GREEN TOWNSHIP SCHOOL DISTRICT

Content Area: **Mathematics**

Course/Grade Level: **First Grade**

Curriculum Committee Members: Grade Level Staff

Principal:
Jon Paul Bollette

Board Approval Date:
2/18/26

Mission:

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.**
- **communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.**

Key Performance and Benchmark Tasks/Assessments

Resources for help in creating assessments

Formative assessments:

-

Summative Assessments:

Examples may include:

-

Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.
-

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
    - Modifications & Accommodations Menu
    - *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

Unit 1

Counting, Comparison, and Addition	**Pacing: 6 weeks**
Unit Summary: students learn to count, read, and write numbers up to 120, understand tens and ones, and use this knowledge to compare numbers and represent amounts. They build strong addition and subtraction skills within 20 (and within 10 fluently), understand the meaning of the equal sign, decide if equations are true or false, and collect, organize, and talk about data in simple graphs.	
Essential Questions: ● How can we show objects so they are easy to count and compare? ● What can we tell from a graph? ● What is the same and what is different about counting all and counting on? ● How is seeing 5 within a set helpful for finding the total? ● What are some ways to represent counting on by using tools and numbers? ● Why can we add numbers in any order? ● What happens when we add 1 to any number? ● What happens when we add 0 to any number? ● What makes a number sentence true or false? ● How can we use the patterns on the Addition Totals chart to be sure that we found all the ways to make 6, 7, 8, 9, 10? ● How can a doubles fact help us find the total of a doubles +1 fact? ● How can we be sure that when we make an easier problem the total stays the same?	**Enduring Understandings:** ● Numbers are composed of tens and ones, and understanding this structure helps us count, represent, compare, and make sense of numbers up to 120. ● Addition and subtraction are related operations that can be solved using flexible strategies—such as counting on, making ten, decomposing numbers, and using known facts—to efficiently find answers and understand the meaning of equations. ● Data can be organized into categories, and we can use counts, comparisons, and observations to understand and answer questions about the information we collect.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
1.OA.B.3 Apply properties of operations as strategies to add and	I can	MP.2 Reason abstractly and

subtract. Students need not use formal terms for these properties. **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 fluency 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.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: **1.NBT.B.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine 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.MD.C.4** 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.	• relate counting to addition and subtraction • add and subtract within 20 using strategies such as counting on, making ten, and decomposing a number leading to a ten • add and subtract within 20 using strategies such as relationship between addition and subtraction, and using easier or known sums within 10 • add and subtract within 10 with accuracy and efficiency • an equal sign means both sides of the equal sign have the same value in an addition or subtraction equation ▪ determine if equations involving addition and subtraction are true or false • count to 120 • count on from any number within 120 • read and write numbers up to 120 • represent objects with a written number in sets within 120 objects • 10 can be thought of as a bundle of ten ones called a “ten” • the numbers 11 to 19 are made up of one ten and one, two, three, four, five, six, seven, eight, or nine ones • in a two-digit number, one digit represents the amount of tens and the other digit represents the amount of ones • the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 are made up of some tens and 0 ones • compare two two-digit numbers using the meanings of the tens and ones digits • compare two numbers using the symbols <, >, and = • organize and represent data with up to three categories • interpret data with up to three categories by stating	quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.

	observations about the data ● ask and answer questions about the total number of data points, the number in each category, and how many more or less are in one category than in another	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills
9.4.2.CT.2: Identify possible approaches and resources to execute a plan
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Science:
1-ESS1. Science example: There were 16 hours of daylight yesterday. On December 21, there were only 8 hours of daylight. How many more hours of daylight were there yesterday?
English-Language Arts:
RI.1.1. Ask and answer questions about key details in a text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Unit 1: Core Unit Content	
Vocabulary	***Key Concepts***
❏ Doubles ❏ Expression ❏ Graph ❏ Unknown ❏ Number path ❏ Is greater than ❏ Is more than ❏ Is less than ❏ Compare ❏ Organize ❏ Tally mark ❏ Total	❏ Count and Compare Data ❏ Count On From a Visible Part ❏ Count on to Add ❏ Make the Same Total in Varied Ways

Unit 1: Instructional Materials & Resources	
Primary Instructional Resources: Eureka Squared	**Secondary Instructional Resources:** ● SplashLearn, Reflex, Zearn, Generation Genius

Unit 1: Assessments
Formative assessments: ● Eureka Math Topic Quizzes
Summative Assessments: ● Eureka Math Module Assessments (Mid and End of Module)

Alternative Assessments:

Unit 1: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 2

Addition and Subtraction Relationships	**Pacing: 6 Weeks**
Unit Summary: In this unit, students learn to understand and represent addition and subtraction word problems within 20 using objects, drawings, and equations with a symbol for the unknown. They solve problems with unknowns in all positions, use the relationship between addition and subtraction to find missing numbers, and explain how addition can help solve subtraction problems.	
Essential Questions: ● How do we know when to add or when to subtract? ● What happens to the total when we add? What happens to the total when we subtract? ● How can we solve subtraction problems efficiently? ● What process can we use to solve word problems?	**Enduring Understandings:** ● Addition and subtraction describe different types of situations, and we can represent these situations with objects, drawings, and equations—including those with an unknown value. ● Addition and subtraction are related operations; understanding how they connect helps us use strategies like finding unknown addends and using related addition problems to solve

• Why can an addition problem and a subtraction problem have the same number bond? • What makes two number sentences related, or similar? • What are some ways to find an unknown part that was added? • Why do addition and subtraction both work for finding the unknown part? • How can we find the value of the unknown in an addition or a subtraction equation? • What are some ways to make two groups equal? • What are different ways to find how many more?	subtraction problems. • Equations show a relationship between numbers, and an equation is true when both sides have the same value; we can use this understanding to determine missing numbers in addition and subtraction equations.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. **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 fluency 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).	• represent a word problem using objects, drawings, or equations using a symbol for the unknown • solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions • subtraction can be thought of as an addition problem with an unknown addend • a related addition problem can be used to solve a subtraction problem • determine the unknown number that makes an equation involving addition or subtraction true	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with mathematics. • MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning.

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 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 = □. **1.MD.C.4** 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.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills
9.4.2.CT.2: Identify possible approaches and resources to execute a plan
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
English-Language Arts:
RI.1.1. Ask and answer questions about key details in a text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
C. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Unit 2: Core Unit Content	
Vocabulary	***Key Concepts***
❏ combine ❏ compare ❏ double ❏ efficient ❏ equal ❏ equation ❏ expression ❏ false ❏ graph ❏ minus ❏ part ❏ related ❏ represent ❏ subtract ❏ symbol ❏ take away	❏ Reason about *take from* situations ❏ Related and distinguish addition and subtraction ❏ Find an Unknown Part in *Change Unknown* Problems ❏ Find an Unknown Part by Using Addition and Subtraction ❏ Represent and Solve Comparison Problems

Unit 2: Instructional Materials & Resources	
Primary Instructional Resources:	**Secondary Instructional Resources:** ● SplashLearn, Reflex, Zearn, Generation Genius

Eureka Squared	

Unit 2: Assessments
Formative assessments: ● Eureka Math Topic Quizzes
Summative Assessments: ● Eureka Math Module Tests (Mid and End of Module Assessments)
Alternative Assessments:

Unit 2: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 3

Properties of Operations to Make Easier Problems	**Pacing: 6 Weeks**
Unit Summary: In this unit, students solve addition word problems with three numbers that total 20 or less by using objects, drawings, and equations with symbols for unknowns. They also use the commutative, associative, and identity properties as strategies to add and subtract, helping them see how numbers can be grouped and rearranged to make problem solving easier.	
Essential Questions: ● How can we use ten to make an easier problem? ● How can we make a problem with three addends easier? ● What strategies can we use to make addition and subtraction problems easier? ● Why can the total be the same when the number of addends is different? ● How can we use the make ten strategy to help us add larger numbers? ● How does the way we write a number tell you about the tens and ones? ● Why do we break up a number into tens and ones to subtract?	**Enduring Understandings:** ● Addition can involve combining more than two numbers, and we can use objects, drawings, and equations with symbols to represent and solve these problems accurately. ● Properties of operations—such as the commutative, associative, and identity properties—help us understand how numbers work and make addition and subtraction easier and more efficient. ● Numbers and operations follow predictable rules, and using these rules allows us to flexibly solve problems and make sense of relationships between quantities.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. **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.	● solve addition word problems with three whole numbers with a sum of 20 or less using objects, drawings or equations with symbols for the unknown ● apply the associative, commutative and identity properties as strategies to	● MP.2 Reason abstractly and quantitatively. ● MP.3 Construct viable arguments and critique the reasoning of others. ● MP.6 Attend to precision. ● MP.7 Look for and make use of structure.

1.OA.B.3 Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties. **1.OA.C.6** Add and subtract within 20, demonstrating fluency 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.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: • **1.NBT.B.2.a** 10 can be thought of as a bundle of ten ones — called a “ten.” • **1.NBT.B.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • **1.NBT.B.2.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).	add and subtractor equal to the number of objects in another group (groups of up to 10 objects).	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 3: Core Unit Content	
Vocabulary	***Key Concepts***
❑ addend ❑ compare ❑ double ❑ efficient ❑ equal ❑ equation ❑ expression ❑ graph ❑ minus ❑ number path ❑ part ❑ partners ❑ related ❑ represent ❑ subtract ❑ take away ❑ ten ❑ total ❑ true ❑ unit ❑ unknown	❑ Make Easier Problems with Three Addends ❑ Make Easier Problems to Add ❑ Make Easier Addition Problems with a Linear Model ❑ Reason about Ten as a Unit to Add or Subtract ❑ Make Easier Problems to Subtract

Unit 3: Instructional Materials & Resources	
Primary Instructional Resources: Eureka Squared	**Secondary Instructional Resources:** ● SplashLearn, Reflex, Zearn, Generation Genius

Unit 3: Assessments

Formative assessments: ● Eureka Math Topic Quizzes
Summative Assessments: ● Eureka Math Module Assessments (Mid and End of Module Assessments)
Alternative Assessments:

Unit 3: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 4

Comparison of Length Measurements	**Pacing: 4 Weeks**
Unit Summary: In this unit, students learn that length is measured from one endpoint to another and can be compared using another object when items cannot be moved. They measure and order objects by length and express length as a whole number by using equal-sized units placed end to end with no gaps or overlap	
Essential Questions: ● What strategies can we use to compare objects and order them by length? ● How can we use information about which objects are shorter or taller to put them in order? ● How do we use tools to measure the length of an object? ● What are some ways to represent a total length by using tens and ones?	**Enduring Understandings:** ● Length can be measured by comparing objects or by measuring from one endpoint to another using consistent, same-size units. ● Objects can be ordered by length, and a third item can help us compare lengths when the objects cannot be moved.

• How can we tell how much longer one object is than another?	• The length of an object is the number of equal, connected units that span it with no gaps or overlaps, and this measurement can be expressed as a whole number.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. **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 fluency 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.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: **1.NBT.B.2.a** 10 can be thought of as a bundle of ten ones — called a “ten.” **1.NBT.B.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine 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 <.	• length is measured from one endpoint to another • use a third object to compare lengths of two objects that may not be moved • order three objects by length • the length of an object is the number of same-size length units that span it with no gaps or overlaps • express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end	• MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. • MP.7 Look for and make use of structure.

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.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills
9.4.2.CT.2: Identify possible approaches and resources to execute a plan
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 4: Core Unit Content

Vocabulary	*Key Concepts*
❏ compare ❏ efficient ❏ equal ❏ false ❏ fewer ❏ greater ❏ length ❏ less ❏ measure	❏ Direct and Indirect Length Comparison ❏ Length Measurement and Comparison ❏ Comparison Word Problems with Measurement

❑ minus ❑ number path ❑ number sentence ❑ one(s) ❑ order ❑ part ❑ represent ❑ subtract ❑ take away ❑ ten(s) ❑ total ❑ true ❑ unit ❑ unknown	

Unit 4: Instructional Materials & Resources	
Primary Instructional Resources: Eureka Squared	**Secondary Instructional Resources:** ● SplashLearn, Reflex, Zearn, Generation Genius

Unit 4: Assessments
Formative assessments: ● Eureka Math Topic Quizzes
Summative Assessments: ● Eureka Math Module Assessments (Mid and End of Module Assessments)
Alternative Assessments:

Unit 4: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 5

Place Value Concepts to Compare, Add, and Subtract	**Pacing: 6 Weeks**
Unit Summary: In this unit, students learn to add two-digit numbers with one-digit numbers or multiples of ten within 100 by adding tens to tens and ones to ones, composing tens when necessary. They use concrete models, drawings, and strategies based on place value, properties of operations, and the relationship between addition and subtraction, and connect these strategies to written methods while explaining their reasoning.	
Essential Questions: ● What do the digits in a number tell us? ● What is the value of each digit in a two-digit number? ● How can we represent the same number in different ways using tens and ones? ● What do you notice about the digit in the tens place when you add 10 or take 10 away from a number? ● How can we compare two totals? ● How can we make a smaller total equal to a greater total? ● Why can it be helpful to break up a number into tens and ones to add it to another number? ● How is knowing partners to 10 helpful when adding a two-digit number to a one-digit number? ● How can we make an easier problem when adding a two-digit number to a one-digit number? ● How does the make the next ten strategy help us add?	**Enduring Understandings:** ● Two-digit numbers are composed of tens and ones, and understanding this structure helps us add, subtract, and mentally find 10 more or 10 less using efficient place-value strategies. ● Addition and subtraction follow predictable patterns and properties; using place value, concrete models, mental strategies, and the relationship between the operations helps us accurately solve problems with two-digit numbers and explain our reasoning. ● Time can be measured and shown using analog and digital clocks, and telling time to the hour and half-hour helps us understand and describe events in our daily lives.

• How can facts we know help us add and subtract multiples of ten? • What strategies can we use to find an unknown part? • How can we tell if a number sentence is true or false? • How is breaking up an addend helpful?	

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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 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	• compose tens when adding two-digit numbers, if necessary • when adding two-digit numbers, one adds tens and tens, ones and ones • 10, 20, 30, 40, 50, 60, 70, 80, and 90 are multiples of 10 • add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings • add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction • relate strategies for adding a two-digit and a one-digit number within 100 to a written method and explain the reasoning used to solve • add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings • add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of	• MP.1 Make sense of problems and persevere in solving them. • MP.6 Attend to precision. • MP.7 Look for and make use of structure.

and subtraction; relate the strategy to a written method and explain the reasoning used. *1.M.B.3* Tell and write time in hours and half-hours using analog and digital clocks.	operations, and/or the relationship between addition and subtraction ● relate strategies for adding a two-digit number and a multiple of 10, within 100, to a written method and explain the reasoning used to solve ● mentally find 10 more or 10 less than any given two-digit number, without having to count ● explain how to mentally find 10 more or 10 less than any given two-digit number ● subtract multiples of 10 from multiples of 10 using concrete models or drawings (multiples of 10 less than or equal to 90) ● subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) ● subtract multiples of 10 from multiples of 10 using the relationship between addition and subtraction (multiples of 10 less than or equal to 90) ● relate the strategy used to subtract multiples of 10 from multiples of 10 to a written method ● explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90) ● tell and write time to the hour using analog and digital clocks ● tell and write time to the half-hour using analog and digital clocks	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills
9.4.2.CT.2: Identify possible approaches and resources to execute a plan
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 5: Core Unit Content

