

Long Beach Island School District
2026 Mathematics Curriculum Guide
First Grade

Original Adoption:	August 2024
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Revised on:	November 2024
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First Grade Mathematics Curriculum	
Content Area: Mathematics	
Course Title: Elementary	Grade Level: First Grade
<u>Operations and Algebraic Thinking</u>	65 days
<u>Number and Operations in Base Ten</u>	55 days
<u>Measurement</u>	20 days
<u>Data Literacy</u>	15 days
<u>Geometry</u>	25 days

Introduction

Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become skilled at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for algebra, resting on the foundation built in the early grades.

The curriculum is aligned to the NJSL for Mathematics. Activities outlined in this curriculum infuse the Standards for Mathematical Practice, and guidance is provided for supporting all students including multilingual learners (through WIDA language expectations) in developing mathematical thinking and problem-solving skills.

In alignment to the content and practice standards, First Grade students will extend their knowledge of Mathematics as they learn to add and subtract within 20, develop an understanding of place value within 100, measure and order objects by length, interpret data, count and solve problems using money, use shapes to compose new shapes, and partition shapes to create “equal shares” (decompose shapes).

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 see [Climate Change Education by Grade Band](#) and [New Jersey Climate Education Hub](#) for specific examples (by subject).
- *WIDA English Language Development Standards (N.J.S.A. 18A:35-15 to 26)

***WIDA English Language Development Standard 3** [WIDA English Language Development Standards Framework, 2020 Edition](#)

“New Jersey remains committed to supporting multilingual learners through policies and practices that promote access, equity, and academic success. The English Language Development Standards provide a framework for ensuring that multilingual learners receive the instruction and support necessary to develop English language proficiency while meeting the expectations of the New Jersey Student Learning Standards. Implementation of these standards across all content areas supports inclusive learning environments and advances New Jersey’s commitment to preparing all students for success beyond graduation. The English Language Development Standards are a shared responsibility across all content areas and support inclusive and equitable learning environments. The English Language Development standards are a foundational component of standards-aligned instruction, guiding educators in designing learning experiences that make the NJSLS accessible to all students. The English Language Development Standards are designed to be implemented by all educators who work with multilingual learners. Classroom teachers, ESL and bilingual educators, specialists, and administrators share responsibility for ensuring that multilingual learners receive appropriate linguistic and academic support. Educators are encouraged to use these resources alongside the full framework when planning instruction, identifying language expectations, and designing opportunities for multilingual learners to engage meaningfully with grade-level content. ”

Mathematical Practices Guidance and WIDA Language Expectations

“The Standards for Mathematical Practice in the New Jersey Student Learning Standards-Mathematics (NJSLS - Mathematics: [2023 Standards for Mathematical Practice](#)) describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.” The table below provides suggestions and strategies along with WIDA Language Expectations for supporting students in developing mathematical thinking and problem-solving skills.

Math Practice	Guidance for Developing Mathematical Thinking	WIDA Language Expectation Focus
Make sense of problems and persevere in solving them	Understanding the problem: • Explain the main problem and the given facts in your own words. • State what you need to find and notice about the details. • Describe how the numbers or items connect to each other. Planning and Strategy • List what you already tried and steps used so far. • Think of different ways to organize or show the information. • Find other similar problems to help you get started. Checking and Changing • Name the steps you are most confident with. • Decide what to change or try next.	Explain/Inform: Describe solution pathways and unpack meaning from a problem statement.
Reason abstractly and quantitatively	Quantities and Meanings • Understand what the numbers represent and their relationships to each other (ex. How is ____ related to ____?) • Understand visual or written signs that stand for math ideas. Methods and Properties • Explain the math rules used to work out an answer. • Explain why a specific tool or step was used. • Explain whether a different rule or operation could work instead.	Explain: Relate abstract symbols, quantities, and numerical expressions to real-world contexts
Construct viable	Evidence • Explain the evidence that supports your answer.	Argue: Justify mathematical solutions,

