







Trimester	Unit Title	Recommended Instructional Days
3	Graphing	6 - 8 days
Domain: Data Literacy		
<p><i>Strand:</i></p> <p> 1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. </p> <p align="center">  Major Cluster  Supporting Cluster  Additional Cluster  Climate Change Opportunity </p>		
<p><i>Progress Indicator:</i> ◊ 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: Lesson 17.1: How can you read a picture graph? Lesson 17.2: What is data? Lesson 17.3: What is a tally chart? Lesson 17.4: What is data?</p>		

Essential Understandings:

Lesson 17.1: Read and answer questions about picture graphs..

Lesson 17.2: Collect data and represent it in a picture graph.

Lesson 17.3: Count the tallies on a tally chart and answer questions about the tally chart.

Lesson 17.4: Collect data and represent it with tally marks in a tally chart.

Vocabulary

- picture graph
- tally mark
- tally chart

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 17.2)

1. During one week, record the weather for each day. Make sure to record the predominant weather. For example, it might be cloudy for one hour and sunny the rest of the day, and you would record this day as sunny.
2. At the end of the week, make a picture graph to show the week's weather. To extend the activity, continue recording the weather for several weeks and then compare the graphs to see how the weather changes from week to week.

(Lesson 17.4)

Materials: Picture of a forest scene

1. Have children look at a picture showing a forest scene. Ask them to make a tally chart showing how many things in the picture are living (like trees) and how many things are not living (like rocks). Have children make a two-row tally chart. Things We See in the Forest Total living not living
2. Have children repeat the activity, but this time they identify and tally things in the classroom that are living and not living.

Social Studies:

(Lesson 17.2)

1. Ask children to name as many different occupations as they can, and make a list on the board. The list may include jobs that their family members have.
2. As you say each job aloud, have children raise a hand to show if they have heard of it. You might ask a volunteer to explain what a person does who has that job.

3. Make a picture graph showing what each child wants to do as an occupation when he or she grows up. Then ask questions about the graph for children to answer.

(Lesson 17.4)

1. On the board, draw a blank tally chart with three rows. Label the rows with different numbers of pets in a household. Number of Pets Total 0 1 2 or more.
2. Have each child come to the board and make a tally mark in the row for the number of pets they live with.
3. How many pets are in a household for most children in the class?

Language Arts:

1. Vocabulary Builder TB pg. 708.



Climate Change: Students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may organize used objects into those categories, and ask and answer questions about the total number of objects, how many are in each category, and how many more or fewer are in one category than in another.

Spot Light On: Define "include" with examples.

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
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.

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<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</p>		<p>Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</p>	
<p align="center">Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<p>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</p>	<p>Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets</p>	<p>Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support</p>	<p>ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments</p>
<p align="center">Supplemental Resources</p>			
<p>Technology: • Chromebooks • Online math manipulatives Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p>			
<p align="center">Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core</p>
<p>Deliver instruction utilizing varied learning styles including audio, visual,</p>	<p>Utilize a multi-sensory (VAKT) approach during instruction,</p>	<p>Extend time requirements, preferred seating, positive reinforcement, check</p>	<p>Create an enhanced set of introductory activities, integrate</p>

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and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	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.	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.	active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related
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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	
	<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>	

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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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>	X	Standards in Action: <i>Climate Change</i>
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