Little Egg Harbor School District
Curriculum Guide

Mathematics: First Grade

BOE APPROVAL DATE: 08/19/2025

Original Adoption:	August 2024
Created by:	Ocean County Curriculum Consortium
Revised on:	August 1, 2024
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Little Egg Harbor School District Mathematics Curriculum	
Content Area: Mathematics	
Course Title: Elementary	**Grade Level: First Grade**
Operations and Algebraic Thinking	**70 days**
Number and Operations in Base Ten	**70 days**
Measurement	**20 days**
Data Literacy	**10 days**
Geometry	**10 days**

Introduction

Vision for Mathematics Education in New Jersey

A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society. All students will have access to a high-quality mathematics education that fosters a population that:

- Leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions.
- Persists to make sense of and model problems arising in everyday life, society, and the workplace.
- Thinks critically and strategically to assess quantitative relationships and to solutions to complex problems.
- Employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning.
- Interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors.

In First Grade, instruction focuses broadly on four critical areas:

1. Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
2. Developing understanding of whole number relationships and place value, including grouping in tens and ones;
3. Developing understanding of linear measurement and measuring lengths as iterating length units; and
4. Reasoning about attributes of, and composing and decomposing geometric shapes.

Critical Areas

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections

between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]
4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Operations and Algebraic Thinking	Duration: 70 days

Standards/Learning Targets

Focus Standards (Major Standards)

- **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 unknowns in all positions, e.g., by using objects, drawing, and equations with a symbol for the unknown number to represent the problem.
- **1.OA.A.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- **1.OA.B.3** Apply properties of operations as strategies to add and subtract.3 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 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) {Students need not use formal terms for these properties}
- **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.
- **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 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.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
- **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to 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 = □.

Supporting and Additional Standards

- **1.M.C 4**. Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).
- **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.

Primary Interdisciplinary Connections

English Language Arts

- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.MF.1.6.** With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Science

- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

History

- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrates originality and inventiveness in work.

Evidence of Student Learning

Performance Tasks/Use of Technology

- i-Ready Math in Action
- i-Ready MyPath
- i-Ready Fluency Flight
- IXL
- Standards-based activities and tasks
- Google Slides & Forms
- Illustrative Math Tasks- Grade 1
- Math Milestones - Grade 1 Tasks
- Digital Review Platforms - Kahoot Games/Blooket Review
- Flipgrid
- NCTM Illuminations
- Splash Learn - Games for Kids
- ABCya! - Games for Kids

Assessments

Formative:

- Exit slips
- Teacher observations/anecdotal/checklists
- i-Ready games
- Performance Assessments
- Oral Assessments/Conferencing
- Portfolio/Math Journals
- Daily Classwork
- Pre-assessments

Summative:

- i-Ready Mid-Unit Assessments
- i-Ready Unit Assessments
- Digital Comprehension Checks
- Unit & Cumulative Reviews
- LinkIt Progress Monitoring Standard Assessments

Benchmark:

- i-Ready Assessments (Fall, Winter, Spring)
- District-wide Common Benchmark Assessments

Alternative:

- Performance Tasks
- Extension Projects
- Written/verbal explanations
- Peer assessment

	● Self-assessment ● Untimed Fact Practice Assessment ● Project Based Assessments with Scoring Rubric
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How can you model adding within 10? ● How can you subtract numbers from 10 or less? **Enduring Understanding** ***Students will know : "I can…."*** ● Count on to add and subtract ● Use doubles and doubles plus 1 facts ● Add in any order ● Find missing addends ● Find number partners for 10 ● Solve addition and subtraction word problems ● Subtract to compare ● Tell if an equation is true or false ● Solve word problems within 20 ● Add three numbers ● Find the unknown number in an equation	**Students will be able to..** ● Understand how you can add and subtract within ten by using various strategies including count on, doubles, missing addends, etc. ● Distinguish between addition and subtraction when reading a word problem
Instructional Plan	
Suggested Activities	**Resources**
● *Mandate: Holocaust and genocides (N.J.S.A. 18A:35-28)	● Ready Mathematics Program ● i-Ready MyPath

