North Caldwell
Grade 1
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Curriculum

NJ Student Learning Standards
(NJSLS)

2024-25 Excel Calendar

2024-25 Monthly Calendar

Supplements

North Caldwell Mathematics

Grade Level: 1

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Instructional Materials

Everyday Mathematics 4th Edition
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www.everydaymath.com

Supplemental Resources

- Illustrative Mathematics https://www.illustrativemathematics.org/
- National Council of Teachers of Mathematics http://www.nctm.org/
- NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/

Interdisciplinary Connections

Mathematics is a unified body of knowledge whose concepts build upon each other. Connecting mathematical concepts includes linking ideas to related ideas learned previously.

Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas. Students need to connect their mathematical learning to appropriate real-world contexts. They need to create interest and maintain the interest after the novelty of the work has worn off.

Mathematics is the language of science and is greatly utilized in industry and business. It gives us the power to solve difficult real-world problems, but also helps us to understand how the universe operates.

Every mathematics teacher needs to make students unafraid of the subject by convincing the students of the usefulness of learning mathematics in their daily lives and for higher studies. The world today, which leans more and more heavily on Science and Technology, demands more from mathematics. Tomorrow's world will, no doubt, make still greater demands from mathematics.

Interdisciplinary Connections for Grade 1

ELA: **(RI.1.1, RI.1.2)**
As students learn about equal shares, read aloud books about sharing and what it means to share equally.
- Llama Time to Share
- Norris The Bear Who Shared
- Should I Share My Ice Cream?
- The Boy Who Wouldn't Share

New Jersey Student Learning Standards (NJSLS)

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

[1] Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Connecting the Standards for Mathematical Content to the Standards for Mathematical Practice

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards, which set an expectation of understanding, are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8. Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Operations and Algebraic Thinking

A. Represent and solve problems involving addition and subtraction.

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

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

Understandings	Essential Questions
Students will understand that… • addition involves adding to and putting together. • subtraction involves taking from, taking apart, and comparing. • missing numbers in a math sentence can be found using addition and subtraction. • a symbol can represent an unknown. • objects, drawings, and equations can be used to solve problems.	• How can one find the total of parts? • How can one find the missing part of a whole?

Knowledge	Skills
Students will know… • the meaning of addition. • the meaning of subtraction. • there are multiple interpretations of addition and subtraction.	Students will be able to… • add on to a group to find a total amount. • solve problems as part-part-whole problems when joining or putting them together. • use subtraction to determine how many more are in one group than another (comparing). • solve word problems that call for the addition of three whole numbers whose sum is less than 20. • use objects and drawings to represent problems. • use equations with a symbol for the unknown number to represent the problem.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Routines** 1, 2, 3, 6; Lessons 1-5, 1-10, 2-1, 2-3, 2-4, 2-8, 2-9, 2-10, 2-11, 3-1, 3-2, 3-3, 3-4, 3-6, 3-8, 4-1, 4-2, 4-4, 4-6, 4-9, 4-10, 4-11, 5-3, 5-9, 5-10, 5-11, 5-12, 6-1, 6-2, 6-4, 6-5, 6-7, 6-8, 6-10, 6-11, 7-1, 7-3, 7-6, 7-7, 7-9, 8-7, 8-11, 9-2, 9-4, 9-5, 9-6, 9-7 (2-2, 2-12, 3-3, 4-5, 4-7, 4-10, 5-1, 5-2, 5-4, 5-5, 5-6, 5-7, 5-9, 5-10, 6-1, 6-2, 6-3, 6-5, 6-6, 6-9, 6-11, 7-4, 7-9, 7-10, 7-11, 8-1, 8-3, 8-8, 8-11)
- **Supplemental Lessons**: Binder pages: 1-4,

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Operations and Algebraic Thinking

B. Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.B.3 Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.)*

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. Add and subtract within 20.*

Understandings	Essential Questions
Students will understand that… • properties of operations are used as strategies for solving addition and subtraction problems. • knowing how addition and subtraction are related helps us to solve math problems.	• What is the relationship between addition and subtraction? • How can properties of operations help to solve addition and subtraction problems?
Knowledge	**Skills**
Students will know… • the properties of operations (but will not use formal terms for these properties.)	Students will be able to… • apply the properties of operations to solve problems involving addition and subtraction. • solve a subtraction problem by making it an unknown-addend problem.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Routines:** 3, 5, 6; **Lessons** 1-10, 2-1, 2-4, 2-5, 2-9, 3-5, 3-6, 3-7, 3-8, 3-10, 4-8, 4-9, 4-10, 5-6, 5-7, 5-9, 5-10, 6-2, 6-3, 6-4, 6-6, 6-7, 6-9, 6-11, 7-1, 7-2, 7-3, 7-4, 7-6, 7-7, 7-8, 7-11, 8-1, 8-2, 8-6, 9-7, 9-8 (2-7, 2-9, 2-10, 2-11, 3-2, 3-3, 3-9, 3-11, 3-12, 4-1, 4-2, 4-3, 4-5, 4-9, 4-11, 5-2, 5-4, 5-5, 5-8, 5-11, 5-13, 6-1, 6-4, 6-6, 6-7, 6-8, 6-10, 6-11, 6-12, 7-5, 7-7, 7-9, 7-10, 7-11, 8-3, 8-4, 8-8, 8-11, 9-4, 9-10)
- **Supplemental Lessons**: Binder pages 12-19,

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Operations and Algebraic Thinking
C. Add and subtract within 20.

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

1.OA.C.6 Add and subtract within 20, demonstrating 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 subtractions, (e.g. knowing that 8+4= 12, one knows 12-8=4); and creating equivalent but easier or knows sum (e.g. adding 6 + 7 by creating the known equivalent 6 + 6 +1 = 12 + 1 =13)

Understandings	Essential Questions
Students will understand that… • there are multiple strategies to add and subtract. • counting is related to addition and subtraction. • how many or how much there is of something increases with addition and decreases with subtraction.	• How is counting related to addition and subtraction? • How can a problem be simplified? • What strategies are available to determine how much or how many we have?

Knowledge	Skills
Students will know… • numbers that make 10 will help solve problems. • numbers can be decomposed into simpler terms. • counting on strategies. • "making 10" strategies. • "decomposing 10" strategies. • the inverse relationship between addition and subtraction. • solutions can be found by forming equivalent but easier or known sums.	Students will be able to… • add within 20. • subtract within 20. • fluently add within 10. • fluently subtract within 10. • count on to add. • decompose a number leading to 10.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Routines:** 1, 2, 3, 4, 5, 6; **Lessons** 1-1, 1-3, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10, 1-11, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 3-8, 3-9, 3-10, 3-11, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9, 4-10, 4-11, 5-1, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9, 6-10, 6-11, 7-1, 7-2, 7-3, 7-4, 7-6, 7-7, 7-8, 7-9, 7-10, 7-11, 8-1, 8-2, 8-3, 8-6, 8-7, 8-9, 9-1, 9-4, 9-6, 9-7, 9-8, 9-11 (2-4, 2-7, 2-12, 3-1, 3-4, 3-11, 3-12, 4-2, 4-3, 4-4, 4-5, 4-6, 4-10, 4-12, 5-1, 5-2, 5-3, 5-6, 5-7, 5-8, 5-9, 5-11, 5-13, 6-4, 6-12, 7-5, 7-10, 8-4, 8-5, 8-8, 8-10, 8-11, 9-3, 9-9)
- **Supplemental Lessons**: Binder pages 20-26

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Operations and Algebraic Thinking
D. Work with addition and subtraction equations.

