattern blocks<br>*Foam puzzles<br>*Posters<br>*Flannel board activities<br>*Food items to demonstrate parts of a whole<br>*Whiteboard/chart paper<br>*Math workbook pages<br>*Activboard/ipad activities/Safari Montage<br>*Math Big Book, literature books from classroom library<br>*Pocket Chart activities<br>*Graphic organizers | *Learning Center activities<br>*Pocket Chart<br>*Flip books<br>*Internet math websites<br>*Literature books<br>*Individual whiteboards<br>*Manipulatives<br>*Whole group carpet activities/games<br>*Holiday projects (using food items for counting, graphing, fact families, symmetry, etc.) |
| | | |
| | | |
| | | |

| | | |
|---|---|---|
| | | |

**Modifications for SpEd/ELL/Students at Risk/Gifted:**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in  a small group setting

- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**
- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications:**
- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

**Learning Disabled:** modified tests, quizzes, and assignments; pre-made organizers, small group or partner work

**Gifted:** Enrichment pages; provide enrichment activities during learning center time

**Techonology**: 8.1.2.A.4; 8.1.P.C.1

**Cross Circular Standards**: RI.1.10.; SL.1.1.A.; L.1.4.B.