



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Math
Grade 1

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 26, 2024



Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Gregory Salmon ~ STEM Supervisor

Jenna DiCarlo ~ First Grade Teacher

Caitlin Lowe ~ First Grade Teacher



Unit Overview Template

Content Area:	Math	Grade Level:	Grade 1	Unit Title:	Math Is...
Unit Summary: In this unit, students will see themselves as doers of math as they examine their attitudes towards math and their images of themselves as doers of math. Students will be reintroduced to the habits of mind that are integral to doing mathematics. These include the thinking that makes up the problem-solving process and that involves finding patterns and relationships among quantities and values. Students will also build an understanding of the norms of interaction that allow for a productive math learning environment.					
Primary Interdisciplinary Connections: <i>English Language Arts</i> 21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students will develop an understanding of problems. Students will use appropriate math terms to explain their thinking. Students will develop an understanding that real-world situations can be modeled with mathematics. Students will develop familiarity with tools to solve problems and equations. Students will look for patterns in math.					
Career Readiness (Standard 9): 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).					

Learning Targets

Standards: K.CC, K.OA, K.G	
Content Statements: Know number names and the count sequence; Count to tell the number of objects; Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from; Analyze, compare, create, and compose shapes.	
CPI#:	Cumulative Progress Indicator (CPI):
MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.B.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 that many objects.
MA.K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
MA.K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).



MA.K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12. 1.1	Recognize one’s feelings and thoughts.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What does it mean to do math?

Unit Enduring Understandings:

Students refine their understanding of...

- The habits of mind that are part of the problem-solving process.
- Classroom norms that are integral to a productive math learning environment.
- Themselves as doers of math.

Unit Learning Targets:

Students will....

- Identify their own and others’ strengths in math.
- Explain what a problem is and ways to solve it.
- Relate quantities in a problem.
- Explore ways to use mathematics to show real-world situations.
- Explore ways to explain their thinking.
- Respond to the ideas of their classmates.
- Explore strategies for describing and extending patterns.
- Describe the behaviors and mindsets that contribute to a productive learning environment.



Evidence of Learning

Summative Assessment: 2 days for Course Diagnostic

Equipment Needed: Laptop, iPads, 2-color counters, color tiles, blank paper, crayons or colored pencils

Teacher Resources: Reveal Math Teacher Edition: Volume 1, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Student Edition: “On My Own” pages
- Student Practice Book: “Additional Practice” pages
- Exit Tickets



Lesson Plans

Lesson	Time Frame
Lesson 1 Math Is Mine	40 minutes/day
Lesson 2 Math Is In My World	40 minutes/day
Lesson 3 Math Is Finding Patterns	40 minutes/day

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Math Is Mine Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, blank paper, markers, crayons, or colored pencils

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize that we all have math superpowers. - Describe their strengths in math.	Lesson Sequence - Launch: What superpowers might the characters have? Do they all have the same superpowers? How do superheroes work together? How do they help each other when trying to solve a problem? - Explore & Develop: Students learn about their teacher's math superpowers and think about the many different strengths one can have as a doer of math. They create art of themselves as superheroes with math superpowers. - Discuss: Why would you want to work in a group with someone who has	- Student Edition: On My Own practice page - Exit Ticket 1-1



	different math superpowers than you? What might be hard about working with someone who has different strengths than you? 4. Students present their pieces of art to the class and describe the math superpowers represented.	
Differentiation: Below Level Modifications - Students will draw pictures and/or use words to describe their math superpowers. Above Level Modifications - Students will use words and/or complete sentences to describe their math superpowers.		
Resources Provided: • Teacher Edition, Volume 1 • Student Edition, Volume 1		



Lesson Plan 2 Template			
Content Area:	Math	Lesson Title:	Math Is In My World
		Time Frame:	40 minutes/day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English Language Arts			
Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.			
Equipment Needed: Laptop, iPads, counters			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Represent a real-world situation using mathematics. • Use tools to solve a problem.	Lesson Sequence 1. Launch: What are some ways we can describe the dolls? What are some ways we can group the dolls? Can we group them by their clothing? Tell why. 2. Explore & Develop: Students explore concepts related to modeling with mathematics. They build understanding that real-world situations can be modeled using mathematics. Students can work in pairs or small groups and use counters or other counting manipulatives to solve these problems.	• Student Edition: On My Own practice page • Exit Ticket 1-3



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">3. Discuss: What are some ways that you can show this problem? Can you draw a picture? Can you write an equation? What tool can help you solve the problem?4. Students will present their solutions to the class. | |
|--|--|--|

Differentiation:

Below Level Modifications - Students will draw pictures and/or use words to show and solve the problem.

Above Level Modifications - Students will use words and/or write complete sentences to show and solve the problem.

Resources Provided:

- Teacher Edition, Volume 1
- Student Edition, Volume 1



Lesson Plan 3 Template

Content Area: Math Lesson Title: Math Is Finding Patterns Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, 20 tiles (or other counting manipulatives) 10 in one color and 10 in a second color

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe and extend a pattern. - Use patterns to solve problems.	Lesson Sequence - Launch: What other combinations of red and blue tiles could there be? Why do you think so? Let's think about how we can describe the red and blue tiles in each row. - Explore & Develop: Students explore patterns in decomposing numbers. Students explore generalizations that can be made based on the patterns. Students can work in pairs or small groups to solve the Pose-the Problem: Sasha has 8 red and blue cubes. How many can be red? How many can be blue?	- Student Edition: On My Own practice page - Exit Ticket 1-5



3. Discuss: How many different combinations can you find? What pattern do you notice with the red and blue cubes? How can the pattern help you find other combinations?
4. Students will share their solutions and their reasoning based on any patterns they noticed.

Differentiation:

Below Level Modifications - Students will draw pictures and/or use words to show and solve the problem.

Above Level Modifications - Students will use words and/or write complete sentences to show and solve the problem.

Resources Provided:

- Teacher Edition, Volume 1
- Student Edition, Volume 1



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Math Is...
Created: 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area: Math **Grade Level:** Grade 1 **Unit Title:** Number Patterns

Unit Summary: In this unit, students explore patterns in numbers to 120. Students will draw on their understanding of counting numbers to 100 and extend this understanding to 120. Students will develop their understanding of number patterns to 120. Students will identify patterns on a number chart and number line when counting to 120. Students will read and write numbers to 120.

Primary Interdisciplinary Connections: *English Language Arts*

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students will count by ones to 120. Students will recognize patterns on a number line. Students will read and write numbers to 120. Students will represent a number of objects with a written numeral to 120.

Career Readiness (Standard 9):

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 1.NBT

Content Statements: Extend the counting sequence.

CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.



SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How can I use patterns to count, read, and write numbers?

Unit Enduring Understandings:

Students develop understanding of...

- Identifying patterns when counting by 1s.
- Decades all have the same digit in the tens place and the ones place digits follow a counting pattern.
- Counting by ones and tens to 100 to reading and writing numbers to 120.
- Representing a number of objects in a group with written numerals 0-120.

Unit Learning Targets:

Students will....

- Identify patterns when counting to 100.
- Describe patterns on a number chart.
- Identify patterns on a number line when counting to 120.
- Use patterns to read and write numbers up to 120.
- Count a number of objects.
- Show how many with a written numeral.



Evidence of Learning

Summative Assessment: 1 day for Unit 2 Assessment

Equipment Needed: Laptop, iPads, Number Cards 1-120, Number Chart 1-120, string or yarn, tape or clips, number cubes, blank number lines, counters, pennies, connecting cubes

Teacher Resources: Reveal Math Teacher Edition: Volume 1, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: “On My Own” pages
- Student Practice Book: “Additional Practice” pages
- Exit Tickets
- Math Probe
- Unit Performance Task



Lesson Plans

Lesson	Time Frame
Lesson 1 Counting Patterns to 100	40 minutes/day
Lesson 2 Patterns on a Number Chart to 120	40 minutes/day
Lesson 3 Patterns on a Number Line	40 minutes/day

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Counting Patterns Time Frame: 40 minutes/day
to 100

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, Number Cards 0-120

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify patterns with numbers to 100. - Describe patterns when counting to 100.	Lesson Sequence - Launch: Where else have you seen numbers ordered or arranged this way? What is another way you could arrange these mailboxes? Explain your thinking. - Explore & Develop: Students explore different ways to arrange a set of 20 sequential numbers. In the exploration, students notice patterns in counting numbers. - Discuss vocabulary terms: count, ones, pattern, and tens. - Game Station: Number Chart Task Cards 1	- Student Edition: On My Own practice page - Exit Ticket 2-1 - Student Practice Book: Lesson 2-1 Additional Practice
Differentiation: Below Level Modifications - Counting by 1s, Take Another Look Lessons, Reinforce Understanding 2-1		



Above Level Modifications - Application Station: Groups in Nature, Websketch Exploration, Extend Thinking 2-1

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Plan 2 Template

Content Area: Math Lesson Title: Patterns on a Number Chart to 120 Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, counters, Number Chart 1-120