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.

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = _.*

Understandings	Essential Questions
Students will understand that… • the equal sign represents two sides that are balanced and have equivalent expressions on each side. • an equation is true if the representation on the left side of the equal sign is equivalent to the representation on the right side of the equal sign; otherwise it is false. • if an unknown number must be found, it must make the equation true.	• How can one determine if an equation is true or false? • When the unknown number is found for an equation, how can one tell if it is correct?
Knowledge	**Skills**
Students will know… • an equation is true only if the left and right sides of an equal sign have equivalent expressions. • that an unknown represents a number that will make an equation true.	Students will be able to… • determine if an equation is true or false. • determine the value of an unknown which will make the equation true. • relate three numbers to each other using an equation.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Lessons** 2-8, 2-9, 2-10, 2-11, 3-1, 3-2, 3-4, 3-7, 3-8, 3-9, 3-10, 4-2, 4-4, 4-6, 5-4, 5-5, 5-6, 5-7, 5-9, 5-10, 6-3, 6-4, 6-9, 7-1, 7-2, 7-3, 7-4, 7-8, 7-9, 7-10, 8-1, 8-2, 8-3, 8-9, 8-11, 9-6, 9-8 (3-5, 4-1, 4-3, 4-7, 4-9, 4-10, 4-11, 4-12, 5-4, 5-6, 5-11, 5-12, 5-13, 6-4, 6-5, 6-6, 6-7, 6-8, 6-10, 6-11, 6-12, 7-1, 7-3, 7-4, 7-5, 7-7, 7-11, 8-1, 8-5, 8-6, 8-7, 8-8, 8-9, 8-10, 8-12, 9-1, 9-3, 9-6, 9-9, 9-12)
- **Supplemental Lessons**:

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Number and Operations in Base Ten
A. Extend the counting sequence.

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.

Understandings	Essential Questions
Students will understand that… • counting involves patterns.	• How does where the digits are located affect how one reads the number? • How do counting patterns help one to count?
Knowledge	**Skills**
Students will know… • counting patterns. • how to read a number in the hundreds, tens, and ones place (for example, in 88 the 8 in the tens place is read as eighty whereas the 8 in the ones place is read as eight.)	Students will be able to… • count to 120, starting at any number less than 120. • read numerals from 0 to 120. • write numerals from 0 to 120. • represent a number of objects with a written numeral, up to 120.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Routines** 1, 2, 3, 4, 5, 6; **Lessons** 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10, 1-11, 2-1, 2-2, 2-3, 2-4, 2-5, 2-7, 2-10, 2-11, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 3-8, 3-9, 3-10, 3-11, 4-1, 4-3, 4-4, 4-5, 4-7, 4-11, 5-2, 5-3, 5-4, 5-6 (2-6, 2-8, 2-9, 2-12, 3-1, 3-12, 4-2, 4-6, 4-8, 4-10, 4-12, 5-10, 5-13)
- **Supplemental Lessons**:

Assessment

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Number and Operations in Base Ten
B. Understand place value.

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).

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 <.

Understandings	Essential Questions
Students will understand that… • the location of digits in a number determines the value of the number. • to compare two numbers, one must compare the digits in each place, starting with the tens place.	• Why is place value important?
Knowledge	**Skills**
Students will know… • the representation of 1 – 9 as ones; 11 – 19 as a composition of one ten plus ones. • the two digits in a two-digit number represent the number of tens and ones. • 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).	Students will be able to… • identify ten as ten ones bundled. • identify tens and ones in a two-digit number. • compare two-digit numbers using <, =, and >.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Routines** 1, 2, 3, 5; **Lessons** 1-2, 1-3, 1-5, 1-6, 1-7, 1-8, 1-11, 2-1, 2-2, 2-6, 2-8, 2-10, 3-1, 3-3, 4-2, 4-3, 4-5, 4-7, 4-8, 4-11, 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-11, 6-2, 6-6, 6-8, 6-9, 6-10, 6-11, 7-1, 7-2, 7-4, 7-7, 8-6, 8-8, 8-910, 8-11, 9-2, 9-3, 9-5, 9-8, 9-9 (3-6, 3-7, 3-10, 4-8, 4-10, 4-12, 5-13, 6-2, 6-3, 6-4, 6-5, 6-7, 6-9, 6-10, 7-1, 7-3, 7-4, 7-5, 7-6, 7-8, 7-9, 7-10, 7-11, 7-12, 8-1, 8-2, 8-3, 8-4, 8-7, 8-8, 8-12, 9-1, 9-4, 9-5, 9-7, 9-8, 9-9, 9-10, 9-12)
- **Supplemental Lessons**:

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Number and Operations in Base Ten

C. Use place value understanding and properties of operations to add and subtract.

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.

1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Understandings	Essential Questions
Students will understand that: • concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction can help one solve problems. • when adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. • when subtracting multiples of 10 from multiples of 10, one subtracts tens from tens and knows that 0 remains in the ones place.	• How does place value help one find the answers to addition and subtraction problems?
Knowledge	**Skills**
Students will know… • properties of operations to add and subtract. • the values of digits in a two-digit number.	Students will be able to… • add a two-digit number and a one-digit number, with a sum within 100. • add a two-digit number and a multiple of ten, with a sum within 100. • given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. • subtract multiples of 10 in the range 10 – 90, from multiples of 10 in the range 10 – 90 (positive or 0 differences). • relate a strategy to a written method. • explain the reasoning used for a given strategy. •

Standards for Mathematical Practice

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

Resources
• **Everyday Mathematics 4 Routines** 1, 2, 3, 5; **Lessons** 4-11, 5-11, 6-1, 6-2, 6-7, 6-8, 6-9, 7-1, 7-5, 7-8, 7-9, 7-10, 8-2, 8-4, 8-5, 8-7, 8-10, 8-11, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 9-11 (4-8, 4-12, 5-2, 5-5, 5-10, 5-13, 6-3, 6-4, 6-5, 6-6, 6-7, 6-10, 6-11, 6-12, 7-1, 7-2, 7-3, 7-4, 7-6, 7-10, 7-11, 7-12, 8-1, 8-5, 8-6, 8-7, 8-8, 8-10, 8-12, 9-1, 9-4, 9-6, 9-9, 9-10, 9-11, 9-12) • **Supplemental Lessons:**

Assessment	
Formative Assessment • Exit tickets • Math boxes	Summative Assessment • Unit assessment

Measurement

A. Measure lengths indirectly and by iterating length units.

1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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.*

Understandings	Essential Questions
Students will understand that… • lengths of objects can be compared to lengths of other objects. • measurement is an iteration of same-size units.	• How do we measure the length of an object? • How do we compare the lengths of two objects?
Knowledge	**Skills**
Students will know… • the units used to measure an object should not overlap. • the units used to measure an object should not have gaps between them. • the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Students will be able to… • order three objects by length. • compare the lengths of two objects indirectly by using a third object. • express the length of an object as a whole number of length units.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Lessons** 3-3, 3-11, 4-1, 4-2, 4-3, 4-4, 4-5, 4-9, 5-3, 5-7, 5-8, 9-1 (3-12, 4-8, 4-11, 4-12, 5-1, 5-3, 5-6, 5-11, 6-1, 6-2, 6-3, 6-7, 6-10, 7-1, 7-2, 7-5, 8-1, 8-3, 9-8, 9-11)
- **Supplemental Lessons**: Binder pages 27-28, 29-32

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Measurement
B. Tell and write time.

