Board Approval Date: 8/20/2024
Course Title: 1st Grade Mathematics
First grade math focuses on developing an understanding of: addition, subtraction, and strategies for addition and subtraction within 20; whole number relationships and place value, including grouping in tens and ones; linear measurement and measuring lengths as iterating length units; and composing and decomposing geometric shapes.

Course Sequence & Pacing			
Estimated Number of Weeks	**Marking Period 1 Unit 1: Addition & Subtraction**		
1	Unit 1: Solve Addition & Subtraction Problems to 10	6	Unit 1: Fluently Add & Subtract within 10
2	Unit 1: Solve Addition & Subtraction Problems to 10	7	Unit 1: Addition Facts to 20: Use strategies
3	Pre-Assessments (iReady, Unit 1, Fluency)	8	Unit 1: Addition Facts to 20: Use strategies
4	Unit 1: Solve Addition & Subtraction Problems to 10	9	Unit 1: Assess, Reteach, Extend
5	Unit 1: Fluently Add & Subtract within 10	10	Fluency Practice
Estimated Number of Weeks	**Marking Period 2 Unit 2: More Addition & Subtraction**		
11	Unit 2: Subtraction Facts to 20: Use Strategies	16	Unit 2: Represent & Interpret Data
12	Unit 2: Subtraction Facts to 20: Use Strategies	17	Unit 2: Extend the Counting Sequence
13	Unit 2: Work with Addition & Subtraction Equations	18	Unit 2: Extend the Counting Sequence
14	Unit 2: Work with Addition & Subtraction Equations	19	MidYear Assessment - iReady
15	Unit 2: Work with Addition & Subtraction Equations	20	Unit 2: Assess, Reteach, Extend

Estimated Number of Weeks	Marking Period 3 Unit 3: Place Value with Addition & Subtraction		
21	Unit 3: Understanding Place Value	26	Unit 3: Use models & strategies to add 10s and 1s.
22	Unit 3: Understanding Place Value	27	Unit 3: Use models & strategies to subtract 10s.
23	Unit 3: Compare 2-digit numbers	28	Unit 3: Use models & strategies to subtract 10s.
24	Unit 3: Compare 2-digit numbers	29	Unit 3: Assess, Reteach, Extend
25	Unit 3: Use models & strategies to add 10s and 1s.	30	Cumulative Assessment Units 1-3
Estimated Number of Weeks	**Marking Period 4 Unit 4: Measurement & Geometry**		
31	Unit 4: Measure Lengths	36	Unit 4: Assess, Reteach, Extend
32	Unit 4: Time	37	EOY Assessment - Unit 1-4 / iReady End of Year
33	Unit 4: Reason with Shapes and Their Attributes	38	Step Up to 2nd Grade
34	Unit 4: Reason with Shapes and Their Attributes	39	Step Up to 2nd Grade
35	Unit 4: Equal Shares of Circles & Rectangles	40	Grade 1 - Pre-Assessment

Overarching Goals

NJSLS Mathematical Practices (*addressed throughout each unit - specific practices are noted in the Stage 3 Learning Plan)*

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

Unit 1:Addition & Subtraction

Stage 1 Desired Results

Unit 1: Addition & Subtraction

Unit Summary: In this unit, students will gain a conceptual understanding of addition and subtraction while applying different addition and subtraction strategies to solve word problems. As they move through the unit they will continue to develop fluency in addition and subtraction within 10. Strategies to add to 20 will also be explored.

Unit Learning Targets

NJSLS Standards:

- 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) {Students need not use formal terms for these properties}
- 1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.
- 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.C.6 Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
- 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *:*

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 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
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

Technology:

- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

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- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Unit Essential Questions:

- How are addition and subtract alike and how are they different?
- What strategies can you use while adding and subtracting?
- How can addition and subtracting help you solve word problems?

Unit Enduring Understandings:

- There are different interpretations of addition. Each can be used to show different addition situations.
- Learning strategies will help you add and subtract more fluently.
- Good math thinkers look for patterns in math to help solve problems.