Lesson: *Zero the Hero* by Joan Holub Read *Zero the Hero* by Joan Holub (YouTube). Stop periodically to discuss *How does Zero feel about being left out? Why were the other numbers treating Zero differently? How does Zero feel about being called names?* Discuss how Zero keeps trying because he believes in himself ("the belief in his wonderfulness persisted"). *How did the other numbers feel when they admit to also being called names? What do the other numbers learn about kindness and inclusion?* Lead students to discover how the other numbers weren't the same without Zero. *Make Zero feel better! Let's write as many equations as we can using 0!* Students write equations using 0 on markerboards, including 10, 20, etc. ● *Mandate: History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) **Lesson:** Counting with *Baby Goes to Market* Read *Baby Goes to Market* by Atinuke one time through. Discuss ways the market setting is similar/different to places the students have shopped. Then, re-read the story to make math equations. Stop on each page to count how many items Baby adds and subtracts from the basket, modeling how to say a word	● IXL ● Seesaw ● Class Dojo ● **NJSLS and iRCL 2024 Padlet** As appropriate: ○ Boom Cards ○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Touch point chart ● Manipulatives with small group guidance ● Highlighters for close read strategies

problem aloud (ex. “Baby has 5 oranges. Baby eats 1 orange. How many does Baby have left?”).

Tell word problems to a partner, using the number of items Baby had in the story.

- *Mandate: Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)

Read aloud *The Name Jar* by Yangsook Choi (Youtube)

Discuss the importance of diversity and how being different is what makes you special. Students will count the letters in their name and we create a class list of how many letters each student has in their name.
EXAMPLE: Jonathan = 8, Kelly = 5, Francesca = 9

Students will choose different combinations of peers names to practice adding or subtracting. Jonathan & Kelly would be 8+5 or 8-5.

- **Number Sense Activities**

Daily drills through math journals, “Number of the Day” templates, markerboards, turn-and-talk, etc.
Focus on practicing numbers within 10 with activities such as:

- 1 more, 1 less
- Number partners for 10 (“Friends of 10”)
- Greater than, less than (ex. What is a number greater than 6 but less than 9?)
- Start at any number and count up to 10
- Touch Math small group
- Word Banks
- Log into i-Ready and then follow these steps:
  - Click assess and teach
  - Click Teacher Toolbox Math
  - Click Grade Level
  - Click RETEACH and use the resources shown

Resources for students **exceeding** grade level expectations:

- Differentiated according to informal assessments
- 120 chart to assist with addition and subtraction
- Connecting cubes for addition and subtraction
- Counters to fill in ten frames
- Log into i-Ready and then follow these steps:
  - Click assess and teach
  - Click Teacher Toolbox Math
  - Click Grade Level
  - Click EXTEND and use the resources shown

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Document Reader
- Picture Books

Suggestions for Differentiation
Multilingual Learners ● Visuals-use cubes, counters, number lines or grids ● Gesturing ● Simplified Language / Teacher Talk / Thinking Aloud ● Anchor Charts-all the doubles facts ● Frequently Check For Understanding ● Personal Word Walls / Word Rings ● Introducing Key Vocabulary Before Lesson ● Total Physical Response (to Cloze Activities) ● Teacher Modeling ● Choral Chanting (chant all the doubles facts as a song) ● Small Group Instruction / Cooperative Learning ● Allowing For Additional Wait Time For Student Responses During Conversations ● Scaffolding Questions And Instructional Language ● Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language ● Providing A Student Buddy ● Peer Teaching **Special Education** ● Model assignments ● Provide Brain breaks ● Chunk assignments ● Use visuals-use cubes, counters, number lines or grids ● Introduce key vocabulary before lesson ● Teacher reads aloud daily/ Directions , instructions step by step ● Provide peer tutoring ● Use a strong student as a “buddy” (does not necessarily have to speak the primary language) ● Chants, Songs ● Assign A Picture Or Movement To Vocabulary Words ● Small Group Instruction‑centers ● Use Books On Tape

- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- Flexible Grouping
- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Scriber For Students Who Can't Write

504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Extension activity using discovery learning-(Students create a project based on numbers that are important to them. This will also help you to learn about your gifted students.)
- Use Varied Modes Of Pre-assessment And Assessment
- Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Organize And Offer Flexible Small Group Learning Activities
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Organize Integrated Problem-solving Simulations
- Debrief Students

- Ask Higher Order Thinking Questions Using
- Discovery Learning Instead Of Explicit Learning
- Use Centers And Group Students According To Ability Or Interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment-Address Student Needs, Create a Sense of Order, Greet Students at the Door Every Day, Let Students Get to Know You, Get to Know Your Students
- Provide visuals
- Be flexible with assignments and time frames