arguments and critique the reasoning of others	• Explain how you can prove... • Explain how you know what the problem was asking. • Explain what didn't work and why • Show a counter example.	compare reasoning methods, and respectfully challenge peers' claims.
Model with mathematics	Modeling • Construct a model to represent the problem. • Explain how you can represent the quantities. • Create an equation or expression that matches the diagram, chart, or table. • Explain what formula might apply to the problem.	Inform/Explain: Represent mathematical relationships visually, contextually, or via equations and diagrams.
Use appropriate tools strategically	Tools • Describe tools that can be used. • Describe what information you have. • Estimate. • Determine which tool would be most helpful. • Describe what a _____ can show that _____ may not.	Inform: Describe the choice of tools (such as graphs, calculators, or manipulatives) and how they support calculations.
Attend to precision	Precision • Communicate math terms being used. • Explain how your solution answers the problem • Explain how you show the meaning of the quantities. • Explain what symbols are important. • Explain how you could test your solution to see if it answers the problem.	Inform: Communicate precise mathematical vocabulary, units of measure, and clear labels.
Look for and make use of structure	Structure • Describe observations/noticings. • Describe patterns you find. • Describe what can be eliminated. • Describe how this relates to ... • Explain how this connects to other math concepts.	Explain: Describe patterns, operational properties, or structural compositions within expressions or shapes.

Look for and express regularity in repeated reasoning	• Describe what you notice. • Describe trends or rules for • Explain how you can prove... • Predict or explain to support patterns.	Explain: Generalize repeating processes and describe trends or rules using consistent language structures.
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Unit: Operations and Algebraic Thinking	Duration: 65 days
Standards/Learning Targets	
Focus Standards (Major Standards) integrated with WIDA Standards	
• 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawing, and equations with a symbol for the unknown number to represent the problem. • ELD-SI.K-3.Explain- Share initial thinking with others Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works • 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. • 1.OA.B.3 Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) {Students need not use formal terms for these properties} • 1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. • 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). • 1.OA.C.6 Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use	

strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

- **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
- **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$.

Supporting and Additional Standards

- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **1.M.C 4.** Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10).
- **1. DL. A.1.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Primary Interdisciplinary Connections

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.

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

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrates originality and inventiveness in work.

Climate Change

Climate Change Example: Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has.

Climate Change Example: Given a number of light bulb stickers, students may determine how many total stickers they and two partners have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then, with their partners, determine who saves the most electricity based on the number of light bulb stickers each has.

Climate Change Example: Students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may organize used objects into those categories, and ask and answer questions about the total number of objects, how many are in each category, and how many more or fewer are in one category than in another.

ESS3.A [Nourishing Students](#) (includes bilingual resources and suggested read-alouds)

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/individual small group
- Centers
- Whole group instruction

Other Assessments

Formative

- Quizzes
- Exit slips

• Word problems • Observations • Google slides • IXL • Generation Genius • Prodigy • Starfall • Splash Math • Snorkl • XtraMath	• Peer/self assessments • Think/pair share • Comprehension checks • Strategic questioning • Data collection dashboard Summative Benchmark Assessments Alternate Assessments
Knowledge and Skills	
Content	Skills
Unit Essential Questions • How can you model adding within 10? • How can you subtract numbers from 10 or less? Enduring Understanding <i>Students will know : “I can....”</i> • Count on to add and subtract • Use doubles and doubles plus 1 facts • Add in any order • Find missing addends • Find number partners for 10 • Solve addition and subtraction word problems • Subtract to compare • Tell if an equation is true or false • Solve word problems within 20 • Add three numbers • Find the unknown number in an equation	Unit Goals Students will be able to.. • Understand how you can add and subtract within ten by using various strategies including count on, doubles, missing addends, etc. • Distinguish between addition and subtraction when reading a word problem

Instructional Plan	
Suggested Activities	Resources
*Mandate: Holocaust and genocides (N.J.S.A. 18A:35-28) Lesson: <i>Zero the Hero</i> by Joan Holub I Do: Read <i>Zero the Hero</i> by Joan Holub (YouTube). We Do: Stop periodically to discuss <i>How does Zero feel about being left out? Why were the other numbers treating Zero differently? How does Zero feel about being called names?</i> Discuss how Zero keeps trying because he believes in himself (“the belief in his wonderfulness persisted”). <i>How did the other numbers feel when they admit to also being called names? What do the other numbers learn about kindness and inclusion?</i> Lead students to discover how the other numbers weren’t the same without Zero. You Do: <i>Make Zero feel better! Let’s write as many equations as we can using 0!</i> Students write equations using 0 on markerboards, including 10, 20, etc. *Mandate: History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) Lesson: Counting with <i>Baby Goes to Market</i> I Do: Read <i>Baby Goes to Market</i> by Atinuke one time through.	Resources for on-grade students: • Differentiated according to informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Anchor Charts • Touch Math with teacher guidance • Video Guidance Resources for students approaching grade level expectations: • Differentiated according informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Touch point chart • Manipulatives with small group guidance • Highlighters for close read strategies • Touch Math small group • Word Banks Resources for students exceeding grade level expectations: • Differentiated according to informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames Read-Alouds “The Penny Pot”, “Missing Mittins”, and “Ready, Set Hop”, by Stuart J. Murphy “Math for All Seasons” by Greg Tang “The Greedy Triangle” by Marilyn Burns

We Do: Discuss ways the market setting is similar/different to places the students have shopped. Then, re-read the story to make math equations. Stop on each page to count how many items Baby adds and subtracts from the basket, modeling how to say a word problem aloud (ex. “Baby has 5 oranges. Baby eats 1 orange. How many does Baby have left?”).

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

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

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

We Do: Discuss the importance of diversity and how being different is what makes you special. Students will count the letters in their name and we create a class list of how many letters each student has in their name.

EXAMPLE: Jonathan = 8, Kelly = 5, Francesca = 9

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

Number Sense Activities

“12 Ways to Get to 11” by Eve Merriam

“The Doorbell Rang”

“Domino Addition” by Lynette Long

“Two Ways to Count to Ten” by Ruby Dee

“Anno’s Counting Book” and “Math Fables” by Mitsumasa

Anno

“Albert Adds Up” by Eleanor May

“Zero the Hero”

“The Name Jar”

Useful links / online resources

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

Daily drills through math journals, “Number of the Day” templates, markerboards, turn-and-talk, etc.

Focus on practicing numbers within 10 with activities such as:

- 1 more, 1 less
- Number partners for 10 (“Friends of 10”)
- Greater than, less than (ex. What is a number greater than 6 but less than 9?)
- Start at any number and count up to 10

Suggestions for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals-use cubes, counters, number lines or grids
- Gesturing
- Simplified Language / Teacher Talk / Thinking Aloud
- Anchor Charts-all the doubles facts
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (to Cloze Activities)
- Teacher Modeling

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

Special Education

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

504 Plans:

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

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

Gifted and Talented

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

Students at Risk of School Failure

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

Students Get to Know You, Get to Know Your Students

- Provide visuals
- Be flexible with assignments and time frames

Core Instructional and Supplemental Materials

Core Instructional:

enVision Mathematics textbook

Math manipulatives

Technology resources :

- IXL
- Xtramath
- Starfall
- [Prodigy Math](#)
- [ABCya!](#)
- Generation Genius
- Kahoot
- Snorkl
- SplashMath

Teacher Notes/Reflections:

Unit: Number and Operations in Base Ten

Duration: 55 days

Standards/Learning Targets

Focus Standards (Major Standards) integrated with WIDA Standards

- **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- **1.NBT.B.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$
- **ELD-MA.1.Inform.Expressive Construct mathematical informational texts that** ● Define or classify concept or entity
● Describe a concept or entity ● Compare/contrast concepts or entities
- **ELD-SI.K-3.Explain-** Share initial thinking with others Follow and describe cycles in diagrams, steps in procedures, or causes and effects ● Compare and contrast objects or concepts ● Offer ideas and suggestions ● Act on feedback to revise understandings of how or why something works
- **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- **1.NBT.C.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

- **ELD-SI.K-3.Explain-** Share initial thinking with others Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

Supporting and Additional Standards

- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **1.M.C 4.** Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10).
- **1. DL. A.1.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Primary Interdisciplinary Connections

- **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.
- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

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

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/individual small group
- Centers
- Whole group instruction
- Word problems
- Observations
- Google slides
- IXL
- Starfall
- XtraMath
- Generation Genius
- Splash Math
- XtraMath
- Snorkl

Other Assessments

Formative

- Quizzes
- Exit slips
- Peer/self assessments
- Think/pair share
- Comprehension checks
- Strategic questioning
- Data collection dashboard

Summative

Benchmark Assessments

Alternate Assessments

Knowledge and Skills

Content

Unit Essential Questions

- Why is ten an important number?
- How are teen numbers made up of a ten and some ones?
- How can numbers be put together and broken apart in

Skills

Students will be able to..

