

Quinton Township School District
Math
Grade 1

Marking Period:	1	Unit Title:	Understand addition and subtraction / Fluently add and subtract within 10 / Addition facts to 20 / Subtraction facts to 20.	Pacing:	45 Days
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Unit Summary: This unit will cover topics 1, 2, 3 and 4. Topic 1 covers understanding addition and subtracting. Topic 2 covers fluently adding and subtracting within 10. Topic 3 covers addition facts to 20. Topic 4 covers subtraction facts to 20. In all topics, students explore problem-solving strategies and work to apply their math in real-world situations.

Objectives:

Topic 1

Solve addition problems involving situations of adding one part to another part.

Solve addition problems involving situations of putting two parts together.

Solve addition word problems by breaking apart a total number of objects.

Solve subtraction problems involving taking from a group.

Solve problems that involve comparing to find how many more objects are in one group than another group.

Solve problems that involve comparing to find how many fewer objects are in one group than another group.

Solve addition problems by finding a missing addend.

Solve problems involving putting together or taking apart.

Construct math arguments in order to solve addition and subtraction problems.

Topic 2

Add by counting on from a number.

Use doubles to solve problems.

Solve problems using near doubles facts.

Use a ten-frame to solve addition facts with 5 and 10.

Use the same addends to write two different equations with the same sum.

Count back to solve subtraction problems.

Use addition facts to 10 to solve subtraction problems.

Solve word problems by drawing pictures and writing equations.

Use structure and identify patterns in order to solve problems.

Topic 3

Count on to add using a number line for sums within 20.

Use count on using an open number line to find sums within 20.

Use doubles as a strategy to solve addition facts with sums within 20.

Use doubles facts to help doubles plus with sums within 20.

Use *make a ten* as a strategy to find sums within 20.

Use numbers to show how to use the make a ten strategy to add.

Solve addition problems using different strategies.

Solve different types of addition word problems.

Critique the reasoning of others by using known information about addition and subtraction.

Topic 4

Use a number line to subtract by counting on or counting back.

Make subtraction easier by making 10 to subtract.

Count on to subtract using 20 as a landmark.

Make addition and subtraction facts using the same three numbers.

Use addition facts to find subtraction facts.

Explain strategies used to solve subtraction problems.

Solve different types of addition and subtraction problems with unknown in different positions.

Use reasoning to write and solve number stories.

Essential Questions:

Topic 1

How can you use an addition equation to solve a problem about adding to one part?

How can you use an addition equation to solve a problem about putting two parts together?

How can you use parts of numbers to solve problems in which both of the addends are unknown?

How can you use a subtraction to show a situation in which one part is taken from the whole?

How can you write an equation to compare two sets of objects?

How can you use an addition equation to find a missing part of a whole?

How can you use a model to find the missing part in a problem and write an addition or subtraction equation for this problem?

How can you solve problems by making a math argument using addition and subtraction?

Topic 2

How can you count on to add 1,2, or 3 to a number?

How do you know if an addition fact is a doubles fact?

How can you use a doubles fact to solve a near doubles fact?

How can you use a ten-frame to show an addition fact that has 5 as one of the addends?

If the order of the addends is changed in an addition equation, does the sum change? Explain.

How can you count back to subtract 0,1,2 or 3 from a number?

How can you use an addition facts to solve a related subtraction fact?

How can you draw a picture and use an equation to solve a problem?

How can you use the structure of a table to identify patterns?

Topic 3

How can you use a number line to count on to solve an addition problem?

How can you use an open number line to count on to add?

How do you know if an addition fact is a doubles fact?

How can you use a related doubles fact to solve a doubles-plus fact?

How can you use solve an addition fact by changing it to an equivalent fact with 10?

How can you use solve an addition fact by changing it to an equivalent fact with 10?

How can different strategies help you solve addition facts?

What are some strategies that you can use to solve comparison problems and other kinds of addition problems?

What can you do to decide if you agree or disagree with someone's thinking about the way he or she solved a problem?

Topic 4

What are two ways you can use a number line to subtract?

