Wall Township Public Schools	Board Approval Date: 8/18/26
Course Title: Grade 1 Math	
Course Description: This Grade 1 mathematics course develops students' understanding of number sense, place value, addition and subtraction, data analysis, geometry, measurement, time, and money. Through hands-on learning, mathematical discourse, and real-world problem solving, students build conceptual understanding, computational fluency, and confidence with the New Jersey Student Learning Standards for Mathematics.	

Course Sequence & Pacing	
Unit Title	**MP/Weeks**
Unit 1: Relating Addition and Subtraction In this unit students develop foundational addition and subtraction concepts within 10 by exploring number relationships, counting strategies, fact families, and word problems. The unit builds fluency and conceptual understanding through hands-on problem solving.	MP 1 - Wks 1 - 7 (33 days)
Unit 2: Addition and Subtraction within 20 In this unit students develop place value understanding with teen numbers while building efficient addition and subtraction strategies. Emphasis is placed on flexible thinking, computational fluency, and solving real-world problems.	MP 1-2 - Wks 8 - 12 (28 days)
Unit 3: Solving Word Problems and Making Comparisons In this unit students apply addition and subtraction skills to more complex problem-solving situations while collecting and interpreting data and analyzing equations. The unit strengthens reasoning and mathematical communication.	MP 2 - Wks 13 -17 (23 days)
Unit 4: Using 10s and 1s to Organize and Count In this unit students deepen their understanding of place value by representing, reading, comparing, and ordering numbers to 120. The unit develops number sense and prepares students for computation with larger numbers.	MP 3 - Wks 18-21 (18 days)
Unit 5: Operations with 10s and 1s In this unit students apply place value concepts to add and subtract multiples of ten and solve addition problems involving two-digit numbers. The unit builds computational fluency and flexible strategies for working with larger numbers.	MP 3-4-Wks 22-26 (23 days)
Unit 6: Geometry and Measurement In this unit students investigate two-dimensional shapes, equal shares, measurement, time, and money while applying mathematical concepts in authentic contexts. The unit integrates geometry, measurement, and financial literacy to reinforce practical problem-solving skills.	MP 4 - Wks 27 - 31 (25 days)

Unit 1

Desired Results

Unit 1 Title: Relating Addition and Subtraction

Unit Summary: In this unit students develop foundational addition and subtraction concepts within 10 by exploring number relationships, counting strategies, fact families, and word problems. The unit builds fluency and conceptual understanding through hands-on problem solving.

Learning Standards

NJSLS:

- 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).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1 Students solve problems using counting on, counting back, number partners, fact families, drawings, manipulatives, and equations.
- 9.4.2.CL.1 Use technology to practice, create, or communicate learning appropriately.

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.2.AP.1 Create a set of step-by-step directions to solve a problem or complete a task. (Algorithms & Programming)
- 8.1.2.AP.2 Demonstrate debugging skills by identifying and correcting errors in a sequence of instructions.
- 8.1.2.AP.4 Break down a task into a sequence of smaller steps to understand and solve problems.

Interdisciplinary Connections:

English Language Arts (2023 NJSLS-ELA)

- RI.CR.1.1 Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)
- 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
- W.IW.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

- SL.PE.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts.
- L.VL.1.2 Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Learning Targets

Unit Essential Questions:

- How are addition and subtraction related?
- How can counting strategies help solve problems efficiently?
- How can numbers be broken apart to make solving problems easier?
- How do models, drawings, and equations help explain mathematical thinking?

Unit Enduring Understandings:

- Numbers can be broken apart and put together in different ways to solve problems.
- Addition and subtraction are related operations that can be used to solve unknown quantities.
- Counting strategies help build efficient and accurate addition and subtraction skills.
- Mathematical models, drawings, and equations help communicate mathematical thinking.

Mathematical Vocabulary

- addition
- subtraction
- count on
- count back
- fact family

Academic Vocabulary

- model
- represent

Additional Vocabulary

- total
- number partner
- equal
- equal to
- equal sign (=)
- equation
- plus sign (+)
- minus sign (-)

Students will be able to:

- Find missing number partners for 10.
- Count on to add.
- Count back to subtract.
- Use addition to solve subtraction problems.
- Solve addition and subtraction word problems within 10.