Students will know:

- add, sum, plus, equals, equation
- difference, subtract, minus, more, fewer
- parts, whole
- number line, doubles facts, near doubles fact, open number line

Students will be able to:

- Represent and solve problems involving addition and subtraction
- Add within 20
- Understand and apply the properties of operations and the relationship between addition and subtraction

Stage 2 Assessment Evidence

Summative Assessments:

- End of Topic Performance Assessments - enVisionmath2.0
- End of Topic Assessments - enVisionmath 2.0

Formative Assessments:

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady
- Khan Academy

Common Benchmark Assessments:

- iReady BOY diagnostic

Alternative Assessments:

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation***	***Timeframe*** *(Days or Weeks)*
		Topics 1-3	*Days*
1.OA.A.1 *1.OA.D.8* *1.MP.1-8*	• Solve addition problems involving situations of adding one part to another part. • Solve addition problems involving situations of putting two parts together. • Solve addition problems by breaking apart a total number of objects. • Solve subtraction problems involving taking from a group. • Solve subtraction problems involving comparing to find how many more objects are in one group than another group. • Solve subtraction problems involving comparing to find how many more objects are in one group than another group. • Solve addition problems by finding a missing addend. • Solve problems involving putting together and taking apart. • Construct math arguments in order to solve addition and subtraction problems.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	9 + 2 (intro & assessment)
1.OA.A.1 *1.OA.D.8* *1.OA.C.6* *1.OA.B.3* *1.OA.B.4* *1.OA.C.5* *1.MP.1-8*	• Add by counting on from a number. • Use doubles to solve problems. • Solve problems using near doubles facts. • Use a 10-Frame to solve addition facts with 5 & 10.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes	10 + 2 (intro & assessment)

	• Use the same addends to write two different equations with the same sum. • Count back to solve subtraction problems. • Use addition facts to 10 to solve subtraction problems. • Solve word problems by drawing pictures and writing equations. • Use structure and identify patterns in order to solve problems.	○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	
1.OA.C.5 *1.OA.C.6* *1.OA.A.1* *1.OA.B.3* *1.MP. 1-8*	• Count on to add using a number line. • Count on to add using an open number line. • Memorize double facts. • Use doubles facts to solve doubles-plus-one facts. • Use doubles facts to solve doubles-plus-2 facts. • Make 10 to add numbers to 20. • Solve addition problems using different strategies. • Solve different types of addition word problems. • Critique the reasoning of others by using known information about addition and subtraction.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	10 + 2 (intro & assessment)

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Materials	*Notes*
enVisionmath2.0 Common Core Grade 1	
iPad, iReady	
counters (2 color), small objects, small glass jar, 2 cups, crayons	
connecting cubes, open number lines	
ten frames,number line, number cards, bar model	

number cube	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Provide additional manipulatives to support instruction
- Allow for alternative strategies to solve algorithms or tasks
- Provide the steps needed to complete the task
- Model frequently
- Use visuals to demonstrate/model the processes
- Visual Animation Plus
- Reteaching opportunities if applicable through differentiated centers
- Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students:

- Problem based learning
- Pre-Assess to condense curriculum in order to do more authentic problem solving/projects
- Differentiated centers with extension activities

Specific Strategies and Practices that Support English Language Learners:

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling
- Use prior experience to understand meanings
- Visual learning bridge
- Visual learning Animation Plus
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Tiered Activities - Small Group Instruction
- Work Alone Choice - Group Work Choice

Students with 504 Plans

- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
- Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping - Small Group In-Depth Instruction
- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2 : Interpreting Data and Extending Addition & Subtraction

Stage 1 Desired Results

Unit 2: Interpreting Data and Extending Addition and Subtraction

Unit Summary: In this unit, students' will deepen their understanding of subtraction as well as the equal sign. Students will determine whether addition and subtraction equations are true or false, and they find the missing number in addition and subtraction equations. They will explore concepts of data analysis involving up to three categories of data. Students will collect, organize, represent, and interpret data.