How can making a ten help you subtract?
How can counting up to 10 to make subtraction easier?
How can fact families help you solve addition and subtraction problems?
How can you use addition facts you know to help you solve subtraction facts?
How can you use addition facts you know to help you solve subtraction facts?
What are some different ways to solve subtraction facts?
How do you decide what strategy to use?
How can objects, drawings, and equations help you solve different types of word problems?
How can you write a word problem for an equation?

New Jersey Student Learning Standards

Mathematics Learning Targets:

Topic 1

1.0A.A.1, 1.0A.D.7, 1.0A.B.4, 1.0A.C.6,

Topic 2

1.0A.A.1, 1.0A.C.5, 1.0A.C.6, 1.0A.B.3, 1.0A.B.4, 1.0A.C.6,

Topic 3

1.0A.A.1, 1.0A.B.3, 1.0A.C.5, 1.0A.C.6,

Topic 4

1.0A.A.1, 1.0A.C.5, 1.0A.C.6, 1.0A.B.3, 1.0A.B.4, 1.0A.C.6,

Mathematics Practices: MP.2, MP.4, MP.5

Interdisciplinary Connections: 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.MF.1.6, SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3

Computer Science and Design Thinking: 8.1.2.AP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Topic 1</u> Lesson 1.1 – Add To Lesson 1.2 – Put Together Lesson 1.3 – Both Addends Unknown Lesson 1.4 – Take From Lesson 1.5 – Compare Situations Lesson 1.6 – More Compare Situations Lesson 1.7 – Change Unknown Lesson 1.8 – Practice Adding and Subtracting Lesson 1.9 - Construct Arguments <u>Topic 2</u> Lesson 2.1 - Count On to Add Lesson 2.2 – Doubles	<u>Teacher Edition: Topic 1</u> Understand Addition and Subtraction <u>Teacher Edition: Topic 2</u> Fluently Add or Subtract Within 10.	<u>Topic 1</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes. <u>Topic 2</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and	Smart Board Applications Google Applications Chromebooks Interactive Student Edition SavvasRealize.com Interactive Practice Buddy

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Lesson 2.3 – Near Doubles Lesson 2.4 – Facts with 5 on a Ten-Frame Lesson 2.5 – Add in Any Order Lesson 2.6 – Count Back to Subtract Lesson 2.7 – Think Addition to Subtract Lesson 2.8 – Solve Word Problems with Facts to 10 Lesson 2.9 – Look For and Use Structure <u>Topic 3</u> Lesson 3.1 – Count On To Add Lesson 3.2 – Count On to Add Using an Open Number Line Lesson 3.3 – Doubles Lesson 3.4 – Doubles Plus Lesson 3.5 – Make 10 to Add Lesson 3.6 – Continue to Make 10 to Add Lesson 3.7 – Explain Addition Strategies Lesson 3.8 – Solve Addition	<u>Teacher Edition: Topic 3</u> Addition Facts to 20: Use Strategies	homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes, number lines <u>Topic 3</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources. <u>Teaching Tools:</u> counting cubes, number cards 2-10, number lines, ten frames.	
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Word Problems with Facts to 20. Lesson 3.9 – Critique Reasoning <u>Topic 4</u> Lesson 4.1 - Count to Subtract Lesson 4.2 – Make 10 to Subtract Lesson 4.3 – Continue to Make 10 to Subtract Lesson 4.4 – Fact Families Lesson 4.5 – Use Addition to Subtract Lesson 4.6 – Continue to Use Addition to Subtract Lesson 4.7 – Explain Subtraction Strategies Lesson 4.8 – Solve Word Problems with Facts to 20. Lesson 4.9 - Problem Solving: Reasoning	<u>Teacher Edition: Topic 4</u> Subtraction Facts to 20	<u>Topic 4</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes, counters, number lines, ten frames, double ten-frame mat, bar model	
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Assessments	
Formative Assessments • Minute Math • Anecdotal Notes • Practice Pages • Interactive Practice Buddy	Summative Assessments • Topic Test 1 • Topic Test 2 • Topic Test 3 • Topic Test 4
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student's IEP or 504 plan. • Utilize effective amount of wait time. • Hold high expectations. • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Hold high expectations. • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in	• Basic Skills Instruction • Provide after-school tutoring services. • Hold high expectations. • Utilize enVision remediation strategies. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of

reduce amount of items given for homework, quizzes, and tests. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills. • Provide reading material at or slightly above student's reading level. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily	native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.		appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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routine.			
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Quinton Township School District
Math
Grade 1