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify patterns when counting by 1s to 120. - Describe how to identify patterns when counting by 1s to 120.	Lesson Sequence - Launch: Do we need to count the pennies inside the jar to know how many there are? Why or why not? Can we count the pennies in the jar and outside of the jar together? Explain your thinking. - Explore & Develop: Students explore counting on from different numbers on a number chart. In exploration, students notice the patterns in counting numbers continue after 100. - Discuss the vocabulary: column, ones, pattern, row, and tens.	- Student Edition: On My Own practice page - Exit Ticket 2-2 - Student Practice Book: Lesson 2-2 Additional Practice



4. Game Station: Number
Chart Task Cards 2

Differentiation:

Below Level Modifications - Exploring Patterns, Take Another Look Lessons, Reinforce Understanding 2-2

Above Level Modifications - Application Station: Parking Spaces, Websketch Exploration, Extend Thinking 2-2

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Plan 3 Template			
Content Area:	Math	Lesson Title:	Patterns on a Number Line
		Time Frame:	40 minutes/day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English Language Arts			
Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.			
Equipment Needed: Laptop, iPads, Number Cards 0-120, Number Chart 1-120, string or yarn, tape or clips			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify patterns on a number line when counting to 120. - Explain how to identify patterns on a number line when counting to 120.	Lesson Sequence - Launch: What do you think is the meaning of the arrows? Do you think there could be different numbers shown, other than 1 through 10? If so, what numbers? Do the patterns in these numbers remind you of patterns you have seen before? - Explore & Develop: Students explore making number lines. Students will work together in pairs or small groups to organize their number cards, then attach them in order to the string using tape or clips. In the exploration, students	- Student Edition: On My Own practice page - Exit Ticket 2-3 - Student Practice Book: Lesson 2-3 Additional Practice



	notice that number lines can show counting patterns. 3. Discuss the vocabulary terms: number line, ones, pattern, and tens. 4. Game Station: Number Chart Task Cards 1	
Differentiation: Below Level Modifications - Counting on a Number Line, Take Another Look Lessons, Reinforce Understanding 2-3 Above Level Modifications - Application Station: Be Safe on the Internet, Websketch Exploration, Extend Thinking 2-3		
Resources Provided: • Teacher Edition, Volume 1 • Differentiation Resource Book • Student Edition, Volume 1 • Student Practice Book		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Grade 1	Grade Level: Math	Unit Title: Number Patterns
Created: 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area: Math **Grade Level:** Grade 1 **Unit Title:** Place Value

Unit Summary: In this unit, students are introduced to the idea of place value. This marks the first time students will analyze and represent numbers as tens and ones. Students will learn how to make numbers 11 to 19 and that ten can be thought of as a group of ten 1s. Students will also explore different tools and methods to represent 2-digit numbers. Students will be formally introduced to comparing numbers using the symbols $>$, $<$, and $=$.

Primary Interdisciplinary Connections: *English Language Arts*

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students will represent teen numbers with a ten and ones. Students will group ones into tens and ones to make it easier to count and name the number. Students decompose 2-digit numbers in different ways. Students compare 2-digit numbers and then represent comparisons using the symbols $>$, $<$, and $=$. Students analyze the characteristics of a number line and then compare two numbers on a number line.

Career Readiness (Standard 9):

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 1.NBT

Content Statements: Understand place value.

CPI#:	Cumulative Progress Indicator (CPI):
MA.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: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
MA.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 $<$.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of



	others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How can I use place value to represent and compare numbers?

Unit Enduring Understandings:

Students develop conceptual understanding of...

- 2-digit numbers by exploring how the numbers 11 through 19 are made of a ten and some ones.
- 2-digit numbers by grouping them into tens and ones before counting and naming them.
- 2-digit numbers by decomposing numbers in different but equivalent ways using groups of tens and ones.
- How symbols > (greater than), = (equal to), and < (less than) are used to compare two 2-digit numbers.

Unit Learning Targets:

Students will....

- Understand that teen numbers are composed of ten and some ones.
- Understand that ten ones can be grouped as one ten.
- Represent 2-digit numbers with some tens and some ones.
- Use place value to show 2-digit numbers.
- Represent 2-digit numbers in different ways.
- Compare 2-digit numbers.
- Use number lines to compare 2-digit numbers.
- Compare numbers using the >, <, and = symbols.



Evidence of Learning

Summative Assessment: 1 day for Unit 3 Assessment

Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Cards 1-9 and 11-19, building blocks, Place-Value Chart Number Cards 0-120, Blank Number Lines, base-ten blocks, index cards, Number Chart 1-100

Teacher Resources: Reveal Math Teacher Edition: Volume 1, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: “On My Own” pages
- Student Practice Book: “Additional Practice” pages
- Exit Tickets
- Math Probe
- Unit Performance Task



Lesson Plans

Lesson	Time Frame
Lesson 1 Numbers 11 to 19	40 minutes/day
Lesson 2 Understand Tens	40 minutes/day
Lesson 3 Represent Tens and Ones	40 minutes/day

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Numbers 11 to 19 Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Cards 1-9, Number Cards 11-19

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Make numbers 11 to 19 using a ten and some ones. - Explain that teen numbers are made of one ten and some ones.	Lesson Sequence - Launch: What did you notice about the number of cars on top of the car carrier? What did you notice about how the cards are arranged on the car carrier? What can you tell about the other cards on the road? How can you know how many cars there are altogether? - Explore & Develop: Students explore the structure of teen numbers. Student-groups choose one number card, then work together to show the number in the ten-frames. The students will repeat the activity two or three more times with different numbers,	- Student Edition: On My Own practice page - Exit Ticket 3-1 - Student Practice Book: Lesson 3-1 Additional Practice



	noticing patterns as they model the numbers. 3. Discuss the vocabulary terms: group of ten, ones, teen numbers, and ten-frame. 4. Game Station: Tens and Some Ones Task Cards	
Differentiation: Below Level Modifications - Chosen Ones, Take Another Look Lessons, Reinforce Understanding 3-1 Above Level Modifications - Application Station: Counting Notes, Websketch Exploration, Extend Thinking 3-1		
Resources Provided: • Teacher Edition, Volume 1 • Differentiation Resource Book • Student Edition, Volume 1 • Student Practice Book		



Lesson Plan 2 Template

Content Area: Math Lesson Title: Understand Tens Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, Ten-Frames

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Show and count tens. - Explain that 10 ones can be grouped as 1 ten.	Lesson Sequence - Focus: Why do you think some balloons are bundled and some are not? How might you bundle the ungrouped balloons? Why might you bundle only some of the ungrouped balloons together? How did you decide how many of the ungrouped balloons to bundle? - Explore & Develop: Students count 30 connecting cubes two different ways and record what they notice. Students notice that they can group the cubes as tens.	- Student Edition: On My Own practice page - Exit Ticket 3-2 - Student Practice Book: Lesson 3-2 Additional Practice



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">3. Discuss the vocabulary terms: ones and tens.4. Game Station: Tens Race | |
|--|--|--|

Differentiation:

Below Level Modifications - Grouping Tens, Take Another Look Lessons, Reinforce Understanding 3-2

Above Level Modifications - Application Station: Money Exchange, Websketch Exploration, Extend Thinking 3-2

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Represent Tens and Ones Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, building blocks, connecting cubes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Show tens and ones. - Explain how to show tens and ones.	Lesson Sequence - Launch: What are some different ways you could put the beads on the string? How would you decide how many beads to put on each string? If you put 10 beads on the first three strings, what can you tell about the beads for the last string? - Explore & Develop: Students use 10-cube towers and single cubes to represent 2-digit numbers. The teacher will write a 2-digit number on the board, and each group will build a city representing that number using towers and single blocks. They will begin to notice that	- Student Edition: On My Own practice page - Exit Ticket 3-3 - Student Practice Book: Lesson 3-3 Additional Practice



2-digit numbers are made up of groups of tens and some ones.

3. Students will share their work. Teacher will ask each group: How many tens are in your city? How many ones? How did you decide what number represents your city? Move your towers around. Do they still show the same number? How do you know?
4. Game Station: Tens and Ones Task Cards

Differentiation:

Below Level Modifications - Break It Down, Take Another Look Lessons, Reinforce Understanding 3-3
Above Level Modifications - Application Station: Money Exchange, Websketch Exploration, Extend Thinking 3-3

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Place Value
Created: 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Addition within 20: Facts and Strategies
Unit Summary: In this unit, students will develop concepts of addition within 20 through finding sums using various strategies. Students will use number lines, counters, ten-frames, connecting cubes, and number bonds to model the addition process while learning these strategies. Students will apply these strategies to find unknowns in addition equations and to check whether a given equation is true or false. This foundational work is applied later to solve problems involving larger addends and to subtract concepts.		
Primary Interdisciplinary Connections: <i>English Language Arts</i> 21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students use counting on, doubles, near doubles, and making a 10 to help them add within 20. Students solve addition equations when either one of the addends or the sum is missing. The equal sign (=) is a symbol that means the value on one side of the sign is the same as the value on the other side.		
Career Readiness (Standard 9): 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).		

Learning Targets

Standards: 1.OA	
Content Statements: Represent and solve problems involving addition and subtraction; Understand and apply properties of operations and the relationship between addition and subtraction; Add and subtract within 20; Work with addition and subtraction equations.	
CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
MA.1.OA.B.3	Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
MA.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).