Unit Learning Targets

NJSLS Standards:

- 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, 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.
- 1.OA.B.3 Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) {Students need not use formal terms for these properties}
- 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.C.6 Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
- 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
- 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 +? = 11, 5 = □ – 3, 6 + 6 = □.
- 1.DLA.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *:*

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 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
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

Technology:

- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Interdisciplinary Connections:

- 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.AS.1.6. Produce complete sentences when appropriate to task and situation.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Unit Essential Questions:

- How can addition strategies help with subtracting?
- How can addition and subtracting help you solve or complete equations?
- How are expressions and equations related?
- Why do we collect and analyze data?
- How can information be gathered, organized, and represented?
- How does collecting data help us solve problems or make decisions in our world?
- Can data be sorted or organized in different ways?
- Is one way better than another?

Unit Enduring Understandings:

- The inverse relationship between addition and subtraction can be used to find subtraction facts. Every subtraction fact has at least one related addition fact.
- There are different ways to solve subtraction facts. Certain strategies may be easier to use for different facts.
- An addition or subtraction equation is true if the values on each side of the equal sign are the same.
- Some problems can be solved by making, reading, and analyzing a tally chart or picture graph.
- Good math thinkers know how to think about words and numbers to solve problems.

Students will know:

- fact family, related facts
- expressions, equations, equal sign
- tally marks, data, tally chart, picture graph, survey

Students will be able to:

- Choose the best strategy to solve subtraction facts based on the numbers.
- Create and solve addition and subtraction equations.
- Represent and interpret data.

Stage 2 Assessment Evidence

Summative Assessments:

- End of Topic Performance Assessments - enVisionmath2.0
- End of Topic Assessments - enVisionmath 2.0
- Fluency Assessment (Addition & Subtraction 1-10)

Formative Assessments:

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady
- Khan Academy

Common Benchmark Assessments:

- iReady Mid-Year Assessment

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation***	***Timeframe*** *(Days or Weeks)*
		Topics 4-7	*Days*
1.OA.C.5 *1.OA.C.6* *1.OA.B.4* *1.OA.A.1* *1.MP.1-8*	• Use a number line to subtract by counting on or counting back. • Make subtraction easier by making 10. • Count on to subtract using 10 as a landmark. • Make addition and subtraction facts using the same 3 numbers. • Use addition facts to find subtraction facts. • Explain strategies used to solve subtraction problems. • Solve different types of addition and subtraction problems with unknowns in different positions. • Use reasoning to write and solve number stories.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	9 + 2 (intro & assessment)
1.OA.D.8 *1.OA.D.7* *1.OA.A.2* *1.OA.B.3* *1.OA.A.1* *1.MP.1- 8*	• Find the unknown number in an equation. • Determine if addition and subtraction equations are true or false. • Find the missing numbers in equations to make them true. • Use different strategies to solve word problems with 3 addends. • Use different strategies to add three numbers. • Solve word problems involving comparisons. • Use precision to determine the missing number or symbol in an equation.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	7 + 2 (intro & assessment)

1.DL.A.1 *1.OA.A.1* *1.OA.A.2* *1.MP.1-8*	• Organize data into categories. • Collect and organize information using a picture graph. • Interpret organized data. • Use a picture graph to interpret data. • Use perseverance to solve problems about sets of data.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	5 + 2 (intro & assessment)
1.NBT.B.2c *1.NBT.A.1* *1.MP.1-8*	• Count by 10s to 120. • Count by 1s to 120. • Count on a number chart to 120. • Find number patterns on a number chart. • Count to 120 using an open number line. • Write numerals to show how many objects are in a group. • Find better and faster ways to solve problems.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	7 + 2 (intro & assessment)

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Materials	*Notes*
enVisionmath2.0 Common Core Grade 1	
iPad, iReady	
counters (2 color), Connecting Cubes, color tiles, small boxes	
120 Chart, Blank Hundreds Chart, Bar Model, Number Lines,	

colored pencils, crayons, markers, tape	
place value blocks	
number cards, Blank Picture Graph, Double Ten-Frame	
sticky notes, index cards	
large bag	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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- Provide the steps needed to complete the task
- Model frequently
- Use visuals to demonstrate/model the processes
- Visual Animation Plus
- Reteaching opportunities if applicable through differentiated centers
- Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students:

- Problem based learning
- Pre-Assess to condense curriculum in order to do more authentic problem solving/projects
- Differentiated centers with extension activities

Specific Strategies and Practices that Support English Language Learners:

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling
- Use prior experience to understand meanings
- Visual learning bridge
- Visual learning Animation Plus
- Personal glossary

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- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions

Unit 3 : Place Value with Addition & Subtraction

Stage 1 Desired Results

Unit 3: Place Value with Addition and Subtraction

Unit Summary: Students strengthen their understanding of the place value system in preparation for 2-digit addition and subtraction. Students will learn that 2-digit numbers represent amounts of tens and ones. In addition, students learn that 2-digit numbers can be decomposed as groups of tens and a group of ones. Students will use place-value concepts to compare numbers. Finally, students will use concrete models, drawings, properties of operations, the relationship between addition and subtraction, and strategies based on place value to add and subtract numbers with up to 2-digit numbers. Students will be able to use reasoning to explain their models.

Unit Learning Targets

NJSLS Standards:

- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
  - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
- 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks)or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method an
- 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. 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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *:*

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 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
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

Technology:

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Interdisciplinary Connections:

- 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.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Unit Essential Questions:

- What strategies can be used to compare numbers greater than 100?
- How do addition and subtraction relate to each other?
- How does the place value system work?
- What are ways to compare numbers to 120?
- What are ways to use tens and ones to add?
- How can I use what I know about subtraction to subtract tens?

Unit Enduring Understandings:

- When objects are grouped in sets of tens and leftovers (ones), counting the groups of tens and adding ones tell how many there are in all.
- For 2 two digit numbers, the number with more tens is great. If the 2 numbers have an equal number of 10s, then the number with the more ones is greater.
- When a 2-digit number is added to a 1 digit number, the ones are added to the ones. When a 2-digit number is added to a multiple of ten, the tens are added to the tens.
- Good math thinkers know how to think about words and numbers to solve problems.

Students will know:

- hundred chart, tens digit, ones digit
- row, column, ten, ones
- less, compare
- greater than (>), less than (<)

Students will be able to:

- use place value understanding and properties of operations to add and subtract.
- compare 2-digit numbers.
- understand place value.

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Materials	*Notes*
enVisionmath2.0 Common Core Grade 1	
iPad, iReady	
counters (2 color), place value blocks, connecting cubes	
rubber bands, ziplock bags	
open number lines	
blank mini ten frames, double ten frames, hundreds chart, tens & ones chart	

number cards, chart paper, sticky notes, index cards	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Provide additional manipulatives to support instruction
- Allow for alternative strategies to solve algorithms or tasks
- Provide the steps needed to complete the task
- Model frequently
- Use visuals to demonstrate/model the processes
- Visual Animation Plus
- Reteaching opportunities if applicable through differentiated centers
- Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students:

- Problem based learning
- Pre-Assess to condense curriculum in order to do more authentic problem solving/projects
- Differentiated centers with extension activities

Specific Strategies and Practices that Support English Language Learners:

- Develop basic vocabulary
- Demonstrate listening comprehension by retelling
- Use prior experience to understand meanings
- Visual learning bridge
- Visual learning Animation Plus
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogeneous Grouping
- Supplemental Instruction
- Tiered Activities - Small Group Instruction
- Work Alone Choice - Group Work Choice

Students with 504 Plans

- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.
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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Homogeneous Grouping - Small Group In-Depth Instruction
- Differentiated Online Practice - Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4: Measurement & Geometry

Stage 1 Desired Results

Unit 4: Measurement & Geometry

Unit Summary: In this unit, students will deepen their understanding of the measurement of length and time. Students will develop an understanding that the length of any object can be used as a nonstandard measurement unit of length. Students will be introduced to telling and writing time to the hour and half hour using both analog and digital clocks. Students will deepen their understanding of defining and non-defining attributes of two-dimensional and three-dimensional shapes.

