| Trimester | Unit Title | Recommended Instructional Days |
|---|---|---|
| **1** | **Count By Tens and Ones** | **9 - 12 days** |

**Domain: Number and Operation in Base Ten**

***Strand:***

**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.

**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following 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).

**Major Cluster** **Supporting Cluster** **Additional Cluster** **Climate Change Opportunity**

***Progress Indicator:*** ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments

**Mathematical Practices:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reason 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.

**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit**

**Essential Questions:**
Lesson 2.1: How can you use tens and ones to write a number?
Lesson 2.2: How can you use pictures and objects to show a number with tens and ones?
Lesson 2.3: How can you name groups of ten?
Lesson 2.4: How can you use cubes to show tens and ones to 50?
Lesson 2.5: How can you use tens and ones to show 100?
Lesson 2.6: How can you use a model to show a number in different ways?
Lesson 2.7: How can you show numbers from 100 to 110?
Lesson 2.8: How can you show numbers from 110 to 120?
Lesson 2.9: What is expanded form?

**Essential Understandings:**
Lesson 2.1: Use tens and ones to write a number in different ways..
Lesson 2.2: Show a number as tens and ones with pictures, objects and numbers.
Lesson 2.3: Model and name groups of ten.
Lesson 2.4: Group objects to show numbers to 50 using tens and ones..
Lesson 2.5: Use tens and ones to represent numbers to 100.
Lesson 2.6: Make models to show a number in different ways.
Lesson 2.7: Model, read, and write numbers from 100 to 110.
Lesson 2.8: Model, read, and write numbers from 110 to 120.
Lesson 2.9: Write numbers in expanded form

**Vocabulary**
- digit
- ten
- ones
- hundred

**Suggested Activity Description**:
Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLS, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

**Interdisciplinary Connections:**

**Science:**
**(Lesson 2.5)**
Materials: Collection of 20–50 rocks
1. Provide a collection of about 30 rocks for children to examine. Have children describe how the rocks are alike and different. Discuss where rocks are found, concluding that they are found on Earth's surface.
2. Have children count the rocks in the collection by putting them in groups of tens and ones. Ask them to tell how many tens and ones there are and then name the number.

**(Lesson 2.6)**
Materials: Soaked bean seeds, dry bean seeds, toothpick, magnifier
1. Provide pairs of children with 2 or 3 soaked bean seeds. Show how to use a toothpick to split the seeds open, and have children use a magnifier to observe both the inside and outside of the seeds. Encourage children to discuss their observations.
2. Provide 20–40 dry bean seeds. Have children count the seeds and group them by tens and ones to show the number two different ways.

**Social Studies:**
**(Lesson 2.5)**
Materials: Base-ten blocks
1. Discuss the significance of the Declaration of Independence and founding documents of other nations. Allow children to share what they know about independence holidays from around the world.
2. Tell children that 56 leaders signed the Declaration of Independence. Have children use base-ten blocks to show the number 56 as tens and ones.

**(Lesson 2.6)**
Materials: Base-ten blocks
1. Explain that goods are things that are grown or made, and services are jobs people do to help others. Ask children to give examples of each.
2. Present problems like the ones below. Have children identify whether the problems represent goods or services. Then have children use base-ten blocks to show the numbers.

A crossing guard stopped 63 cars so the class could cross the street. Show 63 two ways.

A farmer put 72 eggs in cartons. Show 72 two ways.

**Language Arts:**
1. Strawberries - (From the Differentiated Centers Kits Grab and Go)

**Spot Light On:** Define "include" with examples.

| **Social and Emotional Learning:**<br>***Competencies*** | **Social and Emotional Learning:**<br>***Sub-Competencies*** |
|---|---|
| SEL Competencies:<br>• Self- awareness<br>• Social Awareness<br>• Self- Management<br>• Relationship Skills<br>• Responsible Decision-Making | • Recognizing the importance of self-confidence in handling daily tasks and challenges.<br>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.<br>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.<br>• Identify and apply ways to persevere through alternative methods to achieve goals.<br>• Utilize positive communication and social skills to interact effectively with others.<br>•Develop, implement, and model effective problem solving and critical thinking skills. |
| **Assessments (Formative)**<br>***To show evidence of meeting the standard/s, students will successfully engage within:*** | **Assessments (Summative)**<br>***To show evidence of meeting the standard/s, students will successfully complete:*** |
| **<u>Formative Assessments:</u>**<br>• Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments | **<u>Benchmarks & Summative Assessments:</u>**<br>Chapter/Unit Assessments • Standardized Tests • Project-based Assessments |

| **Differentiated Student Access to Content:**<br>**Teaching and Learning *<u>Resources/Materials</u>*** | | | |
|---|---|---|---|
| **Core**<br>**Resources** | **Alternate**<br>**Core Resources**<br>***IEP/504/At-Risk/ESL*** | **ELL**<br>**Core Resources** | **Gifted & Talented**<br>**Core Resources** |
| Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI | Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets | Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support | ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments |

| **Supplemental Resources** | | | |
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| **Technology:**<br>• Chromebooks • Online math manipulatives<br>**Other:**<br>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives | | | |
| **Differentiated Student Access to Content:**<br>**Recommended *Strategies & Techniques*** | | | |
| **Core Resources** | **Alternate Core Resources** *IEP/504/At-Risk/ESL* | **ELL Core Resources** | **Gifted & Talented Core** |
| Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related |

| **NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS** | **Disciplinary Concept(s): Money Management** | |
|---|---|---|
| | ***Core Ideas:*** | To be fiscally responsible, an individual's finances should align with his or her values and goals |
| | ***Performance Expectation/s:*** | **9.1.2.FP.2**: Differentiate between financial wants and needs. |

| | **Career Readiness, Life Literacies, & Key Skills Practices** |
|---|---|
| | **Act as a responsible and contributing community member and employee.**<br>**Attend to financial well-being.**<br>**Consider the environmental, social and economic impacts of decisions.**<br>**Demonstrate creativity and innovation.**<br>**Utilize critical thinking to make sense of problems and persevere in solving them.**<br>**Model integrity, ethical leadership and effective management.**<br>**Plan education and career paths aligned to personal goals.**<br>**Use technology to enhance productivity, increase collaboration and communicate effectively.**<br>**Work productively in teams while using cultural/global competence.** |

| New Jersey Legislative Statutes and Administrative Code<br>(place an "X" before each law/statute if/when present within the curriculum map) | | | | | | | | | |
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| | Amistad Law:<br>*N.J.S.A. 18A 52:16A-88* | | Holocaust Law:<br>*N.J.S.A. 18A:35-28* | | LGBT and Disabilities Law:<br>*N.J.S.A. 18A:35-4.35* | **X** | Diversity & Inclusion:<br>*N.J.S.A. 18A:35-4.36a* | | Standards in Action:<br>*Climate Change* |