Core Instructional and Supplemental Materials

- i-Ready Math Classroom and digital component
- Teachers manuals
- Math manipulatives
- Student editions
- Math workstations with open-ended tasks and collections of materials
- Number Bingo
- Supplemental Texts / Materials for Students <u>On-Grade / Meeting Expectations</u>
    - i-Ready diagnostic individual path
    - Teacher created path
- Supplemental Texts for Students <u>Approaching Grade Level Expectations</u>
    - i-Ready diagnostic individual path
    - Teacher created path
- Supplemental Texts for Students <u>Exceeding Grade Level Expectations</u>

- i-Ready diagnostic individual path
- Teacher created path

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Connecting Math Concepts
- Prodigy
- SplashLearn

Varied Levels of Text:

- Marilyn Burns Math Library List
- Cats Add Up!
- Fat Frogs on a Skinny Log
- Mouse Count
- Ten Black Dots
- One More Bunny
- Quack and Count
- Ten Red Apples
- Ten Sly Piranhas
- Each Orange had 8 Slices
- EPIC

Teacher Notes/Reflections:

Number and Operations in Base Ten	**Duration: 70 days**
Standards/Learning Targets	

Focus Standards (Major Standards)
• **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. • **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). • **1.NBT.B.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < • **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. • **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. • **1.NBT.C.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Supporting and Additional Standards
• **1.M.C 4**. Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10). • **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.
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- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Science

- **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Computer Science and Design Thinking Standards

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrates originality and inventiveness in work.
- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology	Assessments
• i-Ready Math in Action • i-Ready MyPath • i-Ready Fluency Flight • IXL • Standards-based activities and tasks • Google Slides & Forms • Illustrative Math Tasks- Grade 1 • Math Milestones - Grade 1 Tasks • Digital Review Platforms - Kahoot Games/Blooket Review • Flipgrid • NCTM Illuminations • Splash Learn - Games for Kids • ABCya! - Games for Kids	**Formative:** • Exit slips • Teacher observations/anecdotal/checklists • i-Ready games • Performance Assessments • Oral Assessments/Conferencing • Portfolio/Math Journals • Daily Classwork • Pre-assessments **Summative:** • i-Ready Mid-Unit Assessments • i-Ready Unit Assessments • Digital Comprehension Checks • Unit & Cumulative Reviews • LinkIt Progress Monitoring Standard Assessments **Benchmark:** • i-Ready Assessments (Fall, Winter, Spring) • District-wide Common Benchmark Assessments **Alternative:** • Performance Tasks • Extension Projects • Written/verbal explanations • Peer assessment • Self-assessment • Untimed Fact Practice Assessment • Project Based Assessments with Scoring Rubric

Knowledge and Skills	
Content	**Skills**

Unit Essential Questions	**Students will be able to..**
• Why is ten an important number? • How are teen numbers made up of a ten and some ones? • How can numbers be put together and broken apart in different ways? • How can you use what you know about adding and subtracting up to ten to help you add and subtract up to 20? • How do you express two-digit numbers as tens and ones in different ways to help you understand the value of that number? • How can you compare two-digit numbers by using what you know about tens and ones? **Enduring Understanding** ***Students will know : "I can…."*** • Name and write teen numbers • Make a ten to add and subtract • Find totals greater than ten	• Understand why ten is an important number • Understands that teen numbers are made up of a ten and some ones by using base ten blocks and drawing pictures for understanding • Analyze how numbers can be put together and broken apart in different ways.

Instructional Plan	
Suggested Activities	**Resources**
• **Number Sense Activities** Daily drills through math journals, "Number of the Day" templates, markerboards, turn-and-talk, etc. Focus on practicing numbers within 20 with activities such as: • Missing symbol (ex. 13 _ 5 = 8... *Is this adding or subtracting?*) • Start at any number and count up to 20	• Ready Mathematics Program • i-Ready MyPath • IXL • Seesaw • Class Dojo • **NJSLS and iRCL 2024 Padlet** As appropriate:

● Use 2 or 3 different colors of connecting cubes to create numbers in different ways ● Review numbers within 10 ● **Place Value: Show numbers as tens and ones** **Try it:** Students each get tens and ones. The teacher tells them to make the number 25. Students need to manipulate the tens and ones to show that number. Do this a few times with different numbers. **Discuss it:** Use the Elmo and show the students the different answers for the questions asked. Give the students time to talk with classmates and describe how they came to the answer they got. The teacher will read aloud "Earth Day-Hooray" and count by tens with the class to count how many cans are needed to recycle and buy flowers for the park. **Connect it:** Review tens and ones with the students. Remind them why ten is such an important number. Teach students various ways to get a number to show them the importance of the value of a number.	○ Boom Cards ○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Touch point chart ● Manipulatives with small group guidance ● Highlighters for close read strategies ● Touch Math small group ● Word Banks ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math