MA.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency 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 $6 + 6 + 1 = 12 + 1 = 13$).
MA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
MA.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What strategies can I use to add?

Unit Enduring Understandings:

Students develop understanding of...

- count on, using doubles, near doubles, and make a 10 to add within 20.
- how to find unknown values in addition equations.
- how to analyze if equations are true or false.

Unit Learning Targets:

Students will....



- Understand that addition is a more efficient way of determining a total.
- Select one addend to start with and count on by the value of the second addend.
- Use doubles to add numbers within 20.
- Use doubles facts they know to solve near-doubles problems.
- Use the make a 10 strategy to solve addition equations within 20.
- Choose an efficient strategy to solve an equation.
- Add numbers in any order.
- Explain strategies for adding 3 numbers.
- Use different strategies to determine an unknown value in an addition equation.
- Explain the meaning of the equal sign.
- Determine whether an addition equation is true or false.
- Climate Change Example: Given a number of light bulb stickers, students may determine how many total stickers they and two partners have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then, with their partners, determine who saves the most electricity based on the number of light bulb stickers each has.



Evidence of Learning

Summative Assessment: 1 day for Unit 4 Assessment and 2 days for Benchmark Assessment 1

Equipment Needed: Laptop, iPads, counters, number cubes, Number Cards 0-10, Number Cards 11-19, Number Cards 0-120, Number Line 0-20, Ten-Frames, balance scale, connecting cubes

Teacher Resources: Reveal Math Teacher Edition: Volume 1, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: “On My Own” pages
- Student Practice Book: “Additional Practice” pages
- Exit Tickets
- Math Probe
- Unit Performance Task



Lesson Plans

Lesson	Time Frame
Lesson 1 Relate Counting to Addition	40 minutes/day
Lesson 2 Count On to Add	40 minutes/day
Lesson 3 Doubles	40 minutes/day

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Relate Counting to Addition Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, counters, number cubes, paper bags

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand that addition is a more efficient way of determining a total. - Explain why addition is a more efficient way of determining a total than by counting.	Lesson Sequence - Focus: Can we count the ducks and the rabbits together? Can we count the frogs and the flowers together? Explain your thinking. How can we know how many ducks there are? - Students will use manipulatives to help them understand that addition is a more efficient way of determining a total than counting all. Students will work in pairs to roll a number cube twice. The first number will be the number of frogs on a log. The second number will be the number of frogs on a lily pad. Students will model the number of	- Student Edition: On My Own practice page - Exit Ticket 4-1 - Student Practice Book: Lesson 4-1 Additional Practice



	frogs on the log with one color of counters and model the number of frogs on the lily pad with the other color of counters. Then students will work together to find the total number of counters. 3. Introduce the vocabulary terms: add, addend, and sum. Students will share how they found the total number of frogs. 4. Game Station: Count On Race.	
Differentiation: Below Level Modifications - Count and Add, Take Another Look Lessons, Reinforce Understanding 4-1 Above Level Modifications - Application Station: Digital Devices, Websketch Exploration, Extend Thinking 4-1		
Resources Provided: • Teacher Edition, Volume 1 • Differentiation Resource Book • Student Edition, Volume 1 • Student Practice Book		



Lesson Plan 2 Template

Content Area: Math Lesson Title: Count On to Add Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, blank number cubes, counters, Number Cards 0-10, Number Line 0-20, number cubes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Count to add within 20. - Use a number line to add.	Lesson Sequence - Launch: How can you keep track of the bubbles if you count them? Where on the picture of the bubbles might it be a good place to take a break during counting? Why might one student count a different number of bubbles than another? - Explore & Develop: Students explore finding a sum of two numbers using a number line. Student-groups choose two number cards. Students then use a number line to find the sum of the numbers on their cards. They compare the results	- Student Edition: On My Own practice page - Exit Ticket 4-2 - Student Practice Book: Lesson 4-2 Additional Practice



- adding the greater
addend first to adding the
lesser addend first.
3. Review vocabulary: add,
addend, and sum.
Student-groups will share
how they found the sum
using a number line.
 4. Game Station: Word
Problem Race.

Differentiation:

Below Level Modifications - Racing Down the Line, Take Another Look Lessons, Reinforce Understanding 4-2

Above Level Modifications - Application Station: Domino Exercises, Websketch Exploration, Extend Thinking 4-2

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Doubles Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, index cards, Number Cards 0-10

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Use doubles to add numbers within 20. - Demonstrate how to use doubles to add when the addends are the same.	Lesson Sequence - Launch: What do you notice about the number of buttons in each column? How many buttons are in each column? How can we find how many buttons there are in all? - Explore & Develop: Students explore adding doubles using manipulatives to develop their understanding of adding within 20 when addends are the same. Teacher will distribute two cards with the same number to each student-group. Student-groups will show the number on the first card with counters and	- Student Edition: On My Own practice page - Exit Ticket 4-3 - Student Practice Book: Lesson 4-3 Additional Practice



	then show the number on the second card with counters. Then student-groups will work together to find the total number of counters, which is the same as the sum of the numbers on both cards. 3. Review the vocabulary terms: addend and sum. Introduce the term doubles. Have groups share how they found the total number. 4. Game Station: Doubles Showdown	
Differentiation: Below Level Modifications - Doubles Match, Take Another Look Lessons, Reinforce Understanding 4-3 Above Level Modifications - Application Station: Program a Calculator, Websketch Exploration, Extend Thinking 4-3		
Resources Provided: • Teacher Edition, Volume 1 • Differentiation Resource Book • Student Edition, Volume 1 • Student Practice Book		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Addition within 20: Facts and Strategies
Created: 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Subtraction within 20: Facts and Strategies
---------------------------	-----------------------------	--

Unit Summary: In this unit, students first relate counting to subtraction. They will use the strategies count back, count on, make a 10, use addition, and fact families to subtract within 20. Students will use number lines and ten-frames to decompose and adjust addends. This work is foundational to understanding subtraction and is applied when students regroup to subtract greater numbers and to solve problems involving subtraction.

Primary Interdisciplinary Connections: *English Language Arts*

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students relate counting to subtraction. They use subtraction as a more efficient means to find a difference. Students use number lines, drawings, ten-frames, number bonds, and equations to illustrate subtraction. Students use a known fact to write related facts. Students determine if a subtraction equation is true or false.

Career Readiness (Standard 9):

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 1.OA

Content Statements: Understand and apply properties of operations and the relationship between addition and subtraction; Add and subtract within 20; Work with addition and subtraction equations.

CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
MA.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
MA.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency 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 $6 + 6 + 1 = 12 + 1 = 13$).



MA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
MA.1.OA.D. 8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What strategies can I use to subtract?

Unit Enduring Understandings:

Students develop understanding of...

- Subtraction and how it can be used in place of counting to find a difference.
- Using a number line to subtract.
- Decomposing numbers to help find a difference.
- The relationship between addition and subtraction.
- Equations by deciding whether both sides of an equation are the same, or equal.

Unit Learning Targets:

Students will....

- Understand that subtraction is a more efficient way of determining a difference.
- Count back on a number line to solve a subtraction equation.
- Start with the change number (subtrahend) and count on to the total (minuend).
- Use the make a 10 strategy to solve subtraction equations within 20.



- Use near doubles and doubles to solve subtraction equations within 20.
- Use addition to subtract.
- Make fact families relating three numbers to addition and subtraction.
- Use different strategies to determine an unknown value in a subtraction equation.
- Determine whether a subtraction equation is true or false.



Evidence of Learning

Summative Assessment: 1 day for Unit 5 Assessment

Equipment Needed: Laptop, iPads, counters, number cubes, Number Cards 0-10, Number Cards 11-19, Number Cards 0-120, Number Line 0-20, Ten-Frames, balance scale, connecting cubes

Teacher Resources: Reveal Math Teacher Edition: Volume 1, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: “On My Own” pages
- Student Practice Book: “Additional Practice” pages
- Exit Tickets
- Math Probe
- Unit Performance Task



Lesson Plans

Lesson	Time Frame
Lesson 1 Relate Counting to Subtraction	40 minutes/day
Lesson 2 Count Back to Subtract	40 minutes/day
Lesson 3 Count On to Subtract	40 minutes/day

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Relate Counting to Subtraction Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, counters, Number Cards 11-19, number cubes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Relate counting to subtraction. - Explain that subtraction is a more efficient way of determining a difference.	Lesson Sequence - Launch: What do you notice about the group of bunnies? What did you notice about the group of frogs? What appears to be happening to the other animals in the picture? - Explore & Develop: Students use counters or other small manipulatives to relate counting to subtraction. One member of each student-group will choose a number between 8 and 20 and model the number with counters. The students will write the number. Another member of the student-group will roll the number cube and slide that number of	- Student Edition: On My Own practice page - Exit Ticket 5-1 - Student Practice Book: Lesson 5-1 Additional Practice



counters away from the original group. The students will write this number. Then the students will count the number of counters remaining and record that number.