Vocabulary	*Key Concepts*
❑ addend ❑ compare ❑ compose ❑ digit ❑ efficient ❑ equal ❑ equation ❑ expression ❑ false ❑ fewer ❑ greater ❑ less ❑ minus ❑ number sentence ❑ one(s) ❑ place ❑ part ❑ partners ❑ represent ❑ subtract ❑ take away ❑ ten(s) ❑ total ❑ true	❑ Grouping Units in Tens and Ones ❑ Use Place Value to Compare ❑ Addition of One-Digit and Two-Digit Numbers ❑ Addition and Subtraction of Tens ❑ Addition of Two-Digit Numbers

❏ unit ❏ unknown ❏ value	

Unit 5: Instructional Materials & Resources	
Primary Instructional Resources: Eureka Squared	**Secondary Instructional Resources:** ● SplashLearn, Reflex, Zearn, Generation Genius

Unit 5: Assessments
Formative assessments: ● Eureka Math Topic Quizzes
Summative Assessments: ● Eureka Math Module Assessments (Mid and End of Module Assessments)
Alternative Assessments:

Unit 5: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

Unit 6

Attributes of Shapes-Advancing Place Value, Addition, and Subtraction	**Pacing: 7 Weeks**

Unit Summary: In this unit, students learn to identify defining attributes of shapes and distinguish them from nondefining attributes, then build and draw shapes based on these attributes. They compose and decompose two-dimensional shapes, create new shapes from composite shapes, and partition circles and rectangles into equal shares, describing halves and fourths.

Essential Questions:

- What can we notice about a shape to help us name it?
- What are some ways to describe a solid shape?
- How can smaller shapes be used to compose a larger shape?
- How do you know if a shape is composed of equal parts?
- How do you know if something is partitioned into halves or fourths?
- As a whole is partitioned into more equal parts, what happens to the size of the parts?
- What does it mean if the time is half past the hour?
- What helps us read and write numbers that are greater than 100?
- Why is a tape diagram helpful for solving problems?
- Why does it take more of a smaller tool than it does of a larger tool to measure the length of an object?
- Why do we get the same total even when we combine addends in different ways?
- What are ways to make an easier problem?
- How are partners to 10 helpful when finding ways to make 100?
- What are some strategies we can use to get to 100 from any number?

Enduring Understandings:

- Shapes have defining attributes that make them what they are, and we can use these attributes to build, draw, and recognize shapes accurately.
- Shapes can be combined to form composite shapes, and composite shapes can be broken apart or recomposed to make new shapes, helping us understand how shapes relate to one another.
- Shapes can be partitioned into equal shares, and understanding halves and fourths helps us describe and reason about equal parts of a whole.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
1.OA.A.1 Use addition and subtraction within 20 to solve word	• distinguish between defining and	• MP.1 Make sense of problems and

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. **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.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 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.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks. **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. Students do not need to learn formal names such as "right rectangular prism." **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.	nondefining attributes ● build and draw shapes that have particular defining attributes ● a composite shape is a shape built by combining other shapes ● compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape ● compose new shapes from composite shapes is a shape built by combining other shapes ● compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape ● compose new shapes from composite shapes ● partition means to split a shape into smaller parts, also called shares ● partition circles and rectangles into two equal shares and describe each share using the word “halves” or the phrase “half of” ● partition circles and rectangles into four equal shares and describe each share using the word “fourths” or the phrase “fourth of” .	persevere in solving them. ● MP.3 Construct viable arguments and critique the reasoning of others. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically

Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 6: Core Unit Content

Vocabulary	*Key Concepts*
❏ circle ❏ compose ❏ composed shape ❏ cone ❏ cube ❏ cylinder ❏ equal ❏ flat shape ❏ fourth/fourths/fourth of ❏ half/halves/half of ❏ half past ❏ hexagon ❏ hour hand ❏ length ❏ minute hand ❏ parallel	❏ Attributes of Shapes ❏ Composition of Shapes ❏ Halves and Fourths ❏ How do attributes of shapes help students name and describe them?

❏ part ❏ partition ❏ pyramid ❏ quarter/quarter of ❏ rectangle ❏ rectangular prism ❏ rhombus ❏ sketch ❏ solid shape ❏ sphere ❏ square ❏ square corner ❏ trapezoid ❏ triangle ❏ whole	

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