	○ Click Grade Level ○ Click RETEACH and use the resources shown Resources for students **exceeding** grade level expectations: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click EXTEND and use the resources shown Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● iPads/Laptops ● Document Reader ● Picture Books
Suggested Options for Differentiation	
Multilingual Learners ● Visuals-use cubes, counters, number lines or grids, base ten blocks ● Gesturing ● Simplified Language / Teacher Talk / Thinking Aloud ● Anchor Charts-all the teen numbers ● Frequently Check For Understanding ● Personal Word Walls / Word Rings ● Introducing Key Vocabulary Before Lesson ● Total Physical Response (tp Cloze Activities	

- Teacher Modeling
- Choral Chanting (all the teen numbers)
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Providing A Student Buddy
- Peer Teaching

Special Education

- Model assignments
- Provide Brain breaks
- Chunk assignments
- Use visuals-use cubes, counters, number lines or grids, base ten blocks
- Introduce key vocabulary before lesson
- Teacher reads aloud daily/ Directions , instructions step by step
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chants, Songs
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction‐centers
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- Flexible Grouping
- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Scriber For Students Who Can’t Write

504 Plans

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction‐ Guided Reading and Guided Writing

- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Use Varied Modes Of Pre-assessment And Assessment
- Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
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Students at Risk of School Failure

- provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment-Address Student Needs, Create a Sense of Order, Greet Students at the Door Every Day, Let

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As appropriate:
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Varied Levels of Text:
- Marilyn Burns Math Library List
- Zero the Hero
- A Fair Bear Share
- King's Commissioners

- 100 Ways to get 100
- Place Value by David A. Adler
- Math Fables by Greg Tang
- One Guinea Pig is Not Enough by Kate Duke
- EPIC

Teacher Notes/Reflections:

Measurement	**Duration: 20 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

- **1.M.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- **1.M.A.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- **1.M.B.3** Tell and write time in hours and half-hours using analog and digital clocks.

Supporting and Additional Standards

- **1.M.C 4**. Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).
- **1.M.C.5.** Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.

- **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.

Primary Interdisciplinary Connections

English Language Arts

- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
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Assessments

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What are ways to measure how long an object is?
What are different ways to tell time to the half hour?
How can we use different tools to help with measurement and time?
How can we compare the values of different coins?
How can we use place value to add and subtract coins?
What are two different ways to represent the same monetary amount?
Enduring Understanding
Students will know : “I can…..”
Order objects by length
Compare length
Tell time to the hour and half hour
Use and count money</td><td>Students will be able to..
Order length
Use indirect measurement to compare length
Use nonstandard units to measure length
Measure lengths indirectly and by iterating length units.
Tell and write time to the hour and half hour
Know the comparative values of coins and all dollar bills
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Ready Mathematics Program
IXL
Paper Chain Measurement
Links to measure student materials</td><td>Ready Mathematics Program
i-Ready MyPath
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● Measure a Friend or items in the room ● Math workstations with open-ended tasks ● Collections of materials and manipulatives ● Class Dojo ● Seesaw As appropriate: ● Boom Cards ● VB-Mapp ● ABLLS-R ● Prodigy ● SplashLearn	As appropriate: ○ Boom Cards ○ VB-Mapp ○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Touch point chart ● Manipulatives with small group guidance ● Highlighters for close read strategies ● Touch Math small group ● Word Banks ● Log into i-Ready and then follow these steps: ○ Click assess and teach

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Suggested Options for Differentiation	
Multilingual Learners ● Visuals-120 chart ● Gesturing ● Simplified Language / Teacher Talk / Thinking Aloud ● Anchor Charts-adding two-digit numbers ● Frequently Check For Understanding ● Personal Word Walls / Word Rings ● Introducing Key Vocabulary Before Lesson	

- Total Physical Response (tp Cloze Activities)
- Teacher Modeling
- Choral Chanting (say all the doubles facts and count to 120 starting at various numbers)
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
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- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
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- Model assignments
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- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Scriber For Students Who Can’t Write

504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions

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- Encourage upper level intellectual behavior based on bloom's taxonomy
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Teacher Notes/Reflections:

Data Literacy	**Duration: 10 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

- **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.