Unit Learning Targets

NJSLS Standards:

- 1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.M.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
- 1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
- 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.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
- 1.M.C.4 Know the comparative value of coins and all dollar bills (e.g. a dime is of greater value than a nickel). Use appropriate notation (e,g, 69¢, $10).
- 1.M.C.5 Use dollars in the solutions of problems up to $20. Find equivalent money values (e.g. a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills :

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 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
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool

Technology:

- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

Interdisciplinary Connections:

- 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.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Unit Essential Questions:

- What are ways to measure how long an object is?
- What are different ways to tell time?
- What are some different names for equal shares?
- How can you define shapes and create new shapes?
- What is the value of all coins and all dollar bills?

Unit Enduring Understandings:

- Measurement is a process of comparing a unit to the object being measured.
- Knowing how to tell time in analog and digital is a life skill.
- 2D and 3D shapes have attributes and can be put together to form other 2D and 3D shapes.
- Good math thinkers are careful about what they write and say so their ideas about math are clear.
- Know that the comparative values of money is a financial life skill.

Students will know:

- length
- longer, longest, shorter, shortest
- measure, length unit
- hour, hour hand, minute, minute hand, o'clock, half hour
- two-dimensional shapes, sides, vertices
- equal shares, halves, fourths, quarters
- the comparative values of coins and all dollar bills
- equivalent monetary values

Students will be able to:

- measure lengths indirectly and by iterating length units.
- tell and write time.
- reason with shapes and their attributes.
- divide shapes into equal pieces.
- identify and compare all coins and all dollar bills.
- show monetary values in multiple ways.

Stage 2 Assessment Evidence

Summative Assessments:

- End of Topic Performance Assessments - enVisionmath2.0
- End of Topic Assessments - enVisionmath 2.0
- Cumulative Assessment Units 1-4

Formative Assessments:

- Individual Lesson Quick Checks
- Teacher observation & conferring
- iReady

- Khan Academy

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation***	***Timeframe*** *(Days or Weeks)*
		Topics 12-15	*Days*
1.M.A.1 *1.M.A.2* *1.MP.1-8*	• Order objects by length • Indirectly compare objects by length • Use objects to measure length • Use cubes and other units to compare lengths and heights of objects. • Choose an appropriate tool and use it to measure a given object.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	5 + 2 (intro & assessment)
1.M.B.3 *1.MP.1-8*		**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	4 + 2 (intro & assessment)
1.M.C.4 *1.M.C.5*	• Use values to compare coins and dollar bills.	**Lesson Introduction-** **1 Lesson Per Day**	5 +

	• Find equivalent monetary values of coin and dollar bills.	• Visual Learning • Guided/Independent Practice • Differentiated Centers • i-Ready- 15 minutes • Assign Homework/Transition - 5 minutes	2 assessment
1.G.A.1 *1.G.A.2* *1.MP.1-8*	• Use attributes to match shapes. • Define 2-D shapes by their attributes. • Use materials to build and draw 2-D shapes. • Combine 2-D shapes to make another 2-D shape. • Define 3-D shapes by their number of edges, vertices, and faces or flat surfaces. • Choose defining attributes of 3-D shapes. • Combine 3-D shapes to make another 3-D shape. • Find differences among various shapes.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	9 + 2 (intro & assessment)
1.G.A.3 *1.MP.1-8*	• Determine whether shapes are divided into equal shares. • Divide shapes into 2 and 4 equal shares and use words to describe those shares. • Understand that more equal shares of the same whole create smaller shares. • Make a drawing or diagram to show a problem about equal shares.	**Lesson Introduction - 80 minutes** **1 Lesson Per Day** • Solve & Share/ Visual Learning - 15-20 minutes • Guided Practice & Independent Practice - Quick Check - 15-20 minutes • Differentiated Centers (based on Independent Practice) - 15 -20 minutes ○ Intervention/Reteaching ○ On Grade Level ○ Advanced • Daily Common Core Review/iReady - 15 minutes (3 times per week) • Assign Homework/Transition - 5 minutes	4 + 2 (intro & assessment)

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(including various levels of texts)	
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connecting cubes, counters, cube trains	
geared demonstration clock, analog clock	
hundreds chart	
place value blocks	
coins, bills, money chart	

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