Trimester	Unit Title	Recommended Instructional Days
1	**Addition Concepts**	**8 - 12 days**

Domain: Operations and Algebraic Thinking

Strand:

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 unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for their unknown number to represent the problem.

1.OA.B.3 Apply properties of operations as strategies to add or subtract. (Students need not use formal terms for these properties.) *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 6+4=10+2=12. (Associative property of addition.) (Students need not use formal terms for these properties.)*

1.OA.C.6 Add and subtract within 20, with accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making 10(e.g., 8+6=8+2+4=10+4=14); decomposing a number leading to 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.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=?.*

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 4.1: How can you use pictures to add?
Lesson 4.2: How can you show adding to a group?
Lesson 4.3: How can you show putting together?
Lesson 4.4: How can you use a model to compare numbers?
Lesson 4.5: What is zero?
Lesson 4.6: What is an addend?
Lesson 4.7: What are the different ways you can show adding within 10?
Lesson 4.8: Why are some addition facts easy to add?

Essential Understandings:
Lesson 4.1: Use pictures to "add to" and find sums
Lesson 4.2: Model adding to a group.
Lesson 4.3: Model putting together.
Lesson 4.4: Solve addition problems by making a model.
Lesson 4.5: Add zero to a number.
Lesson 4.6: Add addends within 10 in any order.
Lesson 4.7: Show all the ways to make a number.
Lesson 4.8: Practice adding within 10.

Vocabulary
- addition equation
- plus (+)
- sum

- zero
- addends
- order

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 4.2)
Materials: Hand lens, 5 rocks, paper, crayons
1. Explain that rocks are part of the ground. Rocks can look very different from one another. Some rocks have stripes. Others have speckles, and still others look like glass.
2. Supply children with a hand lens and 3 rocks with different appearances. Have children study and draw each rock.
3. Give children 2 more rocks. Have them study and draw these new rocks.
4. Have children use their pictures to show 3 + 2.

(Lesson 4.7)
Materials: Drawing paper, crayons or markers
1. Have children share what they know about birds and other animals that migrate or hibernate during the winter.
2. Make a list on the board of the animals' names.
3. Have children draw a picture of animals in hibernation or migration that tells an addition story. Have them write the addition equation to match.

Social Studies:
(Lesson 4.2)
1. Begin a discussion with children about rules that they follow at school. For example, children must attend school and listen to the teacher.
2. Ask children to name the kinds of jobs that people have at school in which they can make or enforce these rules.
3. Write the name of each job on the board. For example, write teacher, librarian, and nurse.
4. Then tell addition stories about the school workers for children to solve.

(Lesson 4.7)
1. Discuss supermarkets, farm stands, and other places where people can buy food.
2. Encourage children to share their experiences with food shopping.
3. Then ask them to make shopping lists that have 4, 5, or 6 items.
4. Have children tell addition story problems using the items on their lists.

Language Arts:
1. Busy Bugs - (From the Differentiated Centers Kits Grab and Go)
2. Ducks in a Pond - (From the Differentiated Centers Kits Grab and Go)

Climate Change: Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has.

Spot Light On: Define "include" with examples.

Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• 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) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
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 *Resources/Materials*			
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, 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			
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 *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,	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

	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.		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s): Creativity and Innovation**	
	Core Ideas:	Brainstorming can create new, innovative ideas.
	Performance Expectation/s:	**9.4.2.CI.1** Demonstrate openness to new ideas and perspectives
	Career Readiness, Life Literacies, & Key Skills Practices	
	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.**	

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