Supporting and Additional Standards

- **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 unknowns in all positions, e.g., by using objects, drawing, and equations with a symbol for the unknown number to represent the problem.
- **1.OA.A.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- **1.OA.B.3** Apply properties of operations as strategies to add and subtract.3 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 2 + 6

+ 4 = 2 + 10 = 12. (Associative property of addition.) {Students need not use formal terms for these properties}

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Students will know : “I can….”
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Ask and answer questions about the data represented
Determine more/less based on data comparisons</td></tr>
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Lesson: Weather Bar Graphs

Introduce to students that the climate on Earth has been changing over time. One way we can see how the climate has changed is through patterns in the weather. Let’s graph the weather for a week and see if we notice any changes from this time in history.

Make a bar graph with the weather and temperature for at least a week. Look up the weather from this week in history (ex. 20 years ago) using a site such as the Weather History Archive from the online Almanac. Do you notice any patterns? Do you notice anything that’s</td><td>Ready Mathematics Program
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the same? Do you notice anything that's different? What could we predict about the future weather? Students turn-and-talk for discussion questions. ● **Number Sense Activities** Daily drills through math journals, "Number of the Day" templates, markerboards, turn-and-talk, etc. Focus on practicing numbers within 100 with activities such as: ● Decomposing numbers into 10s and 1s ● 10 more, 10 less ● Skip counting by 2, 5, 10 ● Fact Families ● Review numbers within 10 and 20 ● Paper Chain Measurement ● Links to measure student materials ● Measure a Friend or items in the room ● Math workstations with open-ended tasks ● Collections of materials and manipulatives	● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Touch point chart ● Manipulatives with small group guidance ● Highlighters for close read strategies ● Touch Math small group ● Word Banks ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click RETEACH and use the resources shown Resources for students **exceeding** grade level expectations: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Log into i-Ready and then follow these steps:

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Teacher Notes/Reflections:

Geometry	Duration: 10 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
• **1.G.A.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. • **1.G.A.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. • **1.G.A.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. • **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 unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	
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- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrates originality and inventiveness in work.

Evidence of Student Learning	
Performance Tasks/Use of Technology ○ i-Ready Math in Action ○ i-Ready MyPath ○ i-Ready Fluency Flight ○ IXL ○ Standards-based activities and tasks ○ Google Slides & Forms ○ Illustrative Math Tasks- Grade 1 ○ Math Milestones - Grade 1 Tasks ○ Digital Review Platforms - Kahoot Games/ Blooket Review ○ Flipgrid ○ NCTM Illuminations ○ Splash Learn - Games for Kids ○ ABCya! - Games for Kids	**Assessments** **Formative:** ● Exit slips ● Teacher observations/anecdotal/checklists ● i-Ready games ● Performance Assessments ● Oral Assessments/Conferencing ● Portfolio/Math Journals ● Daily Classwork ● Pre-assessments **Summative:** ● i-Ready Mid-Unit Assessments ● i-Ready Unit Assessments ● Digital Comprehension Checks ● Unit & Cumulative Reviews ● LinkIt Progress Monitoring Standard Assessments **Benchmark:** ● i-Ready Assessments (Fall, Winter, Spring) ● District-wide Common Benchmark Assessments **Alternative:** ● Performance Tasks ● Extension Projects ● Written/verbal explanations ● Peer assessment ● Self-assessment ● Untimed Fact Practice Assessment ● Project Based Assessments with Scoring Rubric

Knowledge and Skills	
Content	**Skills**
Unit Essential Questions ● How can you sort shapes? ● How do you put shapes together to make new shapes? ● How can you divide shapes into two (halves) and four (fourths) equal parts? **Enduring Understanding** ***Students will know : "I can….."*** ● Use sides and corners to name shapes ● Put shapes together to make new shapes ● Break shapes into halves ● Break shapes into fourths	**Students will be able to..** ● Understand that you can sort shapes by counting the number of sides and corners ● Create new shapes by putting two or more shapes together ● Divide shapes into equal parts, including halves and fourths
Instructional Plan	
Suggested Activities	**Resources**
● **Geometry:** **Shape Walk** **Lesson:** Try it: Give each student a clipboard, paper, & pencil. Have them walk around the room writing down different places they see 2D objects. For example, Desk=square, carpet=rectangle They have to also write how many sides and corners the shapes have.	● Ready Mathematics Program ● i-Ready MyPath ● IXL ● Seesaw ● Class Dojo ● NJSLS and iRCL 2024 Padlet As appropriate: ○ Boom Cards ○ VB-Mapp

