Crest Memorial School Curriculum and Pacing Guide	
Grade: First	Subject Area: Math
Adoption Date: August 29, 2024	Revision Date: August 2024

Mission and Vision Statements

Mission: A the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society. All students will have access to a high-quality mathematics education that fosters a population that:

- leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions.
- persists to make sense of and model problems arising in everyday life, society, and the workplace.
- thinks critically and strategically to assess quantitative relationships and to solutions to complex problems.
- employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning.
- interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors.
- communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.

Integration of Technology

9.4.2.TL.1

21st Century Skills

9.4.8.CT.1 9.4.2.CT.2

Career Education
9.1.2.CAP.1 9.2.5.CAP.1

Interdisciplinary Connection
SC1.K-2.5.3.2.D.1 SC1.K-2.5.1.2.A

Accommodations and Modifications	
Special Education	● IEP accommodations ● Highlights important/ key words ● Modify amount of independent practice ● Simplify questions / make multiple choice ● Read tests aloud ● Shorten assignments to focus on mastery concept
English Language Learners	● Create visual word wall with labels ● Highlight and define important vocabulary ● Ask yes/no questions
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud

	● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Student Choice ● Enrich Activities / Think Smarter ● Ask students higher level questions ● Provide opportunities for open-ended, self directed activities ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	● Teacher Observation ● Mid-Chapter Checkpoints ● On Your Own Activities ● Homework
Summative	● Chapter Test ● Unit Assessments
Benchmark	●Map Testing (fall, winter and spring)

	●Beginning and End of Year Assessment Test
Alternative	● Math Centers ● Grab and Go Center ● Math Journals

Pacing Guide	
Unit 1: Addition Concepts	10 days
Unit 2: Subtraction Concepts	11 days
Unit 3: Addition Strategies	14 days
Unit 4: Subtraction Strategies	8 days
Unit 5: Addition and Subtraction Relationships	16 days
Unit 6: Count and Model Numbers	13 days
Unit 7: Compare Numbers	9 days
Unit 8: Two-Digit Addition and Subtraction	13 days
Unit 9: Measurement	11 Days
Unit 10: Represent Data	9 Days
Unit 11: Three-Dimensional Geometry	7 Days
Unit 12: Two-Dimensional Geometry	15 Days
Unit 13: Money	11 Days

Unit Learning Goals- Unit 1
Students will use pictures and numbers to complete addition sentences to 10 Students will identify addends and the sum in an addition sentence

Students will add in any order to complete an addition sentence

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 1 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1:Use pictures to “add to” and find sums through 10	1.OA.A.1	● Introduce numbers 1 - 10 ● Match numbers to manipulatives ● Students will practice writing numbers 1 - 10 ● Listen to the book- *The Class Party*
● Day 2: Use concrete objects to solve “adding to” addition problems	1.OA.A.1	● Introduce vocabulary words: addition sentence, plus, is equal to, sum ● Introduce number cards 1-10 ● Use color cubes to add addition problems
● Day 3: Use concrete objects to solve “adding to” addition problems	1.OA.A.1	● Introduce a ten frame using 10 counters for addition ● Model and record all the ways to put together numbers within 10
● Day 4: Solving addition problems by using the strategy making a model Mid-Chapter Checkpoint	1.OA.A.1	● Introduce a bar model ● Students will make and use their own bar model with addition problems up to 10
● Day 5: Understand and apply the Additive	1.OA.B.3	● Introduce vocabulary: zero

Identity Property of Addition (zero)		● Listen to the book - *Busy Bugs* ● Students will be given a domino with one addend being zero and they will write an addition sentence
● Day 6: Add addends in any order (Commutative Property)	1.OA.B.3	● Introduce vocabulary: addends, order ● Model a two-color cube train to show adding in any order to get the sum
● Day 7: Model and record all the ways to put together numbers within 10	1.OA.A.1	● Introduce “Friends of Ten” diagram ● Make a “Friends of Ten” diagram ● Play a memory game with sums through 10
● Day 8: Build fluency for addition within 10	1.OA.C.6	● Introduce horizontal and vertical addition problems ● Practice addition sentences independently through 10
● Day 9: Review all addition concepts	1.OA.A.1 1.OA.B.3 1.OA.C.6	● Review Chapter 1 addition concepts ● Students will complete chapter review
● Day 10: Assess student progress in addition through 10	1.OA.A.1 1.OA.B.3 1.OA.C.6	● Students will complete Chapter 1 assessment

Inclusive concepts
The Math Community allows for all levels to work together at their individual pace and level during Whole Group Math and Math Center Based Learning.

Unit Learning Goals- Unit 2
Students will learn and use different strategies to complete subtraction sentences through 10 Students will understand the difference between adding to and taking apart

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 2 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(connecting cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Use pictures to show " Taking From" and finding the difference	1.OA.A.1	● Listen to the book-The Class Party ● Students will listen to a "taking from"math problem and will draw a picture to show understanding ●Students will complete "taking from" math problems as a group and independently
● Day 2: Use concrete objects to solve "Taking From" a subtraction sentence	1.OA.A.1	● Introduce vocabulary- minus, difference and subtraction ●Listen and solve a story problem by modeling with connecting cubes to show " taking from" ● Students will complete independent math sheet using connecting cubes as needed
● Day 3: Use concrete objects to show "Taking Apart" a subtraction sentence	1.OA.A.1	● Introduce vocabulary- Subtract ● Use colored counters to show taking apart with a partner while teacher reads a subtraction sentence ● Students will complete an independent math sheet to show the understanding of subtracting
● Day 4: Solve taking from and taking apart subtraction sentences using the strategy making a model	1.OA.A.1	● Introduce a Bar Model (whole, whole, part) as a subtraction strategy ● Partners will use a Bar Model to solve subtraction sentences read by the teacher