- Use mathematical vocabulary to describe addition and subtraction.
- Model addition and subtraction using objects, drawings, and equations.
- Explain mathematical reasoning using appropriate vocabulary

Assessment Evidence

Formative Assessments:

- Unit Self Check
- Teacher observation during guided practice
- Math discussions and partner conversations
- Exit tickets
- Student models using manipulatives
- Whiteboard responses
- Vocabulary activities
- Problem-solving journals
- Lesson Checks
- Math in Action Performance Task: **Make Fruit Snacks**

Summative Assessments:

- Unit 1 Assessment
- Performance-based application task
- Teacher evaluation of problem-solving strategies and mathematical communication

Common Benchmark Assessments:

- iReady Beginning of Year Diagnostic
- USNS Fall Assessment

Core Instructional & Supplemental Materials

Teacher Resources	Student Resources	Manipulatives	Technology	Other Materials
i-Ready Classroom Mathematics Teacher Guide Teacher Toolbox Vocabulary Cards Unit Self Check	Student Worktext Vocabulary pages Glossary Math Journal	• Two-color counters • Connecting cubes • Ten frames • Number lines • Number cards • Counters • Dry-erase boards and markers	i-Ready Classroom Digital Resources Interactive whiteboard or document camera (optional)	Pencils Crayons/colored pencils Chart paper Anchor charts Math tools for modeling and representing addition and subtraction

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

Desired Results

Unit 2 Title: Addition and Subtraction within 20

Unit Summary: This unit extends students' understanding of addition and subtraction within 20 by developing place value concepts with teen numbers and strengthening efficient computation strategies. Students learn to compose and decompose teen numbers, add three numbers, use the make-a-ten strategy for addition and subtraction, and apply doubles and near doubles facts to solve problems. Throughout the unit, students build conceptual understanding, mathematical fluency, and confidence using models, equations, and mental math strategies

Learning Standards

NJSLS:

- 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.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.”

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.2.CT.1 - Identify the problem and use critical thinking to develop a solution.
- 9.4.2.CT.2 - Identify multiple approaches to solve a problem.
- 9.4.2.CI.1 - Demonstrate openness to new ideas and perspectives.
- 9.4.2.TL.1 - Use technology to practice and communicate learning appropriately.

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.2.AP.1 - Create a set of step-by-step directions to solve a problem or complete a task.
- 8.1.2.AP.2 - Demonstrate debugging skills by identifying and correcting errors.
- 8.1.2.AP.4 - Break down a task into a sequence of smaller steps.

Interdisciplinary Connections:

English Language Arts (2023 NJSLS-ELA)

- RI.CR.1.1 – Ask and answer questions about key details in informational text.
- RI.IT.1.3 – Describe relationships among pieces of information in a text.
- W.IW.1.2 – Write informative/explanatory pieces to convey ideas and information.
- SL.PE.1.1 – Participate in collaborative conversations with diverse partners.
- L.VL.1.2 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Science (2026 NJSLS-Science)

- K-2-ETS1-1 - Ask questions, make observations, and gather information to define a simple problem.
- K-2-ETS1-2 - Develop a sketch, drawing, or physical model to illustrate a solution.
- K-2-ETS1-3 - Analyze data from tests of two objects designed to solve the same problem.

Learning Targets

Unit Essential Questions:

- How does understanding tens and ones help us solve problems?
- How can breaking apart numbers make addition and subtraction easier?
- Why are some addition strategies more efficient than others?
- How can mathematical models help explain our thinking?

Unit Enduring Understandings:

- Teen numbers are composed of one ten and some ones.
- Numbers can be composed and decomposed in different ways to make addition and subtraction more efficient.
- Understanding number relationships leads to flexible and accurate computation.
- Mathematical models and strategies help explain and justify solutions.

Mathematical Vocabulary

- addend
- compose
- decompose
- make a ten
- teen numbers

Academic Vocabulary

- explain
- strategy

Additional Vocabulary

- add
- count on
- doubles
- doubles plus 1
- doubles minus 1
- equal
- equation
- fact family
- number partner
- ones
- organize
- order
- part
- plus
- model
- tens
- total

Students will be able to:

- Count objects using one-to-one correspondence.
- Show, write, read, and count numbers 0–5.
- Demonstrate that 0 represents no objects.
- Compare two groups using the terms more, less, and same.
- Identify the number that is one more than a given number.
- Name and describe three-dimensional shapes.
- Compare two objects to determine which is heavier or lighter.
- Use mathematical vocabulary to describe numbers, shapes, and weight.
- Explain mathematical thinking using words, pictures, objects, and models.

Assessment Evidence

Formative Assessments:

- Unit Self Check
- Build Your Vocabulary
- Daily Number Sense activities
- Counting Tips
- Teacher observation
- Guided practice
- Exit tickets
- Partner discussions
- Whiteboard responses
- Lesson Checks
- Interactive digital practice
- Interactive tutorials
- Unit and Lesson Comprehension Checks
- Math in Action: **Plan Camp Activities**

Summative Assessments:

- Unit Review
- Unit Assessment Form A
- Unit Assessment Form B
- Math in Action Performance Task
- Student Self Reflection

Core Instructional & Supplemental Materials

Teacher Resources	Student Resources	Manipulatives	Technology	Other Materials
i-Ready Classroom Mathematics Teacher Guide Teacher Toolbox Centers Library Lesson-Level Differentiation Resources Tools for Instruction Learning Activities Enrichment Activities	Student Worktext Vocabulary Pages Self Check Unit Review Math in Action Self Reflection	• Connecting cubes • Counters • Ten frames • Number lines • Number cards • Math Toolkit models	i-Ready Classroom Digital Resources Interactive Tutorials Interactive Practice Learning Games (Hungry Guppy/Fish, Match, Zoom, Bounce) Personalized Instruction Digital Assessment Reports	Whiteboards and markers Pencils Crayons/colored pencils Chart paper Anchor charts Visual models for teen numbers and make-a-ten strategies

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.
- 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 3

Desired Results

Unit 3 Title: Solving Word Problems and Making Comparisons

Unit Summary: This unit develops students' ability to solve addition and subtraction word problems within 20, compare quantities, organize and interpret data, and determine whether equations are true or false. Students use objects, drawings, equations, picture graphs, and tally charts to represent mathematical thinking while developing a deeper understanding of the relationship between addition and subtraction.

Learning Standards

NJSLS:

- 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.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 *(CLKS)*:

- 9.4.2.CT.1 - Identify the problem and use critical thinking, creativity, and collaboration to develop a solution.
- 9.4.2.CT.2 - Identify multiple approaches to solve a problem.
- 9.4.2.CI.1 - Demonstrate openness to new ideas and perspectives.
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Computer Science & Design Thinking (*CS & DT***):**

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- 8.1.2.AP.4 - Break down a task into a sequence of smaller steps.

Interdisciplinary Connections:

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- RI.CR.1.1 – Ask and answer questions about key details in informational text.

- RI.IT.1.3 – Describe relationships among pieces of information in a text.
- W.IW.1.2 – Write informative/explanatory pieces to convey ideas and information.
- SL.PE.1.1 – Participate in collaborative conversations with diverse partners.
- L.VL.1.2 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Science (2026 NJSLS-Science)

- K-2-ETS1-1 - Ask questions, make observations, and gather information to define a simple problem.
- K-2-ETS1-2 - Develop a sketch, drawing, or physical model to illustrate a solution.
- K-2-ETS1-3 - Analyze data from tests of two objects designed to solve the same problem.

Learning Targets

Unit Essential Questions:

- How can addition and subtraction help solve real-world problems?
- How can data be collected and organized to answer questions?
- What does the equal sign tell us about two quantities?
- How can equations, graphs, and models help explain mathematical thinking?

Unit Enduring Understandings:

- Addition and subtraction can be used to solve and compare real-world situations.
- Data can be collected, organized, represented, and interpreted to answer questions.
- The equal sign represents a relationship in which two quantities have the same value.
- Mathematical models, equations, graphs, and words help explain mathematical thinking.

Mathematical Vocabulary

- compare
- data
- difference
- equation
- sort

Academic Vocabulary

- organize
- survey

Additional Vocabulary

- addend
- addition
- attribute
- equal
- equal sign
- fact family
- false
- fewer
- more
- minus
- picture graph
- plus
- quantity
- solve
- subtraction
- tally chart
- tally marks
- total
- true

Students will be able to:

- Solve addition and subtraction word problems within 20 using models and equations.
- Solve “compare” problems involving "how many more" and "how many fewer."
- Represent known and unknown quantities using equations.
- Use related addition and subtraction equations to check solutions.
- Collect, organize, represent, and interpret data using tally charts and picture graphs.
- Ask and answer questions using data displays.
- Determine whether equations are true or false.
- Find unknown numbers in addition and subtraction equations.
- Explain mathematical reasoning using appropriate mathematical vocabulary and representations.