1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

Understandings	Essential Questions
Students will understand that… • when time passes, the hour hand and the minute hand move at different rates.	• How do the positions of the hands on an analog clock indicate the time? • How do the numbers on a digital clock indicate the time?
Knowledge	**Skills**
Students will know… • on an analog clock, the difference between the hour hand and the minute hand. • on an analog clock, on the hour, the hour hand is pointing exactly to the number that represents the hour; on the half-hour, the hour hand is pointing exactly half-way between two numbers. • on a digital clock, the digits to the left of the colon represent the hour and the digits to the right of the colon represent the minutes.	Students will be able to… • tell and write time in hours using an analog clock. • tell and write time in hours using a digital clock. • tell and write time in half-hours using an analog clock. • tell and write time in half-hours using a digital clock.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Routine** 6; **Lessons** 6-1, 6-5, 6-7, 7-11, 8-1, 8-3, 8-8, 8-9, 9-1, 9-4, 9-9, 9-10 (5-9, 5-12, 6-2, 6-8, 6-12, 7-1, 7-3, 7-5, 7-9, 8-4, 8-6, 8-7, 8-10, 9-2, 9-7)
- **Supplemental Lessons**: Binder pages 5-11, 33-41, 46-60

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Measurement
C. Work with money

1.M.C.4 Know the comparative values of coins and all dollar bills (e.g., a dime is greater value that a nickel). Use appropriate notation (e.g., 69¢, $10

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 the value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel. Show $20 as two tens and as 20 ones.

Understandings	Essential Questions
Students will understand that… • different coins have unique values. • the relative sizes of the coins are not related to the relative values of the coins (i.e., a penny is larger than a dime but it is not worth more than a dime.) • some coins can be exchanged for other coins, e.g., 5 pennies can be exchanged for 1 nickel. • the value of some coins and bills can be represented by a combination of other coins. • money amounts can be counted and compared. • coins can be identified by their color, size, and edge.	• Why do we need money? • How do we count money?
Knowledge	**Skills**
Students will know… • pennies are copper and nickels, dimes, and quarters are silver. • a nickel is bigger than a dime but smaller than a quarter. • pennies and nickels have a smooth edge while dimes and quarters have an edge with ridges.	Students will be able to… • identify a penny, nickel, dime, quarter, and dollar bill. • sort coins. • identify the value of a penny, nickel, dime, quarter and dollar bill. • skip count to count money. • compare value of set of coins or money amounts.

Standards for Mathematical Practice

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

Resources

- **Textbook:**
- **Supplemental Lessons**: Binder pages 61-68

Assessment

Formative Assessment	Summative Assessment
• Exit tickets	• Unit assessment

Data Literacy

A. Represent and interpret data

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.

Understandings	Essential Questions
Students will understand that… • there are many ways to analyze data.	• How can representing data help us to interpret it and draw conclusions?
Knowledge	**Skills**
Students will know… • the total number of data points will be represented in two or more categories.	Students will be able to… • organize data with up to three categories. • represent data with up to three categories. • interpret data with up to three categories. • compare the number of data points in two categories.

Standards for Mathematical Practice

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

Resources

- **Everyday Mathematics 4 Routines** 3, 4, 6; **Lessons** 1-7, 1-8, 2-2, 2-4, 4-5, 4-6, 8-3, 8-6, 8-9 (2-6, 3-7, 3-9, 3-10, 3-11, 5-2, 5-4, 5-5, 5-7, 5-8, 5-12, 6-1, 6-3, 7-1, 7-3, 7-4, 8-11)
- **Supplemental Lessons**:

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Geometry

A. Reason with shapes and their attributes.

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape.

1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of, fourth of,* and *quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Understandings	Essential Questions
Students will understand that: • attributes may or may not define a shape. • new shapes can be made from two or more other shapes. • compositions must be within the same dimension. • shares of a whole must always be equal. • decomposing into more equal shares creates smaller shares.	• Why do we need to identify shapes? • Why would we compose or decompose shapes?
Knowledge	**Skills**
Students will know… • shapes are characterized by their defining attributes (number of sides, size of angles, etc.). • non-defining attributes (color, overall size, orientation, etc.) give additional information but do not characterize the shape.	Students will be able to… • distinguish between defining and non-defining attributes. • build and draw shapes to possess defining attributes. • compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape. • compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) * to create a composite shape. • partition circles into two and four equal shares. • partition rectangles into two and four equal shares. • appropriately use the words *halves, fourths* and *quarters* and the phrases *half of, fourth of,* and *quarter of.* • describe the whole as two of, or four of the shares. *Students do not need to learn formal names.

Standards for Mathematical Practice

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

Resources
• **Everyday Mathematics 4** Lessons 1-1, 1-3, 1-9, 4-5, 6-3, 7-5, 7-6, 7-7, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8, 8-10, 9-4, 9-5, 9-10, 9-11 (3-7, 3-10, 6-3, 6-8, 6-12, 7-8, 7-12, 8-2, 8-3, 8-4, 8-7, 8-8, 8-9, 8-11, 8-12, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9, 9-10, 9-11, 9-12) • **Supplemental Lessons**: Binder pages 42-45, 89-107

Assessment	
Formative Assessment • Exit tickets • Math boxes	Summative Assessment • Unit assessment

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills
Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission
Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision
An education in career readiness, life literacies, and key skills fosters a population that:
•Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
•Uses effective communication and collaboration skills and resources to interact with a global society;
•Possesses financial literacy and responsibility at home and in the broader community;
•Plans, executes, and alters career goals in response to changing societal and economic conditions; and
•Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.2**: Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.2:** Explain why an individual would choose to save money.
- **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.CI.2**: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10)

Computer Science and Design Thinking

Computer Science and Design Thinking
New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology.

Mission
Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.

Vision
All students have equitable access to a rigorous computer science and design thinking education. Students will benefit from opportunities to engage in high-quality technology programs that foster their ability to:
• develop and apply computational and design thinking to address real-world problems and design creative solutions;

• engage as collaborators, innovators, and entrepreneurs on a clear pathway to success through postsecondary education and careers;

• navigate the dynamic digital landscape to become healthy, productive, 21st century global-minded individuals; and

• participate in an inclusive and diverse computing culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.

Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.AP.1:** Model daily processes by creating and following algorithms to complete tasks.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.
- **8.1.2.AP.6:** Debug errors in an algorithm or program that includes sequences and simple loops.
- **8.1.2.DA.1:** Collect and present data, including climate change, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.
- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ITH.4:** Identify how various tools reduce work and improve daily tasks.
- **8.2.2.NT.2:** Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Differentiation Strategies

Students with Disabilities/ Students at Risk of School Failure

(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long- and short-term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication

Modifications for Homework and Assignments

- Provide extended time to complete assignments
- Break down assignments
- Provide the student with clearly stated (written) expectations and grading criteria for assignments
- Implement RAFT activities as they pertain to the types/modes of communication (role, audience, format, topic)

Modifications for Assessments

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments

Differentiation Strategies

Gifted and Talented

(content, process, product and learning environment)

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data to be used in discussion.
- Use Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered

Modifications for Homework/Assignments

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Grade 1

2016 (Old) Standard	*Revised 2023 Standard*
1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.MD Measurement and Data	1.M Measurement
1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	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.*
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
	1.M.C Work with Money
	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).
	1.MC.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 twenty ones.
	1.DL Data Literacy Domain
	1.DL.A Represent and Interpret Data
1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	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.
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1.G.A.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. (Clarification: Students do not need to learn formal names such as "right rectangular prism.")

In Grade 1, instruction focuses broadly on four critical areas:

(1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;

(2) developing understanding of whole number relationships and place value, including grouping in tens and ones;

(3) developing understanding of linear measurement and measuring lengths as iterating length units; and

(4) reasoning about attributes of, and composing and decomposing geometric shapes.

Critical Areas

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

[1] Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Grade 1 Overview

Domain	Cluster Headings
Operations and Algebraic Thinking	• Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations.
Number and Operations in Base Ten	• Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract.
Measurement	• Measure lengths indirectly and by iterating length units. • Tell and write time. • Work with money.
Data Literacy	Represent and interpret data.
Geometry	Reason with shapes and their attributes.

Operations and Algebraic Thinking 1.OA

A. Represent and solve problems involving addition and subtraction

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

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.

B. Understand and apply properties of operations and the relationship between addition and subtraction

3. Apply properties of operations as strategies to add and subtract. Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Commutative property of addition.) To add $2+6+4$ the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Associative property of addition.) (Clarification: Students need not use formal terms for these properties.)

4. Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8.

C. Add and subtract within 20

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

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 $6+6+1=12+1=13$).

[1] See Glossary, Table 1a–1d

D. Work with addition and subtraction equations

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? $6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2$.

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=__-3, 6+6= __

Number and Operation in Base Ten — 1.NBT

A. Extend the counting sequence

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.

B. Understand place value

1. 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).

2. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

C. Use place value understanding and properties of operations to add and subtract

3. 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.

4. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

5. 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.

Measurement 1.M

A. Measure lengths indirectly and by iterating length units

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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.

B. Tell and write time

3. Tell and write time in hours and half-hours using analog and digital clocks

C. Work with money

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).

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.

Data Literacy 1.DL

A. Represent and interpret data

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.

Geometry 1.G

A. Reason with shapes and their attributes

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.

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. (Clarification: Students do not need to learn formal names such as "right rectangular prism.")

3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths,* and *quarters,* and use the phrases *half of, fourth of,* and *quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Day #	2024-25 Date	Days Off	Lesson	Lessons North Caldwell Gr 1	Notes	Binder Page #	Standards
	1-Sep	Sun	x				
	2-Sep	Labor Day	x	Word Problem Strategies -PLEASE **DO NOT** SPEND TIME **CATEGORIZING** WORD PROBLEMS AS, FOR EXAMPLE, "CHANGE TO MORE". There is no need to do this when you teach the way described in this document. They need to read one sentence at a time, no matter what "type" of problem that they are given.		pp. 1-4	
	3-Sep		x	Clock Resources		pp. 5-11	
1	4-Sep	First Day for Students		Intro			
2	5-Sep			Intro			
3	6-Sep		1.1	Introducing First Grade Everyday Math			1.OA.6, 1.NBT.1, 1.G.1
	7-Sep	Sat					
	8-Sep	Sun					
4	9-Sep		1.2	Investigating the Number Line (teach sliding vs hopping)			1.NBT.1, 1.NBT.3
5	10-Sep		1.3	Tools for Doing Mathematics			1.OA.6, 1.NBT.1, 1.NBT.3, 1.G.1
6	11-Sep		1.4	Counting Strategies			1.NBT.1
7	12-Sep		1.5	1 More, 1 Less (Use slide language rather than hop language- teach about the bunny that "can't hop")			1.OA.1, 1.OA.5, 1.OA.6, 1.NBT.1
8	13-Sep			Buffer			
	14-Sep	Sat					
	15-Sep	Sun					
9	16-Sep		1.6	Comparing Numbers			1.NBT.1, 1.NBT.3
10	17-Sep		1.7	Organizing Data in a Tally Chart			1.OA.6, 1.NBT.1, 1.DL.1
11	18-Sep		1.8	More Organizing Data			1.OA.6, 1.NBT.1, 1.DL.1
12	19-Sep		1.9	Exploring Math Materials			1.NBT.1, 1.G.1, 1.G.2
13	20-Sep			Buffer			
	21-Sep	Sat					
	22-Sep	Sun					
14	23-Sep		1.10	Number Stories	Word Problem Notes	pp. 1-4	1.OA.1, 1.OA.3, 1.OA.6
15	24-Sep		1.11	Counting Larger Numbers			1.OA.5, 1.NBT.1
16	25-Sep		1.12	Unit 1 Review			1.OA.1, 1.OA.5, 1.OA.6, 1.NBT.1, 1.NBT.3, 1.DL.1
17	26-Sep		1.12	Unit 1 Assessment			1.OA.1, 1.OA.5, 1.OA.6, 1.NBT.1, 1.NBT.3, 1.DL.1
18	27-Sep			Buffer			
	28-Sep	Sat					
	29-Sep	Sun					
19	30-Sep		2.1	Introducing the Strategy Wall			1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.NBT.1
20	1-Oct		2.2	Decomposing Numbers within 10			1.OA.6, 1.NBT.3
21	2-Oct		2.3	More Decomposing Numbers within 10			1.OA.6, 1.NBT.1
	3-Oct	Rosh Hashanah - Closed					
22	4-Oct			Buffer			
	5-Oct	Sat					
	6-Oct	Sun					