		● Students will complete an independent math sheet to show understanding
● Day 5: Compare pictorial groups to understand subtraction (compare, fewer and more)	1.OA.A.1 1.OA.D.8	●Introduce vocabulary-compare, fewer and more ●Students will listen and draw to show comparison strategy ●Students will complete an independent math sheet to show understanding
●Day 6: Model and compare groups to show the meaning of subtraction	1.OA.A.1	●Students will share what they know about comparing numbers and remember about using a Bar Model ●Students will listen and use 2 colored counters to show understanding of subtracting by comparing numbers ● Complete independent math sheet
● Day 7: Identify how many are left when subtraction All or Zero	1.OA.D.8	● Listen to book- Milk for Sale ● Introduce vocabulary- Zero ●Dice game with partner (1 dice blank- other with numbers 1-6) ● complete independent math sheet to show understanding
● Day 8: Model and record all the ways to take apart numbers to 10	1.OA.A.1	●Use connecting cubes to show all the ways to take apart 5, 9 and 10 ● Complete independent math sheet to show understanding of “take apart”
● Day 9: Identify why some addition sentences are easier than others	1.OA.C.6	●Introduce horizontal and vertical subtraction problems ● Students will practice subtraction sentences independently through 10 by completing math sheet ●Play “Subtraction Slide Game”- to practice subtraction facts to 10
● Day 10: Review how do you model taking apart, how do you subtract and compare and	1.OA.A.1 1.OA.D.8	● Review Chapter 2 Subtraction Concepts ● Students will complete Chapter Review

how do you show taking from a group	1.OA.C.6	
● Day 11: Assess Students on Subtraction Sentences through 10	1.OA.A.1 1.OA.D.8 1.OA.C.6	● Students will complete Chapter 2 Assessment

Inclusive concepts
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Unit Learning Goals- Unit 3
Students will use and understand the strategies count on, make a double, double plus or minus 1 to add Students will add 3 numbers together in any order

Core Instructional Materials	**Supplemental Materials**
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 3 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Hand-outs

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**

● Day 1:Understand and apply Commutative Property of Addition for sums of 20	1.OA.B.3	● Listen to the book- Join Us ●Students color a blank cube train showing addends in a different order after being read a math problem ● Students will complete a math sheet as a whole group to show Commutative Property understanding through 20
● Day 2: Use count on strategy 1,2 or 3 to find sums within 20	1.OA.C.5	● Introduce Vocabulary- Count on ● model and draw on board counting on 1,2,3 to check for understanding ● Students use whiteboards to practice counting on strategy circling the greater addend ● Students complete math paper using count on strategy independently (circling the greater addend)
● Day 3: Use doubles as a strategy to solve addition facts with the sums to 20	1.OA.C.6	● Introduce Vocabulary- Doubles ● Model 2 colored cube train with equal colors up to 20 ● Create a Butterfly showing doubles on wings ● Students will complete a Doubles math paper independently to show understanding
● Day 4: Use doubles to create equivalent but easier sums	1.OA.C.6	● Review Vocabulary- Doubles ● Use dice to create addition facts as a group for review ●Use connecting cubes to show how making a double fact can make an addition problem easier ● Students will complete math paper as a group to show understanding
● Day 5: Use doubles plus 1 and doubles minus 1 as a strategy to find sums within 20	1.OA.C.6	● Introduce Vocabulary- Double Plus One Double Minus One ● Teacher will review concept 1 less, 1 more by having students write the correct number on the board ● Students will complete math paper as a group using 2 different color connecting cubes

● Day 6: Use strategies count on, doubles, doubles plus and minus 1 to practice addition facts to 20	1.OA.C.6	● Review vocabulary- double plus and minus 1 ● Students will work with a partner to review different strategies to add ● Complete math paper ● **Mid- Chapter Check Point completed independently**
● Day 7: Use a 10 Frame to add 10 and an addend less than 10	1.OA.C.6	● Listen to book- Funny Bunny Hats ● Introduce a 10 Frame with counters ● Introduce number chart with numbers and number words 1 to 19 ● Students complete math paper to show understanding of how a 10 frame helps you add
● Day 8: Use the Make a 10 Strategy to find sums within 20	1.OA.C.6	●Introduce vocabulary- Make a Ten ● Review addition facts with sums of 10 as a group ● Practice facts on the rug with a 10 frame and counters ● Students will complete math lesson and paper as a group
● Day 9: Use numbers to show how to use the make a 10 strategy to add	1.OA.C.6	● Teacher models using Make a 10 strategy on the smart board to add ● Students practice the make a 10 strategy in small groups on the rug ● Students use the 10 frame and 2 colored counters ● Students complete math paper with help
● Day 10: Use the Associative Property of Addition to add 3 Addends	1.OA.B.3	● Teacher uses 3 different color connecting cubes to introduce adding 3 addends in any order ●Play card game as a class. Numbers cars 1-6 on each card. 3 decks of each group of cards. Turn a card over from each deck. Create a 3 addend addition sentence in any order ● Students complete math papers part with teacher and part independently
● Day 11: Understand and apply the	1.OA.B.3	● Review adding 3 addends together using

Associative and Commutative Property od Addition to add 3 Addends		cube train ●Play a dice game with a partner. Create a 3 addend addition sentence in any order ● Complete math paper independently
● Day 12: Solve adding to and putting together problems by drawing a picture	1.OA.A.2	● Teacher models drawing a picture to solve an addition problem on the smart board ● Students practice drawing a picture and writing an addition sentence on their whiteboards while teacher reads a problem to them. ● Students will share their pictures and math sentence with their partners ● Students complete math paper
● Day 13: Review adding with the strategies- counting on, doubles, doubles plus and minus 1, using a 10 frame and adding 3 addends in any order	1.OA.A.2 1.OA.B.3 1.OA.C.5 1.OA.C.6	● Review Chapter 3 Addition strategies ● Students will complete chapter Review
● Day 14: Assess students understanding of Addition Strategies	1.OA.A.2 1.OA.B.3 1.OA.C.5 1.OA.C.6	● Students will complete Chapter 3 Assessment