- Understand why ten is an important number
- Understands that teen numbers are made up of a ten and some ones by using base ten blocks and drawing pictures

different ways? • How can you use what you know about adding and subtracting up to ten to help you add and subtract up to 20? • How do you express two-digit numbers as tens and ones in different ways to help you understand the value of that number? • How can you compare two-digit numbers by using what you know about tens and ones? Enduring Understanding <i>Students will know : “I can....”</i> • Name and write teen numbers • Make a ten to add and subtract • Find totals greater than ten	for understanding • Analyze how numbers can be put together and broken apart in different ways.
Instructional Plan	
Number Sense Activities Daily drills through math journals, “Number of the Day” templates, markerboards, turn-and-talk, etc. Focus on practicing numbers within 20 with activities such as: • Missing symbol (ex. $13 _ 5 = 8$... <i>Is this adding or subtracting?</i>) • Start at any number and count up to 20 • Use 2 or 3 different colors of connecting cubes to create numbers in different ways • Review numbers within 10	Resources for on-grade students: • Differentiated according to informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Anchor Charts • Touch Math with teacher guidance • Video Guidance Resources for students approaching grade level expectations: • Differentiated according informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Touch point chart

	● Manipulatives with small group guidance ● Highlighters for close read strategies ● Touch Math small group ● Word Banks Resources for students exceeding grade level expectations: ● Differentiated according to informal assessments ● 120 chart to assist with addition and subtraction ● Connecting cubes for addition and subtraction ● Counters to fill in ten frames Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● IPads/Laptops ● Document Reader ● Picture Books ○ <i>One Guinea Pig is Not Enough</i> by Kate Duke
Suggested Options for Differentiation	
Multilingual Learners ● Differentiate instruction and classroom assessment as guided by the WIDA English Language Development Standards Framework, 2020 Edition. ● https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf ● Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students. ● Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking. ● Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations. ● Use wait time for MLs to express their ideas in class. ● Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems ● Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks	

- Visuals-use cubes, counters, number lines or grids, base ten blocks
- Gesturing
- Simplified Language / Teacher Talk / Thinking Aloud
- Anchor Charts-all the teen numbers
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (Cloze Activities)
- Teacher Modeling
- Choral Chanting (all the teen numbers)
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Providing A Student Buddy
- Peer Teaching

Special Education

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

- Allow Answers To Be Given Orally Or Dictated
- Have Students Repeat What Was Said
- Scribe For Students Who Can't Write

504 Plans:

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

Gifted and Talented

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

- provide peer tutoring
- Use a strong student as a "buddy"

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

Core Instructional and Supplemental Materials

Core Instructional:

enVision Mathematics textbook

Math manipulatives

Student editions

Technology resources

IXL

Starfall

XtraMath

ABCya

Splash Math

Snorkl

Generation Genius

Kahoot

Teacher Notes/Reflections:

Unit: Measurement	Duration: 20 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
• 1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. • 1.M.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps • ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by • Identifying concept or entity • Describing attributes and characteristics. • ELD-SI.K-3.Explain- Share initial thinking with others Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works • 1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	
• Supporting and Additional Standards	
• L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • 1.M.C 4. Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10). • 1. DL. A.1. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	

Primary Interdisciplinary Connections

- **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.

Computer Science and Design Thinking Standards

- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrates originality and inventiveness in work.

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/individual small group
- Centers
- Whole group instruction
- Word problems
- Observations
- Google slides

Other Assessments

Formative

- Quizzes
- Exit slips
- Peer/self assessments
- Think/pair share
- Comprehension checks
- Strategic questioning

Summative

Benchmark Assessments
Alternate Assessments

Knowledge and Skills	
Content	Skills
Unit Essential Questions • What are ways to compare the lengths of three objects? • What are ways to measure how long an object is? • What are different ways to tell time to the half hour? • How can we use different tools to help with measurement and time? • How can we compare the values of different coins? • How can we use place value to add and subtract coins? • What are two different ways to represent the same monetary amount? Enduring Understanding <i>Students will know : “I can.....”</i> • Order objects by length • Compare length • Tell time to the hour and half hour • Use and count money	Students will be able to.. • Order length • Use indirect measurement to compare length • Use nonstandard units to measure length • Measure lengths indirectly and by iterating length units. • Tell and write time to the hour and half hour • Know the comparative values of coins and all dollar bills • Use appropriate notation for money (ex. \$10) • Use dollars in solutions up to \$20 • Find equivalent monetary values
Instructional Plan	
Suggested Activities	Resources
• Make class data graphs of relevant information, such as weather, attendance, birthdays, etc.	Resources for on-grade students: • Differentiated according to informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Anchor Charts • Touch Math with teacher guidance