3. Discuss the vocabulary terms: difference, subtract, and total.
4. Game Station: Subtract 1 or 2 Race

Differentiation:

Below Level Modifications - Monkey Eats Bananas, Take Another Look Lessons, Reinforce Understanding 5-1

Above Level Modifications - Application Station: Saving Money, Websketch Exploration, Extend Thinking 5-1

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Plan 2 Template			
Content Area:	Math	Lesson Title:	Count Back to Subtract
		Time Frame:	40 minutes/day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English Language Arts			
Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.			
Equipment Needed: Laptop, iPads, counters, Number Cards 11-19, number cubes, Number Line 0-20			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use a number line to count back to subtract. • Describe how to use a number line to count back to subtract.	Lesson Sequence 1. Focus: What is this picture showing? How is this game played? How many balloons were there at the start of the game? How many balloons are popped? How many balloons are there now? 2. Explore & Develop: Students use counters and number lines to model subtraction by counting back within 20. One member of the student-group will write a number between 11 and 20 that will be the starting number (minuend). Another student will write a change number	• Student Edition: On My Own practice page • Exit Ticket 5-2 • Student Practice Book: Lesson 5-2 Additional Practice



	(subtrahend) that is less than the starting number. The student-groups will model their subtraction expression with counters to find and record the difference. Then, they will transition from the counters to number lines. 3. Discuss the vocabulary terms: minuend and subtrahend. 4. Game Station: Subtract Using a Number Line Race	
Differentiation: Below Level Modifications - Moving Down the Line, Take Another Look Lessons, Reinforce Understanding 5-2 Above Level Modifications - Application Station: Carnival Spinner Game, Websketch Exploration, Extend Thinking 5-2		
Resources Provided: ● Teacher Edition, Volume 1 ● Differentiation Resource Book ● Student Edition, Volume 1 ● Student Practice Book		



Lesson Plan 3 Template

Content Area: Math Lesson Title: Count On to Subtract Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, Number Cards 11-19, number cubes, Number Line 0-20

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Use a number line to count to subtract. - Describe how to use a number line to count on to subtract.	Lesson Sequence - Launch: What do you notice about the number of tickets in each strip? What do you notice about the total? How could counting be used with this picture? What kind of math problem could this picture show? Explain your thinking. - Explore & Develop: Students use counters and number lines to model subtraction by counting on (within 20). One member of the student-group will write a change number that is between 1 and 10. Another member of the student-group will write a total that is between 11	- Student Edition: On My Own practice page - Exit Ticket 5-3 - Student Practice Book: Lesson 5-3 Additional Practice



	and 20. Students will write a subtraction expression using their two numbers. 3. Students share the similarities between their models with the counters and the number lines. Students will share how they used the counting on strategy to find a difference. 4. Game Station: Subtract Using a Number Line Race	
Differentiation: Below Level Modifications - Moving Up the Line, Take Another Look Lessons, Reinforce Understanding 5-3 Above Level Modifications - Application Station: Carnival Spinner Game, Websketch Exploration, Extend Thinking 5-3		
Resources Provided: • Teacher Edition, Volume 1 • Differentiation Resource Book • Student Edition, Volume 1 • Student Practice Book		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Subtraction within 20: Facts and Strategies
Created: 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area: Math **Grade Level:** Grade 1 **Unit Title:** Shapes and Solids

Unit Summary: In this unit, students extend their earlier work with recognizing, naming, and sorting 2- and 3-dimensional shapes to more formal work with defining 2- and 3-dimensional shapes based on their attributes. Students identify, describe, and define 2-dimensional shapes by their attributes. They also build and draw 2-dimensional shapes with various specified attributes. Students work with defining attributes of a cube, rectangular prism, cone, cylinder, and sphere. Students use the terms face, edge, and vertex to describe 3-dimensional shapes.

Primary Interdisciplinary Connections: *English Language Arts*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students describe defining attributes and non-defining attributes of 2- and 3-dimensional shapes. Students draw 2-dimensional shapes given defining and non-defining attributes. Students put together 2-dimensional shapes to create new shapes.

Career Readiness (Standard 9):

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 1.G

Content Statements: Reason with shapes and their attributes.

CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
MA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.



WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- What are shapes and solids?

Unit Enduring Understandings:

Students develop understanding of...

- Defining 2- and 3-dimensional shapes.
- The fact that shapes and solids are defined by certain attributes such as numbers of sides and vertices.
- The fact that shapes have defining and non-defining attributes.
- The fact that shapes and solids can be joined to create new shapes with different properties.

Unit Learning Targets:

Students will....

- Describe defining attributes of 2-dimensional shapes.
- Describe attributes that do not define shapes.
- Draw 2-dimensional shapes given defining and non-defining attributes.
- Put together 2-dimensional shapes to create a composite shape.
- Create a new 2-dimensional composite shape from an existing composite shape.
- Describe attributes that define and do not define solids.
- Put together solids to create a composite solid shape.
- Create a new solid composite shape from an existing solid composite shape.



Evidence of Learning

Summative Assessment: 1 day for Unit 6 Assessment

Equipment Needed: Laptop, iPads, straws, pattern blocks, attribute blocks, Pattern Blocks 3, poster board, tangrams, geometric solids, real-life solids

Teacher Resources: Reveal Math Teacher Edition: Volume 1, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: “On My Own” pages
- Student Practice Book: “Additional Practice” pages
- Exit Tickets
- Math Probe
- Unit Performance Task



Lesson Plans

Lesson	Time Frame
Lesson 1 Understand Defining Attributes of Shapes	40 minutes/day
Lesson 2 Understand Non-Defining Attributes	40 minutes/day
Lesson 3 Compose Shapes	40 minutes/day

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)
[Clever](#)
[BrainPOP Jr.](#)
[IXL](#)
[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math	Lesson Title: Understand Defining Attributes of Shapes	Time Frame: 40 minutes/day
--------------------	---	-------------------------------

Lesson Components

21st Century Themes

- | | |
|--|---|
| ☒ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, pattern blocks, straws

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Tell if a 2-dimensional shape is closed. - Describe 2-dimensional shapes by the attributes they always have.	Lesson Sequence - Launch: What did you notice about the shapes in the pictures? What did you notice about the size of the signs? - Explore & Develop: Students use straws to demonstrate the terms used to describe shapes. Distribute the 4 straws with the same length to each student-group. Students will form a figure with the straws by having each straw connect to the previous straw by making a corner. - Define the vocabulary terms: 2-dimensional (2-D) shape, side, vertex, and closed shape.	- Student Edition: On My Own practice page - Exit Ticket 6-1 - Student Practice Book: Lesson 6-1 Additional Practice



4. Game Station: Shapes
Bingo.

Differentiation:

Below Level Modifications - Shape Sort, Take Another Look Lessons, Reinforce Understanding 6-1
Above Level Modifications - Application Station: A Path Through the Park, Websketch Exploration,
Extend Thinking 6-1

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Plan 2 Template

Content Area: Math	Lesson Title: Understand Non-Defining Attributes	Time Frame: 40 minutes/day
--------------------	--	----------------------------

Lesson Components

21st Century Themes

- | | |
|--|---|
| ☒ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, attribute blocks, Pattern Blocks 3, poster board

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify 2-dimensional shapes of different colors, sizes, and directions. - Explain why changing the color, size, or direction does not change the type of shape.	Lesson Sequence - Launch: Which doesn't belong? How did you decide which sticker is different? What is different about the sticker you chose? How are the stickers the same? - Explore & Develop: Students explore defining attributes and non-defining attributes of triangles, circles, and hexagons. Students will list all attributes related to each attribute block to describe the block. After the finish, they will circle the attributes on the list that the shape must have to be identified as that shape.	- Student Edition: On My Own practice page - Exit Ticket 6-2 - Student Practice Book: Lesson 6-2 Additional Practice



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">3. Review the vocabulary terms: 2-dimensional shape, closed, rectangle, side, square, and vertex.4. Game Station: Name That Shape Race | |
|--|---|--|

Differentiation:

Below Level Modifications - Shape Posters, Take Another Look Lessons, Reinforce Understanding 6-2
Above Level Modifications - Application Station: Floor Plan, Websketch Exploration, Extend Thinking 6-2

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Compose Shapes Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, Pattern Blocks 3, tangrams

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Use 2-dimensional shapes to make other 2-dimensional shapes. - Explain how to use shapes to make other shapes.	Lesson Sequence - Launch: What did you notice about the shapes? What shapes do we need to make the shape in the image? - Explore & Develop: Students use pattern blocks to make new 2-dimensional shapes. Students will use squares to make a rectangle. Then the students will use triangles to make a rectangle. Next, students will use trapezoids to make a hexagon. - Student-groups will share how they made each shape. Discuss how they decided what shapes were needed and how they fit together.	- Student Edition: On My Own practice page - Exit Ticket 6-3 - Student Practice Book: Lesson 6-3 Additional Practice



4. Game Station: Compose
2-Dimensional Shapes
Task Cards

Differentiation:

Below Level Modifications - Pattern Shapes, Take Another Look Lessons, Reinforce Understanding 6-3

Above Level Modifications - Application Station: Designing Containers, Websketch Exploration, Extend Thinking 6-3

Resources Provided:

- Teacher Edition, Volume 1
- Differentiation Resource Book
- Student Edition, Volume 1
- Student Practice Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Shapes and Solids
Created: 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Math	Grade Level:	Grade 1	Unit Title:	Meanings of Addition
Unit Summary: In this unit, students represent and solve addition word problems for two common addition situations: add to and put together. Students are familiar with these situations from Unit 4, where they focused on conceptual understanding. Students will apply what they know about addition to solving different types of add to and put together word problems within 20. Throughout the unit, students also make connections between words and numbers in the problem and an equation that matches the story in the problem.					
Primary Interdisciplinary Connections: <i>English Language Arts</i> 21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students represent an add to situation with equations when either the result of one or two addends are unknown. Students represent a put together situation with equations when either the result or one or two addends are unknown. Students represent addition word problems that have three addends with equations.					
Career Readiness (Standard 9): 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).					