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Unit Learning Goals- Unit 4
Students will use make a 10, count back and break apart a number strategy to complete subtraction problems within 20

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 4 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Use count back strategies 1,2 or 3 to count back	1.OA.C.5	●Introduce Vocabulary- count back ● Listen to the book- Math Club ●Students will use counters to complete count back subtraction sentences ● Students will complete an independent math paper
● Day 2: Recall addition facts to subtract numbers within 20	1.OA.B.4	● Students will play a doubles memory game for review ● Teacher will demonstrate using colored cubes to help reinforce the relationship between addition and subtraction ● Students will complete a math paper with cubes if needed
●Day 3: Use addition as a strategy to subtract number within 20	1.OA.B.4	● Teacher will demonstrate using colored cubes to help reinforce the relationship between addition and subtraction ● Teacher will demonstrate “The Triangle Strategy” to help with related facts ● Students will complete a math paper with cubes if needed

●Day 4: Use make a 10 as a strategy to subtract	1.OA.C.6	● Listen to the book- The Class Party ● Teacher will demonstrate using the 10 Frame Strategy with 2 different color counters to subtract within 20 ● Students will complete a math paper
●Day 5: Subtract by breaking apart to make a 10	1.OA.A.1	● Teacher will review using a 10 Frame to subtract within 20 ● Teacher will introduce and demonstrate how to use the 10 Frame Strategy with two 10 Frames (step 1 and step 2) ● Students will break apart to subtract using two 10 frames and colored counters to complete a math paper
●Day 6: Solve subtraction problem situations to use the strategy Act it Out	1.OA.A.1	● Teacher will use the large whiteboard, 2 magnetic 10 frames and counters to review subtracting by Acting it Out ●Students will complete subtraction problems on the large whiteboard as a group ● Students will work independently to complete a math paper to show the Acting it Out strategy
●Day 7: Review count back strategies, make a 10 and breaking apart to subtract	1.OA.A.1 1.OA.B.4 1.OA.C.5 1.OA.C.6	● Review Chapter 4 Strategies to subtract ● Students will complete a Chapter Review
●Day 8: Assess students understanding of Subtraction Strategies	1.OA.A.1 1.OA.B.4 1.OA.C.5 1.OA.C.6	● Students will complete Chapter 4 Assessment

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Unit Learning Goals- Unit 5
Students will identify the relationship between addition and subtraction facts Students will find the missing numbers in related facts Students will identify expression of equal value using = sign

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 5 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Solve addition and subtraction problems by using the strategy make a model	1.OA.A.1	● teacher will model *making a model* to solve and addition and subtraction problem on the smart board ● Listen to the book- Picture Puzzles ● Students will play- *Guess my Number - with the class*
● Day 2: Solve addition and subtraction problems by using the strategy make a model	1.OA.A.1	● students will review what they know about addition and subtraction ● students will use connecting cubes to

Continue yesterday's target goal		complete Take From or Change the Unknown problems as a group ● students will complete a math paper independently
● Day 3: Record related facts within 20	1.OA.C.6	● Introduce vocabulary- Related Facts ● Teacher will model how related facts can help you solve an unknown number ●
● Day 4: Record related facts within 20 **Continue yesterday's target goal**	1.OA.C.6	● Students will use numbers to write related addition and subtraction facts ●students will choose a way to solve a word problem. Write or draw to explain ● Students will complete a math paper independently
● Day 5: Identify related addition and subtraction facts within 20	1.OA.C.6	●Teacher will read word problems and the children will model the problem using colored connecting cube trains ●Students will write related addition and subtraction fact sentences with their partner ●students will complete a math paper independently
●Day 6: Apply the inverse relationship of addition and subtraction	1.OA.C.6	●Teacher will demonstrate how the inverse relationship between addition and subtraction facts can make memorizing number facts easier ●students will use addition to check subtraction facts with a partner ●Students will complete a Mid- Chapter Checkpoint to assess understanding for the first half of this chapter
● Day 7: Use related facts to determine unknown numbers	1.OA.D.8	●Review Math Vocabulary words ●Teacher will model using a Math Triangle ●Students will use a Math Triangle to complete related addition and subtraction facts ●Students will complete a math paper

● Day 8: Use related facts to determine unknown numbers **Continue yesterday's target goal**	1.OA.D.8	● Teacher will review Math Triangles ● Students will work with a partner using a Math Triangle for a group lesson ● Students will complete a math paper to assess using Related Facts to determine the unknown number
Day 9: Use related facts to subtract	1.OA.D.8	●Students will write the unknown number in a Math Triangle ● Students will work with a partner to write a missing number to solve a math riddle ●Students will complete a math paper independently
Day 10: Choose an operation and strategy to solve an addition or subtraction word problem	1.OA.A.1	●Teacher will model how to choose an operation and strategy to solve a math problem ●Students will write an addition or subtraction sentence to solve a math problem with a partner ●students will complete a math paper
Day 11: Represent equivalent forms of numbers using sums and differences within 20	1.OA.C.6	●Teacher will ask students to tell what they know about related facts ●Students will show possible ways to make 10-18 using manipulatives
Day 12: Represent equivalent forms of numbers using sums and differences within 20 **Continue yesterday's target goal**	1.OA.C.6	●Teacher will review different ways to make numbers to 20 ● Students will use connecting cubes to show addition and subtraction facts to 20 ●Students will complete a math paper
Day 13: Determine if an equation is true or false	1.OA.D.7	●Teacher will model the best ways to show if a number sentence is true or false ●Students will practice using an equal sign ●Teacher will use connecting cubes, number line and touchpoints ●Students will complete a math paper