Marking Period:	2	Unit Title:	Work with addition and subtraction equations/ Represent and interpret data/Extend the counting sequence	Pacing:	45 Days
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Unit Summary: This unit will cover topics 5, 6, and 7. Topic 5 works with addition and subtraction equations. Topic 6 will represent and interpret data. Topic 7 extends the counting sequence to 120. In all topics, students continue to develop and apply problem-solving strategies and use multiple representations to show their thinking.

Objectives:

Topic 5

Find the unknown number in an equation.
Determine if addition and subtraction equations are true or false.
Find the missing numbers in equations to make them true.
Use different strategies to add three numbers.
Use different strategies to solve word problems with 3 addends.
Solve word problems involving comparisons.
Use precision to determine the missing number or symbol in an equation.

Topic 6

Organize data into categories.

Collect and organize information using a picture graph.

Interpret organized data.

Use a picture graph to interpret data.

Use perseverance to solve problems about sets of data.

Topic 7

Count by 10s to 120.

Count by 1s to 120.

Count on a number chart to 120.

Find number patterns on a number chart.

Count to 120 using an open number line.

Write numerals to show how many objects are in a group.

Find better and faster ways to solve problems.

Essential Questions:**Topic 5**

How can you use models or the relationship between addition and subtraction to solve equations with an unknown part?

How can you decide if an equation is true or false?

How can you find the missing number in an equation in order to make the equation true?

What are some strategies that you can use to help you add three numbers?

Why can you group numbers in different ways in order to solve a word problem with three addends?

How can you solve comparison problems?

How can you use precision in order to find the missing number or symbol that will make an equation true?

Topic 6

How can you use a tally chart to record different types of data?

How can you use the data collected in a tally chart to make a picture graph?

How can you use the information in a tally chart or picture graph to answer questions?

How can you use a tally chart or a picture graph to solve a word problem?

How can you make sense of a problem about data and use perseverance to solve it?

Topic 7

How can you use patterns to count by 10s?

How is counting forward from 100 to 120 like counting forward to a two-digit number? How is it different?

What number is 1 more than a number at the end of a row?

What patterns do you see on a number chart when you count by 10s and 1s?

How can you use an open number line to count on by 1s and 10s?

How can you write a number to show how many objects are in a group?

How can you use what you learned from one problem to solve another problem?

New Jersey Student Learning Standards

Mathematics Learning Targets:

Topic 5

1.OA.D.8, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.B.3, 1.OA.A.2

Topic 6

1.OA.A.1, 1.OA.A.2, 1.OA.C.5, 1.MD.C.4

Topic 7

1.NBT.A.1, 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.B.2, 1.NBT.B.3

Mathematics Practices: MP.6, MP.7, MP.8**Interdisciplinary Connections:** 1-PS4-1, 1-LS1-2, 1-PS4-4, SL.PE.1.1**Career Readiness, Life Literacies, and Key Skills:** 9.4.2.CT.2, 9.4.2.CT.3**Computer Science and Design Thinking:** 8.1.2.DA.1 , 8.1.2.DA.3, 8.1.2.AP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Topic 5</u> Lesson 5.1 – Find the Unknown Numbers Lesson 5.2 – True or False Equations Lesson 5.3 – Make True Equations Lesson 5.4 – Add Three Numbers Lesson 5.5 – Word Problems with Three Addends	<u>Teacher Edition: Topic 5</u> Work with Addition and Subtraction Equations	<u>Topic 5</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes, counters, number lines, bar model	Smart Board Applications Google Applications Chromebooks Interactive Student Edition SavvasRealize.com Interactive Practice Buddy