Learning Targets

Standards: 1.OA	
Content Statements: Represent and solve problems involving addition and subtraction.	
CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
MA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under



	discussion.
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.

Unit Essential Questions:

- How can I solve addition problems?

Unit Enduring Understandings:

Students develop understanding of...

- Representing and solving add to problems.
- Representing and solving put together problems.
- Representing and solving addition word problems that have three addends.

Unit Learning Targets:

Students will....

- Represent an add to situation with an equation when the two addends are known.
- Represent an add to situation with an equation when the first or second addend is unknown.
- Represent a put together situation with an equation when the two addends are known.
- Represent a put together situation with an equation when both addends are unknown or when one addend is unknown.
- Represent an addition situation with an equation when there are three addends.
- Represent and solve various additional problems.
- Climate Change Example: Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has.



Evidence of Learning

Summative Assessment: 1 day for Unit 7 Assessment

Equipment Needed: Laptop, iPads, number cubes, connecting cubes, counters, Double Ten-Frames, Number Line 0-20, Part-Part-Whole Mat, paper clips, Number Line 0-20, Number Cards 0-10 and 11-19

Teacher Resources: Reveal Math Teacher Edition: Volume 2, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: “On My Own” pages
- Student Practice Book: “Additional Practice” pages
- Exit Tickets
- Math Probe
- Unit Performance Task



Lesson Plans

Lesson	Time Frame
Lesson 1 Represent and Solve Add To Problems	40 minutes/day
Lesson 2 Represent and Solve More Add To Problems	40 minutes/day
Lesson 3 Represent and Solve Put Together Problems	40 minutes/day
Teacher Notes: N/A	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Reveal Math Clever BrainPOP Jr. IXL XtraMath	



Lesson Plan 1 Template

Content Area: Math	Lesson Title: Represent and Solve Add To Problems	Time Frame: 40 minutes/day
--------------------	---	----------------------------

Lesson Components

21st Century Themes

- | | |
|--|---|
| ☒ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☐ Health Literacy |

21st Century Skills

- | | | |
|--|---|---|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Cards 0-10, Number Cards 0-20

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Add one part to another part to find the result. - Represent a word problem to show adding two parts to find the result.	Lesson Sequence - Launch: What do you notice about each group of birds? Does the location of the birds affect the total number of birds? - Explore & Develop: Students will choose two number cards. The first number is the number of birds on a fence and the second number is the number of birds that land on the fence. The students will use the tools available to find the total number of birds by modeling or drawing to represent the problem. Then students will write an equation to represent	- Student Edition: On My Own practice page - Exit Ticket 7-1 - Student Practice Book: Lesson 7-1 Additional Practice



	the problem and use one of their addition strategies to solve the equation. 3. Review vocabulary: addend, sum, total, and unknown. 4. Game Station: Put Together Concentration.	
Differentiation: Below Level Modifications - Solve an Add To Problem, Take Another Look Lessons, Reinforce Understanding 7-1 Above Level Modifications - Application Station: Get a Job, Websketch Exploration, Extend Thinking 7-1		
Resources Provided: • Teacher Edition, Volume 2 • Differentiation Resource Book • Student Edition, Volume 2 • Student Practice Book		



Lesson Plan 2 Template			
Content Area:	Math	Lesson Title:	Represent and Solve More Add To Problems
		Time Frame:	40 minutes/day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: English Language Arts			
Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.			
Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Line 0-20			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Solve a word problem that has an unknown addend. - Represent a word problem that has an unknown addend.	Lesson Sequence - Launch: What do the words some and more mean in this problem? How do the numbers of oranges before and after compare? - Explore & Develop: Students explore using a physical model, drawing, and equation to represent a word problem with unknown first or second addends. Student-groups will use the tools available to find the number of oranges they need to buy by modeling or drawing the problem. Students will write an equation to represent the	- Student Edition: On My Own practice page - Exit Ticket 7-2 - Student Practice Book: Lesson 7-2 Additional Practice



	problem and choose a strategy to solve the equation. 3. Review vocabulary: addend, sum, total, unknown, and word problem. 4. Game Station: Addition Word Problem Race	
Differentiation: Below Level Modifications - Number Line Change Challenge, Take Another Look Lessons, Reinforce Understanding 7-2 Above Level Modifications - Application Station: Training for a Fun Run, Websketch Exploration, Extend Thinking 7-2		
Resources Provided: • Teacher Edition, Volume 1 • Differentiation Resource Book • Student Edition, Volume 1 • Student Practice Book		



Lesson Plan 3 Template

Content Area: Math Lesson Title: Represent and Solve Put Together Problems Time Frame: 40 minutes/day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Bond 1, Number Cards 0-10, Number Line 0-20, Part-Part-Whole Mat

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Put together two parts to find the total. - Represent a word problem to show putting together two parts to find the total.	Lesson Sequence - Launch: What is the same about both of the parts? What is different about the two parts? What do you notice about the section labeled Whole? - Explore & Develop: Students represent a word problem with tools or drawings. Then they write and solve an equation that represents the problem. The students will choose two number cards. The first number is the number of large fish. The second number is the number of small fish. Students will use the tools available to	- Student Edition: On My Own practice page - Exit Ticket 7-3 - Student Practice Book: Lesson 7-3 Additional Practice



	find the total number of fish by modeling or drawing the problem. They will write an equation to represent the problem and use an addition strategy to solve the equation. 3. Define the vocabulary terms: part and whole. Introduce the part-part-whole mat to students and discuss how to use it. 4. Game Station: Take Apart Concentration.	
Differentiation: Below Level Modifications - Put Together a Word Problem, Take Another Look Lessons, Reinforce Understanding 7-3 Above Level Modifications - Application Station: Get a Job, Websketch Exploration, Extend Thinking 7-3		
Resources Provided: • Teacher Edition, Volume 1 • Differentiation Resource Book • Student Edition, Volume 1 • Student Practice Book		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Meanings of Addition
Created: 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area: Math **Grade Level:** Grade 1 **Unit Title:** Meanings of Subtraction

Unit Summary: Students develop concepts of subtraction within 20 through the context of take from and take apart. Students use models and drawings to illustrate those situations. Subtraction equations are introduced as another way to represent subtraction problems.

Primary Interdisciplinary Connections: *English Language Arts*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students have previously learned to add and subtract within 20 and have used count on, doubles, near doubles, and make a 10 to help them add within 20. This unit will prepare students to solve word problems that vary across situations.

Career Readiness (Standard 9):

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 1.OA

Content Statements: Represent and solve problems involving addition and subtraction.

CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1.N L.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.N L.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12.1. 1	Recognize one's feelings and thoughts.



SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.3. 1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.4. 1	Develop, implement and model effective problem-solving, and critical thinking skills.

Unit Essential Questions:

- How can I solve subtraction problems?

Unit Enduring Understandings:

- Representing and solving subtraction problems involving taking away one part from a total
- Representing and solving subtraction problems involving taking apart a total
- Representing and solving word problems using addition or subtraction

Unit Learning Targets:

Students will....

- Represent a take from situation with an equation when the difference is unknown
- Represent a take from situation with an equation when either the change or the total is unknown
- Represent a take apart situation with an equation when the total is unknown
- Represent a take apart situation with an equation when both parts are unknown
- Represent a take apart situation with an equation when one part is unknown.
- Represent and solve various subtraction and addition problems.