Day 14: Add and subtract facts within 20 and demonstrate fluency for addition and subtraction with in 10	1.OA.C.6	●Students will practice basic facts to 20 ●Students will play a board game Basic Facts Race (2-3 players) ●Students complete a math paper
Day 15: Review related addition and subtraction facts within 20	1.OA.A.1 1.OA.C.6 1.OA.D.7 1.OA.D.8	●Teacher will review how addition and subtraction can undo each other,the relationship between related facts and how to find a missing number in a related fact ●Students will complete a review paper
●Day16: Assess students understanding of Addition and Subtraction Relationships	1.OA.A.1 1.OA.C.6 1.OA.D.7 1.OA.D.8	● Students will complete Chapter 5 Assessment

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Unit Learning Goals - Unit 6
Students will use place value to model, read, and write numbers to 120

Core Instructional Materials	**Supplemental Materials**
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 6 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(ten frame, counters, base-ten blocks)	● Interactive Smartboard activities ● Hundred Chart 1-120 ● Ten Frame/Counters ● Whiteboard/Markers

● Workbooks	● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Count by ones to extend a counting sequence up to 120	1.NBT.A.1	● Read the book - Join Us ● Introduce the 100 chart ● Students will fill in missing numbers in a 100 chart by counting by ones ● Introduce the 120 chart ● Students will count forward by using the 120 chart ● Students will complete a math paper independently
● Day 2: Count by tens from any number to extend a counting sequence up to 120	1.NBT.A.1	● Read the book - Strawberries ● Review 120 chart and counting forward ● Introduce counting by tens using the 120 chart ● Students complete math papers part with teacher and part independently
● Day 3: Use models and write to represent equivalent forms of tens and ones	1.NBT.B.2.A 1.NBT.B.2.B	● Introduce vocabulary - digit, ones, ten ● Use ten frames and connecting cubes to model numbers after reading a problem aloud ● Students model a problem by using a ten frame and connecting cubes to show the number ● As a group, list all the ways to write a number (1 ten 3 ones, 10+3, 13) ● Students will complete a math paper independently
● Day 4: Use objects, pictures, and numbers to represent a ten and some ones	1.NBT.B.2.B	● Review tens and ones with the ten frame and connecting cubes ● Model a quick picture by using a line for a ten and a circle for a one

		● Students practice quick pictures on individual white boards to practice numbers that you write on the board ● Students will complete a math paper independently
● Day 5: Use objects, pictures, and numbers to represent tens.	1.NBT.B.2.A 1.NBT.B.2.C	● Review vocabulary - digit, ones, ten ● Model using base-ten blocks to show a number ● Students practice using base-ten blocks to show a number ● Model how to group 10 ones for 1 ten ● Students practice grouping 10 ones as 1 ten ● Students complete math papers part with teacher and part independently ● Students will complete a Mid-Chapter Checkpoint
● Day 6: Group objects to show numbers to 50 as tens and ones	1.NBT.B.2	● Students will review a quick picture to show a number on a white board ● Students will practice showing numbers with base-ten blocks ● Students will show many tens and ones are in a number on the board ● Students will complete a math paper independently
● Day 7: Group objects to show numbers to 100 as tens and ones	1.NBT.B.2	● Introduce vocabulary - hundred ● Students will review numbers to 50 by drawing a quick picture on their white boards ● Model using base-ten blocks to show numbers up to 100 ● Students will use base-ten blocks to show numbers up to 100 ● Students complete math papers part with teacher and part independently
● Day 8: Read and write numerals to represent a number of 110 to 120 objects **Continue yesterday's target goal**	1.NBT.B.2	● Review vocabulary - hundred ● Students will review numbers up to 100 by using base-ten blocks ● Students will complete a math paper independently

● Day 9: Solve problems using the strategy *make a model*	1.NBT.B.2.A 1.NBT.B.3	● Students will review using base-ten blocks to show numbers up to 100 ● Model with base-ten blocks to show the same number different ways (23 = 23) (2 tens 3 ones = 1 ten 13 ones) ● Students will use base-ten blocks to show the same number different ways ● Students complete math papers part with teacher and part independently
● Day 10: Read and write numerals to represent a number to 100 to 110 objects	1.NBT.A.1	● Students will review numbers to 100 by using a hundreds chart and finding the number read aloud in different ways (8 tens 7 ones, 1 more than 74 ● Model a number from 100 to 110 with base-ten blocks and then draw a quick picture for that number ● Students will show a number from 100 to 110 with base-ten blocks and then draw a quick picture for that number ● Students will complete a math paper independently
● Day 11: Read and write numerals to represent a number of 110 to 120 objects	1.NBT.A.1	● Model a number from 110 to 120 with base-ten blocks and then draw a quick picture for that number ● Students will show a number from 110 to 120 with base-ten blocks and then draw a quick picture for that number ● Students will complete a math paper independently
● Day 12: Review using place value to model, read, and write numbers to 120	1.NBT.A.1 1.NBT.B.2	● Review Chapter 6 Subtraction Concepts ● Students will complete Chapter Review
● Day 13: Assess student progress in using place value to model, read, and write numbers to 120	1.NBT.A.1 1.NBT.B.2	● Students will complete Chapter 6 assessment

Inclusive concepts

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Unit Learning Goals- Unit 7
Students will use place value to compare numbers

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 7 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives (base-ten blocks, student made symbols) ● Workbooks	●Interactive Smartboard activities ● Hundred Chart 1-100 ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Model and compare two-digit numbers to determine which is greater	1.NBT.B.3	● Read the book - Name That Number ● Introduce vocabulary - is greater than > ● Use base-ten blocks to model 2 two-digit numbers to identify which number is greater ● Students will use base-ten blocks to model 2 two-digit numbers to identify which number is greater ● Students complete math papers part with teacher and part independently
● Day 2: Model and compare two-digit numbers to determine which is less	1.NBT.B.3	● Introduce vocabulary - is less than < ● Use base-ten blocks to model 2 two-digit numbers to identify which number is less ● Students will use base-ten blocks to model 2 two-digit numbers to identify which number is less

		● Students complete math papers part with teacher and part independently
● Day 3: Use symbols for *is less than* "<", *is greater than* ">", *is equal to* "=" to compare numbers	1.NBT.B.3	● Review vocabulary and symbols (>, <, =) ● Make a greater than and less than symbol (Pac-Man, Alligator) ● Model by using base-ten blocks to show 2 two-digit numbers to identify which number is greater than, less than, or equal to - use the correct position of symbol (Pac-Man, Alligator) that was made ● Students will use base-ten blocks to show 2 two-digit numbers to identify which number is greater than, less than, or equal to - use the correct position of symbol (Pac-Man, Alligator) that was made
● Day 4: Use symbols for *is less than* "<", *is greater than* ">", *is equal to* "=" to compare numbers **Continue yesterday's target goal**	1.NBT.B.3	● Review greater than and less than symbol (Pac-Man, Alligator) ● Students complete math papers part with teacher and part independently ● Mid- Chapter Checkpoint
● Day 5: Solve problems using the strategy *make a model*	1.NBT.B.3	● Review comparing numbers with the symbols (<, >, =) and reading the numbers with the words *greater than, less, than, is equal to* ● Model using number cards to determine which cards answer the question to a word problem with the clues given (which numbers are less than 49 or greater than 53) ● In groups students will get a set of number cards and determine which cards answer the question to a word problem with the clues given
● Day 6: Solve problems using the strategy *make a model*	1.NBT.B.3	● List number cards on the board and give clues to answer the question (which numbers

Continue yesterday's target goal		are less than 60 or greater than 65) ● Students complete math papers part with teacher and part independently
● Day 7: Identify numbers that are 10 less or 10 more than a given number	1.NBT.C.5	● Students will review with a hundreds chart - ten less and 10 more ● Model using base-ten blocks to show 10 less and 10 more than a number ● Students will use base-ten blocks to show 10 less and 10 more than a number ● Students complete math papers part with teacher and part independently
● Day 8: Review how to use place value to compare numbers Review greater than (>), less than (<), and is equal to (=)	1.NBT.B.3 1.NBT.C.5	● Review Chapter 7 of using place value to compare numbers ● Students will complete Chapter 7 Review
● Day 9: Assess student progress with comparing numbers using place value	1.NBT.B.3 1.NBT.C.5	●Students will complete Chapter 7 assessment

Inclusive concepts
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Unit Learning Goals- Unit 8
Students will add and subtract two-digit numbers

Core Instructional Materials	**Supplemental Materials**
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 8 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives (base-ten blocks, ten and ones mat)	● Interactive Smartboard activities ● Hundred Chart 1-100 ● Problem Solving Graphic Organizer ● Whiteboard/Markers

● Workbooks	● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Add and subtract within 20	1.OA.C.6	● Students will review strategies to add and subtract within 20 ● Students will complete a math paper independently
● Day 2: Draw a model to add tens	1.NBT.C.4	● Read the book - It's a Homerun! ● Review vocabulary - addend and sum ● Model drawing a quick picture to add tens ● Students will draw quick pictures to add tens ● Students will complete a math paper independently
● Day 3: Draw a model to subtract tens	1.NBT.C.6	● Review vocabulary - difference ● Model drawing a quick picture to subtract tens (circle and cross off tens that are subtracted) ● Students will draw quick pictures to subtract tens (circle and cross off tens that are subtracted) ● Students will complete a math paper independently ● Mid-Chapter Checkpoint
● Day 4: Use a hundred chart to find sums	1.NBT.C.4	● Review a hundreds chart ● Model using a hundreds chart to add on by ones (show going across on chart) ● Students will use a hundreds chart to add on by ones ● Model using a hundreds chart to add on by tens (show going down on the chart) ● Students will use a hundreds chart to add on by tens

		● Students complete math papers part with teacher and part independently
● Day 5: Use concrete models to add ones or tens to a two-digit number	1.NBT.C.4	● Review quick pictures for tens and ones ● Model using base-ten blocks to add ones or tens to a two-digit number ● Students will use base-ten blocks to add ones or tens to a two-digit number ● Students complete math papers part with teacher and part independently
● Day 6: Make a ten to add a two-digit number and a one-digit number	1.NBT.C.4	● Review adding ones or tens to a two-digit number ● Model how to make a ten to add a two-digit number to a one-digit number using base-ten blocks ● Students make a ten to add a two-digit number to a one-digit number using base ten blocks ● Students practice with problems written on the smart board
● Day 7: Make a ten to add a two-digit number and a one-digit number **Continue yesterday's target goal**	1.NBT.C.4	● Review making a ten to add a two-digit number to a one-digit number using base ten blocks ● Students complete math papers part with teacher and part independently
● Day 8: Use tens and ones to add two-digit numbers	1.NBT.C.4	● Introduce a tens and ones mat ● Model using a number in the tens and ones mat - draw a quick draw for it (30 - 3 tens 0 ones) ● Model using base-ten blocks on a tens and ones mat to show place value while adding ● Students will use base-ten blocks to show place value in a number while adding ● Students will draw a quick picture to show place value in a number while adding ● Students complete math papers part with teacher and part independently
● Day 9: Solve and explain two-digit word	1.NBT.C.4	● Read the book - Party Plans