Discuss it: Review different 2D shapes with students. Show the class examples of each shape using manipulatives. Have the students discuss what they found and how they came to that answer. Teacher will read aloud "Shapesville" to the class. Discuss how all shapes are different colors, sizes, and have different talents, just like us. Connect it: Students do a shape walk of the school in pairs or small groups to write down different shapes they see and where they see it. They also write down how many sides and corners the shapes have. ● IXL ● Paper Chain Measurement ● Links to measure student materials ● Measure a Friend or items in the room ● Math workstations with open-ended tasks ● Collections of materials and manipulatives ● Class Dojo ● Seesaw **As appropriate:** ● Boom Cards ● VB-Mapp ● ABLLS-R ● Prodigy ● SplashLearn	○ ABLLS-R ○ Connecting Math Concepts ○ Prodigy ○ SplashLearn Resources for **on-grade** students: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Anchor Charts ● Touch Math with teacher guidance ● Video Guidance ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click REINFORCE and use the resources shown Resources for students **approaching** grade level expectations: ● Differentiated according informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Touch point chart ● Manipulatives with small group guidance ● Highlighters for close read strategies ● Touch Math small group ● Word Banks ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click RETEACH and use the resources shown

	Resources for students **exceeding** grade level expectations: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames ● Log into i-Ready and then follow these steps: ○ Click assess and teach ○ Click Teacher Toolbox Math ○ Click Grade Level ○ Click EXTEND and use the resources shown Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● iPads/Laptops ● Document Reader ● Picture Books

Suggested Options for Differentiation

Multilingual Learners

- Visuals-hands-on shape manipulatives
- Gesturing
- Simplified Language / Teacher Talk / Thinking Aloud
- Anchor Charts-show halves and fourths
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tp Cloze Activities
- Teacher Modeling
- Choral Chanting (say all the doubles facts and count to 120 starting at various numbers)

- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Providing A Student Buddy
- Peer Teaching

Special Education

- Model assignments
- Provide Brain breaks
- Chunk assignments
- Use visuals-hands-on shape manipulatives
- Introduce key vocabulary before lesson
- Teacher reads aloud daily/ Directions , instructions step by step
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chants, Songs
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction‐centers
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- Flexible Grouping
- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Scriber For Students Who Can’t Write

504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction‐ Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations

- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on bloom's taxonomy
- Do Not Always Be Explicit, Allow For Discovery
- Use Centers And Group Students According To Ability Or Interest
- Extension Activity- Build a 3-D city
- Use Varied Modes Of Pre-assessment And Assessment
- Create An Enhanced Set Of Introductory Activities (e.g. Advance Organizers, Concept Maps, Concept Puzzles)
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Organize And Offer Flexible Small Group Learning Activities
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts
- Organize Integrated Problem-solving Simulations
- Debrief Students
- Ask Higher Order Thinking Questions Using
- Discovery Learning Instead Of Explicit Learning
- Use Centers And Group Students According To Ability Or Interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment-Address Student Needs, Create a Sense of Order, Greet Students at the Door Every Day, Let Students Get to Know You, Get to Know Your Students

- Provide visuals
- Be flexible with assignments and time frames

Core Instructional and Supplemental Materials

- i-Ready Math Classroom and digital components
- Teachers manuals
- Math manipulatives
- Student editions
- Math workstations with open-ended tasks and collections of manipulatives
- Shape Bingo
- Supplemental Texts / Materials for Students On-Grade / Meeting Expectations
    - i-Ready diagnostic individual path
    - Teacher created path
- Supplemental Texts for Students Approaching Grade Level Expectations
    - i-Ready diagnostic individual path
    - Teacher created path
- Supplemental Texts for Students Exceeding Grade Level Expectations
    - i-Ready diagnostic individual path
    - Teacher created path

As appropriate:

- Boom Cards
- VB-Mapp
- ABLLS-R
- Connecting Math Concepts
- Prodigy
- SplashLearn

Varied Levels of Text:

- Marilyn Burns Math Library List
- Shape Up! Fun with Triangles and Other Polygons
- The Lion's Share
- Shapes That Roll

- Twizzlers Pull n Peel Math-by Jerry Pallotta
- Building a Mini Park Sign
- The Greedy Triangle-by Marilyn Burns
- Shape Up
- Not Enough Room-by Joanne Rocklin
- The Shape of Things
- Shape Space
- When a Line Bends…A Shape…
- Sea Shapes
- Round is a Mooncake
- EPIC

Teacher Notes/Reflections: