# Subject Area: Mathematics Grade Level: First Grade Bedminster Township School

# **Unit 1: Relating Addition and Subtraction**

Dates:

September - October

Time Frame:

36 days

#### Overview

This unit is designed to establish a strong foundation in early mathematics by focusing or number sense within 10. Through engaging and hands-on activities, students will explore number composition, operations, and problem-solving strategies. By connecting concrete manipulatives, visual representations, and real-world scenarios, students will develop a deep conceptual understanding of addition and subtraction. This unit emphasizes the importance of flexible thinking and problem-polying as students learn to choose appropriate strategies to solve a variety of problems. Ultimately this unit aims to equip students with the essential number sense skills necessary for future mathematical success.

# Enduring United standings

- Numbers are composed of smaller parts
- Addition and subtraction are inverse operations.
- Mathematical symbols and representations can be used to model real-world situations.
- Problem-solving involves analyzing a situation, selecting appropriate strategies, and justifying solutions.
- Mathematical ideas can be in presented in multiple ways.

# Skill and Knowledge Objectives

#### Content Objectives:

- Recognize number partners for 10 and show them on models, such as 10-frames and number bonds.
- First the missing number partner for 10 when one number is known.
- Doi no "equations to physical and visual representations of number partners for 10.
- Observe that the order of addends does not change the total of 10.
- Understand the meaning of actions described in addition and subtraction problems.
- Show and describe the actions in word problems using physical models, visual models, and symbols.
- Connect the meaning of models and symbols to contexts of word problems.
- Analyze word problems to determine how to solve them.
- Use objects, drawings, and equations to represent and solve addition and subtraction problems within 10.
- Use the count-on strategy to add.
- Use the count-back strategy to subtract.
- Understand the relationship between addition and subtraction. When efficient, use a counting-on strategy to

- solve a subtraction problem.
- Identify, write, and use related addition and subtraction equations to solve subtraction problems.
- Generate groups of related addition and subtraction equations, called fact families.
- Make sense of stories being told in problems and use equations to represent problems.
- Work with change-unknown problems.
- Choose strategies and tools to efficiently solve word problems within 10.
- Use strategies, such as counting on or counting back, to add and subtract numbers up to 10.
- Represent real-world problems with physical and visual models.
- Solve addition and subtraction word problems.
- Interpret data from a class data display to answer questions.

### **Language Objectives:**

- Compare the ways the number partners for 10 are shown in different models.
- Explain how to find the missing number partner for 10 when one number is known.
- Describe how an equation represents a model of number partners for 10.
- Identify that the same addends in a different order still total 10 using equations.
- Demonstrate active listening using body language and by saying what was understood.
- Demonstrate understanding of actions in addition and subtraction problems using objects, visual models, and symbols.
- Explain orally how models and symbols represent word problems.
- Describe and give reasons for the strategy or steps used to solv. a word problem.
- Justify thinking by saying how an idea makes sense.
- Describe how objects, drawings, and equations represent addition and subtraction problems within 10.
- Explain how to use the count-on strategy to add and the count-back strategy to subtract using a number path.
- Explain orally how addition and subtraction equations are related.
- Describe how to use a counting-on strategy to solve a subtraction problem.
- State and write related addition and subtraction equations that can be used to solve problems.
- Agree with and build on others' idea; in partner and whole class discussions.
- Explain how to generate groups of rolated addition and subtraction equations using the term fact families.
- Write equations to represent word problems with the change unknown, using equation frames.
- Describe efficient stratagies and tools to solve word problems within 10.
- Use respectful language when disagreeing with a classmate's ideas.

## **Unit Vocabulary:**

Equal sign, equation, number partner, plus sign, total, addition, equal/equal to, minus sign, plus sign, subtraction, add, count back, sount on, result, solution, total, part, result, fact family, total, identify, strategy

#### **ASSESSMENTS**

All Lesson Quizzes, Mid-Unit Assessments, and Unit Assessments can be found here

#### Pre-Assessment:

Diagnostic Assessment (i-Ready Classroom Central)

#### **Formative Assessment:**

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

#### Self-Reflection/Self-Assessment:

- Unit Skills Self-Check (in Student Worktext)
- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

#### **Summative Assessment:**

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

#### All assessments are to be modified per student IEPs, 504s, I&RS plans, and individual reads.

Suggested accommodations for daily instruction and assessments include but should not be limited to.

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as appropriate
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) student's

#### RESCURCES

#### **PRINT RESOURCES:**

- In-Class Instruction and Practice:
  - Teacher's Guide
    - Lesson Progression
    - MLL Language Expectations
    - Connect to Culture
    - Discussion Prompts and Instructional Support
  - Student Worktext (Use the plue pages for in-class instruction and practice)
    - Instruction
- Independent Practic for School or Home
  - Teacher's Guide
    - Addit. nat i ractice
    - Cumulative Practice
  - Studer it is orktext (Use the green pages for independent practice)
    - Adultional Practice
    - Cumulative Practice

#### 1 ∍acher Toolbox

- Fluency and Skills Practice
- Unit Game
- Cumulative Practice

#### Assessments and Reports

- Teacher's Guide
  - Starts
  - Support Whole Group/Partner Discussion
  - Ask/Listen Fors
  - Common Misconceptions
  - Error Alerts

- Close: Exit Ticket
- Student Worktext
  - Self Checks
  - Apply It
  - Reflect Questions
  - Self Reflection
  - Math Journal Questions
  - Unit Review
- Teacher Toolbox
  - Editable Lesson Quizzes
  - Editable Mid-Unit and Unit Assessments

#### Differentiation

- Before the Unit/Lesson: Prerequisites Report
  - Prerequisites Report: Resources
- During the Lesson: Teacher's Guide
  - Hands-On Activities or Visual Models
  - Deepen Understanding
  - MLL Differentiated Instruction
  - Refine Sessions
- After the Lesson: Teacher Toolbox
  - Reteach: Tools for Instruction
  - Reinforce: Math Center Activities
  - Extend: Enrichment Activities

#### **DIGITAL RESOURCES**

#### • In-Class Instruction and Practice:

- Interactive Tutorials
- Digital Math Tools
- PowerPoint Slides

#### • Independent Practice for School or Home

- Digital Math Tools
- Learning Games
- Interactive Practice

### • Assessments and Reports

- Diagnostic
- o Lesson, Mid-Unit, and Unit Comprend checks
- Prerequisites Report
- Comprehension Check Paperis

#### Differentiation

- Interactive Tutorials
- Digital Math Tools
- Learning Games

#### **STANDARDS**

# 2023 NJ Studer Learning Standards (NJSLS) for Mathematics:

- 1.OA.A. ': Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from puriting 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.
- 1.24.B.3: Apply properties of operations as strategies to add and subtract.
- SA.B.4: Understand subtraction as an unknown -addend problem.
- 1.OA.C.5: Relate counting to addition and subtraction.
- 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; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

#### Standards for Mathematical Practice (SMP):

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.

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

## 2023 NJ Student Learning Standards (NJSLS) for English Language Arts:

- R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and text*, with peers and adults in small and larger groups.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

# 2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers: Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.

#### **NJSLS - Technology**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interact: e digital games or activities.

# SOCIAL AND EMOTIONAL COMPERENCIES - activities/topics [optional]

#### Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strengths or weaknesses.
- Routinely give students the opportunity to share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that asks student, to identify feelings they might have in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy problem?," "Would you feel din area or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide auther. 'c feedback and also ask dialoguing questions that help students reflect on their strengths and interests. '.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?," "I can tell you're proud of how you did on this project. Can you tell me what about this you're most proud of?"
- At the end of the unit have students self-assess progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the **Student Worktext Self-Reflection** page. Encourage students to revisit the work they old in each lesson.

#### Social Awaren eus:

- When here is a difference of opinion among students (perhaps over solution strategies), allow them to reflect on he vitiley are feeling and then share with a partner or in a small group—to be heard but also to listen to how there feel differently, and why, in the same situation.
  - During the *Discuss It* portion of the daily lessons, build respect for diversity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encourages students to reflect on barriers they may encounter when completing an assignment (e.g., finding a computer) and that also help them think about ways they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher for help).

#### Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to

practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."

 Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency.

#### Responsible Decision-Making:

• Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares. Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

#### **Interdisciplinary Connections**

- Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal with in our read-aloud and meiltor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

#### 21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

#### Unit #3: Addition and Subtractor Within 5 and Shapes **DAYS 1 & 2** DAY 3 DAY 4 DAY 5 DAY 6 DIAGNOSTIC ASSESSMENT Lesson 0: Lessons for the Lesson 6: 1388748 for the Lesson 0: Lessons for the Lesson 0: Lessons for the First Five Days Fir. Fiv. Day First Five Days First Five Days Session 1: Try - Discuss -Session 1: Try - Discuss -Session 1: Try - Discuss -Sessi 7 2. irv - Discuss -**Activities:** Connect Routine - Adding Connect Routine - Adding Students take the Diagnostic Cui neci Routine - Making 10 Connect Routine - Making 10 Assessment, It takes two days Within 10 Within 10 Materials: to administer. See i-Ready Ma arials: Classroom Central for Grade 1 Lessons for .nc. Grade 1 Lessons for the Materials: Materials: Grade 1 Lessons for the Grade 1 Lessons for the information. First 5 Days First 5 Days First 5 Days Student Practice Pages Student Practice Pages First 5 Days (available Jr, 'he (available on the Student Practice Pages Student Practice Pages Teacher , o'uo. Teacher Toolbox) (available on the (available on the Teacher Toolbox) Teacher Toolbox) (Lessons can be 'ou.id (Lessons can be found (Lessons can be found under the lassroum under the Classroom (Lessons can be found Resources t. 5 on the Resources tab on the under the Classroom under the Classroom Teacher Toolbox in the Teach or It ofDox in the Resources tab on the Resources tab on the Teach: 'D'gital Experience) Teacher Digital Experience) Teacher Toolbox in the Teacher Toolbox in the Teacher Digital Experience) Teacher Digital Experience) rt.vities: **Activities:** As outlined on pages 4-7 in Activities: **Activities:** As or tlined on pages 2-3 in As outlined on pages 8-9 in Grace 1 Lessons for the First Grade 1 Lessons for the First As outlined on pages 10-13 in Grade 1 Lessons for the First Grade 1 Lessons for the First Five Davs Five Days 1) Discuss It (10 min) 1) Try-Discuss-Connect Five Davs Five Days routine introduction (5 min) - Compare class strategies 1) Try It 1) Discuss It 2) Try It (15 min) 2) Connect It (10 min) -Make sense of the problem (5 -Compare class strategies (10 - Make sense of the problem - Make connections and (10 min) reflect (15 min) -Solve and Support your 2) Connect It - Solve and support your 3) Apply your Thinking to a thinking (10 min) -Make connections and reflect New Problem (5 min) thinking (5 min) 2) Discuss It (15 min) -Apply your thinking to a new -Share your thinking with a 3) Discuss It (10 min) - Share your thinking with a Additional Practice: partner (10 min) problem (5 min) partner (10 min) Student practice pages 3 and Additional Practice: N/A Additional Practice: Student practice pages 7 and DAY 7 Lesson 0: Lessons for the First Five Days

Session 1: Try - Discuss - Connect Routine - Subtracting Within 10  Materials:  • Grade 1 Lessons for the First 5 Days  • Student Practice Pages (available on the Teacher Toolbox) (Lessons can be found under Classroom Resources tab on the Teacher Toolbox in the Teacher Toolbox in the Teacher Digital Experience)  Activities: As outlined on pages 14-19 in Grade 1 Lessons for the First Five Days  1) Try It 2) Discuss It 3) Compare it. 3) Connect It 4) Apply It.  Additional Practice:				R School
Student practice pages 11 and 12			N.S.	
Day 6 Lesson 1: Number Partners for 10 Session 1: Explore  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Pattern blocks  Number Cards deck  Spinner  Masking tape  Triengle and square cards  10 frame cards  10 frame cards  Triangle and square spinner card  Activities: As outlined on pages 3c-26c in Teacher Guide Volume 1  Additional Practice:	Day 7 Lesson 1: Number Partners for 10 Session 2: Develop Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Paper clips Paper bag Bond with counters work mat  Activities: As outlined on pages 3c-26c in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 11-12	Day 8 Lesson 1: Number Partners for 10 Session 3: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Number dot row carr  Activities: As outlined on priges 3c in Teacher Guide V	Day 9 Lesson - Number Partners for 10 Ser an 4: ku.line  Mat. 'a-b.:  • Student Worktext  Teacher Guide Volume 2  • Digital Math Tools  • Math Tools  • Math Tools  • Activities:  As outlined on pages 503c-522d in Teacher Guide Volume 2  Activities:  As outlined on pages 3c-26c in Teacher Guide Volume 1  Additional Practice:  Student Worktext pages 21-22	Day 10 Lesson 1: Number Partners for 10 Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Counters  Lesson Quiz  Activities: As outlined on pages 30-28c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 25-26  Assessment: Lesson Quiz
Day 11 Lesson 2: Add and Subtract Within 10 Session 1: Explore  Materials:  Student Worktext  Teacher Guide Volume 2 Digital Math Tools Math toolkit Number cubes Chairs On or Off Spinner Cards an Spinners  Activities: As outlined on pages 77c-5c in Teacher Guide Volume  Additional Prac Nee:	Day 12 Lesson 2: Add ar * Sul *****nin 10 Session 2: revelop  Materials:  ** Sub.** * Wr. klext  ** sache Guide Volume 2  ** Dis*** Math Tools  ** Math Ioolkit Number Cards Deck  ** Add and Color Game Board work mat  Activities: As outlined on pages 27c-50c In Teacher Guide Volume 1  Additional Practice: Student Worktext pages 35-36	Day 13 Lesson 2: Add and Subtract Within 10 Session 3: Develop  Materials:  Sudent Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkt Number cards deck Subtract and color game board work mat  Activities: As outlined on pages 27c-50c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 41-42 Fluency: Adding and Subtracting Within 10	Day 14 Lesson 2: Add and Subtract Within 10 Session 4: Refine Materials:  Student Worklext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Two color counters 10 frames workmal  Activities: As autlined on pages 27c-50c in Teacher Guide Volume 1  Additional Practice: Student Worklext pages 45-46	Day 15 Lesson 2: Add and Subtract Within 10 Session 5: Refine  Materials:  Sudent Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Two color counters  10 frames workmat  Activities: As outlined on pages 27c-50c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 49-50  Assessment: Lesson Quiz
Day 16 Lesson 3: Use Counting Strategies to Add and Subtract Session 1: Explore  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Paper Spinners Number cards deck	Day 17 Leason 3: Use Counting Strategies to Add and Subtract Session 2: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Spinners Number cards deck Numbers 1 to 3 spinner cards	Day 18 Lesson 3: Use Counting Strategies to Add and Subtract Session 3: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Number cubes Number cards deck Number path 1 to 10 workmat	Day 19 Lesson 3: Use Counting Strategies to Add and Subtract Session 4: Refine  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Connecting cubes Number Path 1 to 10 workmat	Day 20 Lesson 3: Use Counting Strategles to Add and Subtract Session 5: Refine  Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math toolkid Connecting cubes Number Path 1 to 10 workmat Lesson Quiz

Numbers 1 to 3 spinner cards  Activities: As outlined on pages 51c-74c in Teacher Guide Volume 1  Additional Practice:	Activities: As outlined on pages 51c-74c in Teacher Guide Volume 1  Additional Practice: Student Worklext pages 59-60	Activities: As eutined on pages 51c-74c in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 65-66 Fluency: Counting on to Add and Back to Subtract	Activities: As outlined on pages 51c-74c in Teacher Guide Volume 1 Additional Practice: Student Worklext pages 69-70	Activities: As outlined on pages 51c-74c in Teacher Guide Volume 1 Additional Practice: Student Worklext pages 73-74 Assessment: Lesson Quiz
Day 21 Lesson 4: Use Addition to Subtract Session 1: Explore  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Whiteboards and markers Numbers 0 to 9 spinner cards and spinners Lebeled number bonds work mat  Activities: As outlined on pages 75c - 98c in Teacher Guide Volume 1  Additional Practice:	Day 22 Lesson 4: Use Addition to Subtract Session 2: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolist Counters Number cards deck Numbers 1 to 3 spinner cards and spinners Number path 1 to 10 workmat  Activities: As outlined on pages 75c - 98c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 83-84	Day 23 Lesson 4: Use Addition to Subtract Session 3: Develop  Materials: Student Worktext Teacher Guide Volume 2 Digital Meth Tools Math toolkit Counters Index card Umber cards deck Number Path 1 to 10 workmat  Activities: As outlined on pages 75c - 98c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 89-90  Fluency: Understanding of Missing Addends	Day 24 Lesson 4: Use Addition to Subtract Session 4: Refine  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Counters  Activities: As outlined on pages 75c - 98c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages \$5.34	Day 25 Lesson 4: Use Addition to Sv' rt session 5: Refine  Materials:  Student Worktex.  Teach. G ab. Yohnne 2  Digital Ms. Yoon.  Math toulkit  You fers  Lesson. Juz  . *tivities:  As utlined on pages 75c - 98c in Ter sher Guide Volume 1  Adultional Practice: Student Worktext pages 97-98  Assessment: Lesson Quiz
Day 28 Lesson 5: Solve Word Problems to 10 Session 1: Explore  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Connecting cubes Equation cards Number band work mat  Activities: As outlined on pages 99c-122c in Teacher Guide Volume 1 Additional Practice:	Day 27 Lesson 5: Solve Word Problems to 10 Session 2: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Number cubes  Connecting cubes  Number Path 1 to 10 workmat  Activities: As outlined on pages 99c-122c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 107-108	Day 28 Lesson 5: Solve Word Problems to 10 Session 3: Develop  Materials: Student Worktext Teacher Guide Volur ? Digital Math Tools Math toolkit Number cubes Connecting cubes  Act' title _ As on' ned _ nages 99c-122c in Teacher `wird Volume 1 , "dittic all Practice: Stu. Int Worktext pages 113-114 ritency: Adding and Subtracting in Word Problems	Day 2 Le son : Solve Word Problems to 10 Session 4: Refine Listerials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolki Counters  Activities: As outlined on pages 99c-122c in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 117-118	Day 30 Lesson 5: Solve Word Problems to 10 Session 5: Refine  Materials: Sudent Worktext Teacher Guide Volume 2 Digital Math Tools Math toolid Counters Lesson Quiz  Activities: As outlined on pages 99c-122c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 121-122  Assessment: Lesson Quiz
Days 31-32 Math In Action: Make Fruit Snacks  Materials:  Presentation slides Teacher Guide Volume 2 Digital Math tools Math toolkit Crayons Chenitle stems Beads Chart Paper Fruit Kebrary Warnat Scissor Tapn or Siles sucks  Activities: A C flines on priges 123a-1285 in Teach Guide Volume 1	Day 33 Literacy Co. ection (Rualistic Fiction): The Limb' Materia.  The Climb from iReady toolbox Literacy Connection Problems  Activities: Students will analyze events and problems the characters face. They will use their understanding of addition and subtraction to solve the word problems.	Day 34 Unit Game: Add to 10 Bing0  Materials:  Number cards 1 to 9 Counters Add to 10 Bingo game board addition equation workmat Bingo game board equation workmat Activities: Students will take turns choosing teen number picture cards and matching the representation on the card with a teen number on their game board	Day 35 Unit 1: Unit Review  Materials:  Teacher Guide Volume 2  Student Worktext  Activities:  1) Have students complete the Unit 1 Self-Reflection on page 127.  2) Students will complete pages 128-130 in their Student Worktext.  3) As a class, review and discuss student answers and strategies. Use pages 128-130 in Teacher Guide Volume 1 to guide the discussion.	Day 36 Unit 1: Unit Assessment  Materials:  Unit 61 Unit Assessment (Teacher Toolbox)  Teacher Guide Volume 1  Activities: Students will take their Unit 1: Unit Assessment. See the Scoring Guide on page 130e in Teacher Guide Volume 1

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

#### **Presentation Accommodations**

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- · Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & av ay from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, ear hor. s, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or l' tes!
- Have extra time to process oral information and directions
- Take frequent breaks, such as affection completing a task

#### Scheduling Accommodations

- Take more time to complete a project
- Take a test in several time I sessions or over several days.
- Take sections of a test in a different order
- Take a test at specific time of day

#### Organization Skills Accommodations

- Use an ale m to help with time management
- Mark reads with a highlighter.

#### Assignment Notalifications

- A psyler lewer or different test questions
- Create alternate projects or assignments

#### Cui culum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for a classmate

# Differentiate Instruction, depending on individual student needs (students with a 504) by: Presentation Accommodations

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# Subject Area: Mathematics Grade Level: First Grade Bedminster Township School

# Unit 2: Addition and Subtraction Within 20

Dates:

November - January

Time Frame:

36 days

#### Overview

This first-grade math unit focuses on building a strong foundation in number sense and operations within 20. Students will develop a deep understanding of place value, particularly the concept of ten as a unit. Through hands-on exploration and problem-solving, they will learn to compose and decompose numbers, and and subtract fluently, and utilize mental math strategies. The unit also introduces students to data collection and analysis, encouraging critical thinking and communication of mathematical ideas. By the end of this unit, students will have a solid grasp of basic arithmetic and be wMLL-prepared for more complex mathematical concepts.

# **Enduring Understandings**

- Numbers can be composed and decomposed in flexil a ways.
- Ten is a foundational building block for understanding larger numbers.
- Mathematical operations are interconnected.
- There are multiple strategies for solving .nathen atical problems.
- Data can be collected, organized, and analyzed to answer questions.

# Skill and Knowledge Objectives

#### **Content Objectives:**

- Understand that 0 ones can be thought of as a group of 10, called a ten.
- Compose and decompose teen numbers into a ten and some ones with concrete objects and other visual representations, as well as with words and numbers.
- Find the total of three addends using strategies such as finding number partners for 10 and using doubles facts by grouping any two addends.
- Use the associative and commutative properties to group addends strategically to use addition strategies or known facts.
- Write addition equations with three addends to represent problems.
- Understand that breaking apart numbers and putting them together in a new way does not change the value.
- Understanding that 10 is a useful benchmark that makes adding easier.
- Consider making a ten when choosing a strategy to add.
- Begin to think of making a ten as a mental math strategy.
- Understand and apply the strategy of decomposing a single-digit number to get to 10 when subtracting it from a teen number.
- Use 10 as a benchmark number when subtracting from teen numbers in parts.

- Use and articulate mental math strategies to subtract, based on familiar addition strategies.
- Show doubles as two equal groups, and how near doubles are related to doubles.
- Find totals for double facts within 20.
- · Choose strategies to use when adding within 20.
- Find the total of three numbers using strategies based on place value and properties.
- Compose and decompose teen numbers as a ten and some ones to add and subtract within 20.
- Use individual data to build a class data display.
- Analyze and interpret data.

#### Language Objectives:

- Show understanding of a ten by grouping 10 items when asked and describing the group as a ten.
- Explain and show ways to compose and decompose teen numbers as a ten and some the using objects, pictures, words, and numbers.
- Make connections between strategies by describing how two strategies are all a and different.
- Follow oral directions to find and write a total of three addends using known addition strategies.
- Describe how to group addends in a helpful way to find the total.
- Read and interpret word problems to write equations with three addends.
- Explain ideas and solutions clearly by using drawings and models.
- Explain how to add two numbers by breaking them apart and putting them together using the strategy of making a ten.
- Use a number bond to show, in writing, how numbers are broken apart to change one addend to 10.
- Demonstrate listening carefully to a speaker by asking duestions to learn more.
- Explain how to decompose a number using objects and number bonds to subtract it from a teen number.
- Describe how to use number partners for 10 to subtract a number in part from a teen number.
- Justify reasoning using models or drawings during partner and whole class discussions.
- Show understanding of doubles and near Jou'les by identifying and giving examples.
- Explain how to use doubles to solve near doubles problems using words and models.
- Justify orally or with writing or a drawing why a strategy is helpful for adding within 20.
- Disagree respectfully with a classmate sideas using sentence frames as support.

#### **Unit Vocabulary:**

Compose, decompose, ones, then numbers, tens, organize, add, addend, compose, doubles, equal, equation, number partner, total, order, make a ten, model (noun), model (verb), fact family, part, count on, doubles, doubles plus 1, doubles minus 1, plus, explain, strategy

#### **ASSESSMENTS**

All Lisson Quizzes, Mid Unit Assessments, and Unit Assessments can be found here

#### Pr. -Assessment:

Diagnostic Assessment (i-Ready Classroom Central)

#### **Formative Assessment:**

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

#### Self-Reflection/Self-Assessment:

Unit Skills Self-Check (in Student Worktext)

- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

#### **Summative Assessment:**

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

#### All assessments are to be modified per student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Tancher Toolbox) as appropriate
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) students

#### RESO: RCES

#### **PRINT RESOURCES:**

- In-Class Instruction and Practice:
  - Teacher's Guide
    - Lesson Progression
    - MLL Language Expectations
    - Connect to Culture
    - Discussion Prompts and instructional Support
  - Student Worktext (Use the bije pages for in-class instruction and practice)
    - Instruction
- Independent Practice i →r School or Home
  - Teacher's Guide
    - Additional Precision
    - Cumulative Practice
  - Student V. orktext (Use the green pages for independent practice)
    - Additional Practice
    - Jumulative Practice
  - O Traction Toolbox
    - Fluency and Skills Practice
    - Jnit Game
    - Cumulative Practice
- Assessments and Reports
  - Teacher's Guide
    - Starts
    - Support Whole Group/Partner Discussion
    - Ask/Listen Fors
    - Common Misconceptions
    - Error Alerts
    - Close: Exit Ticket
  - Student Worktext

- Self Checks
- Apply It
- Reflect Questions
- Self Reflection
- Math Journal Questions
- Unit Review
- Teacher Toolbox
  - Editable Lesson Quizzes
  - Editable Mid-Unit and Unit Assessments

#### Differentiation

- Before the Unit/Lesson: Prerequisites Report
  - Prerequisites Report: Resources
- During the Lesson: Teacher's Guide
  - Hands-On Activities or Visual Models
  - Deepen Understanding
  - MLL Differentiated Instruction
  - Refine Sessions
- After the Lesson: Teacher Toolbox
  - Reteach: Tools for Instruction
  - Reinforce: Math Center Activities
  - Extend: Enrichment Activities

#### **DIGITAL RESOURCES**

#### • In-Class Instruction and Practice:

- Interactive Tutorials
- Digital Math Tools
- PowerPoint Slides

#### • Independent Practice for School or Home

- Digital Math Tools
- Learning Games
- Interactive Practice

#### Assessments and Reports

- Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- Prerequisites Report
- Comprehension Check Reports

#### Differentiation

- Interactive Tutorials
- Digital Math Tools
- Learning Games

#### **STANDARDS**

#### 2023 NJ Student Learning Standards (NJSLS) for Mathematics:

- 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.
- 1.0^ A...: Solve word problems that call for the addition of three whole numbers whose sum is less than or equal 1.20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- SOA.B.3: Apply properties of operations as strategies to add and subtract.
- 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; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.
- 1.NBT.B.2.a: 10 can be thought of as a bundle of ten ones- called a "ten".
- 1.NBT.B.2.b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.B.2.c: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones).