problems using the strategy *draw a picture*		● Review place value while adding using a ten and ones mat ● Model using a problem solving graphic organizer to answer a word problem ● Students will use a problem solving graphic organizer to answer a word problem ● Students complete math papers part with teacher and part independently
● Day 10: Use a hundred chart to find sums and differences	1.NBT.C.4	● Review counting by tens on a hundred chart ● Model using a hundred chart to add and subtract related two-digit facts ● Students use a hundred chart to add and subtract related two-digit facts ● Students will complete a math paper independently
● Day 11: Add and subtract within 100, including continued practice with facts within 20	1.NBT.C.4 1.NBT.C.6	● Draw a quick draw to review adding and subtracting one and two-digit numbers ● Use a hundred chart to review adding and subtracting one and two-digit facts ● Students will complete a math paper independently
● Day 12: Review how to add and subtract two-digit numbers	1.OA.C.6 1.NBT.C.4 1.NBT.C.6	● Review adding and subtracting two-digit numbers ● Students will complete Chapter 8 Review
● Day 13: Assess student progress with adding and subtracting two-digit numbers	1.OA.C.6 1.NBT.C.4 1.NBT.C.6	● Students will complete Chapter 8 assessment

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Unit Learning Goals- Unit 9

Students will order objects by length(shorter, longer, shortest, longest)
Students will use nonstandard units and an inch ruler to measure length
Students will use and hour hand to tell time to the hour and half and hour

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 9 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Order objects by length	1.M.A.1	● Introduce Vocabulary- longest and shortest ● Listen to the story- *The Dog Show* ● Teacher will work through and model comparing length of an object showing longest and shortest ● Students will complete a math paper as a group
● Day 2: Use Transitivity Principles to measure indirectly	1.M.A.1	● Introduce vocabulary- longer and shorter ● Students will be given real objects and given step by step instructions with a partner to explain how to compare lengths of 3 objects to put them in order ● Students will complete a math paper
● Day 3:Measure using length using nonstandard units	1.M.A.2	● Students will be introduced to nonstandard units(small cubes)

		● Teacher will demonstrate how to line up nonstandard units to measure the length ● Students will complete a math paper
●Day 4: Make a nonstandard measuring tool to measure length	1.M.A.2	●Teacher will demonstrate using a nonstandard measuring tool (paper clips) to measure the length and width ●Students will explain how to measure a table using paper clips as a measuring tool ●Students will watch a Math on the Spot video to help with nonstandard measuring understanding ●Students will complete a math paper
● Day 5: Solve measurement problems using the strategy *Act it Out*	1.M.A.2	●Teacher will model the *Act it Out* strategy to compare lengths ●Students will be introduced to an Inch Ruler and compare it to a nonstandard measuring devise ●Students will practice measuring with an Inch Ruler with a partner ● Students will complete a math paper using an inch ruler
●Day 6: Write times to the hour shown on analog clocks	1.M.B.3	●Introduce Vocabulary- Hour Hand ●Listen to the book- Time to Play ● Students will use a Judy Clock to understand the term Clockwise ●Students will learn about the hour hand and practice showing the hour hand on their small Judy clocks ●Students will practice showing digital hour on the smart board- (00 o'clock) ●Students will complete a math paper
Day 7: Write times to the half hour shown on analog clocks	1.M.B.3	●Introduce vocabulary- Hour, Half hour ● Students will practice using their Judy Clocks ●Students will learn and practice showing half past - (30 minutes) ●Students will complete a math paper
Day 8: Tell times to the hour and half an hour	1.M.B.3	●Teacher will demonstrate drawing an analog

using analog and digital clocks		clock and show how the hands are different ●Students will draw an analog clock and demonstrate how the 2 hands are different ● Students will compare the difference between 2 clocks ●Students will complete a math paper
Day 9: Use the hour hand to draw and write times on analog and digital clocks	1.M.B.3	●As a group,students will practice telling time to the hour, half past and compare two clocks ●Students will circle clocks on the smart board that match each other ●Students will complete a math paper
Day 10: Review ordering objects by length, telling time by the hour and half an hour on analog and digital clocks	1.M.A.1 1.M.A.2 1.M.A.3	● Teacher will review vocabulary words, measuring with nonstandard units, measuring with an inch ruler and how to tell time with a digital and analog clock ●Students will complete a review independently
●Day11: Assess students understanding of Measurement	1.M.A.1 1.M.A.2 1.M.A.3	●Students will complete Chapter 9 assessment on Measurement

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Unit Learning Goals- Unit 10
Students will read, create, compare and interpret data using a picture graph, bar graph and tally chart Students will use graphs to solve a problem

Core Instructional Materials	**Supplemental Materials**

● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 10 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Analyze and compare data shown in a picture graph where each symbol represents one	1.DL.A.1	●Introduce Vocabulary- Picture Graph ● Listen to the book- *Miss B's Class Makes Tables and Graphs* ●Teacher will show 2 picture graphs and will compare and analyze with the class ● Students will complete a math paper
● Day 2: Make a picture graph where each symbol represents one and interpret the information	1.DL.A.1	●Teacher will review picture graphs ● Students will make a Picture Graph from data collected in the classroom and interpret data ●Students will complete a math paper
● Day 3: Analyze and compare data shown in a bar graph	1.DL.A.1	●Introduce Vocabulary- Bar Graph ● Teacher will demonstrate how to read a Bar Graph ●Students will read 2 or 3 Bar Graphs as a class to interpret data and compare ●Students will complete a math paper
● Day 4: Make a bar graph and interpret the information	1.DL.A.1	●Students will review Bar Graphs ●Students will make a Bar Graph about Farm Animals and Favorite Colors. They will compare information ●Students will complete a math paper