Evidence of Learning

Summative Assessment: 1 day for Unit 8 Assessment and 2 days for Benchmark Assessment 2

Equipment Needed: Laptop, iPads, connecting cubes, counters, Number Cards 0-19, Number Line 0-20, Double Ten-Frames, Number Bond 1, Part-Part-Whole Mat

Teacher Resources: Reveal Math Teacher Edition: Volume 2, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: On My Own
- Student Practice Book: Additional Practice
- Exit Tickets
- Math Probes
- Unit Performance Tasks
- Fluency Practice



Lesson Plans

Lesson	Time Frame
Lesson 1 Represent and Solve Take From Problems	1 hours/days
Lesson 2 Represent and Solve More Take From Problems	1 hours/days
Lesson 3 Represent and Solve Take Apart Problems	1 hours/days
Teacher Notes: N/A	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Reveal Math Clever BrainPOP Jr. IXL XtraMath	



Lesson Plan 1 Template

Content Area: Math Lesson Title: Represent and Solve Take From Problems Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, Number Cards 0-20, Number Line 0-20

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Take from the total when the difference is unknown - Represent a subtraction problem when the difference is unknown	Lesson Sequence - Launch: What question could you ask? What do you notice about each group of sheep? What happens to the whole group when some sheep walk away from the group? - Explore & Develop: Three reads of the problem and students share how they represent a problem with a drawing and equations - Practice: Students complete On My own pages - Reflect: How do you know when the difference is the unknown in a word problem?	- Student Edition: On My own - Exit Ticket 8-1



Differentiation:

Below Level Modifications: Small Group Make Up Take From Problems, Take Another Look Lesson, Lesson 8-1 Reinforce Understanding

Above Level Modifications: Use It! Application Station Food drive, STEM Adventure, Lesson 8-1 Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 2 Template

Content Area: Math Lesson Title: Represent and Solve More Take From Problems Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Bond 1, Number Line 0-20

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Solve for an unknown number that is taken from the total - Represent a subtraction problem when the change is unknown	Lesson Sequence - Launch: Numberless Word Problem, What is the question? Is this an addition or subtraction situation? - Explore & Develop: Pose the problem, make drawings to represent the problem and brainstorm strategies for solving subtraction - Practice: Students complete On My Own pages - Reflect: How do you know where to put the unknown in a subtraction equation?	- Student Edition: On My Own Pages - Exit Ticket 8-2
Differentiation:		



Below Level Modifications: Small Group The Unknown Change or Total, Take Another Look Lesson, Lesson 8-2 Reinforce Understanding

Above Level Modifications: Use It! Application Station Friendly Messages, STEM Adventure, Lesson 8-2 Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Represent and Solve Take Apart Problems Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, number Bond 1, Number Cards 0-10, Number Line 0-20, Part-Part-Whole Mat

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Solve for the total in subtraction problems - Represent subtraction problems when the total is unknown	Lesson Sequence - Launch: What do you notice about the number of laundry pieces in the picture? How would you describe what the child is doing? - Explore & Develop: Pose the problem, students will solve a word problem where the total is unknown using a model and equation - Practice: Students will complete On My Own pages - Reflect: How can you show a word problem when the whole is unknown?	- Student Edition On My Own Pages - Exit Ticket 8-3



Differentiation:

Below Level Modifications: Small Group Model Two Parts, Take Another Look Lesson, Lesson 8-3 Reinforce Understanding

Above Level Modifications: Use It! Application Station Friendly Messages, STEM Adventure, Lesson 8-3 Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Meaning of Subtraction
Created: 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area: Math **Grade Level:** Grade 1 **Unit Title:** Addition within 100

Unit Summary: Students will build on previous skills and concepts to add 2-digit numbers with and without regrouping. They also add multiples of 10. These skills enable students to solve a variety of problems, as well as prepare them for work next year with more difficult addition and subtraction.

Primary Interdisciplinary Connections: *English Language Arts*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students have previously worked with numbers 11 to 19 to gain foundations for place value and added within 20. This unit will prepare students to add within 100.

Career Readiness (Standard 9):

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 1.NBT

Content Statements: Use place value understanding and properties of operations to add and subtract.

CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
MA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.



WL.NL.7.1.NL .IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
Unit Essential Questions: How do I use strategies to add 2-digit numbers?	
Unit Enduring Understandings: - The relationship between the tens and ones places in a number - Place value concepts used to add 2-digit numbers - The ability to explain various strategies that can be used to add 2-digit numbers	
Unit Learning Targets: Students will... - Use mental math to find 10 more of a given 2-digit number and explain their reasoning - Use place value to add 2-digit numbers and a multiple of 10 - Use place value and counting on to add 2-digit and 1-digit numbers, without regrouping. - Use decomposition and place value to add 2-digit and 2-digit numbers. - Use an open number line to add 2-digit and 2-digit numbers, without regrouping. - Use an open number line to add 2-digit and 1-digit numbers, with regrouping. - Use regrouping to add 2-digit and 1-digit numbers. - Use regrouping to add 2-digit and 2-digit numbers.	



Evidence of Learning

Summative Assessment: 1 day for Unit 9 assessment

Equipment Needed: Laptop, iPads, base-ten blocks, number cubes, Number Cards 0-10, Blank Open Number Lines, counters

Teacher Resources: Reveal Math Teacher Edition: Volume 2, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: On My Own
- Student Practice Book: Additional Practice
- Exit Tickets
- Math Probes
- Unit Performance Tasks
- Fluency Practice



Lesson Plans

Lesson	Time Frame
Lesson 1 Use Mental Math to Find 10 More	1 hours/days
Lesson 2 Represent Adding Tens	1 hours/days
Lesson 3 Represent Adding Tens and Ones	1 hours/days

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Use Mental Math to Find 10 More Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, base-ten blocks, number cubes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Add 10 more than a number using mental math - Explain how to add 10 more than a number using mental math	Lesson Sequence - Launch: What do you see? What do you notice about the number of stamps? - Explore & Develop: Pose the Problem, students use place-value structure to recognize a pattern for adding 10 - Practice: Students complete On My Own pages - Reflect: How can you add 10 to a number?	- Student Edition On My Own Pages - Exit Ticket 9-1
Differentiation: Below Level Modifications: Small Group Finding 10 More with Tools, Take Another Look Lesson, Lesson 9-1 Reinforce Understanding Above Level Modifications: Use It! Application Station Order the Steps, Websketch Exploration, Lesson 9-1 Extending Thinking		
Resources Provided: Teacher Edition, Volume 2		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 2 Template

Content Area: Math Lesson Title: Represent Adding Tens Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, base-ten blocks, number cubes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Add tens to any number - Explain how to add tens to any number	Lesson Sequence - Launch: What can you tell me about the packages? How are the packages related to something in math you have already learned? - Explore & Develop: Pose the problem, students use a model to explain how to solve the problem - Practice: Students complete On My Own pages - Reflect: How can you add tens to any number?	- Student Edition On My Own Pages - Exit Ticket 9-2
Differentiation: Below Level Modifications: Small Group Finding 10 More, Take Another Look Lesson, Lesson 9-2 Reinforce Understanding Above Level Modifications: Use It! Application Station Olympic Gold Medals, Websketch Exploration, Lesson 9-2 Extend Thinking		



Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Represent Adding Tens and Ones Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, base-ten blocks

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Count on to add 2-digit and 1-digit numbers - Use place value to add 2-digit and 1-digit numbers	Lesson Sequence - Launch: What do you notice about how many people are in each boat? What do you wonder about the people on the dock? - Explore & Develop: Pose the problem, students use base-ten block or shorthand to support their thinking - Practice: students complete On My Own pages - Reflect: How can you add ones to a number?	- Student Edition On My Own Pages - Exit Ticket 9-3
Differentiation: Below Level Modifications: Small Group Adding 1- Digit, Take Another Look Lessons, Lesson 9-3 Reinforce Understanding Above Level Modifications: Use It! Application Station Networks, Websketch Exploration, Lesson 9-3 Extend Thinking		



Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Addition within 100
Created: 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Math	Grade Level:	Grade 1	Unit Title:	Compare Using Addition and Subtraction
Unit Summary: Students will build on the knowledge they gained from previous units as they work through these compare situations; difference unknown, greater unknown, and lesser unknown.					
Primary Interdisciplinary Connections: <i>English Language Arts</i>					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Previously students solved addition word problems. This unit will prepare students for solving addition and subtraction word problems.					
Career Readiness (Standard 9): 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).					

Learning Targets

Standards: 1.OA	
Content Statements: Extend the counting sequence.	
CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1.N L.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.N L.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12.1. 1	Recognize one's feelings and thoughts.



SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.

Unit Essential Questions:

- How can I compare using addition and subtraction.

Unit Enduring Understandings:

- Knowing either the greater or lesser quantity in comparison word problems can be helpful to solve the word problems
- Proficiency in modeling and solving comparison word problems.
- Solving real-world comparison problems.

Unit Learning Targets:

Students will....

- Represent and solve a compare situation when the difference is unknown.
- Represent and solve a compare situation when the greater quantity is unknown.
- Represent and solve a compare situation when the lesser quantity is unknown.
- Represent and solve various “compare” problems.