Assessment Evidence

Formative Assessments:

- Self Check
- Build Your Vocabulary
- Daily Number Sense activities
- Counting Tips
- Teacher observation
- Guided practice
- Exit tickets
- Partner discussions
- Whiteboard responses
- Lesson Checks
- Interactive tutorials
- Interactive digital practice
- Unit and Lesson Comprehension Checks
- Math in Action: **Design a Park**

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Common Benchmark Assessments:

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Unit 4

Desired Results

Unit 4 Title: Using 10s and 1s to Organize and Count

Unit Summary: This unit develops students' understanding of the base-ten number system by introducing two-digit numbers as groups of tens and ones. Students use concrete models, visual representations, and a 120 chart to compose, decompose, read, write, compare, and describe numbers through 120. They identify patterns within the number system, mentally find 10 more and 10 less, and compare two-digit numbers using place value and mathematical symbols.

Learning Standards

NJSLS:

- 1.NBT.A.1 Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
    - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
    - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
    - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
- 1.NBT.C.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.A.1 Apply critical thinking and problem-solving.
- 9.4.D.1 Demonstrate creativity and innovation.
- 9.4.M.2 Organize and analyze information to solve problems.

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.2.DA.1 Collect and organize data to answer questions.
- 8.2.2.ED.1 Communicate design ideas through sketches, models, or other representations.

Interdisciplinary Connections:

English Language Arts (2023 NJSLS-ELA)

- SL.1.1 Participate in collaborative discussions.
- SL.1.4 Describe mathematical thinking using appropriate details.
- L.1.6 Acquire and accurately use grade-appropriate academic and domain-specific vocabulary.

Science (2026 NJSLS-Science)

- K-2 ETS1 1-3 - Students organize, represent, and compare numerical information while solving authentic design challenges such as planning a pollinator garden.

Climate Change Education
Students use mathematical data to make informed decisions about pollinator gardens and observe relationships between plants and pollinators during the culminating task.
Diversity, Equity, and Inclusion
Students engage in collaborative mathematical discourse, use multiple representations to demonstrate understanding, and work cooperatively while respecting diverse approaches to problem solving. Instruction aligns with the **New Jersey Amistad Commission**, **Holocaust Education** by fostering inclusive classroom discussions, equitable participation, and respect for all learners. Mathematical content in this unit does not include direct historical or cultural instruction, so these mandates are addressed through inclusive instructional practices rather than specific lesson content.

Learning Targets

Unit Essential Questions:
- How does grouping ones into tens help us count and understand numbers?
- How can place value help us read, write, and compare two-digit numbers?
- How can patterns on a 120 chart help us find 10 more or 10 less?
- How does understanding tens and ones make comparing numbers easier?

Unit Enduring Understandings:
- Our number system is organized into groups of tens and ones.
- The value of a digit depends on its place in a number.
- Number patterns can be used to count efficiently and solve problems.
- Comparing the tens first, then the ones, helps determine which number is greater or less.

Mathematical Vocabulary
- column
- compare
- digit
- greater than (>)
- less than (<)
- ones
- place value
- row
- tens
- equal (=)

Academic Vocabulary
- example
- organize
- order
- predict
- value

Students will be able to:
- Organize objects into groups of tens and ones.
- Count collections by tens and then by ones.
- Represent two-digit numbers using concrete models and place value drawings.
- Read, write, and count to 120 beginning at any number.
- Identify and explain number patterns on a 120 chart.
- Mentally determine 10 more and 10 less than any two-digit number.
- Explain that the tens digit represents groups of ten and the ones digit represents individual ones.

- Compare two-digit numbers using place value.
- Correctly use the symbols >, <, and = to compare numbers.
- Use mathematical vocabulary to describe and explain place value concepts.

Assessment Evidence

Formative Assessments:

- Daily teacher observation
- Number talks
- 120 chart activities
- Place value modeling with manipulatives
- Turn-and-talk discussions
- Exit tickets
- Interactive practice
- Math journal responses
- Centers and fluency activities
- Unit comprehension checks
- Small-group instruction
- Student self-check and self-reflection

Summative Assessments:

Lesson Assessments (Lessons 15-17)
Unit Review
Unit Assessment (Forms A & B)
Math in Action Performance Task: **Plan a Pollinator Garden**, requiring students to:

- count, read, and write numbers through 120,
- represent tens and ones,
- compare two-digit numbers,
- analyze and interpret data.

Core Instructional & Supplemental Materials

- Base-ten blocks
- Connecting cubes
- Counters
- Tens and Ones mat
- 120 chart
- Number cards
- Place value charts
- Interactive Tutorials
- Interactive Practice
- Learning Games (Zoom and Bounce)

- Teacher Toolbox resources
- Student Worktext
- i-Ready Personalized Instruction

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.
- 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 5

Desired Results

Unit 5 Title: Operations with 10s and 1s

Unit Summary: This unit extends students' understanding of place value by applying tens and ones to addition. Students add and subtract multiples of ten, add one-digit and two-digit numbers, add two-digit numbers with and without making a ten, and use place value models and strategies to explain their mathematical reasoning.

Learning Standards

NJSLS:

- 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.
- 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
- 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 *(CLKS)*:

- 9.4.2.CT.1 -Identify the problem and use critical thinking, creativity, and collaboration to develop a solution.
- 9.4.2.CT.2 - Identify multiple approaches to solve a problem.
- 9.4.2.TL.1 - Use technology to practice and communicate learning.

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.2.AP.1 - Create a set of step-by-step directions to solve a problem.
- 8.1.2.AP.2 - Demonstrate debugging skills by identifying and correcting errors in a sequence of instructions.

Interdisciplinary Connections:

English Language Arts (2023 NJSLS-ELA)

- SL.PE.1.1 – Participate in collaborative conversations with diverse partners.
- SL.PI.1.4 – Describe people, places, things, and events with relevant details, expressing ideas clearly.
- L.VL.1.6 – Use words and phrases acquired through conversations, reading, and being read to, including grade-appropriate general academic and domain-specific vocabulary.

Science (2026 NJSLS-Science)

- K-2-ETS1-1 - Ask questions, make observations, and gather information to define a simple problem.
- K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed.

Learning Targets

Unit Essential Questions:

- How does place value help us add larger numbers?
- Why is making a ten an efficient addition strategy?
- How can numbers be broken apart and put back together to solve problems?
- How can models and equations help explain mathematical thinking?
- How can models and equations help us represent number relationships?

Unit Enduring Understandings:

- Place value provides an efficient way to add and subtract larger numbers.
- Numbers can be decomposed and recomposed to make addition easier.
- Mathematical models and strategies help explain why addition methods work.
- Flexible thinking allows mathematicians to solve problems using more than one strategy.

Mathematical Vocabulary

- addend
- make a ten
- ones
- tens
- total

Academic Vocabulary

- combine
- solution

Additional Vocabulary

- add
- count on
- decompose
- digit
- subtract

Students will be able to:

- Add and subtract multiples of ten.
- Add multiples of ten to two-digit numbers.
- Represent multiples of ten as groups of tens and zero ones.
- Decompose two-digit numbers into tens and ones.
- Add one-digit numbers to two-digit numbers using place value strategies.
- Add two two-digit numbers using models and place value.
- Make a ten when adding two-digit and one-digit numbers.
- Compose and decompose numbers to solve addition problems.
- Explain mathematical reasoning using place value models, equations, and mathematical vocabulary.

Assessment Evidence

Formative Assessments

- Self Check
- Build Your Vocabulary
- Daily Number Sense activities

- Counting Tips
- Teacher observation
- Guided practice
- Exit tickets
- Partner discussions
- Whiteboard responses
- Lesson Checks
- Interactive Tutorials
- Interactive digital practice
- Unit and Lesson Comprehension Checks
- Math in Action: **Donate Pet Toys**

Summative Assessments:

- Unit Review
- Unit Assessment Form A
- Unit Assessment Form B
- Math in Action Performance Task
- Student Self Reflection

Common Benchmark Assessments:

- iReady EOY

Core Instructional & Supplemental Materials

Teacher Resources

- i-Ready Classroom Mathematics Teacher Guide
- Teacher Toolbox
- Centers Library
- Lesson-Level Differentiation Resources
- Tools for Instruction
- Learning Activities
- Enrichment Activities

Student Resources

- Student Worktext
- Vocabulary Pages
- Self Check
- Unit Review
- Math in Action
- Self Reflection

Manipulatives

- Base-ten blocks
- Place value models
- Number charts
- Math Toolkit models

Technology

- i-Ready Classroom Digital Resources
- Interactive Tutorials
- Interactive Practice and Reports
- Learning Games (Hungry Fish and Match)
- Unit and Lesson Comprehension Checks
- Personalized Instruction

Other Materials

- Whiteboards and markers
- Pencils
- Chart paper
- Anchor charts
- Graphic organizers

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

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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 6

Desired Results

Unit 6 Title: Geometry and Measurement

Unit Summary: This unit introduces students to geometry and measurement concepts through the study of two- and three-dimensional shapes, equal parts, telling time, comparing and measuring length, and identifying the value of coins. Students describe and compose shapes, partition shapes into equal parts, read analog and digital clocks, compare and measure objects, and apply these skills in real-world contexts.

Learning Standards

NJSLS:

- 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Clarification: Students do not need to learn formal names such as "right rectangular prism.")
- 1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
- 1.M.A.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.M.C.4 Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).
- 1.M.C.5 Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways (e.g., 25¢ as two dimes and one nickel or as five nickels; $20 as two tens or twenty ones).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.2.ML.1 Read, analyze, and use information from print and digital resources.
- 9.4.2.TL.1 Use technology to practice and communicate learning.
- 9.4.2.CT.1 Identify problems and develop possible solutions.

Computer Science & Design Thinking ***(****CS & DT****)*:

- 8.1.2.DA.1 Collect and organize data to answer questions.
- 8.1.2.AP.1 Create a set of step-by-step directions to solve a problem.

Interdisciplinary Connections:

English Language Arts (2023 NJSLS-ELA)

- SL.PE.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts.
- SL.PI.1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- L.VL.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including grade-appropriate general academic and domain-specific vocabulary.

Science (2026 NJSLS-Science)

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Learning Targets

Unit Essential Questions:

- How can attributes help us identify and describe shapes?
- What does it mean to divide a shape into equal parts?
- How can we measure and compare objects accurately?
- How do time and money help us in everyday life?

Unit Enduring Understandings:

- Shapes can be described, classified, and combined using their defining attributes.
- Equal parts help describe and compare portions of a whole.
- Measurement provides a consistent way to compare objects and describe the world.
- Time and money are mathematical concepts used in everyday life.

Mathematical Vocabulary

- halves
- hour
- rhombus
- vertex
- whole

Academic Vocabulary

- describe
- prove

Additional Vocabulary

- analog clock
- attribute
- cent
- circle
- compare
- compose
- digital clock
- dime
- dollar
- edge
- equal parts
- face
- fourths
- half hour
- half past
- hour hand
- length
- longer
- longest
-

Additional Vocabulary (cont'd.)

- measure
- minute
- minute hand
- nickel
- o'clock
- penny
- quarter
- quarters
- rectangle
- shorter
- shortest
- side
- solid
- square
- taller
- tallest
- trapezoid
- unequal parts
- unit
- value

Students will be able to:

- Distinguish between defining and non-defining attributes of shapes.
- Analyze, describe, build, draw, and compose two- and three-dimensional shapes.
- Partition circles, squares, and rectangles into halves and fourths.
- Describe equal parts using the terms halves, fourths, quarters, and whole.
- Read and write time to the hour and half hour using analog and digital clocks.
- Compare, order, and describe object lengths.
- Measure objects using non-standard units with no gaps or overlaps.
- Identify pennies, nickels, dimes, and quarters and determine the value of collections of coins.
- Explain mathematical thinking using models, measurements, and appropriate vocabulary.

Assessment Evidence

Formative Assessments:

- Self Check
- Build Your Vocabulary
- Daily Number Sense activities
- Counting Tips
- Teacher observation
- Guided practice
- Math Centers
- Partner discussions
- Exit tickets
- Lesson Checks
- Interactive Tutorials
- Interactive Practice
- Unit and Lesson Comprehension Checks
- Math in Action: **Craft a Kite**

Summative Assessments:

- Unit Review
- Unit Assessment Form A
- Unit Assessment Form B
- Self Reflection
- Math in Action Performance Task: **Craft a Kite**

Common Benchmark Assessments:

- iReady EOY
- USNS Spring Assessment

Core Instructional & Supplemental Materials

Teacher Resources

- i-Ready Classroom Mathematics Teacher Guide
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- Centers Library
- Lesson-Level Differentiation Resources
- Tools for Instruction
- Learning Activities
- Enrichment Activities

Student Resources

- Student Worktext
- Vocabulary Pages
- Self Check
- Unit Review
- Self Reflection
- Math in Action

Manipulatives

- Pattern blocks and geometric shapes
- Two- and three-dimensional shape models
- Analog and digital clocks
- Non-standard measuring tools (connecting cubes, paper clips, etc.)
- Coins (pennies, nickels, dimes, quarters)

Technology

- i-Ready Classroom Digital Resources
- Interactive Tutorials
- Interactive Practice and Reports
- Unit and Lesson Comprehension Checks
- Personalized Instruction

Other Materials

- Whiteboards and markers
- Pencils
- Chart paper
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