● Day 5: Analyze and compare data shown in a tally chart	1.DL.A.1	●Introduce Vocabulary- Tally Mark and Tally Chart ●Teacher will model how to compare a Tally Chart to a Bar Graph and Picture Graph ●As a class, students will make a Tally Chart ●Students will complete a math paper
● Day 6: Make a tally chart and interpret the information	1.DL.A.1	●Teacher will review Bar graphs, Picture Graphs and Tally charts ●Partners will make a Tally Chart, share with class and interpret the data ●Students will complete a math paper
● Day 7: Solve problem situations using the strategy *make a graph*	1.DL.A.1	●Student will make a Bar Graph asking their classmates what their favorite season is ●Complete the Bar Graph, take the data and make a Tally Chart ●Students will complete a math paper
● Day 8: Review how to make and interpret a Picture Graph, Bar Graph and Tally Chart	1.DL.A.1	● Teacher will review how to make and interpret a bar, picture, or a tally (chart) graph ● Teacher will review how to use a graph to solve problems ●Students will complete a math review
● Day 9: Assess student progress with creating and interpreting data from a graph to solve a problem	1.DL.A.1	●Students will complete Chapter 10 assessment on Represent Data

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Unit Learning Goals- Unit 11

Students will identify and combine three dimensional shapes

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 11 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Identify and describe three-dimensional shapes according to defining attributes	1.G.A.1	● Introduce vocabulary and three-dimensional shapes (cone, cube, curved surface, cylinder, flat surface, rectangular prism and sphere ● As a class, look at shapes and identify their attributes ●Play Mystery Shape (Teacher gives clues about a shape that is hidden in a large bag- As clues are given, children draw what they think is the Mystery shape on their white board) ● Students complete a math paper
● Day 2: Compose a new shape by combining three-dimensional shapes	1.G.A.2	● Students will work with three-dimensional shapes to create new shapes ● Students will identify shapes that match a description ● Students will begin working on a three-dimensional Shape Book ● Students will complete a math paper

● Day 3: Use composite three-dimensional shapes to build new shapes	1.G.A.2	● Students will review three-dimensional shapes and their attributes ● Partners will be given a set of cones, cylinders, cubes, and rectangular prism shapes to build a structure. Each partner builds a structure using 2 shapes and their partner needs to recreate that shape only bigger ● Students will complete a math paper
● Day 4: Identify three-dimensional shapes used to build a composite shape using the strategy *Act it Out*	1.G.A.2	● Teacher will model how to understand and *act out* a word problem using three-dimensional shapes ● Students will continue to work on their Shape book ● Students will complete a math paper
● Day 5: Identify two-dimensional shapes on three-dimensional shapes	1.G.A.1	● Teacher will model how to use a rectangular prism pattern to make a three-dimensional shape ●Students will trace and identify flat surfaces of three-dimensional shapes ●Students will use real shapes to identify the flat faces and corners of shapes ● Students will complete a math paper
● Day 6: Identify two-dimensional shapes to create a Shape Coloring Book	1.G.A.1 1.G.A.2	● Students will continue working on their Shape Book ● Students will complete a math paper
● Day 7: Chapter Review identifying and describing three-dimensional shapes	1.G.A.1 1.G.A.2	● Students will review three-dimensional shapes, combining shapes to make a new shape and identifying two-dimensional shapes within a three-dimensional shape ●Students will complete a Chapter 11 Review
● Day 8: Assess student understanding of three-dimensional shapes	1.G.A.1 1.G.A.2	●Students will complete Chapter 11 assessment on Three-Dimensional Geometry

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Unit Learning Goals- Unit 12
Students will sort, classify and identify equal and unequal parts of a two-dimensional shape Students will describe two-dimensional shapes by attributes

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 12 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives(cubes, counters) ● Workbooks	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Topic-focused webquests ● Two Distance learning tours ● Shapes

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Use defining attributes to sort shapes	1.G.A.1	● Introduce vocabulary and shapes- circle, rectangle, square, triangle, sides and vertex (vertices) ● Listen to the book- *Signs Shape Up* ● Identify *Open* and *Closed* shapes ● As a class, sort shapes according to attributes (sides and vertices) ●Students complete math paper

● Day 2:Describe attributes of two-dimensional shapes	1.G.A.1	● Introduce vocabulary- Hexagon and Trapezoid and Rhombus ● Sort shapes into *Curved or Straight* ● Partners will make Shape Poster - Cut out pictures from a magazine shaped like a rectangle, trapezoid,hexagon, circle or square. Each poster needs a title, name of shape, sides and vertices
● Day 2: Use objects to compose new two-dimensional shapes **Continued yesterday's target goal**	1.G.A.1	● Finish Shape Poster Activity ● Students complete a math paper
● Day 3: Use objects to compose new two-dimensional shapes	1.G.A.2	● Students share what they know about combining shapes ● Teacher models how to put pattern block shapes together to create new shapes ● Students will use triangles, trapezoids and rhombuses to create a new shape ● Students complete a math paper
● Day 4: Compose a new shape by combining two-dimensional shapes	1.G.A.2	● Teacher will review vocabulary introduced in this unit ● Students will combine shapes to make a new shape ●Students will completer a math paper
● Day 5: Make news shapes from composite two-dimensional shapes using the strategy *Act it Out*	1.G.A.2	● Partners will explain to the class and demonstrate how *Acting it Out* can help them make new shapes from combined shapes ● Students will use two squares to make a rectangle, trace the new shape and draw a line down the middle ● Students will complete a Mid Chapter check Point
● Day 6: Decompose combined shapes into shapes	1.G.A.2	● Students will discuss how 2 blocks can be put together, what the sides of a triangle, hexagon and rhombus look like using attributes