#### Standards for Mathematical Practice (SMP):

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

#### 2023 NJ Student Learning Standards (NJSLS) for English Language Arts:

- R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarteri* to pics and texts with peers and adults in small and larger groups.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provid, additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

# 2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Central Life and Careers: Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.

## NJSLS - Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

# SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics [optional]

#### Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strength, or weaknesses.
- Routinely allow students to share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that isks students to identify feelings they might have in situations involving mathematics using vocabulary (e.g., icao discussions using questions such as, "How would you feel if you solved an easy problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their strengths and interests, e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?" "I can tell you're proud of how you did on this project. Can you 'en me what about this you're most proud of?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the **Student Worktext Self-Reflection** page. Encourage students to revisit the Nork they did in each lesson.

#### Schial Awareness:

- When there is a difference of opinion among students (perhaps over solution strategies), allow them to reflect on how they are feeling and then share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why, in the same situation.
- During the *Discuss It* portion of the daily lessons, build respect for diversity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encourages students to reflect on barriers they may encounter when completing an
  assignment (e.g., finding a computer) and that also helps them think about ways they can overcome them,
  including how to approach others for help (e.g., how to politely ask the teacher for help).

#### Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency.

#### Responsible Decision-Making:

• Encourage students to reflect on how they approached mathematics "today," including in journals or pair sharks. Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

#### **Interdisciplinary Connections**

- Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal with in our read aloud and mentor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and less his

#### 21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

Unit 2: Addition and Subtraction Within 20					
Day 1 Lesson 6: Teen Numbers Session 1: Explore	Day 2 Lesson 6: Teen Numbers Session 2: Develop	Day 3 :sson 6: Teen Numbers Session 3: Develop	Day 4 Lesson 6: Teen Numbers Session 4: Refine	Day 5 Lesson 6: Teen Numbers Session 5: Refine	
Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math tookit  Connecting cubes  Counters  Pennies  10 frames workmat  Activities: As outlined on pages 133c-156c in Teacher Guide Volume 1  Additional Practice:	Materials: Student Worktex Teacher Gu. 'a\ Juu, 9 2 Digit: Meth Tc. 's Meth. 'or Ikit Numt = cubes 0 to 5 Cr. 'actu., rubes A lvities: As c. tilined on pages 133c-156c in to 'ar Guide Volume 1 '.dditanal Practice: Student Worktext pages 141-142	Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools:  Math toolkit  Number cubes 1 to 6  Transparent counters  Roll and break apart workmat  Activities: As outlined on pages 133c-156c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 147-148  Fluency: Understanding of Teen Numbers	Materials:  Student Worklext  Teacher Guide Volume 2  Digitel Math Tools  Math Toolkit  Counters  Activities: As outlined on pages 133c-156c in Teacher Guide Volume 1  Additional Practice: Student Worklext pages 151-152	Materials: Student Worklext Teacher Guide Volume 2 Digitel Math Tools Math toolkit Counters Lesson Quiz  Activities: As outlined on pages 133c-156c in Teacher Guide Volume 1  Additional Practice: Student Worklext pages 155-156 Assessment: Lesson Quiz	
Day 6 Lerson *: AL 'Three Numbers Se, *lop 1: Ex_itore  Materia  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Connecting cubes Number Cards deck  Activities: As outlined on pages 157c-180c in Teacher Guide Volume 1  Additional Practice:	Day 7 Lesson 7: Add Three Numbers Session 2: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Crayons Number cubes 1 to 5 Number cubes 4 to 9 Paper or plastic cup  Activities: As outlined on pages 1576-180c in Teacher Guide Volume 1	Day 8 Lesson 7: Add Three Numbers Session 3: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Crayons  Number cubes 1 to 5  Paper or plastic cup  Activities: As outlined on pages 157c-180c in Teacher Guide Volume 1  Additional Practice:	Day 9 Lesson 7: Add Three Numbers Session 4: Refine  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Tools Math Tools Toolses 10 Irames workmal  Activities: As outlined on pages 157c-180c in Teacher Guide Volume 1	Day 10 Lesson 7: Add Three Numbers Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Counters  10 frames workmet  Lesson quiz  Activities: As outlined on pages 157c-180c in Teacher Guide Volume 1	

	Additional Practice: Student Worklext pages 165-166	Student Worktext pages 171-172  Fluency: Adding Three Numbers	Student Worktext pages 175-176	Additional Practice: Student Worktext pages 179-180 Assessment: Lesson Quiz
Day 11 Lesson 8: Make a Ten to Add Session 1: Explore  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Counters Number cube 1 to 6 Chairs 10 frames workmal  Activities: As outlined on pages 181a-205d in Teacher Guide Volume 1  Additional Practics:	Day 12 Lesson 8: Make a Ten to Add Session 2: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Counters Number cubes 4 to 9 Number cubes 6 to 9 10 frames workmat  Activities: As outlined on pages 181a-205d in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 189-190	Day 13 Lesson 8: Make a Ten to Add Session 3: Develop  Materiats:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Counters Number cubes 4 to 9 Number bonds work mat  Activities: As outlined on pages 181a-205d in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 195-196  Fluency: Making a Ten to Add	Day 14 Lesson 8: Make a Ten to Add Session 4: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math Toolkit  Counters  Activities: As outlined on pages 181a-205d in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 199-200	Day 15 Lesson 8: Make a Ten to Add Session 5: Refine  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Counters Lesson Quiz  Activities: As outlined cn. 14, es. 11a-205d in Teacher Guide v. 14me .  Addit. 1al Tractice: Stu lent Work. 1 pages 203-204 Assessmert: Lesson Quiz
Day 16 Lesson 9: Use a Ten to Subtract Session 1: Explore  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Connecting cubes Ball Plastic or paper cups	Day 17 Lesson 9: Use a Ten to Subtract Session 2: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Spinners  Numbers 7 to 9 spinner cards  Numbers 11 to 16 spinner cards	Day 18 Lesson 9: Use a Ten to Subtract Session 3: Develop  Material:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkil  Number cards deck  Number path 1 to 20 workmat	Day 19 Lesson 9: Use a Ten to S 'btr. ' Session 4: Refine  Materials:  Studen' W. 'text  Teacher Guid. Jolume 2  Dight. 'אר' Tools  m. 'h. 'holks'  "ankmber bonds work met  N. 'nber path 1 to 20 workmat	Day 20 Lesson 9: Use a Ten to Subtract Session 5: Refine Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math toolid Silenk number bonds work mat Number path 1 to 20 workmat
Activities: As outlined on pages 205a-228c in Teacher Guide Volume 1 Additional Practice:	Activities: As outlined on pages 205a-228c in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 213-214	Activities: As outlined on pages 205a-228c i Teacher Guide Volume 1  Additional Practice: Student Worktext pa; 3 21, 220  Fluency: Making a Ten to Laura t	, ".vitles: /.s outlined on pages 205a-228c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 223-224	Activities: As outlined on pages 205a-228c in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 227-228 Assessment: Lesson Quiz
Day 21 Lesson 10: Doubles and Near Doubles Sesalon 1: Explore  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Paper  Scissors or hole punch  Doubles cards  Dominoes  Number path 1 to 20 workmet  Activities: As outlined on pages 229a-252c in Teacher Guide Volume 1  Additional Practice:	Day 22 Lesson 10: Doubles and Near Doubles Session 2: Develop  Materials:  Student Worktext  Teacher Guide Volurie 2  Digital Math 7: 'q  Math toolk*  Connecting 2. *as  Spin ers  Num. \$ 4 to 8 s, inner cards  Doubles "nd doubles plus 1 s inn." 'car. \$  Ac. vities:  'q 0. tlined on pages 229a-252c in Teach. 'r Guide Volume 1  Additional Practice: Student Worktext pages 237-238	Day 23 Las. on 1c. Doubles and Near 'oub.' Se vion 3: Develop  '**.asterials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit dominoes  Activities: As outlined on pages 229a-252c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 243-244  Fluency: Using Doubles and Near Doubles	Day 24 Lesson 10: Doubles and Near Doubles Session 4: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math Toolkit Two color counters  Activities: As oullined on pages 229a-252c in Teacher Guide Volume 1  Additional Practice; Student Worktext pages 247-248	Day 25 Lesson 10: Doubles and Near Doubles Session 5: Refine Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolid Two color counters Lesson Quiz  Activities: As outlined on pages 229a-252c in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 251-252 Assessment: Lesson Quiz
Days 26-27 Math in Action: Plan Tump Activities  Materials:  Presentation slides  Fresentation slides  Fresentation slides  Presentation slides  Presentation slides  Presentation slides  Activitie Activities  Activity rooms workmat  Chart paper  Activities: As outlined on pages  253a-258b in Teacher Guide Volume 1	Day 33 Literacy Connection (Science): "Turn on the Tap"  Materials:  "Turn on the Tap: from iReady toolbox Literacy Connection Problems  Activities: As outlined on page 257b in Teacher Guide Volume 1: Read the passage and support students as they work in pairs to complete the problems.	DAY 34: Cfimate Change Extension:  Materials:  Double Bar Graph (sample attached below)  Display a double bar graph showing water usage for two families for each day of the week. Discuss which family used more/less water each day, total amounts of water usad over the week. C. Assign a dollar amount to each gallon used and have students determine which family spent the most money. Have students discuss ways that water is used in a household and how they can decrease the amount of water they use in their day to day lives, therefore, saving money.	Day 35 Unit Game: Teen Number Totals  Materials:  Number cards Teen Number Totals game board Two color counters Teen number subtraction game board Teen number cards Teen number totals workmat Equation workmat Equation workmat Activities: Plays take turns choosing number cards and adding numbers that total a teen number. Each player covers their sum on the game board until it is full.	Day 35 Unit 2: Unit Review  Materials:  • Teacher Guide Volume 1  • Student Worktext  Activities:  1) Have students complete the Unit 2 Self-Reflection on page 257.  2) Shudents will complete pages 258-260 in their Student Worktext.  3) As a class, review and discuss student answers and strategies. Use pages 258-260 in Teacher Guide Volume 1 to guide the discussion.

Jnit 2: Unit Assessment		
Aaterials:		
Unit 2 Unit Assessment		
(Teacher Toolbox) Teacher Guide Volume 1		
Tobalci Gardo Fadario	i i	
Activities:		
Students will take their Unit 2: Unit Assessment, See the Scoring Guide		
on page 260e in Teacher Guide		
Volume 1.		

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Stud

#### **Presentation Accommodations**

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word we send visual organizers
- Use manipulatives to teach or demonstrate concepts

#### Response Accommodations

- Use sign language, a communication device, Erailic other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic s<sub>F</sub> ≥II-checker
- Use a word processor to type notes or vive responses in class

#### **Setting Accommodations**

- Work or take a test in a differe. 'se ting, such as a quiet room with few distractions
- Sit where he learns best i r example, near the teacher & away from distractions)
- Use special lighting or ac lustics
- Take a test in a small g, קייר setting
- Use sensory too! such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### Timing Accomm dations

- Tak. more time to complete a task or a test
- Have extra time to process oral information and directions
- Tall frequent breaks, such as after completing a task

#### Sineduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

#### **Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for a classmate

# Differentiate Instruction, depending on individual student needs (students with a 504) by: Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system, which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
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#### Timing Accommodations

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#### Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days.
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

#### **Assignment Modifications**

- Answer fewer or different test questions
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#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- · Get graded or assessed using a different standard than the one for a classmate



# Subject Area: Mathematics Grade Level: First Grade Bedminster Township School

# **Unit 3: Solving Word Problems and Making Comparisons**

Dates:

January - February

Time Frame:

26 days

#### Overview

In this first-grade math unit, students will delve into the foundational skills of relating stories to known and missing values, represented through equations. They will develop strategies to effectively solve equations and use related equations to verify their solutions. Through the use of concrete and visual models, students will explore various comparison situations, solving difference-unknown problems to determine how that will employ related addition and smaller unknown problems to find unknown quantities. Additionally, students will employ related addition and subtraction equations to solve word problems involving comparisons. They will learn to collect, organize, and represent data using charts and graphs, enabling them to analyze datasets, for relating the equations, and derive answers. Throughout the unit, students will gain a deeper understanding of the equal sign, learning to discern whether equations are true or false, and mastering the ability to find unknown numbers within addition and subtraction equations up to 20. By applying familiar strategies, utilizing models, and engaging with equations, students will also strengthen their skills in solving addition and subtraction word problems and interpreting data presented in class picture graphs to answer specific questions. This unit aims to lay a solid foundation in mathematical reasoning and problem-solving skills essential for future learning in mathematics.

# <u>Enduring Understandings</u>

- Mathematical relationships can be represented and solved in multiple ways.
- Data provides informatic: that can be analyzed to answer questions.
- The equal sign represents a balance between two expressions.
- Addition and subtraction are inverse operations.
- Problem-solving in rowes understanding the problem, choosing an appropriate strategy, and justifying the solution.

# **Skill and Knowledge Objectives**

## Contant Objectives:

- Relate stories to known and missing values. Represent them using equations.
- Choose strategies to solve equations.
- Use related equations to help check work.
- Use concrete and visual models to represent and compare situations.
- Solve difference-unknown compare problems to find how many more or fewer.
- Solve bigger unknown and smaller unknown compare problems to find an unknown quantity.
- Use related addition and subtraction equations to solve compare word problems.

- Collect and organize data and represent the data with charts and graphs.
- Analyze a data set to make sense of it and ask and answer questions about it.
- Understand that the equal sign connects two quantities with the same value.
- Determine if equations are true or false.
- Find the unknown number in any position in an addition or subtraction equation.
- Apply familiar strategies to add and subtract up to 20.
- Use models and equations to solve addition and subtraction word problems.
- Interpret data from a class picture graph to answer questions.

#### Language Objectives:

- Write equations to represent the known and missing numbers in word problems that are heard or read.
- Explain how to choose strategies to solve equations.
- Demonstrate understanding of fact families by writing related equations.
- Justify a solution strategy by explaining the parts of a model in discussions.
- Demonstrate understanding of comparing situations read aloud or independently by representing them with models.
- Explain how to solve compare problems using more than, fewer than, and difference.
- Describe how addition and subtraction can be used to solve compare problems.
- Make connections between drawings or models and compare word problems.
- Demonstrate understanding of given data by representing it on charks and graphs.
- Ask and answer questions about data using charts, graphs, and centence frames.
- Disagree respectfully using details and/or models to explain a different solution.
- Read and interpret the equal sign to mean that two quantifies have the same value.
- · Discuss whether a statement or equation is true or false
- Identify an unknown number in an addition or subtraction equation orally.
- Show agreement by adding details to other's ideas.

#### **Unit Vocabulary:**

Addend, equal sign, equation, fact family, minus, olus, total, solve, addition, compare, difference, fewer/fewer than, more/more than, subtraction, organize, attricute, compare, data, equal, picture graph, sort, tally chart, tally marks, fact family, quantity, false, true

#### **ASSESSMENTS**

#### All Lesson Quizzes, Mid-Unit Assessments, and Unit Assessments can be found here

#### Pre-Assessment:

Diagnostic Assessment (i-Ready Classroom Central)

#### Formative Assassment:

- Whele-class and partner discussion
- Whiteboard work
- Clo. e: Exit Ticket
- Lesson Quizzes

## 3 If Reflection/Self-Assessment:

- Unit Skills Self-Check (in Student Worktext)
- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

#### **Summative Assessment:**

Performance Assessment

- Mid-Unit Assessment
- Unit Assessment

#### All assessments are to be modified in accordance with student IEPs, 504s, I&RS plans, and individual needs,

Suggested accommodations for daily instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as อะกาดภาสะ
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) students

#### **RESOURCES**

#### PRINT RESOURCES:

- In-Class Instruction and Practice:
  - Teacher's Guide
    - Lesson Progression
    - MLL Language Expectations
    - Connect to Culture
    - Discussion Prompts and Instructional Support
  - Student Worktext (Use the blue pages for in-c.pc instruction and practice)
    - Instruction
- Independent Practice for School or Home
  - Teacher's Guide
    - Additional Practice
    - Cumulative Practice
  - Student Worktext (Use the greating pages for independent practice)
    - Additional Practice
    - Cumulative Practice
  - Teacher Toolbox
    - Fluency and Stills Practice
    - Unit Game
    - Cumulative Practice
- Assessment, and Reports
  - Teacher's Guide
    - Starts
    - ▼ ່ ຽພµport Whole Group/Partner Discussion
    - Ask/Listen Fors
    - Common Misconceptions
    - Error Alerts
    - Close: Exit Ticket
    - Student Worktext
      - Self Checks
      - Apply It
      - Reflect Questions
      - Self Reflection
      - Math Journal Questions
      - Unit Review
  - Teacher Toolbox

- Editable Lesson Quizzes
- Editable Mid-Unit and Unit Assessments
- Differentiation
  - Before the Unit/Lesson: Prerequisites Report
    - Prerequisites Report: Resources
  - During the Lesson: Teacher's Guide
    - Hands-On Activities or Visual Models
    - Deepen Understanding
    - MLL Differentiated Instruction
    - Refine Sessions
  - After the Lesson: Teacher Toolbox
    - Reteach: Tools for Instruction
    - Reinforce: Math Center Activities
    - Extend: Enrichment Activities

#### **DIGITAL RESOURCES**

- In-Class Instruction and Practice:
  - Interactive Tutorials
  - Digital Math Tools
  - PowerPoint Slides
- Independent Practice for School or Home
  - Digital Math Tools
  - Learning Games
  - Interactive Practice
- Assessments and Reports
  - Diagnostic
  - Lesson, Mid-Unit, and Unit Comprehension Checks
  - Prerequisites Report
  - Comprehension Check Reports
- Differentiation
  - Interactive Tutorials
  - Digital Math Tools
  - Learning Games

#### **STANDARDS**

## 2023 NJ Student Learning Standard & N. SLS) for Mathematics:

- 1.OA.A.1: Use addition and sub raction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking application, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.B.4: Understand subtraction as an unknown -addend problem.
- 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; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.
- 1.OA.D.7: Understand the meaning of the equal sign, and determine in equations involving addition and subtraction are true or false.
- 1.OA.D. Betermine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
- 10. A C 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.

#### Standards for Mathematical Practice (SMP):

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.

- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.

# 2023 NJ Student Learning Standards (NJSLS) for English Language Arts:

- R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

# 2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers: Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.

## **NJSLS** - Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

# SOCIAL AND EMOTIONAL COMPETENCIES activities/topics [optional]

#### Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strengths or weaknesses.
- Routinely give students the opportunity to share the surategies used to solve a problem as well as possible
  alternate solutions.
- Lead a class activity that asks students to identify facilings they might have in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy problem?" "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their own strengths and interests, e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?" "I can tell you're proud of how you did on this project. Can you tell me what about this you're most proud of?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the **Student Worktext Self Reflection** page. Encourage students to revisit the work they did in each resson.

#### Social Awareness:

- When there is a difference of opinion among students (perhaps over solution strategies), allow them to reflect on how they are feeling and then share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why, in the same situation.
- During the Discuss It portion of the daily lessons, build respect for diversity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
- lead a discussion that encourages students to reflect on barriers they may encounter when completing an assignment (e.g., finding a computer) and that also helps them think about ways they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher for help).

#### Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to
  practice listening, taking turns in pair shares. Have students follow each other with responses to what the last
  student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency.

#### Responsible Decision-Making:

Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares.
 Ask them to include how their choices could be repeated if successful or improved in order to be more successful.

End of Unit: To support Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

#### **Interdisciplinary Connections**

- · Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal with in our read-aloud and mentor 'and the compare content area ideas and issues to what our characters deal with in our read-aloud and mentor 'and the compare content area ideas and issues to what our characters deal with in our read-aloud and mentor 'and the compare content area.
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

#### 21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events actails, and ideas.

Uni	t #3: Addition ar	nd Subtraction	Nithin 5 and Sha	pes
Day 1 Lesson 11: Solve Word Problems to 20 Session 1: Explore  Materials:  Student Worktext  Teacher Guide Volume 2 Digital Math Tools Math toolkit Small objects Number cards deck, numbers 1 to 10  Activities: As outlined on pages 263a-286c in Teacher Guide Volume 1  Additional Practice:	Day 2 Lesson 11: Solve Word Problems to 20 Session 2: Develop Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Two color counters Spinners Numbers 4 to 9 spinner cards  Activities: As outlined on pages 263a-25. Teacher Guide Volume 1  Additional Practic. Student Wor Lext page. 271-272	Day 3 Lesson 11: Solve Word Ploulins 7, 20 Session 3: Develop  Materials:  Student Workte 1  Tealte: Folical Volume 2  Lity, 11 Mari Tools  4ath , Ikid  Thi color counters  Sonners  Aumbers 4 to 9 spinner cards  Sheets of paper  Activities: As outlined on pages 263a-286c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 277-279  Fluency: Solving Word Problems to 20	Day 4 Lesson 11: Solve Word Problems to 20 Session 4: Refine  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Two color counters  Activities: As outlined on pages 263a-286c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 281-282	Day 5 Lesson 11: Solve Word Problems to 20 Session 5: Refine Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Two color counters Lesson Quiz  Activities: As outlined on pages 263a-286c in Teacher Guide Volume 1 Additional Practice: Student Worktext pages 285-286 Assessment: Lesson Quiz
Day 6 Lesson 12: Solve and Compare Problems Session 1: Explore  Materials:  Student Workte  Teacher Guid: Volun > 2  Digital Me* Too.  Math to: 'kit Pent : to 'hole bars cards  Gio, 'n  isso.' I lue st.ck Paper bag  Activities: As outlined on pages 287a-310c in Teacher Guide Volume 1  Additional Practice:	Lesso 112: Solve and Cempare P.ob! ms Session 2: Develop  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Two color counters Number cards deck, numbers 1 to 10 More end fewer spinner cards and spinners  Activities: As outlined on pages 287a-310c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 295-296	Day 8 Lesson 12: Solve and Compare Problems Session 3: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Whiteboards and markers  Numbers 4 to 8 spinner cards  Activities: As outlined on pages 287a-310c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 301-302  Fluency: Subtracting to Compare in Word Problems	Day 9 Lesson 12: Solve and Compare Problems Session 4: Refine  Materials:	Day 10 Lesson 12: Solve and Compare Problems Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Two color counters  Lesson quiz  Activities: As outlined on pages 287a-310c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 309-310  Assessment: Lesson Quiz
Day 11 Lesson 13: Collect and Compare Data	Day 12 Lesson 13: Collect and Compare Data	Day 13 Lesson 13: Collect and Compare Data	Day 14 Lesson 13; Collect and Compare Data	Day 15 Lesson 13: Collect and Compare Data

Session 1: Explore	Session 2: Develop	Session 3: Develop	Session 4: Refine	Session 5: Refine
Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Assorted buttons Scissors Glue stick Paper Stamp cards  Activities: As outlined on pages 311a-334c in Teacher Guide Volume 1  Additional Practice:	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Collect and graph workmat  Activities: As outlined on pages 311a-334c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 319-320	Materials:  Student Worktext  Teacher Guide Volume 2  Digital Meth Tools  Math toolkit  Survey and graph workmet  Activities: As outlined on pages 311a-334c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 325-326  Fluency: Comparing Data	Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Transperent counters  Activities: As outlined on pages 311a-334c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 329-330	Materials:  Student Worktext  Teacher Guide Volume 2  Digital Meth Tools  Math toolkit  Transparent counters  Lesson quiz  Activities: As outlined on pages 311a-334c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 333-3',4  Assessment: Lesson O
Day 18 Lesson 14: True and False Equations Session 1: Explore  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math tooksi Connecting cubes  Activities: As outlined on pages 335a-358c in Teacher Guide Volume 1  Additional Practice:	Day 17 Lesson 14: True and Faise Equations Session 2: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Equal quantity cards  Activities: As outlined on pages 335a-358c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 343-344	Day 18 Lesson 14: True and False Equations Session 3: Develop  Materials:  Student Worklext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Number cube  Missing Number equation cards  Number bond workmat  Activities: As outlined on pages 335a-358c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 349-350  Fluency: Understanding of True and False Equations	Day 19 Lesson 14: True and False Equations Session 4: Refine  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Number bond workmat  Activities: As outlined on pages 33 : In Teacher Guide Volu 1  Additional Pr tic. Student Wc. "fex. pag.is 353-354	Day 20 Lesson 14: True and F. se Equations Sessill 15: Pefine  Material Worktext Peacher Guide Volume 2 Digital Math Tools Math toolkt Number bond workmate Lesson quiz  Activities: As outlined on pages 335a-358c in Teacher Guide Volume 1  Additional Practice: Student Worktext pages 357-358  Assessment: Lesson Quiz
Days 21-22 Math in Action: Design a Park  Materials:  Presentation slides Teacher Guide Volume 2 Digital Math tools Math toolkit Glue sticks Park Planning cards My Park workmat Sticky notes Chart paper  Activities: As outlined on pages 359a-362b in Teacher Guide Volume 1	Day 23 Literacy Connection (Fantasy): "Fast Learner"  Materials:	Day 24 Unit Game: Compare Equations  Materials:  Number Counts and use them to a like an addition equation.  Teles hely write the equation on their versions. The child with the greater rist gets a point. The first child to 4 points withs.	Day 25 Unit 3: Unit Review  Materials:  • Teacher Guide Volume 1  • Student Worklext  Activities:  1) Have students complete the Unit 3 Self-Reflection on page 363.  2) Students will complete pages 364-366 in their Student Worklext, 3) As a class, review and discuss student answers and strategies. Use pages 364-366 in Teacher Guide Volume 1 to guide the discussion.	Day 26 Unit 3: Unit Assessment  Materials:  • Unit 3 Unit Assessment (Teacher Toolbox)  • Teacher Guide Volume 1  Activities: Students will take their Unit 3: Unit Assessment. See the Scoring Guide on page 386e In Teacher Guide Volume 1.