Evidence of Learning

Summative Assessment: 1 day for Unit 10 Assessment

Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Line 0-20,

Teacher Resources: Reveal Math Teacher Edition: Volume 2, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: On My Own
- Student Practice Book: Additional Practice
- Exit Tickets
- Math Probes
- Unit Performance Tasks
- Fluency Practice



Lesson Plans

Lesson	Time Frame
Lesson 1 Represent and Solve Compare Problems	1 hours/days
Lesson 2 Represent and Solve Compare Problems Using Addition	1 hours/days
Lesson 3 Represent and Solve More Compare Problems	1 hours/days
Teacher Notes: N/A	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> Reveal Math Clever BrainPOP Jr. IXL XtraMath	



Lesson Plan 1 Template

Content Area: Math Lesson Title: Represent and Solve Compare Problems Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Line 0-20

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Solve compare problems with the difference unknown using addition or subtraction equations - Explain how to solve compare problems with the difference unknown	Lesson Sequence - Launch: What can you tell me about the picture? How can you compare the flowers on the left to the flowers on the right? - Explore & Develop: Pose the problem, students share responses and represent the problem with a drawing or with an equation - Practice: students complete On My Own pages - Reflect: How can you compare numbers to find the difference?	- Student Edition On My Own Pages - Exit Ticket 10-1
Differentiation: Below Level Modifications: Small Group Compare with Difference Unknown Word Problem, Take Another Look Lesson, Lesson 10-1 Reinforce Understanding		



Above Level Modifications: Use It! Application Station Comparing Prices, STEM Adventure, Lesson 10-1 Extending Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 2 Template			
Content Area:	Math	Lesson Title:	Represent and Solve Compare Problems Using Addition
Time Frame:			
1 hours/days			
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy			
☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy			
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections:			
English Language Arts			
Integration of Technology:			
Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.			
Equipment Needed:			
Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Line 0-20			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Solve compare problems with the greater quantity unknown using addition equations - Explain how to solve compare problems with the greater quantity unknown	Lesson Sequence - Launch: What did you notice about what the children are comparing? Who has more crackers? Who has fewer crackers? - Explore & Develop: Pose the problem, students discover word problems can compare two amounts, sometimes the difference is not known, and sometimes no amount is not known - Practice: students complete On My Own pages - Reflect: How do you solve a compare word problem	- Student Edition On My Own Pages - Exit Ticket 10-2



when the greater number
is unknown?

Differentiation:

Below Level Modifications: Small group Compare with the Greater Quantity Unknown, Take Another Look Lesson, Lesson 10-2 Reinforce Understanding

Above Level Modifications: Use It! Application Station Melting Ice, STEM Adventure, Lesson 10-2 Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Represent and Solve More Compare Problems Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, Double Ten-Frames, Number Line 0-20

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Solve compare problems with the lesser quantity unknown using addition or subtraction equations - Explain how to solve compare problems with the lesser quantity unknown	Lesson Sequence - Launch: Numberless Word Problem, What math do you see in this problem? What do you know about the numbers of bananas each person buys? - Explore & Develop: Pose the problem, students will discover in a word problem, when the lesser number is unknown, you can add or subtract to find the unknown, and you can use an equation to show the problem - Practice: Students complete On My Own Pages	- Student Edition On My Own Pages - Exit Ticket 10-3



4. Reflect: How can you add or subtract to find the lesser number?

Differentiation:

Below Level Modifications: Small Group Compare with the Lesser Quantity Unknown, Take Another Look Lesson, Lesson 10-3 Reinforce Understanding

Above Level Modifications: Use It! Application Station Suncatcher, STEM Adventure, Lesson 10-3 Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Compare Using Addition and Subtraction
Created: 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area: Math **Grade Level:** Grade 1 **Unit Title:** Subtraction within 100

Unit Summary: In this unit, students will use various strategies to subtract multiples of 10. These skills enable students to solve a variety of problems and they prepare students for work next year with more difficult subtraction. Students build on the knowledge they gained from previous units as they work through these topics; subtract multiples of 10, subtraction patterns, equations.

Primary Interdisciplinary Connections: *English Language Arts*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students previously subtracted single-digit numbers. This unit will prepare students to subtract within 100.

Career Readiness (Standard 9):

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 1.NBT

Content Statements: Use place value understanding and properties of operations to add and subtract.

CPI#:	Cumulative Progress Indicator (CPI):
MA.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.
MA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1.NL. IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.



WL.NL.7.1.NL. IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.

Unit Essential Questions:

- What strategies help me subtract 2-digit numbers?

Unit Enduring Understandings:

- Mental Math to find 10 less than a number
- Place value concepts used to subtract multiples of 10
- The inverse relationship between addition and subtraction as they use known addition facts as a strategy to subtract multiples of 10
- The ability to explain various strategies that can be used to subtract multiples of 10

Unit Learning Targets:

Students will....

- Use mental math to find 10 less than a given 2-digit number and explain their reasoning.
- Use place value to subtract a multiple of 10 from larger multiples of 10.
- Use a number chart and an open number line to subtract a multiple of 10 from a larger multiple of 10.
- Use a known addition equation to find the difference of a multiple of 10 from larger multiples of 10 and explain their reasoning.
- Explain the strategies they used to determine the difference of a multiple of 10 from larger multiples of 10.



Evidence of Learning

Summative Assessment: 1 day for Unit 11 Assessment and 2 days for Benchmark Assessment 3

Equipment Needed: Laptop, iPads, counters, Number Cards 0-120, Number Chart 1-100, base-ten blocks, Tens Cards, Blank Open Number Lines, Number Bond 1

Teacher Resources: Reveal Math Teacher Edition: Volume 2, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: On My Own
- Student Practice Book: Additional Practice
- Exit Tickets
- Math Probes
- Unit Performance Tasks
- Fluency Practice



Lesson Plans

Lesson	Time Frame
Lesson 1 Use Mental Math to Find 10 Less	1 hours/days
Lesson 2 Represent Subtracting Tens	1 hours/days
Lesson 3 Subtract Tens	1 hours/days

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Use Mental Math to Find 10 Less Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, counters, Number Cards 0-120, Number Chart 1-100

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Find 10 less than a number - Explain the patterns I see when finding 10 less	Lesson Sequence - Launch: What do you see? What do you notice happening each time a row of 10 is removed or subtracted from the number chart? - Explore & Develop: Pose the problem, students will use mental math to find the difference, thinking in terms of subtracting 1 ten from the digit in the tens place - Practice: Students will complete the On My Own pages - Reflect: How can you use mental math to subtract 10?	- Student Edition On My Own Pages - Exit Ticket 11-1
Differentiation: Below Level Modifications: Small Group 10 Less, Take Another Look Lesson, Lesson 11-1 Reinforce Understanding		



Above Level Modifications: Use It! Application Station Sections of Countries, STEM Adventure, Lesson 11-1 Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 2 Template

Content Area: Math Lesson Title: Represent Subtracting Tens Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, base-ten blocks, Tens Cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use blocks and drawings to subtract tens • Explain how to use blocks and drawings to subtract tens	Lesson Sequence 1. Launch: What can you tell me about what this person wants to buy? Would you use addition or subtraction to show the number of table tennis balls for sale? 2. Explore & Develop: Pose the problem, students will show knowledge of place value by representing subtracting tens with blocks 3. Practice: Students will complete On My Own pages 4. Reflect: How can you show subtracting tens?	• Student Edition On My Own Pages • Exit Ticket 11-2
Differentiation: Below Level Modifications: Small group 10s Less, Take Another Look Lesson, Lesson 11-2 Reinforce Understanding		



Above Level Modifications: Use It! Application Station Zipline Course, STEM Adventure, Lesson 11-2
Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Subtract Tens Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, Blank Open Number Lines, Number Chart 1-100, Tens Cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use a number chart and number lines to subtract tens • Explain how to use a number chart and number lines to subtract tens	Lesson Sequence 1. Launch: What do you notice about the numbers in each box? In which direction is the student hopping? 2. Explore & Develop: Pose the problem, students will use an open number line or a number chart to solve the equation 3. Practice: Students will complete On My Own pages 4. Reflect: Do you like to use a number chart or open number line to subtract tens better? Explain why.	• Student Edition On My Own Pages • Exit Ticket 11-3
Differentiation: Below Level Modifications: Small Group Subtract Tens, Take Another Look Lesson, Lesson 11-3 Reinforce Understanding		



Above Level Modifications: Use It! Application Station Sections of Countries, STEM Adventure, Lesson 11-3 Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Subtraction within 100
Created: 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area: Math **Grade Level:** Grade 1 **Unit Title:** Measurement and Data

Unit Summary: Students learn about measuring and comparing length, about telling time to the nearest hour and half-hour, and about collecting, organizing, representing, and displaying data. The use of data, both provided and collected, provides students with real-world contexts for solving comparison problems.

Primary Interdisciplinary Connections: *English Language Arts*

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
 ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: Previously students have compared the lengths of two objects, counted by ones to 100 and wrote numbers 0-20, classified objects, and counted the number of objects in categories.

Career Readiness (Standard 9):

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 1.MD

Content Statements: Measure lengths indirectly and by iterating length units; Tell and write time; Represent and interpret data.

CPI#:	Cumulative Progress Indicator (CPI):
MA.1.M.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
MA.1.M.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
MA.1.M.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
MA.1.M.C.4	Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10).
MA.1.M.C.5	Use dollars in the solutions of problems up to \$20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show \$20 as two tens and as 20 ones.
MA.1.DL.A.1	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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1.N L.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.N L.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
SEL.PK-12.1. 1	Recognize one's feelings and thoughts.
SEL.PK-12.1. 4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.3. 1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.4. 1	Develop, implement and model effective problem-solving, and critical thinking skills.

Unit Essential Questions:

- How can I use tools to measure and interpret data?

Unit Enduring Understandings:

- Measuring and comparing lengths of objects
- The parts of a clock and how to tell time to the nearest hour and half hour
- How to organize data by identifying attributes and arranging the data into categories
- Organizing and interpreting data by using tally charts

Unit Learning Targets:

Students will....