Lesson 5.6 – Solve Addition and Subtraction Word Problems Lesson 5.7 - Problem Solving: Precision <u>Topic 6</u> Lesson 6.1 - Organize Data Into Three Categories Lesson 6.2 – Collect and Represent Data Lesson 6.3 – Interpret Data Lesson 6.4 – Continue to Interpret Data Lesson 6.5 – Problem Solving: Make Sense and Persevere <u>Topic 7</u> Lesson 7.1 – Count By 10s to 120 Lesson 7.2 – Count By 1s to 120 Lesson 7.3 – Count on a Number Chart to 120 Lesson 7.4 – Count by 1s or	<u>Teacher Edition: Topic 6</u> Represent and Interpret Data <u>Teacher Edition: Topic 7</u> Extend the Counting Sequence	<u>Topic 6</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> crayons, tape, blank picture graph, connecting cubes <u>Topic 7</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources	
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10s to 120. Lesson 7.5 – Count on an Open Number line Lesson 7.6 – Count and Write Numerals Lesson 7.7 – Problem Solving: Repeated Reasoning		<u>Teaching Tools:</u> place value blocks, blank hundred chart, hundred chart tool, 120 chart, paper squares, colored pencils, counters	
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Assessments	
Formative Assessments • Minute Math • Anecdotal Notes • Practice Pages • Interactive Practice Buddy • IXL	Summative Assessments • Topic Tests 5 • Topic Test 6 • Topic Test 7
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student's IEP or 504 plan. • Utilize effective amount of wait	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Hold high expectations.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold high expectations.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems

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time. • Hold high expectations. • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback	• Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• Utilize enVision remediation strategies. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	through compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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and utilize teachable moments. • Utilize graphic organizers. • Introduce/review study skills. • Provide reading material at or slightly above student's reading level. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent daily routine.			
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Quinton Township School District
Math
Grade 1

Marking Period:	3	Unit Title:	Understand place value/Compare two digit numbers/Use models and strategies to add tens and ones/Use models and strategies to subtract tens	Pacing:	45 Days
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Unit Summary: This unit will cover 8, 9, 10, and 11. Topic 8 will cover place value. Topic 9 will compare two digit numbers. Topic 10 will use models and strategies to add tens and ones. Topic 11 will use models and strategies to subtract tens.

Objectives:

Topic 8

Read and write numbers 11 to 19.

Show groups of 10 with connecting cubes.

Group tens to solve problems.

Count tens and ones to find a two-digit number.

Use drawings to solve problems with tens and ones.

Decompose numbers in multiple ways.

Use tens and ones to make numbers in different ways.

Topic 9

Find numbers that are more or less than a given number.

Use a hundred chart to find 1 more, 1 less, and 10 more, 10 less.

Use place-value blocks to compare 2 digit-numbers.

Compare two numbers using a greater than, a less than, or an equal sign.

Compare and write two-digit numbers that are greater than or less than other two-digit numbers.

Make sense of a problem and find the best way to solve it.

Topic 10

Add 2 multiples of 10.

Use mental math to add tens to two-digit numbers.

Use a hundreds chart to add tens and ones.

Use a number line to solve addition problems.

Solve addition problems by using blocks or drawings.

Add 2 multiples of 10.

Use mental math to add tens to two-digit numbers.

Use a hundred chart to add tens and ones.

Topic 11

Use models to subtract tens.

Use a hundred chart to subtract a multiple of 10 from another multiple of 10.

Use an open number line to solve subtraction problems.

Use addition to subtract tens.

Use mental math to subtract ten from a two-digit number.

Use different strategies to subtract.

Model thinking to solve problems.

Essential Questions:

Topic 8

How would you show thirteen as a ten and ones?

How would you count 5 groups of connecting cubes that have 10 cubes in each group?

How do you know how many tens and how many leftovers are in a number?

What do the digits on the left and right sides of a two-digit number tell you?

How can you use a drawing to show how many tens and ones are in a number?

How can you make a two-digit number with different numbers of tens and ones?

How can you use a pattern to find all of the ways to make a number by using tens and ones?

Topic 9

How does a number change when you find the number that is 1 more, 1 less, 10 more, and 10 less than that number?

How do you find the number change when you find the number that is 1 more, 1 less, 10 more, and 10 less than a number on a hundred chart?

How can you compare 2 two-digit numbers to tell which one is greater?

How would you compare two numbers using symbols?

How can you use a number line to compare two numbers?

How does making a list help you to find a secret number when you are given clues about comparing numbers?

Topic 10

How is adding groups of ten like adding numbers less than 10?

How can you mentally add 10 to a number?

How do you use a hundred chart to add a two-digit number to a one-digit number and a two-digit number to a multiple of 10?

How do you use a number line to add a two-digit number to a one-digit number and a two-digit number to a multiple of 10?

How do you use blocks to add a two-digit number to a one-digit number and a two-digit number to a multiple of 10?

How does making a ten help you add?

How can you use drawings of place-value blocks to add two-digit numbers?

What are some different tools or strategies that you could use to solve an addition problem?

How does showing the problem help you solve the problem?

Topic 11

How is subtracting groups of ten like subtracting numbers less than 10?

How can you use a hundred chart to subtract by tens from numbers that end in zero?

How is subtracting 70-30 like subtracting 7-3?

How can you use addition to help you solve subtraction problems?

How can you mentally subtract 10 from a two-digit number?

What are some different strategies that you could use to solve a subtraction problem?

How does modeling your thinking help you solve a word problem?

New Jersey Student Learning Standards

Mathematics Learning Targets:**Topic 8**

1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.A.1, 1.NBT.B.2

Topic 9

1.NBT.C.5, 1.NBT.B.3, 1.NBT.A.1

Topic 10

1.NBT.C.4, 1.NBT.B.2c, 1.NBT.C.5, 1.NBT.B.2a, 1.NBT.B.2

Topic 11**1.NBT.C.6,** 1.NBT.B.2c, 1.NBT.C.5, 1.NBT.C.6, 1.NBT.B.2**Mathematics Practices:** MP.2, MP.3, MP.6**Interdisciplinary Connections:** 1-ESS1-2, 1-PS4-3, 1-ESS1-1, K-2-ETS1-1, K-2-ETS1-2, SL.PE.1.1**Career Readiness, Life Literacies, and Key Skills:** 9.4.2.CT.2, 9.4.2.CT.3**Computer Science and Design Thinking:** 8.1.2.AP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Topic 8</u> Lesson 8.1 – Make Numbers 11 to 19 Lesson 8.2 – Numbers Made	<u>Teacher Edition: Topic 8</u> Understand Place Value	<u>Topic 8</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student	Smart Board Applications Google Applications Chromebooks Interactive Student Edition

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with Tens Lesson 8.3 – Count with Groups of Tens and Ones Lesson 8.4 – Tens and Ones Lesson 8.5 – Continue with Tens and Ones Lesson 8.6 - Different Names for the Same Number Lesson 8.7 - Problem Solving: Look for an Use Structure <u>Topic 9</u> Lesson 9.1 - 1 More, 1 Less, 10 More, 10 Less Lesson 9.2 – Find Numbers on a Hundred Chart Lesson 9.3 – Compare Numbers Lesson 9.4 – Compare Numbers with Symbols (<, >, =) Lesson 9.5 – Compare Numbers on a Number Line Lesson 9.6 – Problem Solving: Make Sense and Persevere	<u>Teacher Edition: Topic 9</u> Compare Two-Digit Numbers	Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes, counters, number lines, bar model, number cards 11-19, double ten-frame mat, rubber bands, number cards. <u>Topic 9</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes, counters, number lines, place value blocks, hundreds chart, tens and ones chart, hundred chart	SavvasRealize.com Interactive Practice Buddy
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<u>Topic 10</u> Lesson 10.1 – Add Tens Using Models Lesson 10.2 – Mental Math: Ten More Than a Number Lesson 10.3 – Add Tens and Ones Using a Hundred Chart Lesson 10.4 – Add Tens and Ones Using an Open Number Line Lesson 10.5 – Add Tens and Ones Using Models Lesson 10.6 – Make a Ten to Add Lesson 10.7 – Add Using Place Value Lesson 10.8 – Practice Adding Using Strategies Lesson 10.9 – Problem Solving: Model with Math	<u>Teacher Edition: Topic 10</u> Use Models and Strategies to Add Tens and Ones	<u>Topic 10</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes, counters, number lines, number cards, place-value blocks, hundred chart, open number lines.	
<u>Topic 11</u> Lesson 11.1 – Subtract Tens Using Models Lesson 11.2 – Subtract Tens Using a Hundred Chart	<u>Teacher Edition: Topic 11</u> Use Models and strategies to Subtract Tens	<u>Topic 11</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student	