Differentiate Instruction, Sepending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

#### Presentation Accommodations

- Use ∃lte nate texts at a lower readability level
- Now with fewer items per page or line and/or materials in a larger print size
- Uso a magnification device, screen reader, or Braille / Nemeth Code
- Jse audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- · Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers

Use manipulatives to teach or demonstrate concepts

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids car kick "and quietly
  get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

#### **Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill work or a core skill)
- . Get graded or assessed using a different standard than the one for a classmate

#### Differentiate Instruction, depending on individual student needs (students with a 504) by:

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- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
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Use manipulatives to teach or demonstrate concepts

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids car kick 't and quietly
  get their energy out)
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#### **Assignment Modifications**

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#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill wn.'s c.ass.nates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for a classmate



# Subject Area: Mathematics Grade Level: First Grade Bedminster Township School

# Unit 4: Using Tens and Ones to Organize and Count

Dates:

February - March

Time Frame:

26 days

#### Overview

In this unit, first-grade students will explore the foundational concepts of place value and norm ar relationships up to 120. They will begin by organizing concrete objects into groups of tens and ones, then practicing counting these objects first by tens and subsequently by ones. Students will make connections between these concrete manipulations and visual representations of tens and ones, solidifying their understanding of how man here are composed. They will recognize the significance of the tens and ones places in two-digit numbers, leading that the digit in the tens place represents the number of tens. Students will practice reading, writing, and counting forward and backward from any number up to 120, identifying patterns in the 120 chart and understanding now counting patterns repeat after 100. They will develop the ability to mentally identify numbers that are 10 more or 10 less than any given two-digit number. Students will use place value to compare two-digit numbers, employing symbols such as <, >, and = to express relationships between quantities. Additionally, they will engage in activities to strengthen their ability to count, read, write, and analyze data, building essential skills in mathematical reasoning and problem-solving. This unit aims to lay a solid foundation for students to confidently manipulate numbers and understand their relationships within the broader number system.

# 

- Numbers have value and relationships.
- Numbers can be represented in multiple ways.
- Comparing numbers involves understanding their relative values.
- Patterns exist in our rumber system.
- Data can be collected, organized, and interpreted to answer questions.

# **Skill and Knowledge Objectives**

#### Content O. je. tives:

- Organize concrete objects by tens and ones.
- After organizing objects, count them by counting by 10s and then counting on by 1s.
- Make connections between concrete objects and visual representations of tens and ones.
- Recognize that in a two-digit number, the digit in the tens place represents the number of tens.
- Read, write, and count from any number up to 120.
- Recognize patterns in the 120 chart that show relationships between numbers; in particular, notice how the counting patterns repeat after 100.
- Understand that 10 more or 10 less than a number results in a change in the tens digit, but the ones digit

remains the same.

- Mentally identify 10 more or 10 less from any two-digit number.
- Use place value to compare two-digit numbers.
- Understand the meaning of the symbols < and >.
- Write the symbols <, >, and = to compare two-digit numbers.
- Count, read, and write to 120.
- Understand that a two-digit number represents some tens and some ones.
- Compare two-digit numbers.
- Analyze and interpret data.

#### Language Objectives:

- Count aloud by 10s and 1s to find the total when organizing objects by 10s and 1s.
- Explain that the digit in the tens place represents the number of tens.
- Describe the relationship between concrete objects and visual representations of tens and ones.
- Listen for understanding and ask for clarification when the words are unclear.
- Identify and record numbers to 120.
- Chorally count on from any number up to 120.
- Discuss patterns and relationships between numbers in the 120 chart using 'he terms row and column.
- Describe how to find 10 more or 10 less than a given two-digit number using a mental strategy or understanding of how the tens digit changes.
- Explain an idea clearly by adding detail and using math vocabula y.
- Compare two-digit numbers orally using tens and ones.
- Interpret and read aloud the symbols < and > as less than and greater than.
- Record comparison statements for two-digit numbers using the symbols <, >, and =.
- Explain the steps for solving a problem using first, next, and then.

# **Unit Vocabulary:**

Column, digit, ones, place value, row, tens, organize, oredict, chart, order, compare, greater than, greater than symbol (>), less than, less than symbol (<), exalcole, value

#### **ASSESSMENTS**

#### All Lesson Quizzes, Mid-Unit Assessments, and Unit Assessments can be found here

#### **Pre-Assessment:**

• Diagnostic Assessment (i-Ready Classroom Central)

#### Formative Assessment

- Whole-class and purtner discussion
- Whiteboard work
- Close: Lixit Ticket
- Les on Quizzes

#### Self-Refectio. /Self-Assessment:

- Unit Skills Self-Check (in Student Worktext)
- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

#### Summative Assessment:

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

#### All assessments are to be modified per student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as appropriate
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) students

#### RESOURCES

#### **PRINT RESOURCES:**

- In-Class Instruction and Practice:
  - Teacher's Guide
    - Lesson Progression
    - MLL Language Expectations
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  - Student Worktext (Use the blue pages for in-class instruction and practice)
    - Instruction
- Independent Practice for School or Home
  - Teacher's Guide
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    - Additional Practice
    - Cumulative Practice
  - Teacher Toolbox
    - Fluency and Skills F actice
    - Unit Game
    - Cumulative Practice
- Assessments and Reports
  - Teacher's Guide
    - Start:
    - Suppon Whole Group/Partner Discussion
    - 48k/Listen Fors

    - Error Alerts
    - Close: Exit Ticket
    - Student Worktext
    - Self Checks
    - Apply It
    - Reflect Questions
    - Self Reflection
    - Math Journal Questions
    - Unit Review
    - Teacher Toolbox
      - Editable Lesson Quizzes
      - Editable Mid-Unit and Unit Assessments

#### Differentiation

- Before the Unit/Lesson: Prerequisites Report
  - Prerequisites Report: Resources
- During the Lesson: Teacher's Guide
  - Hands-On Activities or Visual Models
  - Deepen Understanding
  - MLL Differentiated Instruction
  - Refine Sessions
- After the Lesson: Teacher Toolbox
  - Reteach: Tools for Instruction
  - Reinforce: Math Center Activities
  - Extend: Enrichment Activities

#### **DIGITAL RESOURCES**

#### • In-Class Instruction and Practice:

- Interactive Tutorials
- Digital Math Tools
- PowerPoint Slides

#### Independent Practice for School or Home

- Digital Math Tools
- Learning Games
- Interactive Practice

#### Assessments and Reports

- Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- Prerequisites Report
- Comprehension Check Reports

#### Differentiation

- o Interactive Tutorials
- Digital Math Tools
- Learning Games

#### SIANDARDS

# 2023 NJ Student Learning Standards (N 'SLS') for Mathematics:

- 1.NBT.A.1: Count to 120, starting at an, number less than 120. In this range, read and write numerals and represent several objects with a written numeral.
- 1.NBT.B.2.a: 10 can be thought of as a bundle of ten ones called a "ten".
- 1.NBT.B.2.c: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and zero ones).
- 1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisor's vith 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.

#### Standards for Mathematical Practice (SMP):

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

# 2023 NJ Student Learning Standards (NJSLS) for English Language Arts:

- R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

# 2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers: Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.

# **NJSLS - Technology**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

# SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics Toptic nall

#### Self-Awareness and Self-Management:

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strengths or weaknesses.
- Routinely allow students to share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that asks students to identify feelings they might !ave in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as "'How would you feel if you solved an easy problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their strengths and interests, e.g., "I can tell you're enjoying this pozzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy" " to can tell you're proud of how you did on this project. Can you tell me what about this you're most proud or?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the **Student Vorktext Self-Reflection** page. Encourage students to revisit the work they did in each lesson.

#### Social Awareness:

- When there is a difference of opinion and students (perhaps over solution strategies), allow them to reflect on how they are feeling and then share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why in the same situation.
- During the *Discuss It* portion of u e daily lessons, build respect for diversity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encharages students to reflect on barriers they may encounter when completing an assignment (e.g., finding a computer) and that also help them think about ways they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher for help).

#### Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach los ons on effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fuency Practice portion of daily lessons to build fluency.

#### Responsible Decision-Making:

• Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares. Ask them to include how their choices could be repeated if successful or improved in order to be more successful.

End of Unit: To support the Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

#### Interdisciplinary Connections

- Read just-right books in the content areas
- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal with in our read-aloud and mentor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

# 21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

Un	nit #4: Using Ten	s and Ones to O	rganize and Co	ŶŹ.
Day 1 Lesson 15: Tens and Ones lession 1: Explore  Asterials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Meth loolkit Large blank 100 chart workmat Number cards deck Numbers 1 to 9  Activities: as outlined on pages 369a-392c in Feacher Guide Volume 2  Additional Practice:	Day 2 Lesson 15: Tens and Ones Session 2: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Connecting cubes  Activities: As outlined on pages 369a-392c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 377-378	Day 3 Lesson 15: Tens and Ones Session 3: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Connecting cubes Spinners Number cards deck, numbers 1 to 9 Numbers 10 to 90 spinner cards  Activities: As outlined on par, 5 3c, n-232c in Teacher Guide \ hir 2 Additional Pra, 'ce. Student W, 'text pages 383-384  F'_ ney: Index 'anding of Tens and Ones	Day 4 Leason 15: Tens and C. Session 4: Refine  Materials:  Stu. of Vorktaxt  Tac: or inde Volume 2 Dign. Vath Tools  Anth Toolkit Cannecting cubes  Autivities: As autlined on pages 369a-392c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 387-388	Day 5 Lesson 15: Tens and Ones Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume 2 Digital Math Tools  Math toolkit  Connecting cubes  Lesson Quiz  Activities: As outlined on pages 369a-392c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 391-392  Assessment: Lesson Quiz
Day 6 Lesson 16: Numbers to 120 Session 1: Explore  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Incomplete 120 chart workmat Number cards: small 100 or 110 spinner cards and spinners  Activities: As outlined on pages 393a-416c in. Teacher Guide Volume 2  Additional Practice:	Day 7 Lesson 16: Numbers to 120 Session 2: Develop  Materials.  Stude it Works. It  Teacher Guide Volume 2 Digite fash Tools  Mention.  I rans, resi counters  Livon;  100 unant workmat  Activhies:  Southed on pages 393a-416c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 401-402	Day 8 Lesson 18: Numbers to 120 Session 3: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools  Math toolkit Connecting cubes Transparent counters 10 more 10 less spinner cards and spinners 100 charl workmal  Activities: As outfined on pages 393a-416c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 407-408  Fluency: Understanding of 10 More and 10 Less	Day 9 Lesson 16: Numbers to 120 Session 4: Refine  Materials:  Student Worklext  Teacher Guide Volume 2  Digitel Math Tools  Math Toolkil  Connecting cubes  100 chart workmat  Activities: As outlined on pages 393a-416c in Teacher Guide Volume 2  Additional Practice; Student Worklext pages 411-412	Day 10 Lesson 16: Numbers to 120 Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolid: Connecting cubes  100 chart workmet Lesson quiz  Activities: As outlined on pages 393a-416c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 415-416  Assessment: Lesson Quiz
Day : Lesson :: Compare Numbers Session 1: Explore  Materials: Sludent Worklext Teacher Guide Volume 2 Digital Math Tools Math toolkit Base ten blocks Connecting cubes  Activities: As outlined on pages 417a-440c in	Day 12 Lesson 17: Compare Numbers Session 2: Develop  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Base ten blocks Transparent counters Numbers 0 to 9 spinner cards and spinners 100 chart workmal	Day 13 Lesson 17: Compare Numbers Session 3: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Base ten blocks Number cards: small, 1 to 9 Number card place value chart workmet  Activities:	Day 14 Lesson 17: Compare Numbers Session 4: Refine  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Toolkit Base ten blocks 100 chart workmat Place value chart workmat  Activities:	Day 15 Lesson 17: Compare Numbers Session 5: Refine  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Base ten blocks 100 chart workmat Place value chart workmat Lesson quiz

Teacher Guide Volume 2 Additional Practice:	Activities: As outlined on pages 417a-440c in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 425-426	As outlined on pages 417a-440c in Teacher Guide Volume 2  Additional Practice: Student Worklext pages 431-432  Fluency: Comparing Numbers	As outlined on pages 417a-440c in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 435-436	Activities: As outlined on pages 417a-440c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 439-440  Assessment: Lesson Quiz
Days 18-17 Math in Action: Plan a Polilinator Garden  Materials:  Presentation slides  Teacher Guide Volume  2  Digital Math tools  Math toolkit  Crayons/markers  120 square pollinator garden workmat  Sticky notes  Charl paper  Activities: As outlined on pages 441a-444b in Teacher Guide Volume 2	Day 18 Literacy Connection (Science): "Earwigs"  Materials:  "Earwigs" from iReady toolbox  Literacy Connection Problems  Activities: Children will analyze and think critically about the facts presented. They will use their understanding of tens and ones to complete the problems.	Day 19 Unit Game: Compare to 50 Bingo!  Materials:  Number Cards 1-9 Compare to 50 Bingo game board Two color counters Compare to 50 Bingo workmat  Activities: Pairs take turns making two digit numbers with number cards. Then they compare their number to 50 and cover a <50 or >50 space on their game board.	Day 20 Unit 4: Unit Review  Materials:  Teacher Guide Volume 2  Student Worktext  Activities:  1) Have students complete the Unit 4 Self-Reflection on page 445. 2) Students will complete pages 446-448 in their Student Worktext. 3) As a class, review and discuss student enswers and strategies. Use pages 446-448 in Teacher Guide Volume 2 to guide the discussion.	Day 26 Unit 4: Unit Assessment  Materials:  • Unit 4 Unit Assessment (Teacher Toolbox)  • Teacher Guide Volum: 2  Activities: Students will take their L !t 4: Init Assessment. \ • Je `corung Guide on page 448e in `*ach. Guide Volume 2.