23	7-Oct		2.4	Exploring Subtraction, Pairs of Numbers that Add to 10, and Data (omit Subtraction bingo-will use later in Unit 7)			1.OA.1, 1.OA.6, 1.NBT.1, 1.DL.1
24	8-Oct		2.5	10 Apples			1.OA.3, 1.OA.6
25	9-Oct		2.6	More Counting On to Add			1.OA.5, 1.OA.6, 1.NBT.3
26	10-Oct		2.7	Labeling Counts (Introduces Unit box, don't focus on whole group calculator lesson)			1.NBT.1
27	11-Oct			Buffer			
	12-Oct	Sat					
	13-Oct	Sun					
28	14-Oct		2.8	Change-to-More Number Stories: math masters-sheet with diagrams (change to more)	Word Problem Notes	pp. 1-4	1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8
29	15-Oct		2.9	Change-to-Less Number Stories - use sheets again in protectors (change to less)	Word Problem Notes	pp. 1-4	1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8
30	16-Oct		2.10	Number Models	My Word Problem Book (use as a supplement)		1.OA.1, 1.OA.6, 1.OA.7, 1.OA.8
31	17-Oct		2.11	Finding Unknowns (Do readiness lesson before actual lesson)	book- How Many Snails: A Counting Book by Paul Giganti		1.OA.1, 1.OA.6, 1.OA.8
32	18-Oct			Buffer			
	19-Oct	Sat					
	20-Oct	Sun					
33	21-Oct		2.11	Do more of finding the Unknowns, continue to give more number stories	Word Problem Notes	pp. 1-4	1.OA.1, 1.OA.6, 1.OA.8
34	22-Oct	Conf. Dismiss 12:45pm	2.12	Unit 2 Review			1.OA.1, 1.OA.2, 1.OA.3, 1.OA.5, 1.OA.6, 1.NBT.1
35	23-Oct	PD Dismiss 12:45pm	2.12	Unit 2 Assessment			1.OA.1, 1.OA.2, 1.OA.3, 1.OA.5, 1.OA.6, 1.NBT.1
36	24-Oct	Conf. Dismiss 12:45pm		Buffer			
37	25-Oct			Buffer			
	26-Oct	Sat					
	27-Oct	Sun					
38	28-Oct		3.1	Parts-and-Total Number Stories (display domino-give students copy of part-total diagram in sheet protector)	Word Problem Notes	pp. 1-4	1.OA.1, 1.OA.6, 1.OA.8, 1.NBT.3
39	29-Oct		3.2	Number Story Strategies	Word Problem Notes	pp. 1-4	1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8
40	30-Oct		3.3	Exploring Counting, Matching Pairs, and Ordering by Length			1.OA.1, 1.OA.6, 1.NBT.1, 1.M.1
41	31-Oct	Halloween		Buffer			
	1-Nov	Diwali - Closed					
	2-Nov	Sat					
	3-Nov	Sun					
42	4-Nov		3.4	Birds in a Tree (1 DAY)			1.OA.1, 1.OA.6, 1.OA.8
43	5-Nov	Election Day	3.5	Counting the Number Line (remember language of slides, no hops- slide and put circle where you land)	Model Addition on a Number Line, Model Subtraction on a Number Line	pp. 12-19	1.OA.3, 1.OA.5, 1.OA.6, 1.NBT.1
44	6-Nov			Buffer			
	7-Nov	NJEA - Closed					
	8-Nov	NJEA - Closed					
	9-Nov	Sat					
	10-Nov	Sun					

45	11-Nov		3.6	Counting to Add and Subtract (remember language of slides, no hops)			1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.NBT.1
46	12-Nov		3.7	More Counting to Add and Subtract			1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1
47	13-Nov		3.8	Skip Counting to Add and Subtract	Skip Counting to Add and Subtract	pp. 20-26	1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.NBT.1
48	14-Nov		3.9	Counting Application: Frames and Arrows			1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1
49	15-Nov			Buffer			
	16-Nov	Sat					
	17-Nov	Sun					
50	18-Nov		3.10	Addition and Subtraction Application: Frames and Arrows			1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1
51	19-Nov		3.11	Counting with Calculators			1.OA.5, 1.NBT.1
52	20-Nov		3.12	Unit 3 Review			1.OA.1, 1.OA.2, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.3
53	21-Nov		3.12	Unit 3 Assessment			1.OA.1, 1.OA.2, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.3
54	22-Nov			Buffer			
	23-Nov	Sat					
	24-Nov	Sun					
55	25-Nov			Understand a Ruler	Conquer Math Lesson	pp. 27-28	1.M.1
56	26-Nov		4.1	Introducing Length Measurement			1.M.1
57	27-Nov	Dismiss 12:45 pm		Buffer			
	28-Nov	Thanksgiving					
	29-Nov	Closed					
	30-Nov	Sat					
	1-Dec	Sun					
58	2-Dec		4.2	Measuring Length			1.M.2
59	3-Dec		4.3	More Length Measurement	Adding & Subtracting Lengths	pp. 29-32	1.M.1, 1.M.2
60	4-Dec		4.4	Measuring a Marker (1 Day)			1.NBT.1, 1.M.1, 1.M.2
61	5-Dec		4.5	Exploring Data with a Bar Graph			1.OA.6, 1.NBT.1, 1.NBT.2, 1.DL.1, 1.G.1, 1.G.2
62	6-Dec			Buffer			
	7-Dec	Sat					
	8-Dec	Sun					
63	9-Dec		4.6	Representing Data with a Bar Graph			1.OA.6, 1.DL.1
64	10-Dec		4.7	Introducing Doubles (Open with Readiness Activity-Share Pennies)			1.OA.6
65	11-Dec		4.8	Combinations of 10 (Open with 2 fisted penny addition)			1.OA.3, 1.OA.6
66	12-Dec		4.9	More Combinations of 10			1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6
67	13-Dec			Buffer			
	14-Dec	Sat					
	15-Dec	Sun					
68	16-Dec		4.10	Adding Three Numbers			1.OA.2, 1.OA.3, 1.OA.6
69	17-Dec		4.11	10 More, 10 Less (Open with Readiness Activity-counting by 10s on number grid)			1.NBT.5
70	18-Dec		4.12	Unit 4 Review			1.OA.2, 1.OA.3, 1.OA.6, 1.NBT.5, 1.M.1, 1.M.2, 1.DL.1
71	19-Dec		4.12	Unit 4 Assessment			1.OA.2, 1.OA.3, 1.OA.6, 1.NBT.5, 1.M.1, 1.M.2, 1.DL.1
72	20-Dec			Buffer			

	21-Dec	Sat					
	22-Dec	Sun					
	23-Dec	Recess					
	24-Dec	Recess					
	25-Dec	Recess					
	26-Dec	Recess					
	27-Dec	Recess					
	28-Dec	Sat					
	29-Dec	Sun					
	30-Dec	Recess					
	31-Dec	Recess					
	1-Jan	New Year's Day					
73	2-Jan			Buffer			
74	3-Jan		5.1	Introducing Place Value			1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.3
	4-Jan	Sat					
	5-Jan	Sun					
75	6-Jan		5.2	Digits and Place Value			1.NBT.2, 1.NBT.2a, 1.NBT.2c, 1.NBT.3
76	7-Jan		5.3	Place-Value Application: Pennies and Dimes (Enrichment Activity-Trading Dimes for Pennies with Tens Frames)			1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c
77	8-Jan		5.4	Greater Than, Less Than, Equal To			1.OA.6, 1.OA.7, 1.NBT.3
78	9-Jan		5.5	The Equal Sign (Enrichment Activity-Balancing Number Sentences)			1.OA.6, 1.OA.7, 1.NBT.3
79	10-Jan			Buffer			
	11-Jan	Sat					
	12-Jan	Sun					
80	13-Jan		5.6	Counting and Place-Value Application: Number Scrolls			1.NBT.1, 1.NBT.2, 1.NBT.3
81	14-Jan		5.7	Measuring a Path (don't use strips in the math masters, create paths before for student pairs to measure)	Masking tape for paths on the floor		1.OA.3, 1.OA.6, 1.M.1, 1.M.2
82	15-Jan		5.8	Exploring Base-10 Exchanges, Lengths, and Path Measurement			1.NBT.2, 1.NBT.2a, 1.M.1, 1.M.2
83	16-Jan		5.9	More Comparison Symbols (limit number of cards children have on their desk)			1.OA.1, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.3
84	17-Jan			Buffer			
	18-Jan	Sat					
	19-Jan	Sun					
85	20-Jan	MLK Day - Dismiss 12:45pm		Buffer			
86	21-Jan		5.10	Comparison Number Stories (extra practice if needed)	Word Problem Notes	pp. 1-4	1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6
87	22-Jan		5.11	Two-Digit Addition and Subtraction			1.OA.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.4, 1.NBT.6
88	23-Jan		5.12	Adding Animal Weights			1.OA.5, 1.NBT.4
89	24-Jan			Buffer			
	25-Jan	Sat					
	26-Jan	Sun					
90	27-Jan		5.13	Unit 5 Review			1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.M.2