- Video Guidance

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

- Differentiated according to informal assessments
- 120 chart to assist with addition and subtraction
- Connecting cubes for addition and subtraction
- Counters to fill in ten frames
- Touch point chart
- Manipulatives with small group guidance
- Highlighters for close read strategies
- Touch Math small group
- Word Banks

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

- Differentiated according to informal assessments
- 120 chart to assist with addition and subtraction
- Connecting cubes for addition and subtraction
- Counters to fill in ten frames

Useful links / online resources

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

Read Alouds

“Measuring Penny” by Loreen Leedy

“Tally O'Malley” by Stuart J. Murphy

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals-120 chart
- Gesturing
- Simplified Language / Teacher Talk / Thinking Aloud
- Anchor Charts-adding two-digit numbers
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (Cloze Activities)
- Teacher Modeling
- Choral Chanting (say all the doubles facts and count to 120 starting at various numbers)
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Providing A Student Buddy
- Peer Teaching

Special Education

- Model assignments
- Provide Brain breaks
- Chunk assignments

- Use visuals-120 chart
- Introduce key vocabulary before lesson
- Teacher reads aloud daily/ Directions , instructions step by step
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chants, Songs
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction -centers
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
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- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment-Address Student Needs, Create a Sense of Order, Greet Students at the Door Every Day, Let Students Get to Know You, Get to Know Your Students
- Provide visuals
- Be flexible with assignments and time frames

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Student editions

Technology resources :

IXL

Prodigy

Kahoot

Generation Genius Splash Math Xtra Math Snorkl
Teacher Notes/Reflections:

Unit: Data Literacy	Duration: 15 Days
Focus Standards (Major Standards)	
1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	

ELD-MA.2-3.Explain.Interpretive Interpret mathematical explanations by • Identifying concept or entity • Analyzing plan for problem-solving steps • Evaluating simple pattern or structure

ELD-SI.K-3.Explain- Share initial thinking with others Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works

Primary Interdisciplinary Connections

- **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.

Computer Science and Design Thinking Standards

- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

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

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/individual small group
- Centers
- Whole group instruction
- Word problems

Other Assessments

Formative

- Quizzes
- Exit slips
- Peer/self assessments

• Observations • Google slides • IXL • Kahoot • Prodigy	• Think/pair share • Comprehension checks • Strategic questioning • Data collection dashboard Summative Benchmark Assessments Alternate Assessments
Knowledge and Skills	
Content	Skills
Unit Essential Questions • How many are in each category? • How many more/less in one category than another? • How can we organize information into a data chart? Enduring Understanding <i>Students will know : “I can....”</i> • Organize data into categories • Interpret data	Students will be able to.. • Organize, represent, and interpret data with up to three categories • Ask and answer questions about the data represented
Instructional Plan	
Suggested Activities	Resources
*Mandate: Climate Change Lesson: Weather Bar Graphs	Resources for on-grade students: • Differentiated according to informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames

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

We Do: Make a bar graph with the weather and temperature for at least a week. Look up the weather from this week in history (ex. 20 years ago) using a site such as the Weather History Archive from the online Almanac. *Do you notice any patterns? Do you notice anything that's the same? Do you notice anything that's different? What could we predict about the future weather?*

You Do: Students turn-and-talk for discussion questions.

Number Sense Activities

Daily drills through math journals, "Number of the Day" templates, markerboards, turn-and-talk, etc.