Differentiate Instruction, depending on individual student needs (students with air 157, MLL Students; Students At Risk; Gifted Students) by:

#### **Presentation Accommodations**

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Neme to Coue
- Use audio amplification device (e.g., hearing aid(s), audito.y trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him.
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes.
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbai material, such as word webs and visual organizers
- Use manipulatives to tea h or de⊓ionstrate concepts

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a w irr, processor to type notes or give responses in class

#### Setting Account outlions

- Wick or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

#### **Assignment Modifications**

- · Answer fewer or different test questions
- · Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- · Get graded or assessed using a different standard than the one for a classmate

#### Differentiate Instruction, depending on individual student needs (students เมล้า a 504) by: Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Neme & Code
- Use audio amplification device (e.g., hearing aid(s), auditor; trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes.
- Be given a study guide to assist in prenaring for assessments.
- Use visual presentations of ve tal naterial, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

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#### **Scheduling Accommodations**

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- Take sections of a test in a different order
- Take a test at a specific time of day

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- Use an alarm to help with time management
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#### **Assignment Modifications**

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#### **Curriculum Modifications**

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- · Get graded or assessed using a different standard than the one for a classmate

# Subject Area: Mathematics Grade Level: First Grade Bedminster Township School

# **Unit 5: Operations with Tens and Ones**

Dates:

March - April

Time Frame:

26 days

#### Overview

In this first-grade math unit, students will explore numbers up to 90 by understanding the mass groups of ten and some ones. They will add and subtract multiples of 10 from other multiples of 10 and learn to add multiples of 10 to any two-digit number. Students will develop strategies for adding two-digit numbers to see-digit numbers, including the concept of crossing a ten when necessary. They will solve word problems involving the addition of two-digit and one-digit numbers, applying previously learned models and strategies. Students will deepen their understanding of place value by adding two-digit numbers using methods that emphasize adding tens with tens and ones with ones. They will use equations to show how two-digit numbers can be composed and decomposed, explaining their reasoning throughout. Additionally, students will practice adding two-digit numbers, compare them, and interpret data from class tally charts to answer questions related to their findings. This unit aims to build a solid foundation in addition to strategies and place value concepts for first graders.

# Enduring Understandings

- Numbers can be composed and decomposed in various ways.
- Place value is essential for understanding and representing numbers.
- Addition is a process of combining quantities.
- Mathematical operations are remark to real-world situations.
- Data can be collected, organized, and interpreted to answer questions.

# Skill and Knowledge Objectives

#### Content Objectives:

- Defcribe the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as several groups of ten and 0 ones.
- 40. a. d subtract multiples of 10 to and from other multiples of 10.
- Add multiples of 10 to any two-digit number.
- Oross to the next ten when adding ones that total 10 or more.
  - Develop strategies to add two-digit numbers and one-digit numbers and explain the reasoning used.
- Solve problems involving adding two-digit and one-digit numbers, including crossing a ten as needed.
- Apply and extend previously learned models and addition strategies to add two-digit numbers.
- Understand that to add two-digit numbers, you can add the tens with tens and ones with ones.
- Use equations showing composition and decomposition to add two-digit numbers, and explain the reasoning used.
- Add two-digit and one-digit numbers.

- Add two-digit numbers.
- Compare two-digit numbers.
- Interpret data from a class tally chart to answer questions.

#### Language Objectives:

- Show in writing how 10, 20, 30, 40, 50, 60, 70, 80, and 90 are groups of ten and 0 ones.
- Explain orally how to add and subtract multiples of 10 to and from other multiples of 10.
- Describe how to add multiples of 10 to any two-digit number using a 100 chart.
- Make connections by describing how a new problem is like a problem solved before.
- Describe how to add two-digit numbers and one-digit numbers using models.
- Understand a partner's steps to decompose a number into tens and ones using blocks.
- Explain how to add a one-digit or two-digit number to a two-digit number using a 100 chart.
- Show agreement by describing how others' ideas are similar to one's own.
- Record equations that show how to cross to the next ten when adding ones that total
- 10 or more using equation frames and models.
- Explain why strategies for adding two-digit and one-digit numbers work using n.rde's
- Describe steps used to add two-digit and one-digit numbers, including crossing a can, using models.
- Listen for understanding by repeating back what was heard using sentence fracties.
- Explain how to use and build on previously learned models and addition strategies to add two-digit numbers.
- Describe how to add two-digit numbers by adding tens with tens and ones with one using models and objects.
- Write equations that use composing and decomposing to acid 'wo-uigit numbers.
- Agree with an idea and give a reason why the idea makes sense.

#### **Unit Vocabulary:**

Digit, ones, tens, total, chart, represent, addend, describe, predict, make a ten, count on, decompose, combine, solution

#### **ASSESSMENTS**

All Lesson Quizzes, N. d-I Init Assessments, and Unit Assessments can be found here

#### Pre-Assessment:

Diagnostic Assersment (i-Ready Classroom Central)

#### Formative Assessment

- Whole-class and partner discussion
- Whiteboard work
- Close: Fxit Ticket
- Lesson Quizzes

#### Self-Reflectic i/Self-Assessment:

- P Unit Skills Self-Check (in Student Worktext)
  - Opply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

#### **Summative Assessment:**

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

#### All assessments are to be modified per student IEPs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a preferred method
- Providing instructional aides such as math tools, number lines
- Providing additional practice/pretests/study guides
- Use of calculator if necessary
- Use of mnemonic strategies
- Oral administration of assessment to individual students
- Providing oral directions and clarification on expectations
- Providing flexible work time or environment
- Displaying work samples
- Use of Spanish assessments and materials (available in the Teacher Toolbox) as appropriate
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) students

#### **RESOURCES**

#### **PRINT RESOURCES:**

- In-Class Instruction and Practice:
  - Teacher's Guide
    - Lesson Progression
    - MLL Language Expectations
    - Connect to Culture
    - Discussion Prompts and Instructional Support
  - Student Worktext (Use the blue pages for in-class instruction and practice)
    - Instruction
- Independent Practice for School or Home
  - Teacher's Guide
    - Additional Practice
    - Cumulative Practice
  - Student Worktext (Use the green pages for independent practice)
    - Additional Practice
    - Cumulative Practice
  - Teacher Toolbox
    - Fluency and Skills F actice
    - Unit Game
    - Cumulative Practice
- Assessments and Reports
  - Teacher's Guide
    - Start
    - Suppon Whole Group/Partner Discussion
    - 45k/Listen Fors
    - **▼** Sunmon Misconceptions
    - Error Alerts
    - Close: Exit Ticket

#### Student Worktext

- Self Checks
- Apply It
- Reflect Questions
- Self Reflection
- Math Journal Questions
- Unit Review
- Teacher Toolbox
  - Editable Lesson Quizzes
  - Editable Mid-Unit and Unit Assessments

#### Differentiation

- Before the Unit/Lesson: Prerequisites Report
  - Prerequisites Report: Resources
- During the Lesson: Teacher's Guide
  - Hands-On Activities or Visual Models
  - Deepen Understanding
  - MLL Differentiated Instruction
  - Refine Sessions
- After the Lesson: Teacher Toolbox
  - Reteach: Tools for Instruction
  - Reinforce: Math Center Activities
  - Extend: Enrichment Activities

#### **DIGITAL RESOURCES**

#### • In-Class Instruction and Practice:

- Interactive Tutorials
- Digital Math Tools
- PowerPoint Slides

#### • Independent Practice for School or Home

- Digital Math Tools
- Learning Games
- Interactive Practice

#### Assessments and Reports

- Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- Prerequisites Report
- Comprehension Check Reports

#### Differentiation

- Interactive Tutorials
- Digital Math Tools
- Learning Games

#### SIANDARDS

#### 2023 NJ Student Learning Standards (N'SLS) for Mathematics:

- 1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens and ones; any 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 concluste 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.

#### Standards for Mathematical Practice (SMP):

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

#### 2023 NJ Student Learning Standards (NJSLS) for English Language Arts:

- . R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

# 2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers:

#### **Career Ready Practices:**

- CRP2 Apply appropriate academic and technical skills
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.
- 9.4.2.Cl.2: Demonstrates originality and inventiveness in work.

#### **NJSLS - Technology**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

# SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics [optional]

#### **Self-Awareness and Self-Management:**

- Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit, as well as any perceived strengths or weaknesses.
- Routinely allow students to share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that asks students to identify feelings they might !: ave in situations involving mathematics using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy problem?" "Would you feel different or the same if you solved a harour problem?," "How would you feel if a friend was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their strengths and interests, e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy" to can tell you're proud of how you did on this project. Can you tell me what about this you're most proud or?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Growth Mindset by reviewing the skills on the **Student Vorktext Self-Reflection** page. Encourage students to revisit the work they did in each lesson.

#### Social Awareness:

- When there is a difference of opinion among students (perhaps over solution strategies), allow them to reflect on how they are feeling and then share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why in the same situation.
- During the *Discuss It* portion of the daily lessons, build respect for diversity in the classroom by having students share their different perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encourages students to reflect on barriers they may encounter when completing an assignment (e.g., finding a computer) and that also helps them think about ways they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher for help).

#### Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak loudly and clearly so that others can hear) as they present solutions.
- Teach los one effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Filency Practice portion of daily lessons to build fluency.

#### Responsible Decision-Making:

• Encourage students to reflect on how they approached mathematics "today," including in journals or pair shares. Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. Encourage students to revisit the work they did in each lesson.

#### **Interdisciplinary Connections**

Read just-right books in the content areas

- Use mentor texts to deliver Social Studies content
- Compare content area ideas and issues to what our characters deal with in our read-aloud and mentor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply grammar skills
- Analyze illustrations in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

# 21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Use highlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

Unit #5: Operations with Tens and Ones				
Day 1 Leason 18: Add and Subtract Tens Session 1: Explore  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Transparent counters  Spinners  100 Chart Workmal  Add and Subtract Tens spinner cards  Activities: As outlined on pages 451a-474c in Teacher Guide Volume 2  Additional Practice:	Day 2 Lesson 18: Add and Subtract Tena Seasion 2: Develop  Materials:  Student Worktext  Teacher Guide Volume 2 Digital Math Tools Math Itoolkit Transparent counters Spinners 100 Chart with Zero workmat Add and Subtract Tens Spinner cards  Activities: As outlined on pages 451a-474c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 459-460	Day 3 Lesson 18: Add and Subtract Tens Session 3: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math lookst  Number cubes 1 to 6  Transparent counters  100 chart workmal  Add up the ladder game boe 3  Activities: As outlined on pages 451a-474c i. Teacher Guide Volume 2  Additional Practice: Student Worktext pages 35-466  Fluency: Adding ar Sub, stung Tens	Day 4 Lesson 18: Add and Subtrac. Tens Session 4: Refine  Materials:  Student: *** *** *** *** *** *** *** *** *** *	Day 5 Lesson 18: Add and Subtract Tens Session 5: Refine  Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math toolkt 100 Chart workmat Lesson Quiz  Activities: As outlined on pages 451a-474c in Teacher Guide Volume 2 Additional Practice: Student Worklext pages 473-474 Assessment: Lesson Quiz
Day 6 Lesson 19: Addition with Two-Digit Numbers Session 1: Explore  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Base ten blocks Transparent counters Blank 100 Chart workmat  Activities: As outlined on pages 475a-498c in Teacher Guide Volume 2  Additional Practice:	Day 7 Lesson 19: Addition with Two-Digit Numbers Session 2: Develop  Materials:  Student Worktevt  Teacher Gu Je V turn. ?  Digital Math "or s Matt Johkt  Num cards de A  Base to blocks  B" " " " " " " " " " " " " " " " " " "	'lay b L. 'sor. 19: Addition with Two-Digit Nur.oers	Day 9 Lesson 19: Addition with Two-Digit Numbers Session 4: Refine  Materials:	Day 10 Lesson 19: Addition with Two-Digit Numbers Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Meth Tools  Math toolkit  Base ten blocks  Lesson quiz  Activities: As outlined on pages 475a-498c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 497-498  Assessment: Lesson Quiz
Day 11 Le_son 0: A 'd Two Digit and One Ulb Nt.nbers Sass: 11: Explore  Materials:  Student Worklext Teacher Guide Volume 2 Digital Math Tools Math toolkt 100 chart workmat Base ten blocks Number cards deck, numbers 1-9 Trading ones for tens workmat  Activities:	Day 12 Lesson 20: Add Two Digit and One Digit Numbers Session 2: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Two color counties  Number cubes 4 to 0  10 frame fill up cards  Activities: As outlined on pages 499a-522c in Teacher Guide Volume 2	Day 13 Lesson 20: Add Two Digit and One Digit Numbers Session 3: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Base ten blocks  Number cards deck, numbers 1-9  Number cards addition workmat  100 chart workmat  Activities:	Day 14 Lesson 20: Add Two Digit and One Digit Numbers Session 4: Refine  Materials:  Student Worklext  Teacher Guide Volume 2  Digital Math Tools  Math Toolkil  Base ten blocks  100 chart workmat  Activities: As outlined on pages 499a-522c in Teacher Guide Volume 2	Day 15 Lesson 20: Add Two Digit and One Digit Numbers Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Base ten blocks  100 chart workmat  Lesson quiz  Activities: As outlined on pages 499a-522c in Teacher Guide Volume 2