91	28-Jan		5.13	Unit 5 Assessment			1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.M.2
92	29-Jan			Buffer			
93	30-Jan		6.1	Time and the Hour-Hand Only Clock	Supplementary clocks/ Resources for time with the hour-hand only	pp. 5-11, 33-41	1.M.3
94	31-Jan		6.2	More 2-Digit Number Stories	Word Problem Notes	pp. 1-4	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.NBT.4, 1.NBT.6
	1-Feb	Sat					
	2-Feb	Sun					
95	3-Feb		6.3	Exploring True and False, Doubles, and Shapes			1.OA.6, 1.OA.7
96	4-Feb		6.4	Introducing Near Doubles			1.M.3
97	5-Feb		6.4	More practice with doubles plus 1			1.M.3
98	6-Feb		6.5	Recording Near-Doubles Strategies			1.OA.6, 1.OA.7, 1.G.1
99	7-Feb			Buffer			
	8-Feb	Sat					
	9-Feb	Sun					
100	10-Feb		6.6	Introducing Making 10			1.OA.6
101	11-Feb		6.8	Pencils for the Writing Club			1.OA.1, 1.OA.6
102	12-Feb		6.9	Understanding Equivalence (Open with Readiness Activity on SmartBoard while students on slates)			1.OA.3, 1.OA.6, 1,NBT.2, 1.NBT.2b
103	13-Feb		6.10	More Place Value			1.OA.1, 1.NBT.4, 1.NBT.6
104	14-Feb	12:45 Dismissal		Buffer			
	15-Feb	Sat					
	16-Feb	Sun					
	17-Feb	Presidents' Day					
	18-Feb	Winter Break					
105	19-Feb		6.11	Place-Value Application: Pennies, Dimes, and Dollars (Enrichment Activity-Trading Dimes for Pennies with Tens Frames)			1.OA.1, 1.OA.6, 1.NBT.3, 1.NBT.4
106	20-Feb		6.12	Unit 6 Review			1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c
107	21-Feb		6.12	Unit 6 Assessment			1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c
	22-Feb	Sat					
	23-Feb	Sun					
108	24-Feb		7.1	Fact Families (give each student their own domino and write fact family on slate-switch with partner)			1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.3
109	25-Feb		7.2	More Fact Families			1.OA.3, 1.OA.4, 1.OA.6
110	26-Feb		7.3	Relating Special Addition and Subtraction Facts			1.OA.1, 1.OA.3, 1.OA.6, 1.OA.7, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.6, 1.M.3
111	27-Feb		7.4	More Subtraction Fact Strategies (Play Subtraction Bingo)	Encourage number lines when regrouping would normally be needed. When not needed, just subtraction as is.		1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8
112	28-Feb			Buffer			
	1-Mar	Sat					
	2-Mar	Sun					
113	3-Mar		7.5	Attributes of Shapes			1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8

114	4-Mar		7.6	Exploring Attributes, Fractions, and Salute (Readiness "Sorting Classroom Objects by Attributes")	When A Line Bends (Interdisciplinary Studies) - Read Aloud on YouTube		1.OA.1, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8
115	5-Mar		7.7	Defining and Nondefining Attributes			1.G.1
116	6-Mar		7.8	Finding Unknows: "What's My Rule?"			1.OA.3, 1.OA.4, 1.OA.6, 1.G.1, 1.G.3
117	7-Mar			Buffer			
	8-Mar	Sat					
	9-Mar	Sun					
118	10-Mar			Buffer			
119	11-Mar		7.8	***Extra practice with finding unknown-Readiness in 7.10 (Solving Number Mysteries)			1.OA.3, 1.OA.4, 1.OA.6, 1.G.1, 1.G.3
120	12-Mar		7.9	Desk and Chairs (1 DAY)			1.G.1
121	13-Mar		7.10	Addition Facts: "What's My Rule?"			1.OA.6, 1.OA.8, 1.NBT.5
122	14-Mar		7.11	Digital Clocks			1.OA.6, 1.OA.8, 1.NBT.4
	15-Mar	Sat					
	16-Mar	Sun					
123	17-Mar		7.12	Unit 7 Review			1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.5
124	18-Mar		7.12	Unit 7 Assessment			1.M.3
125	19-Mar			Buffer			
126	20-Mar		8.1	Building Shapes and Defining Attributes (don't use straws)			1.OA.6 1.OA.8
127	21-Mar		8.2	Halves (Readiness-Determining Equal Shares)	Read "Whole-y Cow" read aloud on YouTube		1.G.1
	22-Mar	Sat					
	23-Mar	Sun					
128	24-Mar		8.3	Fourths (Readiness-Folding Paper Pizzas)			1.G.3
129	25-Mar	Conf. Dismiss 12:45pm	8.4	Sharing Paper Squares (1 DAY)			1.G.3
130	26-Mar	PD Dismiss 12:45pm		Life Time: "The Amazing Numbers in Animal Lives" Interdisciplinary Studies			1.DL.1
131	27-Mar	Conf. Dismiss 12:45pm	8.5	Combining 2-Dimensional Shapes (Readiness-Drawing Shapes with Defining Attributes)			1.DL.1, 1.G.3
132	28-Mar			Buffer			
	29-Mar	Sat					
	30-Mar	Sun					
133	31-Mar		8.6	3-Dimensional Shapes (Readiness- Identifying Shapes Using Touch)			1.G.3
134	1-Apr		8.7	Exploring Composition of Shapes and Addition Fact Strategies (Exploring attributes of 3 dimensional shapes?)	Guess My Rule	pp. 42-45	1.OA.6, 1.G.2
135	2-Apr		8.8	Time to the Half Hour	Supplementary clocks/ Resources for time to the half hour	pp. 5-11, 46-60	1.M.3
136	3-Apr		8.8	More practice with Time to the Half Hour			1.M.3
137	4-Apr			Buffer			
	5-Apr	Sat					
	6-Apr	Sun					
138	7-Apr		8.9	Review: Data			1.M.3, 1.G.3
139	8-Apr		8.10	Number-Grid Puzzles			1.M.3, 1.G.3
140	9-Apr		8.11	Mentally Finding 10 More and 10 Less			1.M.3, 1.G.3