- Compare and order objects by length.
- Compare the lengths of 2 objects by comparing them to a third object.
- Determine the length of an object using same-size length units.
- Determine the length of an object using two different sized units and compare the number of units.
- Tell time using analog and digital clocks and write time to the hour.
- Tell time using analog and digital clocks and write time to the half hour.
- Organize data with up to three categories.
- Organize data using a tally chart to record the total number of objects in each category.
- Students organize data using a tally chart and interpret data by answering "how many?" questions.
- Solve problems involving comparisons by interpreting data.



- **Climate Change Example:** Students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may organize used objects into those categories, and ask and answer questions about the total number of objects, how many are in each category, and how many more or fewer are in one category than in another.



Evidence of Learning

Summative Assessment: 1 day for Unit 12 Assessment

Equipment Needed: Laptop, iPads, assorted objects, connecting cubes, counters, paper clips, school supplies, large paper clips, brad clips, cardstock paper (2 colors), paper plates, student clocks, Clocks, Number Cards 0-19, various classroom objects, brown paper bags, unit cubes, Tally Chart 2

Teacher Resources: Reveal Math Teacher Edition: Volume 2, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: On My Own
- Student Practice Book: Additional Practice
- Exit Tickets
- Math Probes
- Unit Performance Tasks
- Fluency Practice



Lesson Plans

Lesson	Time Frame
Lesson 1 Compare and Order Lengths	1 hours/days
Lesson 2 More Ways to Compare Lengths	1 hours/days
Lesson 3 Strategies to Measure Lengths	1 hours/days

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Compare and Order Lengths Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, assorted objects

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare and Order objects by length - Explain how to compare lengths	Lesson Sequence - Launch: Which doesn't belong? What do you notice about the ends or tips of the objects? - Explore & Develop: Pose the question, students will compare lengths of objects using shorter than and longer than - Practice: Students complete On My Own pages - Reflect: How can you compare and order lengths?	- Student Edition On My Own Pages - Exit Ticket 12-1
Differentiation: Below Level Modifications: Small group Let's Compare, Take Another Look Lesson, Lesson 12-1 Reinforce Understanding Above Level Modifications: Use It! Application Station Rolling an Egg, STEM Adventure, Lesson 12-1 Extend Thinking		
Resources Provided: Teacher Edition, Volume 2		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 2 Template

Content Area: Math Lesson Title: More Ways to Compare Lengths Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, assorted objects (school supplies)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare the lengths of two objects - Explain how to use a third object to compare the lengths of two other objects	Lesson Sequence - Launch: How can you compare these objects? What do you notice about the order of the objects? - Explore & Develop: Pose the problem, students will compare lengths of two objects by using a third object - Practice: Students complete On My Own pages - Reflect: How can you use an object to compare the lengths of two other objects?	- Student Edition On My Own Pages - Exit Ticket 12-2
Differentiation: Below Level Modifications: Small Group Compare and Share, Take Another Look Lesson, Lesson 12-2 Reinforce Understanding Above Level Modifications: Use It! Application Station A Story of Time, STEM Adventure, Lesson 12-2 Extend Thinking		



Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Strategies to Measure Lengths Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, connecting cubes, counters, paper clips, school supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Express the length of an object as a number of length units	Lesson Sequence - Launch: What do you notice about how the noodles are placed? What do you think this picture shows about lengths? - Explore & Develop: Pose the problem, students will practice measuring the length of an object by using same-size units end to end, without gaps or overlaps - Practice: Students will complete On My Own pages - Reflect: How can you measure length using units?	- Student Edition On My Own Pages - Exit Ticket 12-3
Differentiation: Below Level Modifications: Small group Let's Measure, Take Another Look Lessons, Lesson 12-3 Reinforce Understanding		



Above Level Modifications: Use It! Application Station, STEM Adventure, Lesson 12-3 Extend Thinking

Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Measurement and Data
Created: 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Equal Shares
Unit Summary: Students learn to determine if a two-dimensional shape has been partitioned into equal shares. They also partition two-dimensional shapes to create equal shares (halves and quarters). Students will identify whether or not a partitioned shape shows equal shares and explain why or why not.		
Primary Interdisciplinary Connections: <i>English Language Arts</i>		
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy		
Unit Rationale: Students have previously analyzed and compared two-dimensional shapes. This unit will prepare students to partition circles and rectangles into two, three, and four equal shares.		
Career Readiness (Standard 9): 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).		

Learning Targets

Standards: 1.G	
Content Statements: Reason with shapes and their attributes.	
CPI#:	Cumulative Progress Indicator (CPI):
MA.1.G.A.3	Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) {Students need not use formal terms for these properties.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
WL.NL.7.1. NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1. NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.



SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
Unit Essential Questions: What are equal shares?	
Unit Enduring Understandings: - Understand equal shares by identifying whether shapes are decomposed into identical parts - Understand halves and fourths by identifying whether shapes are decomposed into two or four identical parts - Identifying a whole shape that is partitioned as either two halves or four fourths - More equal shares create smaller shares in identical shapes	
Unit Learning Targets: Students will.... - Identify equal shares of circles, rectangles, and squares. - Partition circles, rectangles, and squares into 2 shares and identify the shares as halves or half of. - Partition circles, rectangles, and squares into 4 shares and identify the shares as fourths, fourth of, or quarter of. - Count the number of shares in an equally partitioned shape and describe the whole as two of, or four of the shares. - Partition identical shapes into halves and fourths to understand that more equal shares create smaller shares.	



Evidence of Learning

Summative Assessment: 1 day for Unit 13 Assessment and 2 days for Summative Assessment

Equipment Needed: Laptop, iPads, Pattern Blocks 3

Teacher Resources: Reveal Math Teacher Edition: Volume 2, Differentiation Resource Book, Assessment Resource Book

Formative Assessments:

- Unit Diagnostic
- Student Edition: On My Own
- Student Practice Book: Additional Practice
- Exit Tickets
- Math Probes
- Unit Performance Tasks
- Fluency Practice



Lesson Plans

Lesson	Time Frame
Lesson 1 Understand Equal Shares	1 hours/days
Lesson 2 Partition Shapes into Halves	1 hours/days
Lesson 3 Partition Shapes into Fourths	1 hours/days

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Reveal Math](#)

[Clever](#)

[BrainPOP Jr.](#)

[IXL](#)

[XtraMath](#)



Lesson Plan 1 Template

Content Area: Math Lesson Title: Understand Equal Shares Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, Pattern Blocks 3

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Tell if parts of a shape are equal - Describe equal shares	Lesson Sequence - Launch: What shapes are the parts of the window? How do the parts of the window compare to the whole window? - Explore & Develop: Pose the problem, students will identify that a whole has equal shares when the parts are the same shape and same size - Practice: Students will complete On My Own pages - Reflect: How can you describe equal shares?	- Student Edition On My Own Pages - Exit Ticket 13-1
Differentiation: Below Level Modifications: Small Group Recognize Equal Shares, Take Another Look Lesson, Lesson 13-1 Reinforce Understanding Above Level Modifications: Use It! Application Station Straw Flute, STEM Adventure, Lesson 13-1 Extend Thinking		



Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 2 Template

Content Area: Math Lesson Title: Partition Shapes into Halves Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, Pattern Blocks 3

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify halves - Partition shapes to create halves	Lesson Sequence - Launch: How many parts make the bridge? How do the parts of the bridge relate to the whole bridge? - Explore & Develop: Pose the problem, students will demonstrate the different ways to make two halves - Practice: Students will complete On My Own pages - Reflect: How can you know if a shape shows halves?	- Student Edition On My Own Pages - Exit Ticket 13-2
Differentiation: Below Level Modifications: Small Group Make Halves, Take Another Look Lesson, Lesson 13-2 Reinforce Understanding Above Level Modifications: Use It! Application Station Paper Shapes Design, STEM Adventure, Lesson 13-2 Extend Thinking		



Resources Provided:

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Plan 3 Template

Content Area: Math Lesson Title: Partition Shapes into Fourths Time Frame: 1 hours/days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: Google Slides, Reveal Math, Clever, IXL, XtraMath, BrainPOP Jr.

Equipment Needed: Laptop, iPads, Pattern Blocks 3

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify Fourths - Partition shapes to create fourths	Lesson Sequence - Launch: How are they the same? How are they different? - Explore & Develop: Pose the problem, students will demonstrate the different ways to make fourths - Practice: Students will complete On My Own pages - Reflect: How can you know if a shape shows fourths?	- Student Edition On My Own Pages - Exit Ticket 13-3
Differentiation: Below Level Modifications: Small Group Make Fourths, Take Another Look Lesson, Lesson 13-3 Reinforce Understanding Above Level Modifications: Use It! Application Station Paper Folding, STEM ADventure, Lesson 13-3 Extend Thinking		
Resources Provided:		



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Teacher Edition, Volume 2
- Differentiation Resource Book
- Student Edition, Volume 2
- Student Practice Book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: Grade 1	Unit Title: Equal Shares
Created: 2024	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.