As outlined on pages 499a-522c in Teacher Gulde Volume 2 Additional Practice:	Additional Practice: Student Worktext pages 507-508	As outlined on pages 499a-522c in Teacher Guide Volume 2 Additional Practice: Student Worklext pages 513-514 Fluency: Adding Two Digit and One Digit Numbers	Additional Practice: Student Worklext pages 517-518	Additional Practice: Student Worklext pages 521-522 Assessment: Lesson Quiz
Day 16 Lesson 21: Add Two Digit Numbers Session 1: Explore  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkt  Base ten blocks  Number cubes  Paper bags Tens and Ones workmat  Activities: As outlined on pages 523a-546c in Teacher Guide Volume 2  Additional Practice:	Day 17 Lesson 21: Add Two Digit Numbers Session 2: Develop  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Number cubes 1 to 4 Number cubes 4 to 9 Small 100 Chart workmal  Activities: As outlined on pages 523a-546c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 531-532	Day 18 Lesson 21: Add Two Digit Numbers Session 3: Develop  Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Meth toolkit Base Ien blocks Number cards deck Transparent counters  Activities: As outlined on pages 523a-548c in Teacher Guide Volume 2  Additional Practice: Student Worklext pages 537-538  Fluency: Adding Two Digit and One Digit Numbers	Day 19 Lesson 21: Add Two Digit Numbers Session 4: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools:  Math Toolkit  Base ten blocks  100 chart workmat  Activities: As outlined on pages 523a-546c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 541-542	Day 20 Lesson 21: Add Two Digit Numbers Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume  Digital Math Too 3  Math toolkit  Base 1: Loc.  100 chan virtm.  Less in quiz  Activities: As outlined in pages 523a-548c in acher Guide Volume 2  Ad-Itional Practice: Sident Worktext pages 545-546  Assessment: Lesson Quiz
Days 21-22 Math In Action: Donate Pet Toys Materials:  Presentation slides Teacher Guide Volume 2 Digital Math tools Math toolkit Pet Toys workmat Chart paper Activities: As outlined on pages	Day 23 Literacy Connection (Science): "Owney: The Dog who Rode Trains"  Materials:  "Owney: The Dog who Rode Trains"  Ready toolbox Literacy Connection Problems  Activities: Children will use their understanding of solving addition and subtraction word problems to complete the literacy connection problems.	Day 24 Unit Game: Race to 100 Materials:  Race to 100 game board Race to 100 game cards Counters Race to 100 works at 10 less game cc. 1  Activities: Pairs take turns choc. 1 g.a. 1 um er card to add to their sps. 1 on the game board or using a 10 ore c. 1 to add 10 to their game bo 1 un ber Players write additir 1 c. 1 at. 1 as on the wor' mat 2 fore 6 sing their turn.	Day 25 Unit 5: Unit Review  Material.  Tach. Guide Volume 2  Si dent Worktext  Activities:  Activities:  Self-Reflection on page 551  Students will complete pages 552-554 in their Student Worktext  Activities:  Self-Reflection on page 551  Students will complete pages 552-554 in their Student Worktext  Activities:  Self-Reflection on page 551  Students will complete pages 552-554 in Teacher Guide Volume 2 to guide the discussion.	Day 26 Unit 5: Unit Assessment  Materials:  Unit 5 Unit Assessment (Teacher Toolbox)  Teacher Guide Volume 2  Activities: Students will take their Unit 5: Unit Assessment. See the Scoring Guide on page 554e in Teacher Guide Volume 2.

**Differentiate Instruction, depending on individual student needs** (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

#### **Presentation Accommodations**

- Use alternate texts at a lower readability level
- Work with fewer hards per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audic an plification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphose)
- Be g<sub>i</sub> 'en a written list of instructions
- Peccird alesson, instead of taking notes
- Have another student share class notes with him
- de given an outline of a lesson
- Be given a copy of the teacher's lecture notes.
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe

- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

#### Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quiet, you get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

#### **Assignment Modifications**

- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on mu. iplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard that the one for a classmate

# Differentiate Instruction, depending on individual student needs (students with a 504) by:

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- Use alternate tex's t a lower readability level
- Work with fewar items per page or line and/or materials in a larger print size
- Use a magn. cation device, screen reader, or Braille / Nemeth Code
- Use aud c amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Fe ive a written list of instructions
- Fraction of taking notes.
- ave another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe

- · Capture responses on an audio recorder
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- Use a word processor to type notes or give responses in class

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- Get graded or assessed using a different standard that the one for a classmate



# Subject Area: Mathematics Grade Level: First Grade Bedminster Township School

# Unit #6: Geometry and Measurement

Dates:

May - June

Time Frame:

38 days

#### Overview

In this first-grade math unit, students will explore a variety of foundational concept in geometry, measurement, and time. They will begin by distinguishing between defining attributes (such as number of sides, vertices, and other specific characteristics) and non-defining attributes of shapes. Through analysis and description, they will learn to identify shapes based on their defining attributes and construct new shapes with given attributes. Students will combine shapes to create composite shapes and learn to partition circles, squares, and rectangles into halves and fourths, using the error shalves, fourths, and quarters to describe equal parts. They will understand how the number and size of these parts relate to the whole shape. Additionally, students will read and represent time or analog and digital clocks, focusing on the hour and half hour. They will practice comparing and ordering lengths of objects directly and indirectly, using third objects as references when necessary. Through hands on activities, students will measure the length of objects using non-standard units and understand that length is determined by the number of these units without gaps or overlaps. Finally, they will identify and understand the values of coins (pennies, nickels, dimes, and quarters), and practice counting and adding their values to find totals. Through these activities, students will develop foundational skills in geometry, measurement, time-telling, and basic financial literacy.

# **Enduring Understandings**

- Shapes have defining attributes that determine their classification.
- Shapes can be combined or divided to create new shapes.
- Geometric figures can be partitioned into equal parts.
- Objects have an ensurable attributes, such as length.
- Time is a mensurable attribute.
- Numbers incresent quantities.
- Money is a form of numerical value.
- Mathematics is a tool for understanding and describing the world around us.

# Skill and Knowledge Objectives

#### **Content Objectives:**

- Distinguish between defining attributes and non-defining attributes.
- Analyze, describe, and name shapes according to attributes.
- Build and draw new shapes with a given set of defining attributes.

- Use two or more shapes to make a new composite shape.
- Draw lines to partition circles, squares, and rectangles into two or four equal parts.
- Describe equal parts using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe a whole shape as several equal parts.
- Understand the relationship between the number and size of equal parts of the same shape.
- Read the time on an analog and digital clock to the hour and half hour.
- Draw the hour hand and minute hand on an analog clock, to show the given time to the hour and half hour.
- Write the digits on a digital clock to show a given time to the hour and a half hour.
- Directly compare the lengths of three objects and order the objects by length.
- Describe the lengths of three objects as they relate to each other.
- Indirectly compare the lengths of two objects by using a third reference object.
- Use reasoning to indirectly compare lengths of objects and recognize that indirect comparison can be helpful when it is not possible to compare objects directly.
- Measure the length of an object using a whole number of nonstandard units of measure.
- Understand that the number of iterated units from end to end is a measure of length.
- Iterate units with no gaps or overlaps.
- Identify pennies, nickels, dimes, and quarters.
- Know the values of pennies, nickels, dimes, and quarters.
- Count on and/or add to find the value of a collection of coins.

# Language Objectives:

- State which attributes described by a partner help identify shares and which do not.
- Read and interpret written attributes to build and draw the shapes they describe.
- Make connections by telling why different pattern blocks can make the same shape.
- Explain how to partition circles, squares, and rectangles into two or four equal parts.
- Follow written directions to describe equal parts using halves, fourths, and quarters.
- Compare fourths and halves of the same whole.
- Justify ideas orally or in writing using pictures, models, or manipulatives as support.
- State aloud the time that is shown on analog and digital clocks.
- Describe how to position the minute and your hands to show a given time.
- Record time to an hour and a half no ir on a digital clock.
- Disagree with parts of ideas and explain the reason using a model or example.
- Explain how to compare and crust three objects by length.
- Use comparative language is gescribe the lengths of three objects relative to each other.
- Describe steps for comparing the length of two objects using a third object.
- Explain ideas to others using examples, models, or pictures.
- Describe how to measure the length of an object using a whole number of nonstandard units of measure.
- Explain that the number of units placed end to end with no gaps or overlaps is a measure of an object's length.
- Make connections between models, pictures, and objects to solve a problem.
- State o any and in writing the name and value of pennies, nickels, dimes, and quarters.
- Explain how to count on and/or add to find the value of a collection of coins.
- Agree with and build on other children's ideas in discussion using connecting words.

#### Uni Vocabulary:

Attribute, compose, edge, face, flat, rhombus, side, solid, trapezoid, vertex, clue, describe, circle, equal parts, fourths, halves, quarters, rectangle, square, unequal parts, whole, always, prove, analog clock, digital clock, equal parts, half-hour, half past, halves, hour (h), hour hand, minute (min.), minute hand, o'clock, after, between, compare, length, longer, longest, shorter, shortest, taller, tallest, arrange, compare, length, measure, unit, describe

#### **ASSESSMENTS**

# All Lesson Quizzes, Mid-Unit Assessments, and Unit Assessments can be found here

#### **Pre-Assessment:**

• Diagnostic Assessment (i-Ready Classroom Central)

#### Formative Assessment:

- Whole-class and partner discussion
- Whiteboard work
- Close: Exit Ticket
- Lesson Quizzes

#### Self-Reflection/Self-Assessment:

- Unit Skills Self-Check (in Student Worktext)
- Apply It (in Student Worktext)
- Reflect Questions (in Student Worktext)
- Self-Reflection (in Student Worktext)
- Math Journal Questions (in Student Worktext)
- Unit Review (in Student Worktext)

#### **Summative Assessment:**

- Performance Assessment
- Mid-Unit Assessment
- Unit Assessment

## All assessments are to be modified per student IEEs, 504s, I&RS plans, and individual needs.

Suggested accommodations for daily instruction and assessments include but should not be limited to:

- Limiting the total number of questions and/or answer choices in multiple-choice questions
- Allowing students to solve problems using a proferred method
- Providing instructional aides such as moth fools, number lines.
- Providing additional practice/pretocts/ctucy guides
- Use of calculator if necessary
- Use of mnemonic strategies.
- Oral administration of assessment to individual students
- Providing oral directions and parification on expectations
- Providing flexible werlt time or environment.
- Displaying work san.ples
- Use of Spanish as sessments and materials (available in the Teacher Toolbox) as appropriate
- Accelerated pacing for gifted enriched (G&T) students
- Increasing complexity for gifted enriched (G&T) students

#### **RESOURCES**

#### PRINT RESOURCES:

- n-Class Instruction and Practice:
  - Teacher's Guide
    - Lesson Progression
    - MLL Language Expectations
    - Connect to Culture
    - Discussion Prompts and Instructional Support
  - Student Worktext (Use the blue pages for in-class instruction and practice)
    - Instruction
- Independent Practice for School or Home
  - Teacher's Guide

- Additional Practice
- Cumulative Practice
- Student Worktext (Use the green pages for independent practice)
  - Additional Practice
  - Cumulative Practice
- Teacher Toolbox
  - Fluency and Skills Practice
  - Unit Game
  - Cumulative Practice

#### Assessments and Reports

- Teacher's Guide
  - Starts
  - Support Whole Group/Partner Discussion
  - Ask/Listen Fors
  - Common Misconceptions
  - Error Alerts
  - Close: Exit Ticket
- Student Worktext
  - Self Checks
  - Apply It
  - Reflect Questions
  - Self Reflection
  - Math Journal Questions
  - Unit Review
- Teacher Toolbox
  - Editable Lesson Quizzes
  - Editable Mid-Unit and Unit Assessments

#### Differentiation

- Before the Unit/Lesson: Prerequisites Report
  - Prerequisites Report: Resources
- During the Lesson: Teacher's Guide
  - Hands-On Activities or Visual Models
  - Deepen Understanding
  - MLL Differentiated Instruction
  - Refine Sessions
- After the Lesson: Teacher ToolLox
  - Reteach: Tools for Instruction
  - Reinforce: Math Cental Activities
  - Extend: Enrich nent Activities

#### DIGITAL RESOURCES

# • In-Class Instruction and Practice:

- Interactive Tukyrials
- Digital Meth Tools
- PowerPoint Sildus

#### • Independent Practice for School or Home

- o Digital Math Tools
- Learning Games
- o li tel active Practice

# Assessments and Reports

- Diagnostic
- Lesson, Mid-Unit, and Unit Comprehension Checks
- Prerequisites Report
- Comprehension Check Reports

#### Differentiation

- Interactive Tutorials
- Digital Math Tools
- Learning Games

#### **STANDARDS**

#### 2023 NJ Student Learning Standards (NJSLS) for Mathematics:

- 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. Use appropriate notation.
- 1.M.C.5: Use dollars in the solutions of problems up to \$20. Find the equivalent monetary values (e.g., a nickel is equivalent to five pennies). Show monetary values in multiple ways.
- 1.G.A.1: Distinguish between defining attributes versus non-defining attributes; build and draw shoot to possess defining attributes.
- 1.G.A.2: Compose two-dimensional shapes or three-dimensional shapes to create a composite chape, and compose new shapes from the composite shape.
- 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 or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

# Standards for Mathematical Practice (SMP):

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

# 2023 NJ Student Learning Standards (NJSLS) ter English Language Arts:

- R.L.CR.K.1:. With prompting and support, ask and answer questions about key details in a text.
- SL.PE.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and lane, groups.
- SL.UM.K.5. Add drawings or other v sue! displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

# 2020 NJ Student Learning Standards (NJSLS) - Standard 9: 21st Century Life and Careers: Career Ready Practices:

- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason
- CRP8 Utilize stitical thinking to make sense of problems and persevere in solving them.
- CRP11 Use rechnology to enhance productivity.
- 9.4.2.Cl.: Demonstrates originality and inventiveness in work.
- 9.1.2 FL1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and creation colors).
- 3.1.2.PB.2: Explain why an individual would choose to save money.