141	10-Apr		8.12	Unit 8 Review			1.OA.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6
142	11-Apr		8.12	Unit 8 Assessment			1.OA.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6
	12-Apr	Sat					
	13-Apr	Sun					
143	14-Apr		9.1	Review: Measurement			1.NBT.4, 1.M.2
144	15-Apr		9.2	Two-Digit Number Stories	Word Problem Notes	pp. 1-4	1.NBT.2, 1.NBT.5, 1.M.3, 1.DL.1, 1.G.1, 1.G.2, 1.G.3
145	16-Apr		9.3	Shopping at the School Store			1.NBT.4, 1.M.1, 1.M.2
146	17-Apr			Buffer			
	18-Apr	Good Friday					
	19-Apr	Sat					
	20-Apr	Sun					
	21-Apr	Spring Break					
	22-Apr	Spring Break					
	23-Apr	Spring Break					
	24-Apr	Spring Break					
	25-Apr	Spring Break					
	26-Apr	Sat					
	27-Apr	Sun					
147	28-Apr			Buffer			
148	29-Apr		9.3	**More practice with Shopping at the School Store			1.NBT.4, 1.M.1, 1.M.2
149	30-Apr		9.4	Exploring Broken Calculators, Fractions, and Facts			1.OA.3, 1.OA.6, 1.OA.7, 1.G.3
150	1-May		9.4	**More practice with Exploring Broken Calculators, Fractions, and Facts			1.OA.3, 1.OA.6, 1.OA.7, 1.G.3
151	2-May		9.5	Vending Machine Addition and Subtraction			1.OA.1, 1.OA.2, 1.NBT.4, 1.NBT.6
	3-May	Sat					
	4-May	Sun					
152	5-May		9.5	**More practice with Vending Machine Addition and Subtraction			1.OA.1, 1.OA.2, 1.NBT.4, 1.NBT.6
153	6-May		9.6	Two-Digit Comparison Number Stories	Word Problem Notes	pp. 1-4	1.NBT.4
154	7-May		9.7	Efficient Strategies for 2-Digit Addition and Subtraction			1.NBT.4
155	8-May		9.8	Review: Relations and Equivalence			1.OA.1, 1.OA.2, 1.NBT.4, 1.NBT.6
156	9-May		9.9	Review: Place Value			1.NBT.2, 1.NBT.5
	10-May	Sat					
	11-May	Sun					
157	12-May		9.9	**more practice with reviewing place value			1.NBT.2, 1.NBT.5
158	13-May		9.10	Review: 3-Dimensional Geometry			1.G.1, 1.G.2
159	14-May		9.11	Review: Equal Shares			1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.5
160	15-May		9.11	**More practice reviewing equal shares			1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.5
161	16-May			Buffer			
	17-May	Sat					
	18-May	Sun					
162	19-May		9.12	Review Unit 9			1.G.1, 1.G.2
163	20-May		9.12	Unit 9 Assessment			1.G.1, 1.G.2

164	21-May			Function Machines (Supplemental)			1.OA
165	22-May			Function Machines (Supplemental)			1.OA
166	23-May			Flex			
	24-May	Sat					
	25-May	Sun					
	26-May	Memorial Day					
167	27-May			Money	Comparing Coin & Dollar Values	pp. 61-88	1.M.4, 1.M.5
168	28-May			Money	Comparing Coin & Dollar Values	pp. 61-88	1.M.4, 1.M.5
169	29-May			Flex			
170	30-May			Time to the Half Hour	Use previous time resources	pp. 5-11, 46-60	1.M.3
	31-May	Sat					
	1-Jun	Sun					
171	2-Jun			Time to the Half Hour	Use previous time resources	pp. 5-11, 46-60	1.M.3
172	3-Jun			Telling Time using Clocks/Digital	Use previous time resources	pp. 5-11, 46-60	1.M.3
173	4-Jun			Flex			
174	5-Jun			Word Problems			1.OA.1, 1.OA.2
175	6-Jun			Word Problems			1.OA.1, 1.OA.2
	7-Jun	Sat					
	8-Jun	Sun					
176	9-Jun			Word Problems			1.OA.1, 1.OA.2
177	10-Jun			Flex			1.OA.1, 1.OA.2
178	11-Jun			Geometry - Attributes, Equal Shares	Geometry Supplements	pp. 89-107	1.G.1, 1.G.3
179	12-Jun			Geometry - Attributes, Equal Shares	Geometry Supplements	pp. 89-107	1.G.1, 1.G.3
180	13-Jun			Geometry - Attributes, Equal Shares	Geometry Supplements	pp. 89-107	1.G.1, 1.G.3
	14-Jun	Sat					
	15-Jun	Sun					
181	16-Jun			Geometry - Attributes, Equal Shares	Geometry Supplements	pp. 89-107	1.G.1, 1.G.3
182	17-Jun			Math Games			
183	18-Jun	12:45pm Dismissal		Buffer			
184	19-Jun	Last Day of school 12:45 Dismissal		Buffer			

September 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 *Labor Day*	3	4 Intro	5 Intro	6 1.1 Introducing First Grade Everyday Math	7
8	9 1.2 Investigating the Number Line (teach sliding vs hopping)	10 1.3 Tools for Doing Mathematics	11 1.4 Counting Strategies	12 1.5 1 More, 1 Less (Use slide rather than hop teach can't hop)	13 Buffer	14
15	16 1.6 Comparing Numbers	17 1.7 Organizing Data in a Tally Chart	18 1.8 More organizing Data	19 1.9 Exploring Math Materials	20 Buffer	21
22	23 1.10 Number Stories	24 1.11 Counting Larger Numbers *pp.1-4*	25 1.12 Unit 1 Review	26 1.12 Assessment	27 Buffer	28
29	30 2.1 Introducing the Strategy Wall					

October 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 2.2 Decomposing Numbers within 10	2 2.3 More Decomposing Numbers within 10	3 Closed *Rosh Hashanah*	4 Buffer	5
6	7 2-4 Exploring Sub. Pairs of Numbers that Add to 10 & Data	8 2.5 Apples	9 2.6 More Counting on to Add	10 2.7 Labeling Counts (intro unit box, don't' focus on whole group calculator)	11 Buffer	12 *Yom Kippur*
13	14 2.8 Change-to-More Number Stories Math sheet w/diagrams *Columbus Day p. 1-4*	15 2.9 Change-to-Less Numb. Stories- use sheets again in protectors (Use less) *Pp 1-4*	16 2.10 Number Models	17 2.11 Finding Unknowns (do readiness lesson before actual lesson	18 Buffer	19
20	21 2.11 Do more of finding the Unknowns, continue to give more number stories *pp. 1-4*	22 2.12 Unit 2 Review	23 2.12 Unit 2 Assessment	24 Buffer	25 Buffer	26
27	28 3.1 Parts & Total Number Stories (display domino-give students copy) *Pp 1-4*	29 3.2 Number Story Strategies *pp. 1-4*	30 3.3 Exploring Counting Matching Pairs, and Ordering by Length	31 Buffer *Halloween*		

November 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Closed	2
3	4 3.4 Birds in a Tree (1 DAY)	5 3.5 Counting the Number Line Remember slide no hops & circle where you land *Election Day p. 12-19*	6 Buffer	7 NJEA Closed	8 NJEA Closed	9
10	11 3.6 Counting to Add & Subtract (be sure to Slide, or crawl no hops)	12 3.7 More Counting to Add and Subtract	13 3.8 Skip Counting to Add and Subtract *Pp 20-26*	14 3.9 Counting Application: Frames and Arrows	15 Buffer	16
17	18 3.10 Addition and Subtraction Application: Frames and Arrows	19 3.11 Counting with Calculators	20 3.12 Unit 3 Review	21 Unit 3 Assessment	22 Buffer	23
24	25 Understand a Ruler *pp. 27-28*	26 4.1 Introducing Lenth Measurement	27 Buffer	28 Closed *Thanksgiving*	29 Closed	30