Lesson 11.3 – Subtract Tens Using an Open Number Line Lesson 11.4 – Use Addition to Subtract Tens Lesson 11.5 – Mental Math: Ten Less Than a Number Lesson 11.6 – Use Strategies to Practice Subtraction Lesson 11.7 – Model with Math		Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes, counters, number lines, bar model, place value blocks, hundred chart, open number line, blank mini double ten-frames.	
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Assessments	
Formative Assessments • Minute Math • Anecdotal Notes • Practice Pages • Interactive Practice Buddy • IXL	Summative Assessments • Topic Test 8 • Topic Test 9 • Topic Test 10 • Topic Test 11
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

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• Modify and accommodate as listed in student's IEP or 504 plan. • Utilize effective amount of wait time. • Hold high expectations. • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Provide step-by-step instructions. • Model and use visuals as often as possible. • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Hold high expectations. • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Learn/Utilize/Display some words in the students' native language. • Invite student to after-school tutoring sessions. • Utilize formative assessments to drive instruction. • Translate printed communications for parents in native language. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Establish a consistent daily routine.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold high expectations. • Utilize enVision remediation strategies. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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Quinton Township School District
Math
Grade 1
[Pacing Guide](#)

Marking Period:	4	Unit Title:	Measure Lengths / Time and Money / Reason with Shapes and their attributes / Equal shares of circles and rectangles.	Pacing:	45 Days
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Unit Summary: This unit will cover chapters 12, 13, 14 and 15 . Chapter 12 covers measuring lengths. Chapter 13 introduces time and money. Chapter 14 covers shapes and their attributes. Chapter 15 covers equal shares of circles and rectangles. Throughout these chapters, students continue to develop their mathematical reasoning and problem-solving abilities both with peers and independently.

Objectives:

Chapter 12

Order objects by length.

Indirectly compare objects by length.

Use small same-size objects to measure length.

Choose an appropriate tool and use it to measure the length of a given object.

Chapter 13

Tell the value of penny, nickel, dime, quarter.

Tell how much a group of coins is worth.

Tell time to the hour.

Tell time to the hour using analog and digital clocks.

Tell time to the half hour.

Use reasoning to tell and write time.

Chapter 14

Use attributes to describe shapes.

Define 2-D shapes by their attributes.

Use different materials to make shapes.

Put shapes together to make another shape.

Use shapes to make different shapes.

Define 3-D shapes by their number of edges, vertices, and faces or flat surfaces.

Choose the defining attributes of 3-D shapes.

Put 3-D shapes together to make another 3-D shape.

Find differences among various shapes.

Chapter 15

Determine whether shapes are divided into equal shares.

Divide shapes into 2 and 4 equal shares.

Divide shapes into 2 and 4 equal shares and use words to describe those shares.

Understand that more equal shares of the same whole create smaller shares.

Make a drawing or diagram to show a problem about equal shares.

Essential Questions:**Topic 12**

How can you put three objects in order from shortest to longest?

How can you compare the lengths of 2 objects by using a third object?

How can you measure the length of an object?

How do you use tools to measure the length of a curvy object?

Topic 13

What is the value of each kind of coin?

How can you find the value of a group of coins?

How do the hands on a clock show you that it is 5 o'clock?

How do the two different types of clocks show time to the hour?

How can you show time to the half hour on two different types of clocks?

How do you use reasoning to solve problems about a schedule?

Topic 14

How can you define two-dimensional shapes?

What attributes do and do not define a shape?

What information can help you to make a shape?

How can you make a new shape by using other shapes?

How can you use shapes to make a picture of an object?

How do you define three-dimensional shapes?

What attributes do and do not define a three-dimensional shape?

How can you put 3-D shapes together to make another 3-D shape?

How can you find the differences among various shapes?

Topic 15

How do you know when a shape is divided into equal shares?

When you divide a shape into 2 or 4 equal shares, how do you describe the shares?

What can you say about the number of equal shares and the size of the equal shares of the same whole?

How can drawing a picture help you solve a problem about equal shares?

New Jersey Student Learning Standards

Mathematics Learning Targets:

Topic 12

1.MD.A.1, 1.MD.A.2,

Topic 13

2.MD.C.8, 1.NBT.A.1, 1.NBT.B.2 1.MD.B.3, 1.OA.C.5,

Topic 14

1.G.A.1, 1.G.A.2, 1.MD.A.2, 1.NBT.A.1, 1.OA.A.2, 1.NBT.B.2A, 1.NBT.B.2c, 1.MD.A.2,

Topic 15

1.G.A.3,

Mathematics Practices: MP.3, MP.7, MP.8

Interdisciplinary Connections: 1-PS4-2, 1-PS4-1, K-2-ETS1-2, SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education: 9.1.2.CAP.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Topic 12</u> Lesson 12.1 – Compare and Order by Length Lesson 12.2 – Indirect Measurement Lesson 12.3 – Use Units to Measure Length Lesson 12.4 – Problem Solving: Use Appropriate Tools	<u>Teacher Edition: Chapter 12</u> Measure Lengths	<u>Topic 12</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> classroom objects of varying lengths, string, yarn, connecting cubes, paper clips, pipe cleaners, straws	Smart Board Applications Google Applications Chromebooks Interactive Student Edition SavvasRealize.com Interactive Practice Buddy
<u>Topic 13</u> Lesson 13.1 - Tell the Value of Coins Lesson 13.2 – Find the Value of a Group of Coins	<u>Teacher Edition: Topic 13</u> Time and Money	<u>Topic 13</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and	

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Lesson 13.3 – Understand the Hour and Minute Hands Lesson 13.4 – Tell and Write Time to the Hour Lesson 13.5 - Tell and Write to the Half Hour Lesson 13.6 - Problem Solving: Reasoning <u>Topic 14</u> Lesson 14.1 – Use Attributes to Define Two-Dimensional (2-D) Shapes Lesson 14.2 – Defining and Non-Defining Attributes of 2-D Shapes Lesson 14.3 – Build and Draw 2-D Shapes by Attributes Lesson 14.4 – Compose 2-D Shapes Lesson 14.5 – Compose New 2-D Shapes from 2-D Shapes Lesson 14.6 – Use Attributes to Define Three - Dimensional (3-D) Shapes Lesson 14.7 – Defining and	<u>Teacher Edition: Topic 14</u> Reason with Shapes and Their Attributes	Enrich in Chapter Resources <u>Teaching Tools:</u> play coins, \$1 bills, hundred chart, paper bag, analog clock, chart paper. <u>Topic 14</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> measuring tools, construction paper, paper clips, colored pencils, straws, pipe cleaners, pattern blocks, fractions of circles, 3-D shapes.	
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Non-Defining Attributes of 3-D Shapes Lesson 14.8 – Compose with 3-D Shapes Lesson 14.9 – Problem Solving: Make Sense and Persevere <u>Topic 15</u> Lesson 15.1 – Make Equal Shares Lesson 15.2 – Make Halves and Fourths of Rectangles and Circles Lesson 15.3 – Understand Halves and Fourths Lesson 15.4 – Problem Solving: Model with Math	<u>Teacher Edition: Topic 15</u> Equal Shares of Circles and Rectangles	<u>Topic 15</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrich in Chapter Resources <u>Teaching Tools:</u> counting cubes, counters, number lines, bar model	
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Assessments	
Formative Assessments • Minute Math • Anecdotal Notes • Practice Pages • Interactive Practice Buddy	Summative Assessments • Topic Test 12 • Topic Test 13 • Topic Test 14 • Topic Test 15

IXL	
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