Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: Mathematics

Original Adoption: Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)
Created By:

Recommended Pacing Guide	
Unit 1: Relating Addition & Subtraction	29 days
Unit 2: Addition & Subtraction within 20	32 days
Unit 3: Solving Word Problems & Making Comparison	25 days
Unit 4: Using Tens & Ones to Organize & Count	18 days
Unit 5: Operations with Tens & Ones	31 days
Unit 6: Geometry & Measurement	30 days

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)
- History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35)
- 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).

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Unit 1: Relating Addition & Subtraction	Duration: 29 Days

New Jersey Student Learning Standards	
1.OA.A	**Represent and solve problems involving addition and subtraction.**
1.OA.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	**Understand and apply properties of operations and the relationship between addition and subtraction.**
1.OA.3	Apply properties of operations as strategies to add and subtract.
1.OA.4	Understand subtraction as an unknown-addend problem.
1.OA.C	**Add and subtract within 20.**
1.OA.5	Relate counting to addition and subtraction.
1.OA.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

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New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one's actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others. ● Identify ways to resist inappropriate social pressure. ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. ● Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

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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. **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.ES.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.UM.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
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	Demonstrate originality and inventiveness in work.
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.

Career Readiness, Life Literacies, and Key Skills Practices

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CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment ● Unit Mini-Test	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP ● Beginning of the Year Assessment

Knowledge & Skills	
Enduring Understandings: ● Connect equations to physical and visual representations of number partners for 10. ● Understand the meaning of actions described in addition and subtraction problems. ● Connect the meaning of models and symbols to contexts of word problems.	**Essential Questions:** ● Why is 10 an important number? ● How can you use what you know about counting to help you add and subtract? ● How does knowing parts of numbers help you add and subtract? ● Which strategy is most efficient when adding and subtracting numbers within 10?

• Understand the relationship between addition and subtraction. • Make sense of stories being told in problems and use equations to represent problems. • Choose strategies and tools to efficiently solve word problems within 10.	• How can we represent real-world problems with physical and visual models?
Content *Students will know…* • Recognize number partners for 10 and show them on models, such as 10-frames and number bonds. • Find the missing number partner for 10 when one number is known. • Observe that order of addends does not change the total of 10. • Show and describe the actions in word problems using physical models, visual models, and symbols. • Analyze word problems to determine how to solve them. • Use objects, drawings, and equations to represent and solve addition and subtraction problems within 10. • Use the count on strategy to add. • Use the count back strategy to subtract. • When efficient, use a counting-on strategy to solve a subtraction problem. • Identify, write and use related addition and subtraction equations to solve subtraction problems. • Generate groups of related addition and subtraction equations, called *fact families*. • Work with change-unknown word problems.	**Skills** *Students will be able to …* • Find missing number partners for 10 • Count on to add • Count back to subtract • Use addition to subtract • Solve word problems to 10 • Use math vocabulary to describe addition and subtraction

Core Instructional & Supplemental Materials	

Suggested Activities/Resources:
• Manipulatives
• Ready Common Core Book
• iReady
• Teacher Toolbox
  ○ Reteach Activities
  ○ Reinforce Activities
  ○ Extend Activities
• District Created Lessons
• Communicators
• *Number Talks*
	Supplemental Materials
	• Illustrative Mathematics
	  ○ 1.OA.1
	  ○ 1.OA.3
	  ○ 1.OA.4
	  ○ 1.OA.5
	  ○ 1.OA.6
	• *Baby Goes to Market* by Atinuke

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Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”

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- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 2: Addition & Subtraction within 20	Duration: 32 Days

New Jersey Student Learning Standards	
1.OA.A	**Represent and solve problems involving addition and subtraction.**
1.OA.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.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 numbers to represent the problem.

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1.OA.B	**Understand and apply properties of operations and the relationship between addition and subtraction.**
1.OA.3	Apply properties of operations as strategies to add and subtract.
1.OA.C	**Add and subtract within 20.**
1.OA.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and reading equivalent but easier or known sums.
1.NBT.B	**Understand place value.**
1.NBT.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 tens 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).

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	● Recognize one’s feelings and thoughts. ● Recognize the impact of one’s feelings and thoughts on one’s own behavior. ● Recognize one’s personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.

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Self-Management	• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. • Recognize the skills needed to establish and achieve personal and educational goals. • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	• Recognize and identify the thoughts, feelings, and perspectives of others. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	• Develop, implement, and model effective problem-solving and critical thinking skills. • Identify the consequences associated with one's actions in order to make constructive choices. • Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	• Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
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. **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.ES.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.UM.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
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	Demonstrate originality and inventiveness in work.
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.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.

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CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment ● Unit Mini-Test	**Benchmark Assessments:** ● Monthly ISIP

Knowledge & Skills	
Enduring Understandings: ● Understand that 10 ones can be thought of as a group of 10, called *a ten*. ● Ten is an important number. ● Teen numbers are made up of a ten and some ones. ● Understand that breaking apart numbers and putting them together in a new way does not change the value. ● Understand that a 10 is a useful benchmark that makes adding easier. ● Understand and apply the strategy of decomposing a single-digit number to get to 10 when subtracting it from a teen number. ● You can use what you know about adding and subtracting up to 10 to add and subtract up to 20.	**Essential Questions:** ● How does the benchmark 10 make adding easier? ● How can I use addition or subtraction to solve a real-world problem? ● How can I add three numbers in a way that makes the problem easier to solve? ● What strategies can I use to group numbers to make addition simpler? ● Why is it important to know my addition and subtraction facts quickly and accurately? ● What patterns do I notice in addition and subtraction facts that help me remember them? ● How can I show a number using tens and ones? ● Why do we group objects into tens?
Content *Students will know...* ● Compose and decompose teen numbers into a ten and some ones with concrete objects and other visual representations, as well as with words and numbers. ● Use the associative and commutative properties to group addends strategically	**Skills** *Students will be able to …* ● Show a teen number as a ten and some ones. ● Add three numbers. ● Make a ten to add. ● Use a ten to subtract. ● Use doubles and near doubles to add.

in order to use addition strategies or known facts. ● Consider making a ten when choosing a strategy to add. ● Begin to think of make a ten as a mental math strategy. ● Use and articulate mental math strategies to subtract, based on familiar addition strategies. ● Choose strategies to use when adding within 20.	● Use math vocabulary to describe addition and subtraction to 20. ● Write addition equations with three addends to represent problems. ● Find the total of three addends using strategies such as finding number partners for 10 and using doubles facts by grouping any two addends. ● Show doubles as two equal groups, and how near doubles are related to doubles. ● Find totals for doubles facts to solve near doubles facts within 20.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- Manipulatives
- Ready Common Core Book
- iReady
- Teacher Toolbox
  - Reteach Activities
  - Reinforce Activities
  - Extend Activities
- District Created Lessons
- Communicators
- *Number Talks*

Supplemental Materials
- Illustrative Mathematics
  - 1.OA.1
  - 1.OA.2
  - 1.OA.3
  - 1.OA.6
  - 1.NBT.2
- *Albert Adds Up!* by Eleanor May

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters

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- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 3: Solving Word Problems and Making Comparisons	Duration: 25 Days

New Jersey Student Learning Standards	
1.OA.A	**Represent and solve problems involving addition and subtraction.**
1.OA.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.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 numbers to represent the problem.
1.OA.B	**Understand and apply properties of operations and the relationship between addition and subtraction.**
1.OA.4	Understand subtraction as an unknown-addend problem.
1.OA.C	**Add and subtract within 20.**
1.OA.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and reading equivalent but easier or known sums.
1.OA.D	**Work with addition and subtraction equations.**
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
1.DL.A	**Represent and interpret data**

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1.DL.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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MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

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Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	● Develop, implement, and model effective problem-solving and critical thinking skills.

	• Identify the consequences associated with one's actions in order to make constructive choices. • Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	• Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
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SL.ES.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.UM.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Social Studies Standards	
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Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

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8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
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	Demonstrate originality and inventiveness in work.
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.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: • Teacher observations • Class discussions • Whiteboard/Communicators • Math routine responses • Daily DOLs • Daily classwork • Checks for understanding • Spiral Quizzes • Fluency Quizzes • *Number Talks*	**Alternative Assessments:** • Oral assessments • Istation

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: Mathematics

Summative Assessments:	Benchmark Assessments:
● Unit Assessment ● Unit Mini-Test	● Monthly ISIP

Knowledge & Skills

Enduring Understandings:	Essential Questions:
● Choose strategies to solve equations. ● Use related equations to help check work. ● Understand that the equal sign connects two quantities with the same value.	● How can I use addition and subtraction to solve real-world problems? ● How can drawings, objects, and equations help me show my thinking? ● How can I use number relationships to solve problems more efficiently? ● What strategies can I use to add or subtract quickly and accurately? ● How can I find the missing number in an equation? ● How can I tell if an equation is true or false? ● Why is it important to understand what the equal sign really means? ● How can I collect and organize information to help me understand it better? ● Why do we sort data into categories? ● How can I use data to answer questions about “how many” or “which has more or less”?
Content *Students will know...* ● Relate stories to known and missing values. Represent them using equations. ● Use concrete and visual models to represent compare situations. ● Use related addition and subtraction equations to solve compare word problems. ● Collect and organize data and represent the data with charts and graphs. ● Analyze a data set to make sense of it and ask and answer questions about it.	**Skills** *Students will be able to …* ● Solve word problems to 20. ● Solve difference-unknown compare problems to find how many more or fewer. ● Solve bigger-unknown and smaller-unknown compare problems to find an unknown quantity. ● Collect and organize data. ● Tell if equations are true or false. ● Find a missing number in an equation. ● Use math vocabulary to describe word problems, data, and equations.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	Supplemental Materials

● Manipulatives
● Ready Common Core Book
● iReady
● Teacher Toolbox
  ○ Reteach Activities
	● Illustrative Mathematics
	  ○ 1.OA.1
	  ○ 1.OA.2
	  ○ 1.OA.4
	  ○ 1.OA.6

○ Reinforce Activities ○ Extend Activities ● District Created Lessons ● Communicators ● *Number Talks*	○ 1.OA.7 ○ 1.OA.8 ○ 1.DL.1

Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments

Grade: 1	Content Area: Mathematics

- Tiered assignments
- NJSLA questions
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:
- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 4: Using Tens and Ones to Organize and Count	Duration: 18 Days

New Jersey Student Learning Standards	
1.NBT.A	Extend the counting sequence.

Grade: 1	Content Area: Mathematics

1.NBT.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.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." 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.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.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.DL.A	**Represent and interpret data**
1.DL.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.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	• Recognize one's feelings and thoughts. • Recognize the impact of one's feelings and thoughts on one's own behavior. • Recognize one's personal traits, strengths, and limitations. • Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.

	• Recognize the skills needed to establish and achieve personal and educational goals. • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	• Recognize and identify the thoughts, feelings, and perspectives of others. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	• Develop, implement, and model effective problem-solving and critical thinking skills. • Identify the consequences associated with one's actions in order to make constructive choices. • Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	• Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
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. **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.ES.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.UM.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Social Studies Standards	

Grade: 1	Content Area: Mathematics

6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
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	Demonstrate originality and inventiveness in work.
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.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.

Grade: 1	**Content Area: Mathematics**

CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment ● Unit Mini-Test	**Benchmark Assessments:** ● Monthly ISIP

Knowledge & Skills	
Enduring Understandings: ● Make connections between concrete objects and visual representations of tens and ones. ● Recognize patterns in the 120 chart that show relationships between numbers; in particular, notice how the counting patterns repeat after 100. ● Understand that 10 more or 10 less than a number results in a change in the tens digit, but the ones digit remains the same. ● Understand the meaning of the symbols < and >	**Essential Questions:** ● How does counting help us understand numbers and their order? ● Why do we count by different amounts (ones, tens, skip-counting)? ● How do patterns in counting help us predict what number comes next? ● What is the relationship between tens and ones? ● How does place value help us compare numbers?
Content *Students will know...* ● Organize concrete objects by tens and ones ● After organizing objects, count them by counting 10s and then counting on by 1s ● Recognize that in a two-digit number, the digit in the tens place represents the number of tens. ● Use place value to compare two-digit numbers.	**Skills** *Students will be able to …* ● Use tens and ones to count ● Write numbers as tens and ones ● Read, write, and count on from any number up to 120. ● Mentally identify 10 more or 10 less from any two-digit number ● Write the symbols <, >, and = to compare two-digit numbers. ● Use math vocabulary to describe two-digit numbers.

Grade: 1	Content Area: Mathematics

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Manipulatives
- Ready Common Core Book
- iReady
- Teacher Toolbox
  - Reteach Activities
  - Reinforce Activities
  - Extend Activities
- District Created Lessons
- Communicators
- *Number Talks*

Supplemental Materials

- Illustrative Mathematics
  - 1.NBT.1
  - 1.NBT.2
  - 1.NBT.3
  - 1.NBT.5
  - 1.DL.1
- *Feast for 10* by Cathryn Falwell
- *Lia & Luis: What has More?* By Ana Crespo

Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
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- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group

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- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
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- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
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Culturally Diverse:
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- Create effective communication
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Grade: 1	Content Area: Mathematics

Unit 5: Operations with Tens and Ones	Duration: 31 days

New Jersey Student Learning Standards	
1.NBT.C	**Use place value understanding and properties of operations to add and subtract.**
1.NBT.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.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.

New Jersey Standards for Mathematical Practice	
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	• Recognize the importance of self-confidence in handling daily tasks and challenges.
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CLKS.6	Model integrity, ethical leadership and effective management.

Grade: 1	**Content Area: Mathematics**

CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment ● Unit Mini-Test	**Benchmark Assessments:** ● Monthly ISIP

Knowledge & Skills	
Enduring Understandings: ● Apply familiar models and addition strategies to add two-digit numbers and one-digit numbers. ● Develop strategies to add two-digit numbers and one-digit numbers and explain the reasoning used. ● Apply and extend previously learned models and addition strategies to add two-digit numbers ● Understand that to add two-digit numbers, you can add the tens with tens and the ones with ones.	**Essential Questions:** ● How can breaking apart numbers into tens and ones help us add/subtract more easily? ● How can we add/subtract numbers in parts instead of all at once? ● What strategies can we use to check that our addition/subtraction answers are correct? ● How can knowing tens and ones help us add/subtract multiples of 10? ● How does understanding addition help us solve subtraction problems with multiples of 10?
Content *Students will know...* ● Describe the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as a number of groups of tens and ones. ● Decompose a number into tens and ones. ● Cross to the next ten when adding ones that total 10 or more.	**Skills** *Students will be able to …* ● Add and subtract multiples of 10 to and from other multiples of 10. ● Add multiples of 10 to any two-digit number. ● Add a one-digit number to a two-digit number within 100, where the ones combine to make a total less than 10.

Grade: 1	Content Area: Mathematics

• Solve problems involving adding two-digit and one-digit numbers, including crossing a ten as needed. • Use equations showing composition and decomposition to add two-digit numbers, and explain the reasoning used.	• Add a two-digit number to a two-digit number within 100, where the ones combine to make a total less than 10. • Make a ten to add two-digit numbers • Use math vocabulary to describe addition with two-digit numbers.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Manipulatives
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- iReady
- Teacher Toolbox
  - Reteach Activities
  - Reinforce Activities
  - Extend Activities
- District Created Lessons
- Communicators
- *Number Talks*

Supplemental Materials

- Illustrative Mathematics
  - 1.NBT.4
  - 1.NBT.6

Suggested Accommodations

English Language Learners:

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- Flexible grouping
- Small group instruction
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- Scaffolded questioning
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- Co-Constructed Word Banks
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- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
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- Be flexible with assignments and time frames
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- Scaffolded questioning
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- Brain breaks

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- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.

Grade: 1	Content Area: Mathematics

- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 6: Geometry and Measurement	Duration: 30 days

New Jersey Student Learning Standards	
1.G.A	**Reason with shapes and their attributes.**
1.G.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.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.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths,* and *quarters*, and use the phrase *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.M.A	**Measure lengths indirectly and by iterating length units**
1.M.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.M.2	Express the length of an object as a whole number of length units, by laying multiple copies of the shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size 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	**Tell and write time**
1.M.3	Tell and write time in hours and half-hours using analog and digital clocks.
1.M.C	**Work with money**
1.M.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.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.

Grade: 1	Content Area: Mathematics

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	• Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

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ELA Standards	
RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
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. **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.ES.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.UM.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills

Grade: 1	Content Area: Mathematics

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	Demonstrate originality and inventiveness in work.
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.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment ● Unit Mini-Test	**Benchmark Assessments:** ● Monthly ISIP ● SGO ● End of Year Assessment

Lakewood Public School District Curriculum Guide

Grade: 1	Content Area: Mathematics

Knowledge & Skills

Enduring Understandings:

- Understand the relationship between the number and size of equal parts of the same shape.
- Understand that the number of iterated units from end to end is a measure of length.
- Know the values of pennies, nickels, dimes, and quarters.

Essential Questions:

- How can we compare the lengths of objects?
- What tools or objects can we use to measure lengths?
- Why do we need to use the same-sized units when measuring?
- Why is it important to understand time?
- What makes a shape a shape?
- How can we describe shapes using their attributes?
- How can we use smaller shapes to make new shapes?
- What does it mean to share something equally?
- How can we show and explain that the shares are equal?
- How do we use money in our everyday life?

Content

Students will know...

- Distinguish between defining attributes and non-defining attributes.
- Analyze, describe, and name shapes according to attributes.
- Use two or more shapes to make a new composite shape.
- Describe equal parts using the words *halves, fourths,* and *quarters*, and use the phrase *half of, fourth of,* and *quarter of*.
- Describe a whole shape as a number of equal parts.
- Read time on an analog and digital clock to the hour and half hour.
- Describe lengths of three objects as they relate to each other.
- Use reasoning to indirectly compare lengths of objects and recognize that indirect comparisons can be helpful when it is not possible to compare objects directly.
- Identify pennies, nickels, dimes, and quarters.

Skills

Students will be able to …

- Build and draw new shapes with a given set of defining attributes.
- Draw lines to partition circles, squares, and rectangles into two or four equal parts.
- Draw the hour hand and minute hand on an analog clock to show a given time to the hour and half hour.
- Write the digits on a digital clock to show a given time to the hour and half hour.
- Directly compare lengths of three objects and order the objects by length.
- Indirectly compare lengths of two objects by using a third reference object.
- Measure the length of an object using a whole number of non-standard units of measure.
- Iterate units with no gaps or overlaps.
- Count on and/or add to find the value of a collection of coins.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Manipulatives
- Ready Common Core Book

Supplemental Materials

- Illustrative Mathematics
  - 1.G.1

• iReady
• Teacher Toolbox
  ○ Reteach Activities
  ○ Reinforce Activities
  ○ Extend Activities
• District Created Lessons
• Communicators
• *Number Talks*
	○ 1.G.2
	○ 1.G.3
	○ 1.M.2
	○ 1.M.3
	• *Up to My Knees* by Grace Lin
	• *Usha and the Big Digger* by Amitha Jagannath Knight
	• *Changes, Changes* by Pat Hutchins
	• *What time is it?* By Luna Carr

Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models

- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:
- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background