December 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 4.2 Measuring Length	3 4.3 More Length Measurement *pp. 29-32*	4 4.4 Measuring a Marker (1 Day)	5 4-5 Exploring Data with a Bar Graph	6 Buffer	7
8	9 4.6 Representing Data with a Bar Graph	10 4.7 Introducing Doubles (Open with Readiness Activity-Share Pennies	11 4.8 Combinations of 10 (Open with 2 fisted penny addition	12 4.9 More Combinations of 10	13 Buffer	14
15	16 4.10 Adding Three Numbers	17 4.11 10 More, 10 Less (Open with readiness Activity-counting by 10s on number grid)	18 4.12 Unit 4 Review	19 4.12 Unit 4 Assessment	20 Buffer	21
22	23 Recess	24 Recess *Christmas Eve*	25 Recess *Christmas Day*	26 Recess *Hanukkah*	27 Recess	28
29	30 Recess	31 Recess *New Year's Eve*				

January 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Recess *New Year's Day*	2 Buffer	3 5.1 Introducing Place Value	4
5	6 5.2 Digits and Place Value	7 5.3 Place-Value Pennies & Dimes (act.-Trading Dimes for Pennies with Tens Frames)	8 5.4 Greater Than, Less Than Equal to	9 5.5 The Equal Sign (Activity-Balancing Number Sentences)	10 Buffer	11
12	13 5.6 Counting and Place-Value Application Number Scrolls	14 5.7 Measuring a Path (don't use strips in math master, create path)	15 5.8 Exploring Base-10 Exchanges, Lengths, and Path Measurement	16 5.9 More Comparison Symbols (limit number of cards children have)	17 Buffer	18
19	20 Buffer *MLK Day*	21 5.10 Comparison Number Stories (extra practice if needed) *Pp 1-4*	22 5.11 Two-Digit Addition and Subtraction	23 5.12 Adding Animal Wights	24 Buffer	25
26	27 Unit 5 Review	28 Unit 5 Assessment	29 Buffer	30 6.1 Time and the Hour-Hand Only Clock *Pp 5-11, 33-41*	31 6.2 More 2 Digit Number Stories *pp. 1-4*	

February 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 6.3 Exploring True and False, Doubles, and Shapes	4 6.4 Introducing Near Doubles	5 6.4 More Practice with doubles plus 1	6 6.5 Recording Near-Doubles Strategies	7 Buffer	8
9	10 6.6 Introducing Making 10	11 6.8 Pencils for the Writing Club	12 6.9 Understanding Equivalence (Activity on SmartBoard / Students on slates)	13 6.10 More Place Value	14 Buffer	15
16	17 Closed *Presidents' Day*	18 closed	19 6.11 Place-Value App. Pennies, Dimes & Dollars (Activity with Tens Frame)	20 6-12 Unit 6 Review	21 6.12 Unit 6 Assessment	22
23	24 7.1 Fact Families (Each student own domino write fact family on slate-switch)	25 7.2 More Fact Families	26 7.3 Relating Special Addition and Subtraction Facts	27 7.4 More Subtraction and Fact Strategies (Play Sub. Bingo)	28 Buffer	

March 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 7.5 Attributes of Shapes	4 7.6 Exploring Attributes, Fractions, and Salute "Sorting Classroom Objec. by Attributes"	5 7.7 Defining and Nondefining Attributes	6 7.8 Finding Unknows: "What's My Rule?"	7 Buffer	1/8
9	10 Buffer	11 7.8 Extra Practice with finding unknown readiness in 7.10 (Solving # Mysteries)	12 7.9 Desk and Chairs (1 Day)	13 7.10 Addition Facts "What's My Rule?"	14 7.11 Digital Clocks	15
16	17 7.12 Unit 7 Review	18 7.12 Unit 7 A Assessment	19 Butter	20 8.1 Building Shapes and Defining Attributes (don't' use straws)	21 8.2 Halves (Readiness-Determining Equal Shares	22
23	24 8.3 Fourths (Readiness-Folding Paper Pizzas)	25 8.4 Sharing Paper Squares (1 Day)	26 Life Time: "The Amazing Numbers in Animal Lives" Interdisciplinary Studies	27 8.5 Combining 2 Dimensional Shapes (Readiness-Drawing Shapes w/ Defining Attributes)	28 Buffer	29
30	31 8.6 3-Dimesional Shapes (Readiness-Identifying Shapes Using Touch)					

April 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 8.7 Exploring Composition of Shapes and Addition Fact Strategies *pp. 42-45*	2 8.8 Time to the Half Hour *pp. 5-11, 46-60*	3 8.8 More Practice with Time to the Half Hour	4 Buffer	5
6	7 8.9 Review Data	8 8.10 Number-Grid Puzzles	9 8.11 Mentally Finding 10 More and 10 Less	10 8.12 Unit 8 Review	11 8.12 Unit 8 Assessment	12 *Pass -over*
13	14 9.1 Review Measurement	15 9.2 Two-Digit Numbers Stories *pp. 1-4*	16 9.3 Shopping at the School Store	17 Buffer	18 Spring Break *Good Friday*	19
20 *Easter*	21 Spring Break	22 Spring Break	23 Spring Break	24 Spring Break	25 Spring Break	26
27	28 Buffer	29 9.3 More Practice with Shopping at the School Store	30 9.4 Exploring Broken Calculators, Frations, and Facts			

May 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 9.4 More Practice with Exploring Broken Calculators, Fractions, and Facts	2 9.5 Vending Machine Addition and Subtractions	3
4	5 9.5 More Practice w/ Vending Machine Addition and Subtraction	6 9.6 Two-Digit Comparison Number Stories *P 1-4*	7 9-7 Efficient Strategies for 2-Digit Addition & Subtractions	8 9.8 Review Relations and Equivalence	9 Review Place Value	10
11	12 9.9 More Practice with reviewing place value	13 9.10 Review 3-Dimensional Geometry	14 9-11 Review Equal Shares	15 9.11 More practice reviewing equal shares	16 Buffer	17
18	19 9.12 Review Unit 9	20 9.12 Unit 9 Assessment	21 Function Machines (Supplemental)	22 Function Machines (Supplemental)	23 Flex	24
25	26 Closed *Memorial Day*	27 Money pp. 61-88	28 Money pp. 61-88	29 Flex	30 Time to the Half Hour pp. 5-11, 46-60	31

June 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Time to the Half Hour pp. 5-11, 46-60	3 Telling Time using Clocks/Digital pp. 5-11, 46-60	4 Flex	5 Word Problems	6 Word Problems	7
8	9 Word Problems	10 Flex	11 Geometry Attributes, Equal Shares pp. 89-107	12 Geometry Attributes, Equal Shares pp. 89-107	13 Geometry Attributes, Equal Shares pp. 89-107	14
15	16 Geometry Attributes, Equal Shares pp. 89-107	17 Math Games	18 Buffer	19 Buffer *Juneteenth*	20	21
22	23	24	25	26	27	28
29	30					