Focus on practicing numbers within 100 with activities such as:

- Decomposing numbers into 10s and 1s
- 10 more, 10 less
- Skip counting by 2, 5, 10
- Fact Families
- Review numbers within 10 and 20

- Anchor Charts
- Touch Math with teacher guidance
- Video Guidance

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

- Differentiated according informal assessments
- 120 chart to assist with addition and subtraction
- Connecting cubes for addition and subtraction
- Counters to fill in ten frames
- Touch point chart
- Manipulatives with small group guidance
- Highlighters for close read strategies
- Touch Math small group
- Word Banks

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

- Differentiated according to informal assessments
- 120 chart to assist with addition and subtraction
- Connecting cubes for addition and subtraction
- Counters to fill in ten frames

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- Document Reader

Read Alouds

Tally O'Malley by Stuart J. Murphy (focusing on tally marks and counting games)

The Great Graph Contest by Loreen Leedy (exploring different

ways to make graphs)

The Best Vacation Ever by Stuart J. Murphy

Tiger Math by Ann Whitehead Nagda and Cindy Bickel: A non-fiction book that follows researchers tracking a baby tiger's growth and using real data to create line plots and bar graph

Suggested Options for Differentiation

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
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- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
-
- Visuals-base ten blocks and 120 chart
- Gesturing
- Simplified Language / Teacher Talk / Thinking Aloud
- Anchor Charts-time to hour and half hour, showing numbers as tens and ones
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tp Cloze Activities
- Teacher Modeling
- Choral Chanting (count starting at various numbers up to 120)
- Small Group Instruction / Cooperative Learning

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

Special Education

- Model assignments
- Provide Brain breaks
- Chunk assignments
- Use visuals-base ten blocks and 120 chart
- Introduce key vocabulary before lesson
- Teacher reads aloud daily/ Directions , instructions step by step
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chants, Songs
- Assign A Picture Or Movement To Vocabulary Words
- Small Group Instruction- centers
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- Flexible Grouping
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504 Plans:

- Follow All 504 Modifications
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Core Instructional:*enVisions Mathematics* textbook

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Technology resources

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ABCya

XtraMath

Snorkl

Teacher Notes/Reflections:**Unit: Geometry****Duration: 25 Days****Standards/Learning Targets****Focus Standards (Major Standards) integrated with WIDA Standards**

- **1.G.A.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- **ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by** • **Identifying concept or entity** • **Describing attributes and characteristics**
- **1.G.A.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- **ELD-SI.K-3.Explain-** Share initial thinking with others Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works
- **1.G.A.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
- **1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
-

Supporting and Additional Standards

- **L.KL.1.1.** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RI.CR.1.1.** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **1. DL. A.1.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Primary Interdisciplinary Connections

- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic

society.

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

Computer Science and Design Thinking Standards

- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
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Evidence of Student Learning

Performance Tasks/Use of Technology: • Conferencing/individual small group • Centers • Whole group instruction • Word problems • Observations • Google slides • IXL • Kahoot	Other Assessments Formative • Quizzes • Exit slips • Peer/self assessments • Think/pair share • Comprehension checks • Strategic questioning • Data collection dashboard Summative Benchmark Assessments Alternate Assessments
Knowledge and Skills	
Content	Skills
Unit Essential Questions • How can you sort shapes? • How do you put shapes together to make new shapes?	Students will be able to.. • Understand that you can sort shapes by counting the number of sides and corners

• How can you divide shapes into two (halves) and four (fourths) equal parts? Enduring Understanding <i>Students will know : “I can.....”</i> • Use sides and corners to name shapes • Put shapes together to make new shapes • Break shapes into halves • Break shapes into fourths	• Create new shapes by putting two or more shapes together • Divide shapes into equal parts, including halves and fourths
Instructional Plan	
Suggested Activities	Resources
Geometry: Shape Walk Lesson: <u>Try it:</u> Give each student a clipboard, paper, & pencil. Have them walk around the room writing down different places they see 2D objects. For example, Desk=square, carpet=rectangle They have to also write how many sides and corners the shapes have. <u>Discuss it:</u> Review different 2D shapes with students. Show the class examples of each shape using manipulatives. Have the students discuss what they found and how they came to that answer. The teacher will read aloud “Shapesville” to the class. Discuss how all shapes are different colors, sizes, and have different talents, just like us. <u>Connect it:</u> Students do a shape walk of the school in pairs or small groups to write down different shapes they see and where	Resources for on-grade students: • Differentiated according to informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Anchor Charts • Touch Math with teacher guidance • Video Guidance Resources for students approaching grade level expectations: • Differentiated according informal assessments • 120 chart to assist with addition and subtraction • Connecting cubes for addition and subtraction • Counters to fill in ten frames • Touch point chart • Manipulatives with small group guidance • Highlighters for close read strategies • Touch Math small group

they see it. They also write down how many sides and corners the shapes have.