		●Students will then write in their Math Journals how they can find shapes in other shapes ● Students will complete a math paper
● Day 7: Decompose two-dimensional shapes into parts	1.G.A.3	● Students will identify how many triangles they can find in a triangle ● Students will draw lines in two-dimensional shapes to show parts and new shapes ● Students will complete a math paper
● Day 8: Identify equal and unequal parts (or shares) in two-dimensional shapes	1.G.A.3	● Introduce Vocabulary- equal parts, equal shares, unequal parts and unequal shares ● Teacher will draw two-dimensional shapes and model dividing the shapes into equal and unequal parts and shares ● Students will complete a math paper
● Day 9: Partition circles and rectangles into two equal shares	1.G.A.3	● Introduce Vocabulary- half of and halves ● Students will play Pizza Game to show halves ● Students will be introduced to Symmetry ●Students will complete a math paper
● Day 10: Partition circles and rectangles into four equal shares	1.G.A.3	● Introduce Vocabulary- fourth of, fourths, quarter of, quarter ● Teacher will show circles, rectangles and squares and divide them into fourths and quarters with the class ● Students will play the Pizza Game to show fourths ● Students will complete a math paper
● Day 11: Partition rectangles, squares and circles into five equal parts	1.G.A.3	● Teacher will model separating shapes into five equal parts ● Students will play Pizza Game to show fifths ● Students will complete a math paper
● Day 12: Partition rectangles, squares and circles into six equal parts	1.G.A.3	● Teacher will model separating shapes into six equal parts ● Students will play Pizza Game six equal parts

		● Students will complete a math paper
● Day 13: Review how to describe two-dimensional shapes, how to identify equal and unequal parts of a shape and sort and classify two-dimensional shapes	1.G.A.1 1.G.A.2 1.G.A.3	● Complete Chapter 12 Review on Two-Dimensional Geography
● Day 14:● Assess student understanding of Two-Dimensional Geometry	1.G.A.1 1.G.A.2 1.G.A.3	●Students will complete Chapter 12 assessment on Two-Dimensional Geometry

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Unit Learning Goals - Unit 13
Students will identify pennies, nickels, dimes and quarters Students will count and add mixed groups of coins

Core Instructional Materials	**Supplemental Materials**
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 12 ● Think Central- Student Edition/Online Edition ● Go Math Manipulatives (coins) ● Education.com resources	● Interactive Smartboard activities ● Number Chart 1-20 ● Hundred Chart 1-130 ● Ten Frame/Counters ● Whiteboard/Markers ● www.MathSeeds.com ● www.IXL.com ● www.xtramath.org ● Topic-focused webquests ● Two Distance learning tours ● Class Store, Cougar Cash, Play Money

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Sort and identify coins; penny, nickel, dime and quarter (characteristics, heads and tails and value) Money is used to purchase items	1.M.C.4	● Teacher will introduce coins to the class ● Teacher will have real coins as a model ● Students will complete a money Coin Sort paper as a class ● Students will make a Coin Purse ● Students will earn money each day to shop at our Class Store
● Day 2: Review coins for identification (penny, nickel, dime and quarter) Identify the value of a penny, nickel, dime and quarter. Recognize the cent symbol	1.M.C.4	● Teacher will model the value of each coin and use the cents symbol when writing their value ● Students will practice sorting and labeling pennies, nickels, dimes and quarters ● Brainpop Jr- Money ●Students will complete a Label the Coins math paper
● Day 3: Recognize names and identify the value of pennies, nickels, dimes and quarters	1.M.C.4	● Teacher will model counting coins ● Students will learn that 5 pennies has the same value as 1 nickel ● Students will learn that 2 nickels have the same value as 1 dime ● Brainpop Jr- Money ● Students will complete Count the Coins math paper (pennies, nickels and dimes)
● Day 4: Compare values of coins	1.M.C.4	● Students will count real dimes and quarters ● Educational.com money game on the Smart board ● Students will complete Money in the Bank math paper
● Day 5: Compare values of coins	1.M.C.4	● Practice counting mixed coins for their value with partners ● Education.com money game as a class ●Shop in Class Store ●Complete *Count the Coins and Write the Amount* math paper

● Day 6: Identify, compare and count mixed coins	1.M.C.4	● Practice identifying and counting mixed coins as a group ● Teacher uses Education.com money game- *Couch Fishing* on the smart board ● Students complete a *Coffee Shop Counting* math paper
● Day 7: Recognize names and identify the value of pennies, nickels, dimes and quarters	1.M.C.4	Play the game Coins Go Fish 1. Coin Cards 2. Each player is dealt 5 cards and the rest are placed in a pile face down. The first player asks if the other has a [list a coin or characteristic], the other player hands over the appropriate card, if they have it—making a match. If the other player does not have a match, they say “Go Fish”. The first player draws a card. If a match is made, they place it in their match pile
● Day 8: Identify and show 2 ways to make a Monetary Value using pennies, nickels, dimes and quarters	1.M.C.4	● As a group, teacher models how to show a monetary value 2 different ways using different coins ● Students practice showing a monetary value 2 different ways with play money ● Education.com money game ● Students complete a *Show It 2 Ways* money paper
● Day 9: Identify and show 4 ways to make a Monetary Value using pennies, nickels, dimes and quarters	1.M.C.4	● As a group, teacher models how to show a monetary value 4 different ways using different coins ● Students practice showing a monetary value 4 different ways with play money ● Education.com money game ● Students complete a *Show It 4 Ways* money paper
●Day 10: Review identifying and counting the value of a penny, nickel, dime and quarter	1.M.C.4	● Complete Chapter 13 Review on Money
● Day 11: Assess student understanding of	1.M.C.4	●Students will complete Chapter 13

counting and identifying mixed coins		assessment on Money

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