# NJSLS - Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

# SOCIAL AND EMOTIONAL COMPETENCIES - activities/topics [optional]

#### Self-Awareness and Self-Management:

• Lead discussions that encourage students to reflect on their understanding of the concepts covered in the unit,

as well as any perceived strengths or weaknesses.

- Routinely allow students to share the strategies used to solve a problem as well as possible alternate solutions.
- Lead a class activity that asks students to identify feelings they might have in situations involving mathematics
  using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you solved an easy
  problem?," "Would you feel different or the same if you solved a harder problem?," "How would you feel if a friend
  was having a hard time in class?").
- Routinely provide authentic feedback and also ask dialoguing questions that help students reflect on their strengths and interests. e.g., "I can tell you're enjoying this puzzle/problem. Can you tell me what about this puzzle/problem that makes you feel so excited/happy?" "I can tell you're proud of how you did on this project. Can you tell me what about this you're most proud of?"
- At the end of the unit, have students self-assess progress toward their learning goals and help support a Crowth Mindset by reviewing the skills on the **Student Worktext Self-Reflection** page. Encourage students to cavisit the work they did in each lesson.

#### Social Awareness:

- When there is a difference of opinion among students (perhaps over solution strategies), allow usem to reflect on how they are feeling and then share with a partner or in a small group—to be heard but also to listen to how others feel differently, and why, in the same situation.
- During the *Discuss It* portion of the daily lessons, build respect for diversity in the classically by having students share their different perspectives on situations or solution strategies for the same problem.
- Lead a discussion that encourages students to reflect on barriers they may encounter when completing an assignment (e.g., finding a computer) and that also help them think about way, they can overcome them, including how to approach others for help (e.g., how to politely ask the teacher tor help).

#### Relationship Skills:

- Teach lessons to develop communication skills (e.g., how to speak lou-fly and clearly so that others can hear) as they present solutions.
- Teach lessons on effective listening (e.g., how can we show that we are listening?) and give students a chance to practice listening, taking turns in pair shares. Have students follow each other with responses to what the last student said, e.g. "I heard you say, 'The next number in the sequence is...."
- Have students work in pairs during daily lessons. For example, students can play partner games during the Fluency Practice portion of daily lessons to build fluency

#### Responsible Decision-Making:

• Encourage students to reflect on how they applyacted mathematics "today," including in journals or pair shares.

Ask them to include how their choices could be repeated if successful or improved to be more successful.

End of Unit: To support the Growth Mindset, have students review the skills on the Student Worktext Self Reflection page and work in pairs to respond to the prompts. The urage students to revisit the work they did in each lesson.

#### **Interdisciplinary Connections**

- Read just-right books in the content areas
- Use mentor texts to deliver cocial Studies content
- Compare content area Neas and issues to what our characters deal with in our read-aloud and mentor texts
- Apply reading skills and strategies to the reading we do in the content areas
- Apply spelling strategies
- Apply gramma, skills
- Analyze illustration; in books for details
- Illustrate a passage that was just read to show detailed ideas and lessons

#### 21st Century Skills Integration

- Use Venn diagrams and T chart to compare and contrast events
- Usa hi thlighters, notecards, post-its, and other tools to keep track of story events details, and ideas.

Day 1 Lesson 22: Shapes Seasion 1: Explore	Day 2 Lesson 22: Shapes Session 2: Develop	Day 3 Lesson 22: Shapes Session 3: Develop	Day 4 Lesson 22: Shapes Session 4: Refine	Day 5 Lesson 22: Shapes Session 5: Refine
Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Counters Scissors Tape	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math loolki Patiem blocks	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Geometric solids Castle workmat	Materials: Student Worktext Teacher Guide Volume 2 Oligital Math Tools Math Toolkit Geometric solids	Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Pattern blocks Lesson Quiz
Shape headband workmat Solid and flat shape cards  Activities: As outlined on pages 557a-580c in Teacher Guide Volume 2  Additional Practice:	Activities: As outlined on pages 557a-580c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 585-586	Activities: As outlined on pages 557a-580c in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 571-572 Fluency: Naming and Describing Shapes	Activities: As outlined on pages 557a-580c in Teacher Guide Volume 2  Additional Practice: Student Worklext pages 575-576	Activities: As outlined on pages 557a-580c in Teacher Guide Volume 2 Additional Practice: Student Worklext pages 5, 55. Assessment: Less 7 Q, 7
Day 6 Lesson 23: Break Shapes Into Equal Parts Session 1: Explore  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolidt Paper shapes Scissors Glue sticks  Activities: As outlined on pages 581a-604c in Teacher Guide Volume 2 Additional Practice:	Day 7 Lesson 23: Break Shapes into Equal Parts Seasion 2: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Coffee stirrers or straws Scissors Glue sticks Squares and rectangles workmal  Activities: As outlined on pages 581a-604c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 589-590	Day 8 Lesson 23: Break Shapes Into Equal Parts Session 3: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Crayons  Half, fourth, and quarter cards  Activities: As outlined on pages 581a-604c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 595-596  Fivency: Understanding of Breaking Shap on Into Equal Parts	Day 9 Lesson 23: Break Shapes Into Equal Parts Session 4: Refine  Materials: Student Worktext Teacher Guide Volum, ? Digital Math Tools Math Toolkit  Activities: As outlined an p. ges. d1a-604c in Teacher Guive 'o'me 2  Addutte at Practice: Student V orktext pages 599-600	Day 'Lesson 23: 3reak Shapes into Equal 'rits' is so sion 5: Refine  h 'terlais: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Paper Crayons Scissors  Activities: As outlined on pages 581a-604c in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 603-604  Assessment: Lesson Quiz
Day 11 Lesson 24: Tell Time Session 1: Explore  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Demonstration clock Digital clock Number cards deck, numbers 1 to 12  Activities: As outlined on pages 605a-628c In Teacher Guide Volume 2  Additional Practice:	Day 12 Lesson 24: Tell Time Session 2: Develop  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Exact hour clock cards  Activities: As outlined on pages 605a/28i in Teacher Guide Volur?  Additional Practice. Student Wordext pages 215-614	Day 13 Lesson 24: Tell Time Session 3: Dev  Mathriat Stu. = 14 Worklext In the Stu. = 14 W	Day 14 Lesson 24: Tell Time Session 4: Refine  Materials:  Student Worktext  Teacher Guide Volume 2 Digital Math Tools  Math Toolkit  Split pin  Clocks workmet  Activities: As outlined on pages 605a-628c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 623-624	Day 15 Lesson 24: Tell Time Session 5: Refine  Materials:  Student Worktext Tescher Guide Volume 2 Digital Math Tools Math toolkit Split pin Clocks workmat Lesson quiz  Activities: As outlined on pages 605a-628c in Tescher Guide Volume 2  Additional Practice: Student Worktext pages 627-628  Assessment: Lesson Quiz
Day 16 Leason 25: Compare and Orde- Lengths Session 1: Explore  Materials:  Student Workte  Teacher Sun, Vo. no 2 Digital N th To 1s Ma** look.  Tes, "nom objects  c syons  Activities: As outlined on pages 629a-652c in Teacher Guide Volume 2  Additional Practice:	Day 1" Lesson 25: Compare and Order Lengths Session 2: Develop  Materials: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Classroom objects  Activities: As outlined on pages 629a-652c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 637-638	Day 18 Lesson 25: Compare and Order Lengths Session 3: Develop  Materias: Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit String Classroom objects  Activities: As outlined on pages 629a-652c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 643-644  Fluency: Ordering Objects by Length	Day 19 Lesson 25: Compare and Order Lengths Session 4: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math Toolkit string  Activities: As outlined on pages 529a-652c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 647-648	Day 20 Lesson 25: Compare and Order Lengths Session 5: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  string  Lesson quiz  Activities: As outlined on pages 629a-652c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 651-652  Assessment: Lesson Quiz
Day 21 Lesson 26: Measure Length Session 1: Explore	Day 22 Lesson 26: Measure Length Session 2: Develop	Day 23 Lesson 26: Measure Length Session 3: Develop	Day 24 Lesson 26: Measure Length Session 4: Refine	Day 25 Lesson 26; Measure Length Session 5; Refine

Materiats:  Student Worklext Teacher Guide Volume 2 Digital Math Tools Math toolkit Measurement units Ball of string Scissors Classroom objects  Activities: As outlined on pages 653a-676c in	Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolkit Classroom objects Measurement units Cups or bags  Activities: As outlined on pages 653a-676c in Teacher Guide Volume 2	Materials:  Student Worklext  Teacher Guide Volume 2  Digital Math Tools  Math toolkt  Base fen blocks  I inch square units  Classroom objects  Activities: As outlined on pages 653a-676c in Teacher Guide Volume 2  Additional Practice:	Materials: Student Worklext Teacher Guide Volume 2 Digital Math Tools Math Toolkt 1 inch square units Paper clips  Activities: As outlined on pages 653a-676c in Teacher Guide Volume 2	Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math toolkit  Inch square units  Paper clips  Lesson quiz  Activities: As outlined on pages 653a-676c in Teacher Guide Volume 2
Additional Practice:	Additional Practice: Student Worklext pages 661-662	Student Worktext pages 667-868 Fluency: Understanding of Length Measurement	Additional Practice: Student Worktext pages 671-672	Additional Practice: Student Worklext pages 675-6" 6 Assessment: Lesson O
Day 26 Lesson 27: Money Session 1: Explore  Materiats:  Student Worktext  Teacher Guide Volume 2 Digital Math Toots Math toolkit  Opaque beg Play money Coin clue cards Coins workmat Coin clue grid workmat  Activities: As outlined on pages 677a-700c In Teacher Guide Volume 2  Additional Practice:	Day 27 Lesson 27: Money Session 2: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math toolki Opaque bg Play money 100 chart workmet  Activities: As outlined on pages 677a-700c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 685-686	Day 28 Lesson 27: Money Session 3: Develop  Materials:  Student Worktext Teacher Guide Volume 2 Digital Math Tools Math Ioolkit Opaque bag Play money 100 chart workmat  Activities: As outlined on pages 677a-700c in Teacher Guide Volume 2  Additional Practice: Student Worktext pages 691-892  Fluency: Counting Money	Day 29 Lesson 27: Monsy Session 4: Refine  Materials:  Student Worktext  Teacher Guide Volume 2  Digital Math Tools  Math Toolst  Play money  100 chart workmat  Activities: As outlined or , age 677a-700c in Teacher Gt '4 v vlum , 2  Additiona. "* ctice: St. Jen. Vorktext pages 695-696	Day 30 Less* 27: Monev Ser slon 5: h J  Materia's: Student Worktext I Teacher Guide Volume 2 Digital Math Tools Math toolkit Play money 100 chart workmat Lesson quiz  Activities: As outlined on pages 677e-700c in Teacher Guide Volume 2 Additional Practice: Student Worktext pages 699-700 Assessment: Lesson Quiz
Days 31-32 Math in Action: Craft a Kite  Materials:  Presentation slides Teacher Guide Volume 2 Digital Math tools Math toolkit Crayons/markers Glue Scissors Tape Yarn Kite sail workmat Sticky notes Chart paper  Activities: As outlined on pages 701a-704b in Teacher Guide Volume 2	Day 33 Literacy Connection (Social Studies): "Who Were the Mound Builders?"  Materials:  "Who Were the Mound Builders?" from the iReady toolbox  Literacy Connection Problems  Activities: Children will employ problem-soh. "I skills and think critically about the fr., "I presented. They will use their understanding of naming two-dimensional shapes by heisttributes to complets users."	Day 34 Unit Game: Measure Up!  Materials:  Measure Up!  Measure Up!  ''ork at  St, are pattern blocks  Artivitie.  Calide in the length of objects pictures on a game board and then find and masure objects in the classroom that have the same length.	Day 35 Unit 5: Unit Review  Materials:  • Teacher Guide Volume 2 • Student Worktext  Activities: 1) Have students complete the Unit 6 Self-Reflection on page 705. 2) Students will complete pages 706-708 in their Student Worktext. 3) As a class, review and discuss student answers and strategies. Use pages 706-708 in Teacher Guide Volume 2 to guide the discussion.	Day 36 Unit 6: Unit Assessment  Materials:  Unit 6 Unit Assessment  (Teacher Toolbox)  Teacher Guide Volume 2  Activities: Students will take their Unit 6: Unit Assessment. See the Scoring Guide on page 708e in Teacher Guide Volume 2.

Differentiate Instruction, depending on individual student needs (students with an IEP, MLL Students; Students At Risk; Gifted Students) by:

#### Presentatio: Ac ommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Jse a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments

- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- · Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids com kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

#### Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for a classmate

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