Sample WIDA Language Objectives

- **For Level 1–2 Learners:** Students will **identify and match** geometric shapes in the classroom to picture cards by labeling them with content-specific nouns (e.g., *square, triangle*).
- **For Level 3–4 Learners:** Students will **describe** environmental objects using sentence frames to inform a partner of their geometric attributes (e.g., *"The clock is a circle because it is round and has zero corners."*)

- Word Banks

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

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Useful links / online resources

- Print Material
- White board
- Computer
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- Document Reader
- Picture Books
 - *Shape Up! Fun with Triangles and Other Polygons*
 - *The Lion's Share*
 - *Shapes That Roll*
 - *Twizzlers Pull n Peel Math*-by Jerry Pallotta
 - *Building a Mini Park Signs*
 - *The Greedy Triangle*-by Marilyn Burns
 - *Shape Up*
 - *Not Enough Room*-by Joanne Rocklin
 - *The Shape of Things*
 - *Shape of Things*
 - *Shape Space*
 - *When a Line Bends...A Shape...*
 - *Sea Shapes*
 - *Round is a Mooncake*
 - *Shapesville*

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- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
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- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
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- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals-hands-on shape manipulatives
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- Extension Activity- Build a 3-D city
- Use Varied Modes Of Pre-assessment And Assessment

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- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
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- Create a nurturing environment-Address Student Needs, Create a Sense of Order, Greet Students at the Door Every Day, Let Students Get to Know You, Get to Know Your Students
- Provide visuals
- Be flexible with assignments and time frames

Core Instructional and Supplemental Materials

Core Instructional:

enVisions Mathematics textbook

Math manipulatives

Student editions

Technology resources

IXL
Prodigy
Starfall
ABCya
Xtramath
Splash Math
Snorkl
Generation Genius
Kahoot

Teacher Notes/Reflections:

Introduce a concept or entity through... ■ Generalized nouns to identify concept (fractions, equations, plot graphs) ■ Relating verbs (be, have) to define or describe concepts (Fractions are pieces of a whole thing.) ■ Mathematical terms to describe concept, process, purpose, or action (mean, quotient, divide, subtract, reduce) Describe solutions and steps used to solve problems with others through... ■ Abstract nouns to establish context (process, answer, approach, solution) ■ Past tense doing (added, grouped) and thinking (thought, remembered) verbs to recount steps ■ Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution ■ Connectors to order steps (first, next, then) and show causal relationships (because, so, then) ■ Compare/contrast signal words to differentiate results, approaches, objects (Our solution is... but your group has a different solution.) State reasoning used to generate solutions through... ■ If/then clause structures to show reasoning (if a shape only has 3 sides, then it is a triangle) ■ Declarative statements to state conclusion with a neutral stance of authority (This shows five 3rd-grade students jumped higher than the average of seven inches.) ■ Thinking verbs to reflect on the process (I wonder if we tried, if it would be different, I think we should have done...)

Create conjecture using definitions through... ■ Relating verbs (have, belong to, be) to make a claim (A is bigger than B because it is taller.) ■ Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture (All squares have 4 equal sides. Triangles always have 3 sides.) Generalize by finding commonalities across cases through... ■ A variety of structures such as comparatives (er, est; more, most); demonstratives (these, both, that) to point out similarities (Both squares and rhombuses have 4 equal sides, $\frac{1}{2}$ is bigger than $\frac{1}{4}$) ■ Conditional structures (if/then, when) to draw conclusions (If $34+68=102$ then $102-68=34$, When a number is even you can divide it into two equal parts.) Justify conclusion steps and strategies in simple patterns through... ■ Technical nouns to add precision and details (place value, communicative property, angles, measurement, fractions, even/odd) ■ Causal connectors (because, so, that means) to present case to others (The taller rectangle isn't always bigger because you have to look at the area inside.) ■ Drawings, manipulatives, models, diagrams to support thinking Identify and respond to others' arguments through... ■ Questions (how, what, why) to ask for clarification or information (How did you get your answer?) ■ Declarative statements to disagree/debate (I disagree, I'm not sure, I got a different answer...) ■ Declarative statements to counter claim or reasoning (5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal)