






Trimester	Unit Title	Recommended Instructional Days
1	Compare Numbers	7 - 10 days
Domain: Number and Operation in Base Ten		
<p>Strand:</p> <p> 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digit, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p align="center">  Major Cluster  Supporting Cluster  Additional Cluster  Climate Change Opportunity </p>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 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		
<p>Essential Questions:</p> <p>Lesson 3.1: How can you show a number is greater than another number?</p> <p>Lesson 3.2: How can you show a number is less than another number?</p> <p>Lesson 3.3: How can you use symbols to compare numbers?</p> <p>Lesson 3.4: How can you use a model to compare numbers?</p>		

Lesson 3.5: How can you use a number line to compare numbers?

Essential Understandings:

Lesson 3.1: Compare two 2-digit numbers to find which is greater.

Lesson 3.2: Compare two 2-digit numbers to find which is less..

Lesson 3.3: Use symbols to compare numbers..

Lesson 3.4: Make a model to compare numbers.

Lesson 3.5: Use an open number line to compare numbers.

Vocabulary

- is greater than ($>$)
- is less than ($<$)
- is equal to ($=$)
- greatest
- least

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 NJSL, 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 3.2)

1. Take children on a walk to collect fallen leaves or other small items such as rocks or shells.
2. Have small groups of children sort their collections by color, shape, or size.
3. Then have children count the number of items in each group and use the words is greater than and is less than to compare the groups.

Social Studies:

(Lesson 3.2)

1. Discuss fruits and vegetables you might find for sale at a roadside stand or a farmer's market.
2. Pose this problem: Jamal and Aerie went to a farmer's market. Jamal bought 25 apples. Aerie bought 18 apples. Who bought fewer apples? Explain.
3. Give children similar problems to solve. Have them explain their solutions, using the words is less than in their explanations.

Language Arts:

1. Vocabulary Builder TB pg. 108

Spot Light On: Define "include" with examples.			
Social and Emotional Learning: Competencies		Social and Emotional Learning: Sub-Competencies	
SEL Competencies: <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 		<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • Project-based Assessments	
Differentiated Student Access to Content: Teaching and Learning <u>Resources/Materials</u>			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented 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,	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

Grade 1 Mathematics
Unit 3: Compare Numbers

Updated August 2024

Achieve the Core, Desmos, RTI			
Supplemental Resources			
Technology: • Chromebooks • Online math manipulatives Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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	Disciplinary Concept(s): Career Awareness and Planning	
	Core Ideas:	Different types of jobs require different knowledge and skills
	Performance Expectation/s:	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills

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

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