










Trimester	Unit Title	Recommended Instructional Days
1 & 2	Subtraction Concepts	11 - 14 days
<b>Domain: Operations and Algebraic Thinking</b>		
<p><i>Strand:</i></p> <p> <b>1.OA.A.1</b> 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. </p> <p> <b>1.OA.B.3</b> Apply properties of operations as strategies to add or subtract. (Students need not use formal terms for these properties.) <i>Examples: If <math>8+3=11</math> is known, then <math>3+8=11</math> is also known. (Commutative property of addition.) To add <math>2+6+4</math>, the second two numbers can be added to make a ten, so <math>6+4=10+2=12</math>. (Associative property of addition.) (Students need not use formal terms for these properties.)</i></p> <p> <b>1.OA.C.6</b> 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., <math>8+6=8+2+4=10+4=14</math>); decomposing a number leading to ten (e.g., <math>13-4+13-3-1=10-1=9</math>); using the relationship between addition and subtraction (e.g. knowing that <math>8+4=12</math>, one knows <math>12-8=4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6+7</math> by creating the known equivalent <math>6+6+1=12+1=13</math>).</p> <p> <b>1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8+?=11</math>, <math>5=?-3</math>, <math>6+6=?</math>.</i></p> <p style="text-align: center;">  <b>Major Cluster</b>                   <b>Supporting Cluster</b>                   <b>Additional Cluster</b>                   <b>Climate Change Opportunity</b> </p>		
<p><b>Progress Indicator:</b> ♦ Tests ♦ Homework / Classwork ♦ Projects ♦ Formative assessments ♦ Summative assessments ♦ Performance assessments</p>		

**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 NJSL-CLKS within Unit**

**Essential Questions:**

- Lesson 5.1: How can you use pictures to subtract?  
Lesson 5.2: How can you show taking from a group?  
Lesson 5.3: How can you show taking apart?  
Lesson 5.4: How can you use a bar model to solve subtraction problems?  
Lesson 5.5: How can pictures help to compare and subtract?  
Lesson 5.6: How can a bar model help to compare and subtract?  
Lesson 5.7: What happens when you subtract zero?  
Lesson 5.8: How can you show different ways to subtract?  
Lesson 5.9: Why is it easy to subtract some numbers and not others?

**Essential Understandings:**

- Lesson 5.1: Use pictures to solve subtraction problems.  
Lesson 5.2: Model taking from a group..  
Lesson 5.3: Model taking apart.  
Lesson 5.4: Use a bar model to solve subtraction problems.  
Lesson 5.5: Use pictures to compare and subtract..  
Lesson 5.6: Use a bar model to compare and subtract.  
Lesson 5.7: Identify how many are left when subtracting all or zero.  
Lesson 5.8: Show all the ways to take apart a number.  
Lesson 5.9: Explain why some subtraction facts are easy to subtract.

**Vocabulary**

- difference

- minus (-)
- subtraction
- subtract
- compare
- fewer
- more

**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 5.2)**

Materials: Connecting cubes

1. Discuss with children different birds they might know. Explain that some birds make nests in trees and even on buildings. These birds lay their eggs in their nests and wait for the baby birds to hatch. After the baby birds hatch, they stay in the nest until they are ready to fly.
2. Have children tell a subtraction story about baby birds in a nest flying away. Then have children use connecting cubes to find the number of baby birds still in the nest.

**(Lesson 5.3)**

1. Ask children to describe the night sky. Point out that sometimes we see many stars, and sometimes we see none. Clouds and fog may block our view.
2. Have children create subtraction stories about stars.

**Social Studies:**

**(Lesson 5.2)**

1. People of different cultures celebrate the new year in different ways and at different times.
2. During Lunar New Year, children receive red envelopes with small amounts of money inside.
3. Invite children to create addition and subtraction stories about a special tradition they know.

Example: There are 3 noisemakers and 7 party hats. How many party items are there?

**(Lesson 5.3)**

Materials: Illustrations of Native American beadwork, beads, string

1. Show illustrations of beadwork by Native Americans or indigenous peoples from other countries.

2. Have children work in pairs to string 5 or 6 beads. Have children create a subtraction story and represent it by sliding beads back and forth on the string.

**Language Arts:**

1. Garden Party - (From the Differentiated Centers Kits Grab and Go)
2. Milk for Sale - (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.

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

**Grade 1 Mathematics**  
**Unit 5: Subtraction Concepts**

Updated August 2024

<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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

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	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.		
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s): Digital Citizenship</b>		
	<b>Core Ideas:</b>	Digital communities allow for social interactions that can result in positive or negative outcomes.	
	<b>Performance Expectation/s:</b>	9.4.2.CI.1 Demonstrate openness to new ideas and perspectives	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<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>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>