Subject Area: Mathematics Grade Level: 1	Bedminster Township School

Unit 1
Numbers Within 10
Addition and Subtraction

Dates: September-December	**Time Frame:** 60 days

Overview

This unit extends children's understanding of adding and subtracting within 10. Children will relate counting to addition by applying the counting on strategy to find an unknown sum. Children develop reasoning skills as they see a group of objects as a single quantity from which they can count on and also see the number that they start with as a part of the total and keep track of how many they count on. Children will begin to utilize number bonds and other problem solving strategies for addition and subtraction as they develop fluency for number facts to 10 and solve word problems.

Children will work with concrete and visual models to show different ways to express equal quantities on both sides of an equal sign. Children use the equal sign to indicate that one quantity is the same as another and identify true and false equations.

Enduring Understandings

- You can count on to solve addition problems and subtraction problems.
- Knowing how to read and model a problem can help you decide whether to add or subtract.
- Numbers can be broken into parts. You can use what you know about parts of numbers to help you develop and choose addition and subtraction strategies.

SKILL AND KNOWLEDGE OBJECTIVES

Content Objectives:

- Add within 10. *(Lesson 1)*
- Apply the counting on strategy. *(Lesson 1)*
- Analyze counting strategies. *(Lesson 1)*
- Relate an image of two equal groups to doubles. *(Lesson 2)*
- Relate an image of two equal groups with one left over to doubles plus one. *(Lesson 2)*
- Write addition equations for doubles and doubles plus one. *(Lesson 2)*
- Use properties to write a doubles plus one expression (3 addends) as an expression with 2 addends. *(Lesson 2)*
- Demonstrate fluency for addition within 10 using strategies such as counting on. *(Lesson 3)*
- Use the strategy of applying properties of operations to add. *(Lesson 3)*
- Determine the unknown addend that makes the addition equation true for sums to 10. *(Lesson 3)*
- Add numbers in any order to find the same total. *(Lesson 3)*
- Understand the relationship between addition and subtraction. *(Lesson 4)*
- Write a missing addend equation for a corresponding subtraction equation. *(Lesson 4)*
- Connect addition and subtraction equations to a number bond. *(Lesson 4)*

- Relate subtraction equations and missing addend equations to problem situations. *(Lesson 4)*
- Fluently add and subtract number partners for 10. *(Lesson 5)*
- Apply the commutative property as a strategy for adding and subtracting number partners for 10. *(Lesson 5)*
- Understand the relationship between addition and subtraction to determine the unknown whole number in an addition or subtraction equation. *(Lesson 5)*
- Apply the counting on strategy to subtract within 10. *(Lesson 6)*
- Model the counting on strategy using physical and visual models. *(Lesson 6)*
- Connect the counting on strategy to an equation. *(Lesson 6)*
- Use strategies including counting on, doubles, doubles plus one, and missing addend equations to solve addition and subtraction word problems. *(Lesson 7)*
- Complete addition and subtraction equations to solve word problems. (*Lesson 7)*
- Understand a comparison problem situation as subtraction and/or related addition. (*Lesson 8)*
- Compare two quantities, determining which is greater or lesser and identifying how many more or how many fewer one quantity is than another. (*Lesson 8)*
- Write and solve subtraction and addition equations to solve comparison word problems. (*Lesson 8)*
- Understand that the equal sign is used to indicate that one quantity is the same as another. (*Lesson 9)*
- Match equivalent expressions. (*Lesson 9)*
- Write and identify true and false expressions. (*Lesson 9)*
- Rewrite a false equation to make it true. (*Lesson 9)*
- Fluently add and subtract within 10. (*Lesson 10)*
- Use strategies such as counting on, using the relationship between addition and subtraction, and using a known sum or difference to find an unknown sum or difference to add and subtract. (*Lesson 10)*

Language Objectives:

- Use fingers, counters, and connecting cubes to model the counting on strategy. *(Lesson 1)*
- Explain how to use the counting on strategy to add two numbers. *(Lesson 1)*
- Listen to the ideas of others discussing a counting error and decide together how to correct the error. *(Lesson 1)*
- Use visual models or counters to create equations and solve a doubles or a doubles plus one problem. *(Lesson 2)*
- Tell how a doubles plus one expression with 3 addends and a related doubles plus one expression with 2 addends are alike. *(Lesson 2)*
- Justify conclusions and communicate the conclusions to others. *(Lesson 2)*
- Discuss how to find different number partners for sumers to 10. *(Lesson 3)*
- Analyze, discuss, and use visual and concrete models to missing number partners for sums to 10. *(Lesson 3)*
- Describe how to complete a number bond and write equations for sums to 10. *(Lesson 3)*
- Draw dots and write numbers in number bonds to represent addition and subtraction equations. *(Lesson 4)*
- Use counters to model addition and subtraction equations. *(Lesson 4)*
- Listen to the ideas of others discussing how addition and subtraction are alike and how they are different and ask questions to clarify. *(Lesson 4)*
- Explain how to use visual models, 10 frames, and number bonds to find missing number partners for 10. *(Lesson 5)*
- Describe how to record number partners for 10 in a number bond and use it to write up to four related addition and subtraction equations. *(Lesson 5)*
- Listen to and evaluate the ideas of others about how finding number partners for 10 is similar to and different from finding number partners for numbers less than 10. *(Lesson 5)*
- Use diagrams and number paths to show the counting on strategy to subtract. *(Lesson 6)*
- Record answers to related addition and subtraction equations. *(Lesson 6)*
- Tell how counting on to subtract is similar to and different from counting on to add. *(Lesson 6)*
- Explain how to use strategies to solve word problems. (*Lesson 7)*
- Describe how to use implicit and explicit information in word problems. (*Lesson 7)*
- Tell the meaning of an unknown quantity in a word problem and use this to explain where the blank goes in the related equation. (*Lesson 7)*
- Describe relationships among models, word problems, and equations. (*Lesson 7)*
- Orally define and use key mathematical terms *compare, more, and fewer* when communicating with a partner. (*Lesson 8)*
- Complete a bar model to show how a comparison word problem relates to a subtraction equation. (*Lesson 8)*
- Draw lines to align objects and identify how many more or fewer objects are in one group. (*Lesson 8)*

- Use connecting cubes and counters to show whether an equation is true or false. (*Lesson 9)*
- Draw pictures and explain whether an equation is true or false. (*Lesson 9)*
- Correctly use the term *equal sign* when communicating with a partner. (*Lesson 9)*
- Modify an equal sign by drawing a line through it to indicate when an equation is not true. (*Lesson 9)*
- Identify and use more than one strategy to complete addition or subtraction equations in which the unknown is located in all positions. (*Lesson 10)*
- Record addition and subtraction facts to 10 in an addition table. (*Lesson 10)*
- Compare two approaches to addition or subtraction and describe how they are the same or different. (*Lesson 10)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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
        - ELL 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

NJ Student Learning Standards (NJSLS) for Mathematics:

- 1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
- 1.OA.B.3: Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) {Students need not use formal terms for these properties}*
- 1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole

numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.*

- 1.OA.B.4: Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*
- 1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
- 1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

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.

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

- RI.1.1: Ask and answer questions about key details in a text.
- RI.1.10: With prompting and support, read informational texts at grade level complexity or above.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

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.

NJ Core Curriculum Content Standards - 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.
- • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)

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 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 own strengths and interests. e.g., “I can tell you’re really 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 really 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 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 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 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 out read alouds 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 detail 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 1: Numbers Within 10

DAYS 1 & 2 DIAGNOSTIC ASSESSMENT **Activities:** Students take the Diagnostic Assessment. It takes two days to administer. See i-Ready Classroom Central for information.	**DAY 3** **Lesson 0:** Lessons for the First Five Days **Session 1:** Try - Discuss - Connect Routine - Making 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**	**DAY 4** **Lesson 0:** Lessons for the First Five Days **Session 2:** Try - Discuss - Connect Routine - Making 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**	**DAY 5** **Lesson 0:** Lessons for the First Five Days **Session 1:** Try - Discuss - Connect Routine - Adding 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***	**DAY 6** **Lesson 0:** Lessons for the First Five Days **Session 1:** Try - Discuss - Connect Routine - Adding 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***

	Teacher Toolbox* in the *Teacher Digital Experience) **Activities:** As outlined on pages 2-3 in *Grade 1 Lessons for the First Five Days* 1) Try-Discuss-Connect routine introduction *(5 min)* 2) Try It *(15 min)* *- Make sense of the problem (10 min)* *- Solve and support your thinking (5 min)* 3) Discuss It *(10 min)* *- Share your thinking with a partner (10 min)*	***Teacher Toolbox* in the *Teacher Digital Experience)*** **Activities:** As outlined on pages 4-7 in *Grade 1 Lessons for the First Five Days* 1) Discuss It *(10 min)* - Compare class strategies 2) Connect It *(10 min)* *- Make connections and reflect (15 min)* 3) Apply your Thinking to a New Problem (5 min) **Additional Practice:** *Student practice pages 3 and 4*	***Resources* tab on the *Teacher Toolbox* in the *Teacher Digital Experience)*** **Activities:** As outlined on pages 8-9 in *Grade 1 Lessons for the First Five Days* 1) Try It -Make sense of the problem *(5 min)* -Solve and Support your thinking *(10 min)* 2) Discuss It -Share your thinking with a partner *(10 min)* **Additional Practice: N/A**	***Resources* tab on the *Teacher Toolbox* in the *Teacher Digital Experience)*** **Activities:** As outlined on pages 10-13 in *Grade 1 Lessons for the First Five Days* 1) Discuss It -Compare class strategies *(10 min)* 2) Connect It -Make connections and reflect *(15 min)* -Apply your thinking to a new problem *(5 min)* **Additional Practice:** Student practice pages 7 and 8
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 Digital Experience)*** **Activities:** As outlined on pages 14-19 in *Grade 1 Lessons for the First Five Days* 1) Try It **-**Make sense of the problem *(5 min)* -Solve and support your thinking *(10 min)* 2) Discuss It -Share your thinking with a partner *(5 min)* -Compare class strategies *(10 min)* 3) Connect It -Make connections and rellect *(10 min)* -Apply your thinking to a new problem *(5 min)* **Additional Practice:** Student practice pages 11 and 12	**DAY 8** **Lesson 1:** Count on to Add **Session 1 Explore:** Counting on to Add **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 4-7 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 7-8	**DAY 9** **Lesson 1:** Count on to Add **Session 2 Develop:** Counting on to Add **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 8-9 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 13-14 **Fluency:** Practice Using a Number Path to Count On	**DAY 10** **Lesson 1:** Count on to Add **Session 3 Develop:** Counting on to Add **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 10-13 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 19-20 **Fluency:** Counting on to Add	**DAY 11** **Lesson 1:** Count on to Add **Session 4 Refine:** Counting on to Add **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* **Activities:** As outlined on pages 21-24 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 23-24
DAY 12 **Lesson 1:** Count on to Add **Session 5 Refine:** Counting on to Add **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *LESSON QUIZ* **Activities:** As outlined on pages 25-26b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 13** **Lesson 2:** Doubles and Near Doubles **Session 1 Explore:** Using Doubles and Near Doubles **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 29-32 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:**	**DAY 14** **Lesson 2:** Doubles and Near Doubles **Session 2 Develop:** Using Doubles **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 33-38 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)*	**DAY 15** **Lesson 2:** Doubles and Near Doubles **Session 3 Develop:** Using Doubles and Near Doubles **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 39-44 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min)	**DAY 16** **Lesson 2:** Doubles and Near Doubles **Session 4 Refine:** Using Doubles and Near Doubles **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* **Activities:** As outlined on pages 45-48 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 47-48

	Student Worktext pages 31-32	**Additional Practice:** *Student Worktext* pages 37-38 **Fluency:** Practice Doubling Numbers	7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 43-44 **Fluency:** Using Doubles and Near Doubles	
DAY 17 **Lesson 2:** Doubles and Near Doubles **Session 5 Refine:** Using Doubles and Near Doubles **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 49-50b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 18** **Lesson 3:** Add in Any Order **Session 1 Explore:** Adding in Any Order **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 53-56 n *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 55-56	**DAY 19** **Lesson 3:** Add in Any Order **Session 2 Develop:** Adding in Any Order with Counting On **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 57-62 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 61-62 **Fluency:** Add Numbers in Any Order	D**AY 20** **Lesson 3:** Add in Any Order **Session 3 Develop:** Adding in Any Order with Near Doubles **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 63-68 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 67-68 **Fluency:** Adding in Any Order for 8 and 9	**DAY 21** **Lesson 3:** Add in Any Order **Session 4 Refine:** Adding in Any Order **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 69-72 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 47-48
DAY 22 **Lesson 3:** Add in Any Order **Session 5 Refine:** Adding in Any Order **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 73-74b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 23** **Lesson 4:** Understand Missing Addends **Session 1 Explore:** Finding Missing Addends **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 77-80 n *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 79-80	**DAY 24** **Lesson 4:** Understand Missing Addends **Session 2 Develop:** Understanding Missing Addends **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 81-84 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It (*15 min)* 5) Discuss It *(5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 83-84 **Fluency:** Finding Number Partners	**DAY 25** **Lesson 4:** Understand Missing Addends **Session 3 Develop:** Understanding of Missing Addends **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 85-888 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It (*15 min)* 5) Discuss It *(5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 87-88 **Fluency:** Understanding of Missing Addends	**DAY 26** **Lesson 4:** Understand Missing Addends **Session 4 Refine:** Ideas About Missing Addends **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 89-90b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 27 **Lesson 5:** Number Partners for 10 **Session 1 Explore:** Number Partners for 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 93-96 n *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 95-96	**DAY 28** **Lesson 5:** Number Partners for 10 **Session 2 Develop:** Number Partners for 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 97-102 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 101-102 **Fluency:** Identify Partners for 10	**DAY 29** **Lesson 5:** Number Partners for 10 **Session 3 Develop:** Number Partners for 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 103-108 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 107-108 **Fluency:** Number Partners for 10	**DAY 30** **Lesson 5:** Number Partners for 10 **Session 4 Refine:** Number Partners for 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 109-112 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 111-112	**DAY 31** **Lesson 5:** Number Partners for 10 **Session 5 Refine:** Number Partners for 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 73-74b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 32 **Unit 1: Mid-Unit Assessment** **Materials:** • *Unit 1 Mid-Unit Assessment* • *Teacher Guide Volume 1* **Activities:** Students will take their Unit 1 Mid-Unit	**DAY 33** **Lesson 6:** Count on to Subtract **Session 1 Explore:** Counting On to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools*	**DAY 34** **Lesson 6:** Count on to Subtract **Session 2 Develop:** Counting On to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools*	**DAY 35** **Lesson 6:** Count on to Subtract **Session 3 Develop:** Counting On to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools*	**DAY 36** **Lesson 6:** Count on to Subtract **Session 4 Refine:** Counting On to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1*

Assessment. ***See the Scoring Guide on page 114f in Teacher Guide Volume 1.***	**Activities:** As outlined on pages 117-120 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 119-120	**Activities:** As outlined on pages 121-126 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 125-126 **Fluency:** Subtract with a Number Bond	**Activities:** As outlined on pages 127-132 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 131-132 **Fluency:** Counting on to Subtract	**Activities:** As outlined on pages 133-136 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 135-136
DAY 37 **Lesson 6:** Count on to Subtract **Session 5 Refine:** Counting On to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 137-138b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 38** **Lesson 7:** Add and Subtract in Word Problems **Session 1 Explore:** Adding and Subtracting in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 141-144 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 143-144	**DAY 39** **Lesson 7:** Add and Subtract in Word Problems **Session 2 Develop:** Adding and Subtracting in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 145-150 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 149-150 **Fluency:** Make 8 and 9 with Number Bonds	**DAY 40** **Lesson 7:** Add and Subtract in Word Problems **Session 3 Develope:** Adding and Subtracting in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 151-156 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 155-156 **Fluency:** Adding and Subtracting in Word Problems	**DAY 41** **Lesson 7:** Add and Subtract in Word Problems **Session 4 Refine:** Adding and Subtracting in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 157-160 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 159-160
DAY 42 **Lesson 7:** Add and Subtract in Word Problems **Session 5 Refine:** Adding and Subtracting in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 161-162b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 43** **Lesson 8:** Subtract to Compare in Word Problems **Session 1 Explore:** Subtracting to Compare in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 165-168 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 167-168	**DAY 44** **Lesson 8:** Subtract to Compare in Word Problems **Session 2 Develop:** Subtracting to Compare in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 169-174 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 173-174 **Fluency:** Subtract Within 10	**DAY 45** **Lesson 8:** Subtract to Compare in Word Problems **Session 3 Develop:** Subtracting to Compare in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 175-180 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 179-180 **Fluency:** Subtracting to Compare in Word Problems	**DAY 46** **Lesson 8:** Subtract to Compare in Word Problems **Session 4 Refine:** Subtracting to Compare in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 181-184 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 183-184
DAY 47 **Lesson 8:** Subtract to Compare in Word Problems **Session 5 Refine:** Subtracting to Compare in Word Problems **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 185-186b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 48** **Lesson 9:** Understand True and False Equations **Session 1 Explore:** True and False Equations **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 189-192 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 191-192	**DAY 49** **Lesson 9:** Understand True and False Equations **Session 2 Develop:** Understanding of True and False Equations **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 193-196 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 195-196 **Fluency:**	**DAY 50** **Lesson 9:** Understand True and False Equations **Session 3 Develop:** Understanding of True and False Equations **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 197-200 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 199-200 **Fluency:**	**DAY 51** **Lesson 9:** Understand True and False Equations **Session 4 Refine:** Ideas About True and False Equations **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 201-202b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ

		Build True and False Equations	Understanding of True and False Equations	
DAY 52 **Lesson 10:** Use Strategies for Addition and Subtraction Facts **Session 1 Explore:** Using Strategies for Addition and Subtraction Facts **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 205-208 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 207-208	**DAY 53** **Lesson 10:** Use Strategies for Addition and Subtraction Facts **Session 2 Develop:** Using Strategies for Addition and Subtraction Facts **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 209-214 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 213-214 **Fluency:** Practice Facts with the Addition Table	**DAY 54** **Lesson 10:** Use Strategies for Addition and Subtraction Facts **Session 3 Develop:** Using Strategies for Addition and Subtraction Facts **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *Digital Math Tools* **Activities:** As outlined on pages 215-220 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It (*10 min)* 6) Apply It (5 min) 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 219-220 **Fluency:** Using Strategies for Addition and Subtraction Facts	**DAY 55** **Lesson 10:** Use Strategies for Addition and Subtraction Facts **Session 4 Refine:** Using Strategies for Addition and Subtraction Facts **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* **Activities:** As outlined on pages 221-224 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 223-224	**DAY 56** **Lesson 10:** Use Strategies for Addition and Subtraction Facts **Session 5 Refine:** Using Strategies for Addition and Subtraction Facts **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 1* ● *LESSON QUIZ* **Activities:** As outlined on pages 225-226b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 57 **Unit Game: Add to 10 Bingo!**(**OPTIONAL**) **Materials**: ● *For each pair:* 4 sets of Number cards 1-5 ● *For each player:* 9 counters, Game Board for Player A or B, BINGO! Game Board (optional), *Equation* Recording Sheet (optional), 4 sets of Number Cards 6-9 (optional) **Activities:** As outlined on page 228 in *Teacher Guide Volume 1:* Have children take turns turning over cards and making additional equations. Then they cover the sum on their individual Game Board. Refer to*Teacher Guide* for variations and differentiation options.	**DAY 58** **Literacy Connection (Realistic Fiction):** "The Climb" (**OPTIONAL**) **Materials**: ● *"The Climb"* from Ready Reading ● Literacy Connection Problems (from Teacher Toolbox) **Activities:** As outlined on page 229 in *Teacher Guide Volume 1:* Read the passage and support students as they work in pairs to complete the problems.	**DAY 59:** **Unit 1: Unit Review** **Materials:** ● *Teacher Guide Volume 1* ● *Student Worktext* **Activities:** 1) Have students complete the Unit 1 Self-Reflection on page 227. 2) Students will complete pages 228-230 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 228-230in Teacher Guide Volume 1 to guide the discussion.***	**DAY 60** **Unit 1: Unit Assessment** **Materials:** ● *Unit 1: Unit Assessment* (Teacher Toolbox) ● T*eacher Guide Volume 1* **Activities:** Students will take their Unit 1: Unit Assessment. ***See the Scoring Guide on page 230e in Teacher Guide Volume 1.***	

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 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 classmate

Subject Area: Mathematics **Grade Level:** 1	**Bedminster Township School**
Unit 2 **Numbers Within 20** **Addition and Subtraction and Representing Data**	
Dates: December-February	**Time Frame:** 45 days

Overview

In this unit, students are introduced to adding and subtracting within 20. They will deepen their understanding of teen numbers and learn the strategy of making ten to add and subtract within 20, thereby applying the understanding that teen numbers can be thought of as “10 + some number”. Children will practice using a variety of strategies when solving addition and subtraction problems involving up to three addends and with unknowns in different positions.

Children will use addition and subtraction within 20 to solve word problems of all situation types. They choose from known strategies such as counting on, counting back, using doubles, and making a ten and relate them to models and equations to help them solve problems. Children extend their knowledge of how to interpret information and continue building an algebraic foundation by solving problems with unknowns in all positions.

Children sort objects into categories and begin to understand the benefits of organizing and representing such data. They represent categorical data in tally charts, in charts with numbers, and in picture graphs. They ask and answer questions about data, using what they know about addition, subtraction, and comparison.

Enduring Understandings

- Ten is an important number.
- Teen numbers are made up of a ten and some ones.
- Numbers can be put together and broken apart in different ways.
- You can use what you know about adding and subtracting up to 10 to add and subtract up to 20.

SKILL AND KNOWLEDGE OBJECTIVES

Content Objectives:

- Recognize that 10 ones and 1 ten represent the same quantity. *(Lesson 11)*
- Understand that numbers between 10 and 20 are composed of 1 ten and some ones. *(Lesson 11)*
- Model teen numbers. *(Lesson 11)*
- When adding 2 one-digit numbers, understand the rationale for decomposing one addend to make a ten. *(Lesson 12)*
- Use the strategy of making ten to add numbers within 20. *(Lesson 12)*
- Use and articulate mental math strategies to add. *(Lesson 12)*
- Use strategies including counting on, doubles, doubles plus one, and make a ten to solve addition problems. *(Lesson 13)*
- Recognize different ways that addends can be decomposed and composed. *(Lesson 13)*
- Write addition equations for doubles and doubles plus one facts. *(Lesson 13)*
- Use properties to write a doubles plus one expression (3 addends) as an expression with 2 addends. *(Lesson 13)*
- Write addition expressions with three addends to represent word problems. *(Lesson 14)*
- Find the total of three addends, using strategies such as making a ten and using doubles by grouping any two addends. *(Lesson 14)*
- Use the associative and commutative properties to group addends strategically in order to use known facts. *(Lesson 14)*
- Recognize that teen numbers can be decomposed and composed to subtract. *(Lesson 15)*
- Choose strategies to subtract single digit numbers from teen numbers. *(Lesson 15)*
- Make a ten to subtract single digit numbers from teen numbers. *(Lesson 15)*

- Find the missing number in an addition or subtraction equation (missing number in all positions). *(Lesson 16)*
- Use familiar number facts and strategies to help find a missing number in an addition or subtraction equation. *(Lesson 16)*
- Use related addition and subtraction facts to solve for an unknown number in an equation. *(Lesson 16)*
- Relate addition and subtraction equations to word problems and choose strategies to solve them. *(Lesson 17)*
- Solve addition and subtraction word problems within 20 with unknowns in all positions. *(Lesson 17)*
- Define meaningful categories for a given set of objects and sort the objects according to the categories. *(Lesson 18)*
- Count to find the number of objects in each category. *(Lesson 18)*
- Represent categorical data using tally charts, charts with numbers, and picture graphs. *(Lesson 18)*
- Answer questions about data in charts and graphs. *(Lesson 18)*
- Compare quantities represented in charts and graphs. *(Lesson 18)*

Language Objectives:

- Use connecting cubes to show that one 10 cube train represents 10 ones or the number 10 and not the number 1. *(Lesson 11)*
- Tell the meaning of each digit in a teen number. *(Lesson 11)*
- Use 10-frames and number bonds to model teen numbers. *(Lesson 11)*
- Explain how to use the strategy of making ten to add two numbers. *(Lesson 12)*
- Write numbers in a number bond to show making a ten and finding a sum. *(Lesson 12)*
- Describe a 10 frame. *(Lesson 12)*
- Use visual or concrete models to write equations and solve a doubles or doubles plus one problem. *(Lesson 13)*
- Explain how a doubles plus one expression with 3 addends and a related doubles plus one expression with 2 addends are alike. *(Lesson 13)*
- Justify conclusions and communicate the conclusions to others. *(Lesson 13)*
- Use 10-frames or number bonds to find the total of three addends. *(Lesson 14)*
- Use connecting cubes to show that changing the order or the grouping of addends does not change the sum. *(Lesson 14)*
- Explain how using strategies such as making a ten or finding doubles can help find the total of three numbers. *(Lesson 14)*
- Explain how to use the strategy of making a ten to subtract. *(Lesson 15)*
- Use number paths to decompose teen numbers to make a ten to subtract. *(Lesson 15)*
- Justify answers and communicate the results to others. *(Lesson 15)*
- Explain how to use a number path and 10 frames to add two whole numbers with a sum up to 20. *(Lesson 16)*
- Write numbers in a number bond to show a sum. *(Lesson 16)*
- Read an equation with the equal sign in any position. *(Lesson 16)*
- Explain how to choose an appropriate strategy to solve a particular word problem. *(Lesson 17)*
- Describe how to use implicit and explicit information in word problems. *(Lesson 17)*
- Write equations with a missing number to represent a word problem situation. *(Lesson 17)*
- Describe the relationships among word problems, models, and equations. *(Lesson 17)*
- Identify and describe the sorting rule or categories used when objects are sorted into groups. *(Lesson 18)*
- Interpret data to complete tally charts, charts with numbers, and picture graphs. *(Lesson 18)*
- Recognize and list more than one way to sort a group of objects. *(Lesson 18)*
- Read data in a tally chart or picture graph and tell what it represents. *(Lesson 18)*
- Record answers to comparison questions about data in a tally chart of picture graph. *(Lesson 18)*

21st Century LIfe and Careers Objectives:

- Analyze consumer decisions regarding money spent on water. *(Day 49)*
- Brainstorm ways to save money regarding water usage. *(Day 49)*
- Brainstorm careers involving water usage. *(Day 49)*

ASSESSMENTS

Pre-Assessment:

- Diagnostic Benchmark 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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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
        - ELL 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

NJ Student Learning Standards (NJSLS) for Mathematics:

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

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

- RI.1.1: Ask and answer questions about key details in a text.
- RI.1.10: With prompting and support, read informational texts at grade level complexity or above.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

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.
- **9.1.4.E.1:** Determine factors that influence consumer decisions related to money.
- **9.2.4.A.3:** Investigate both traditional and non traditional careers and relate information to personal likes and dislikes.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

NJ Core Curriculum Content Standards - 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 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 own strengths and interests. e.g., “I can tell you’re really 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 really 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 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 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 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 out read alouds 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 detail 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 2: Numbers Within 20

DAY 1 **Lesson 11:** Understand Teen Numbers **Session 1 Explore:** Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 241-244 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It *(15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 243-244	**DAY 2** **Lesson 11:** Understand Teen Numbers **Session 2 Develop:** Understanding of Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 245-248 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(10 min)* 5) Discuss It *(5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 247-248 **Fluency:** Model Teen Numbers on a Hundred Chart	**DAY 3** **Lesson 11:** Understand Teen Numbers **Session 3 Develop:** Understanding of Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 249-252 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(10 min)* 5) Discuss It *(5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 251 - 252 **Fluency:** Understanding of Teen Numbers	**DAY 4** **Lesson 11:** Understand Teen Numbers **Session 4 Refine:** Ideas About Teen Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 253-254b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 5** **Lesson 12:** Make a Ten to Add **Session 1 Explore:** Making a Ten to Add **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 257-260 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It *(15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 259-260
DAY 6 **Lesson 12:** Make a Ten to Add **Session 2 Develop:** Making a Ten to Add **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 261-266 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)*	**DAY 7** **Lesson 12:** Make a Ten to Add **Session 3 Develop:** Making a Ten to Add **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 267-272 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(5 min)*	**DAY 8** **Lesson 12:** Make a Ten to Add **Session 4 Refine:** Making a Ten to Add **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 273-276 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(30 min)* 3) Close: Exit Ticket *(10 min)*	**DAY 9** **Lesson 12:** Make a Ten to Add **Session 5 Refine:** Making a Ten to Add **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 277-278b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)*	**DAY 10** **Lesson 13:** Totals Greater than 10 **Session 1 Explore:** Totals Greater than 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 281-284 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)*

3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 265-266 **Fluency:** Practice Facts Within 10	3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 271-272 **Fluency:** Making a Ten to Add	**Additional Practice:** *Student Worktext* pages 275-276	3) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 283-284
DAY 11 **Lesson 13:** Totals Greater than 10 **Session 2 Develop:** Finding Totals Greater than 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 285-290 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 289-290 **Fluency:** Addition with Totals Greater Than 10	**DAY 12** **Lesson 13:** Totals Greater than 10 **Session 3 Develop:** Finding Totals Greater than 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 291-296 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 295-296 **Fluency:** Finding Totals Greater Than 10	**DAY 13** **Lesson 13:** Totals Greater than 10 **Session 4 Refine:** Finding Totals Greater than 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 297-300 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 299-300	**DAY 14** **Lesson 13:** Totals Greater than 10 **Session 5 Refine:** Finding Totals Greater than 10 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 301-302b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 15** **Lesson 14:** Add Three Numbers **Session 1 Explore:** Adding Three Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 305-308 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 307-308
DAY 16 **Lesson 14:** Add Three Numbers **Session 2 Develop:** Adding Three Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 309-314 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 313-314 **Fluency:** Practice Adding Three Numbers	**DAY 17** **Lesson 14:** Add Three Numbers **Session 3 Develop:** Adding Three Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 315-320 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 319-320 **Fluency:** Adding Three Numbers	**DAY 18** **Lesson 14:** Add Three Numbers **Session 4 Refine:** Adding Three Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 321-324 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 323-324	**DAY 19** **Lesson 14:** Add Three Numbers **Session 5 Refine:** Adding Three Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 325-326b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 20** **Unit 2: Mid-Unit Assessment** **Materials:** • *Unit 2 Mid-Unit Assessment* • *Teacher Guide Volume 1* **Activities:** Students will take their Unit 2 Mid-Unit Assessment. ***See the Scoring Guide on page 326f in Teacher Guide Volume 1.***
DAY 21 **Lesson 15:** Make a Ten to Subtract **Session 1 Explore:** Making a Ten to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 329-332 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 331-332	**DAY 22** **Lesson 15:** Make a Ten to Subtract **Session 2 Develop:** Making a Ten to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 333-338 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 337-338 **Fluency:** Break Apart Teen Numbers into 10 and Some Ones	**DAY 23** **Lesson 15:** Make a Ten to Subtract **Session 3 Develop:** Making a Ten to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 339-344 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 343-344 **Fluency:** Making a Ten to Subtract	**DAY 24** **Lesson 15:** Make a Ten to Subtract **Session 4 Refine:** Making a Ten to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 345-348 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 347-348	**DAY 25** **Lesson 15:** Make a Ten to Subtract **Session 5 Refine:** Making a Ten to Subtract **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 349-350b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 26 **Lesson 16:** Find the Unknown Number **Session 1 Explore:** Finding the Unknown Number **Materials:**	**DAY 27** **Lesson 16:** Find the Unknown Number **Session 2 Develop:** Finding the Unknown Number **Materials:**	**DAY 28** **Lesson 16:** Find the Unknown Number **Session 3 Develop:** Finding the Unknown Number **Materials:**	**DAY 29** **Lesson 16:** Find the Unknown Number **Session 4 Refine:** Finding the Unknown Number **Materials:**	**DAY 30** **Lesson 16:** Find the Unknown Number **Session 5 Refine:** Finding the Unknown Number **Materials:**

• *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 353-356 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 355-356	• *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 357-362 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 361-362 **Fluency:** Find the Missing Number	• *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 363-368 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 367-368 **Fluency:** Finding the Unknown Number	• *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 369-372 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 371-372	• *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 373-374b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 31 **Lesson 17:** Word Problems to 20 **Session 1 Explore:** Solving Word Problems to 20 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 377-380 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 379-380	**DAY 32** **Lesson 17:** Word Problems to 20 **Session 2 Develop:** Solving Word Problems to 20 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 381-386 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 385-386 **Fluency:** Practice Facts to 20	**DAY 33** **Lesson 17:** Word Problems to 20 **Session 3 Develop:** Solving Word Problems to 20 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 387-392 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 391-392 **Fluency:** Solving Word Problems to 20	**DAY 34** **Lesson 17:** Word Problems to 20 **Session 4 Refine:** Solving Word Problems to 20 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 393-396 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 395-396	**DAY 35** **Lesson 17:** Word Problems to 20 **Session 5 Refine:** Solving Word Problems to 20 **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 397-398b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 36 **Lesson 18:** Collect and Compare Data **Session 1 Explore:** Collecting and Comparing Data **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 401-404 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 403-404	**DAY 37** **Lesson 18:** Collect and Compare Data **Session 2 Develop:** Collecting Data **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 405-410 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 409-410 **Fluency:** Counting Tally Marks	**DAY 38** **Lesson 18:** Collect and Compare Data **Session 3 Develop:** Collecting Data **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *Digital Math Tools* **Activities:** As outlined on pages 411-416 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 415-416 **Fluency:** Collecting Data	**DAY 39** **Lesson 18:** Collect and Compare Data **Session 4 Refine:** Collecting and Comparing Data **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* **Activities:** As outlined on pages 417-420 in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Example and Apply It *(10 min)* 3) Check for Understanding *(5 min)* **Additional Practice:** *Student Worktext* pages 419-420	**DAY 40** **Lesson 18:** Collect and Compare Data **Session 5 Refine:** Collecting and Comparing Data **Materials:** • *Student Worktext* • *Teacher Guide Volume 1* • *LESSON QUIZ* **Activities:** As outlined on pages 421-422b in *Teacher Guide Volume 1*: 1) Start *(5 min)* 2) Apply It and Small Group Differentiation *(20 min)* 3) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 41 **Unit Game: Teen Number Totals** (**OPTIONAL**) **Materials**: • *For each pair:* Game Board, 3 sets of Number Cards 1-10, two color counters • *For each player:* Recording Sheet, Teen Number Subtraction Game Board (optional), Equation Recording SHeet (optional), Teen Number Cards (optional) **Activities:** As outlined on page 424 in *Teacher Guide Volume 1:* Have children 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. Refer to*Teacher Guide* for variations and differentiation options.	**DAY 42:** **Literacy Connection (Science):** "Turn on the Tap" (**OPTIONAL**) **Materials**: • *"Turn on the Tap"* from Ready Reading • Literacy Connection Problems (from Teacher Toolbox) • **Activities:** As outlined on page 425 in *Teacher Guide Volume 1:* Read the passage and support students as they work in pairs to complete the problems.	**DAY 43:** **Climate 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 used over the week, etc. 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 44:** **Unit 2: Unit Review** **Materials:** • *Teacher Guide Volume 1* • *Student Worktext* **Activities:** 1) Have students complete the Unit 2 Self-Reflection on page 423. 2) Students will complete pages 424-426 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 424- 426 in Teacher Guide Volume 1 to guide the discussion.***	**DAY 45:** **Unit 2: Unit Assessment** **Materials:** • *Unit 2: Unit Assessment* (Teacher Toolbox) • T*eacher Guide Volume 1* **Activities:** Students will take their Unit 2: Unit Assessment. ***See the Scoring Guide on page 426 in Teacher Guide Volume 1.***

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 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

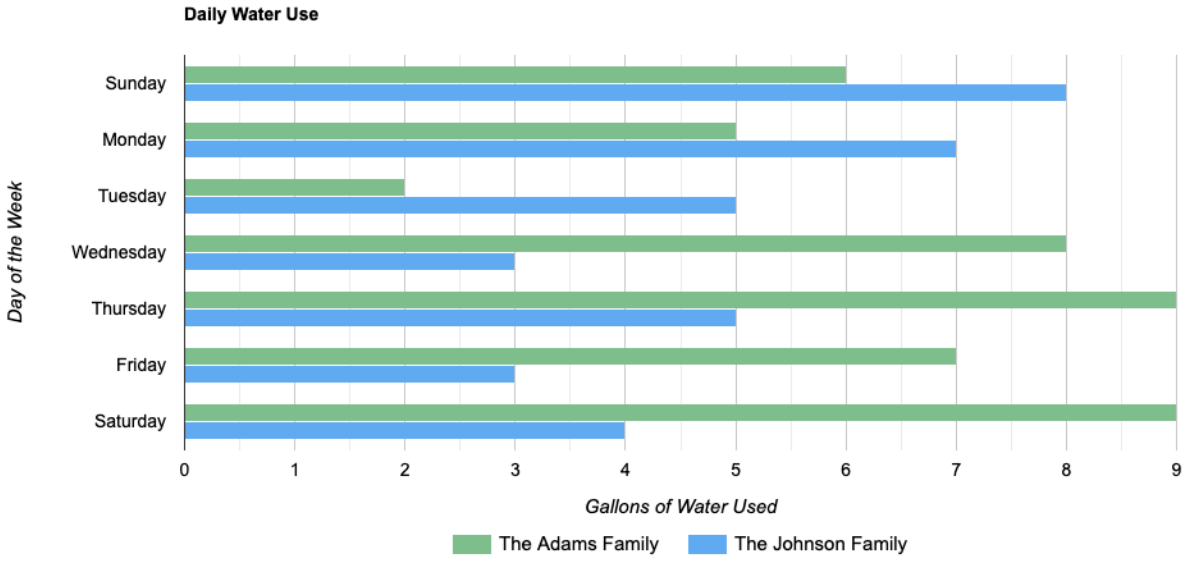
- Use an alarm to help with time management
- Mark texts with a highlighter

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 classmate



Subject Area: Mathematics **Grade Level:** 1	**Bedminster Township School**

Unit 3
Tens and Ones
Counting, Place Value, Time, and Money

Dates: February/March	**Time Frame:** 28-33 days *see note on page 5

Overview

This unit introduces children to place value with tens and ones. Children will explore the concept of ten as 10 ones by composing and decomposing, counting, recording, and comparing multiple groups of ten. Children will use a 120 chart to count up by 1s from any given number within 120 and look for patterns in the 120 chart that show relationships between numbers. Children will decompose two digit numbers into groups of tens and ones, representing them in different ways. Children will use their knowledge of two digit numbers to compare the number of tens and ones in 2 two digit numbers and then compare those numbers using the appropriate symbols.

Children will learn to tell and write time to the hour and half hour. They learn to recognize minutes and hours on analog and digital clocks and read and write times to the hour and half hour.

Enduring Understandings

- Two digit numbers are made up of tens and ones. Knowing how to express two digit numbers as

tens and ones in different ways will help you understand the value of that number.
- You can use what you know about tens and ones in two digit numbers to compare their values.

SKILL AND KNOWLEDGE OBJECTIVES

Content Objectives:

- Understand that the digits of a two digit number represent numbers of tens and ones. *(Lesson 19)*
- Organize 10 ones into a group of ten. *(Lesson 19)*
- Express 10 ones as 1 ten and 1 ten as 10 ones. *(Lesson 19)*
- Identify and write multiples of ten in terms of tens and ones. *(Lesson 19)*
- Count on from any number on the 120 chart. *(Lesson 20)*
- Identify missing numbers in a sequence within 120. *(Lesson 20)*
- Count by 10s within 120. *(Lesson 20)*
- Represent two digit numbers as tens and ones. *(Lesson 21)*
- Decompose a two digit number as some tens and some ones in multiple ways. *(Lesson 21)*
- Model a two digit number in multiple ways. *(Lesson 21)*
- Understand the meaning of the symbols < and >. *(Lesson 22)*
- Compare the values of 2 two digit numbers using tens and ones. *(Lesson 22)*
- Write the symbols <, >, and = to compare 2 two digit numbers. *(Lesson 22)*
- Tell time to the hour and to the half hour, using analog and digital clocks. *(Lesson 23)*
- Write the time to the hour and half hour. *(Lesson 23)*
- Understand that 30 minutes is the same as a half hour. *(Lesson 23)*
- *OPTIONAL LESSON: Identify coins (pennies, nickels, dimes, and quarters). *(Lesson 24)*
- *OPTIONAL LESSON: Know the value of each coin. *(Lesson 24)*
- *OPTIONAL LESSON: Relate the value of coins (pennies, dimes, and quarters) to the value of one dollar. *(Lesson 24)*
- *OPTIONAL LESSON: Count on to find the value of a set of dimes and pennies. *(Lesson 24)*

Language Objectives:

- Use connecting cubes to show that one ten train represents 10 ones, or the number 10, and not the number one. *(Lesson 19)*
- Count groups of objects and write the total as the number of tens and as the number of ones. *(Lesson 19)*
- Compose and decompose cube models for multiples of 10 (through 90). Count and write the total number of tens and the number of ones the model represents. *(Lesson 19)*
- Circle groups of 10 objects in a group containing a multiple of 10 objects. *(Lesson 19)*
- Read and circle numbers in a 120 chart and describe patterns. *(Lesson 20)*
- Tell how to start from a given number and find 1 more than that number. *(Lesson 20)*
- Count groups of ten objects to find the total number of objects. *(Lesson 20)*
- Use connecting cubes and draw diagrams to model a two digit number as a group of ones and as a group of tens plus ones. *(Lesson 21)*
- Write given two digit numbers as different numbers of tens and ones. *(Lesson 21)*
- Justify conclusions and communicate the conclusions to others. *(Lesson 21)*
- Orally describe and write the symbols used to represent *si greater than, is less than, and is the same as*. *(Lesson 22)*
- Use quick drawings and base ten blocks to model two digit numbers in comparison problems. *(Lesson 22)*
- Rewrite given pairs of two digit numbers as tens and ones and determine which number is greater than, less than, or equal to the other. *(Lesson 22)*
- Draw the hour and minute hands on an analog clock to show a given time to the hour and half hour. *(Lesson 23)*
- Tell time to the half hour in more than one way using words and numbers. *(Lesson 23)*
- Show the same time on an analog clock and a digital clock. *(Lesson 23)*
- *OPTIONAL LESSON: Name coins (penny, nickel, dime, and quarter) and tell the value of each. *(Lesson 24)*
- *OPTIONAL LESSON: Find the value of a set of dimes and pennies by counting on by tens and ones. *(Lesson 24)*

- *OPTIONAL LESSON: Identify how many pennies, dimes, and quarters equal the value of one dollar. *(Lesson 24)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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
        - ELL 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

NJ Student Learning Standards (NJSLS) for Mathematics:

- 1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.
- 1.NBT.A.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
- 1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.

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.

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

- RI.1.1: Ask and answer questions about key details in a text.

- RI.1.10: With prompting and support, read informational texts at grade level complexity or above.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

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.

NJ Core Curriculum Content Standards - 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 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 own strengths and interests. e.g., “I can tell you’re really 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 really 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 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 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 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 out read alouds 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 detail 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: Tens and Ones

Note: Days 25-29 (Lesson 24) provide a basis for future learning but are not required by the curriculum or state standards. They may be covered at the teacher's discretion based on timing and student readiness.

DAY 1 **Lesson 19:** Understand Tens **Session 1 Explore:** Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 435-438 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It *(15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 437-438	**DAY 2** **Lesson 19:** Understand Tens **Session 2 Develop:** Understanding of Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 439-442 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(15 min)* 5) Discuss It (*5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 441-442 **Fluency:** Count by Tens on a Hundred Chart	**DAY 3** **Lesson 19:** Understand Tens **Session 3 Develop:** Understanding of Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 443-446 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(15 min)* 5) Discuss It (*5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 445-446 **Fluency:** Understanding of Tens	**DAY 4** **Lesson 19:** Understand Tens **Session 4 Refine:** Ideas About Tens **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 447-448b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 5** **Lesson 20:** Counting to 120 **Session 1 Explore:** Counting to 120 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 451-454 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 453-454
DAY 6 **Lesson 20:** Counting to 120 **Session 2 Develop:** Counting to 120 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 455-460 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 459-460 **Fluency:** Count by Ones and Ten	**DAY 7** **Lesson 20:** Counting to 120 **Session 3 Develop:** Counting to 120 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 461-466 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 465-466 **Fluency:** Counting to 120	**DAY 8** **Lesson 20:** Counting to 120 **Session 4 Refine:** Counting to 120 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 467-470 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(30 min)* 3) Close: Exit Ticket *(10 min)* **Additional Practice:** *Student Worktext* pages 469-470	**DAY 9** **Lesson 20:** Counting to 120 **Session 5 Refine:** Counting to 120 **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 471-472b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 10** **Lesson 21:** Understand Tens and Ones **Session 1 Explore:** Tens and Ones **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 475-478 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 477-478
DAY 11 **Lesson 21:** Understand Tens and Ones **Session 2 Develop:** Understanding of	**DAY 12** **Lesson 21:** Understand Tens and Ones **Session 3 Develop:** Understanding of	**DAY 13** **Lesson 21:** Understand Tens and Ones **Session 4 Refine:** Understanding of	**DAY 14** **Lesson 22:** Compare Numbers **Session 1 Explore:** Comparing Numbers	**DAY 15** **Lesson 22:** Compare Numbers **Session 2 Develop:** Comparing Numbers

Tens and Ones **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 479-482 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 481-482 **Fluency:** Write Two Digit Numbers as Tens and Ones	Tens and Ones **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 483-486 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(5 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 485-486 **Fluency:** Understanding of Tens and Ones	Tens and Ones **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 487-488b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 491-494 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 493-494	**Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 495-500 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 499-500 **Fluency:** Find 10 More and 10 Less with Base-Ten Blocks
DAY 16 **Lesson 22:** Compare Numbers **Session 3 Develop:** Comparing Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 501-506 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 505-506 **Fluency:** Comparing Numbers	**DAY 17** **Lesson 22:** Compare Numbers **Session 4 Refine:** Comparing Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 507-510in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(30 min)* 3) Close: Exit Ticket *(10 min)* **Additional Practice:** *Student Worktext* pages 509-510	**DAY 18** **Lesson 22:** Compare Numbers **Session 5 Refine:** Comparing Numbers **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 511-512b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 19** **Unit 3: Mid-Unit Assessment** **Materials:** • *Unit 3 Mid-Unit Assessment* • *Teacher Guide Volume 2* **Activities:** Students will take their Unit 3 Mid-Unit Assessment. ***See the Scoring Guide on page 512f in Teacher Guide Volume 2.***	**DAY 20** **Lesson 23:** Tell Time **Session 1 Explore:** Telling Time **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 515-518 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 517-518
DAY 21 **Lesson 23:** Tell Time **Session 2 Develop:** Telling Time **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 519-524 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 523-524 **Fluency:** Practice Making True Equations	**DAY 22** **Lesson 23:** Tell Time **Session 3 Develop:** Telling Time **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 525-530 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 529-530 **Fluency:** Telling Time	**DAY 23** **Lesson 23:** Tell Time **Session 4 Refine:** Telling Time **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 531-534 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Check for Understanding *(5 min)* **Additional Practice:** *Student Worktext* pages 533-534	**DAY 24** **Lesson 23:** Tell Time **Session 5 Refine:** Telling Time **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 535-536B in *Teacher Guide Volume 2*: *1*) Apply It and Small Group Differentiation *(20 min)* 2) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 25** **Lesson 24:** Money **Session 1 Explore:** Money OPTIONAL LESSON **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 539-542 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 541-542
DAY 26 **Lesson 24:** Money **Session 2 Develop:** Money OPTIONAL LESSON **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 543-548 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 547-548	**DAY 27** **Lesson 24:** Money **Session 3 Develop:** Money OPTIONAL LESSON **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 549-554 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 553-554	**DAY 28** **Lesson 24:** Money **Session 4 Refine:** Money OPTIONAL LESSON **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 555-558 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(10 min)* 3) Check for Understanding *(5 min)* **Additional Practice:** *Student Worktext* pages 557-558	**DAY 29** **Lesson 24:** Money **Session 5 Refine:** Money OPTIONAL LESSON **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 559-560b in *Teacher Guide Volume 2*: *1*) Apply It and Small Group Differentiation *(20 min)* 2) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 30** **Unit Game: Compare to 50 Bingo!** (**OPTIONAL**) **Materials**: • *For each pair:* Game Board, 1 set of Number Cards 1-9 • *For each player:* 9 two-color counters, Recording Sheet **Activities:** As outlined on page 562 in *Teacher Guide Volume 2:* Have children take turns making two digit numbers with Digit Cards and cover a number > 50 or < 50 on their Game Board. Refer to*Teacher Guide* for variations and differentiation options.

Fluency: Relate Tens and Ones to Dimes and Pennies	**Fluency:** Counting Money			
DAY 31 **Literacy Connection (Science):** "Earwigs" (**OPTIONAL**) **Materials**: ● *"Earwigs"* from Ready Reading ● Literacy Connection Problems (from Teacher Toolbox) **Activities:** As outlined on page 563 in *Teacher Guide Volume 2*: Read the passage and support students as they work in pairs to complete the problems.	**DAY 32** **Unit 3: Unit Review** **Materials:** ● *Teacher Guide Volume 2* ● *Student Worktext* **Activities:** 1) Have students complete the Unit 3 Self-Reflection on page 561. 2) Students will complete pages 562 - 564in their *Student Worktext.* 3) As a class, review and discuss student answers and strategies. ***Use pages 562-564 in Teacher Guide Volume 2 to guide the discussion.***	**DAY 33** **Unit 3: Unit Assessment** **Materials:** ● *Unit 3: Unit Assessment* (Teacher Toolbox) ● *Teacher Guide Volume 2* **Activities:** Students will take their Unit 3: Unit Assessment. ***See the Scoring Guide on page 564e in Teacher Guide Volume 2.***		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 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 classmate

Subject Area: Mathematics **Grade Level:** 1	**Bedminster Township School**

Unit 4

Operations with Tens and Ones
Addition and Subtraction

Dates: April/May	**Time Frame:** 28 days

Overview

This unit introduces children to operations with two digit numbers. They will build on known strategies for adding and subtracting single digits and apply these strategies to adding and subtracting multiples of 10 from 10 to 90. Children will mntally add 10 to and subtract 10 from two digit numbers. As they explore “10 more” and “10 less”, children will build mental images to be able to recognize that when adding or subtracting a ten, the tens digit of a number increases or decreases by one. Children will extend strategies explored in previos lessons to addition problems involving two digit and one or two digit addends. Children develop an understanding that sometimes it is necessary to compose a new ten. They will learn the standard algorithm in future grades.

Children will extend their prior work with mentally adding 10 to any number to explore adding multiples of 10 to any number within 100.

Enduring Understandings

- You can use what you know about tens and ones to add or subtract tens from any number.
- When adding two digit numbers, you can add tens to tens and ones to ones.
- Sometimes you need to regroup 10 ones to make a ten when you add.

SKILL AND KNOWLEDGE OBJECTIVES

Content Objectives:

- Count tens as 1 ten, 2 tens, 3 tens… or as 10, 20, 30… *(Lesson 25)*
- Use counting on, counting back, and strategies based on place value and properties to add and subtract multiples of ten. *(Lesson 25)*
- Relate adding tens to adding ones. *(Lesson 25)*

- Mentally add 10 to any number and subtract 10 from any number within 100. *(Lesson 26)*
- Recognize that adding or subtracting a ten results in a change in the tens digit, but the ones digit remains the same. *(Lesson 26)*
- Add multiples of 0 to any two digit number within 100. *(Lesson 27)*
- Apply a strategy based on place value to add a two digit number and a multiple of 10 and relate it to a written method. *(Lesson 27)*
- Model adding a two digit number and a multiple of 10 using place value understanding. *(Lesson 27)*
- Add two digit and one digit numbers with and without regrouping. *(Lesson 28)*
- Compose a ten when adding ones that total 10 or more. *(Lesson 28)*
- Add 2 two digit numbers with and without regrouping. *(Lesson 29)*
- Compose a new ten when adding one that total 10 or greater. *(Lesson 29)*
- Develop strategies based on place value for adding two digit numbers. *(Lesson 29)*

Language Objectives:

- Use base ten blocks and quick drawings to model and represent tens in word problems. *(Lesson 25)*
- Complete equations based on models to solve word problems involving adding and subtracting tens. *(Lesson 25)*
- Restate what information a word problem is asking for and orally describe how to solve. *(Lesson 25)*
- Explain the relationship between adding and subtracting single digits and adding and subtracting multiples of ten. *(Lesson 25)*
- Use connecting cubes, base ten blocks, or a hundred chart to show how only the tens digit changes when a 10 is added to or subtracted from a number. *(Lesson 26)*
- Tell how finding 10 more or 10 less is similar to and different from finding 1 more or 1 less. *(Lesson 26)*
- Write numbers that are 10 more of 10 less than a given number. *(Lesson 26)*
- Use quick drawings, number bonds, and equations to show how to add tens with tens and then add ones with ones to solve addition problems. *(Lesson 27)*
- Describe reasoning behind choosing a particular strategy to solve an addition word problem. *(Lesson 27)*
- Analyze different approaches to adding tens to a two digit number and tell how they are alike and how they are different. *(Lesson 27)*
- Make quick drawings of base ten block models to show how to add two digit and one digit numbers with regrouping. *(Lesson 28)*
- Explain why sometimes a tens digit changes in the total when a number of ones are added. *(Lesson 28)*
- Rewrite two digit numbers as tens and ones to add numbers with and without regrouping. *(Lesson 28)*
- Listen to the ideas of others and compare their strategies. *(Lesson 28)*
- Make quick raw diagrams to show how to add two digit numbers with and without regrouping. *(Lesson 29)*
- Rewrite two digit numbers using place value notation and as tens and ones to add with and without regrouping. *(Lesson 29)*
- Explain strategies and thinking, listen to the ideas of others in the class, and compare strategies. *(Lesson 29)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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
    - ELL 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

NJ Student Learning Standards (NJSLS) 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 (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.NBT.C.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- 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 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.

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

- RI.1.1: Ask and answer questions about key details in a text.
- RI.1.10: With prompting and support, read informational texts at grade level complexity or above.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

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.

NJ Core Curriculum Content Standards - 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 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 own strengths and interests. e.g., “I can tell you’re really 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 really 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 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 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 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 out read alouds 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 detail 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 4: Operations with Tens and Ones

DAY 1
Lesson 25: Add and Subtract Tens
Session 1 Explore: Adding and Subtracting Tens

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 575-578 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Try It *(20 min)*
3) Connect It *(15 min)*
4) Close:Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 577-578

DAY 2
Lesson 25: Add and Subtract Tens
Session 2 Develop: Adding Tens

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 579-584 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Try It *(15 min)*
3) Discuss It *(10 min)*
4) Model It *(5 min)*
5) Connect It *(10 min)*
6) Apply It *(5 min)*
7) Close: Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 583-584

Fluency:
Add Multiples of 10

DAY 3
Lesson 25: Add and Subtract Tens
Session 3 Develop: Adding and Subtracting Tens

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 585-590 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Try It *(15 min)*
3) Discuss It *(10 min)*
4) Model It *(5 min)*
5) Connect It *(10 min)*
6) Apply It *(5 min)*
7) Close: Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 589-590

Fluency:
Adding and Subtracting Tens

DAY 4
Lesson 25: Add and Subtract Tens
Session 4 Refine: Adding and Subtracting Tens

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*

Activities:
As outlined on pages 591-594 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Example and Apply It *(10 min)*
3) Check for Understanding *(5 min)*

Additional Practice:
Student Worktext pages 593-594

DAY 5
Lesson 25: Add and Subtract Tens
Session 5 Refine: Adding and Subtracting Tens

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *LESSON QUIZ*

Activities:
As outlined on pages 595-596b in *Teacher Guide Volume 2*:
1) Apply It and Small Group Differentiation *(20 min)*
2) Close: Exit Ticket *(5 min)*

ASSESSMENT:
LESSON QUIZ

DAY 6
Lesson 26: Understand 10 More and 10 Less
Session 1 Explore: 10 more and 10 Less

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 599-602 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Try It *(20 min)*
3) Connect It *(15 min)*
4) Close:Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 601-602

DAY 7
Lesson 26: Understand 10 More and 10 Less
Session 2 Develop: Understanding of 10 more and 10 Less

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 603-606 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Model It *(10 min)*
3) Discuss It *(5 min)*
4) Connect It *(15 min)*
5) Discuss It *(5 min)*
6) Close: Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 605-606

Fluency:
Build Numbers 10 More and 10 Less

DAY 8
Lesson 26: Understand 10 More and 10 Less
Session 3 Develop: Understanding of 10 more and 10 Less

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 607-610 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Model It *(10 min)*
3) Discuss It *(5 min)*
4) Connect It *(15 min)*
5) Discuss It *(5 min)*
6) Close: Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 609-610

Fluency:
Understanding of 10 More and 10 Less

DAY 9
Lesson 26: Understand 10 More and 10 Less
Session 4 Refine: Ideas About 10 more and 10 Less

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *LESSON QUIZ*

Activities:
As outlined on pages 611-612b in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Apply It *(35 min)*
3) Close: Exit Ticket *(5 min)*

ASSESSMENT:
LESSON QUIZ

DAY 10
Lesson 27: Add Tens to Any Number
Session 1 Explore: Adding Tens to Any Number

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 615-618 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Try It *(20 min)*
3) Connect It *(15 min)*
4) Close:Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 617-618

DAY 11
Lesson 27: Add Tens to Any Number
Session 2 Develop: Adding Tens to Any Number

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 619-624 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Try It *(15 min)*
3) Discuss It *(10 min)*
4) Model It *(5 min)*
5) Connect It *(10 min)*
6) Apply It *(5 min)*
7) Close: Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 623-624

Fluency:
Practice Adding Tens

DAY 12
Lesson 27: Add Tens to Any Number
Session 3 Develop: Adding Tens to Any Number

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 625-630 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Try It *(15 min)*
3) Discuss It *(10 min)*
4) Model It *(5 min)*
5) Connect It *(10 min)*
6) Apply It *(5 min)*
7) Close: Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 629-630

Fluency:
Adding Tens to Any Number

DAY 13
Lesson 27: Add Tens to Any Number
Session 4 Refine: Adding Tens to Any Number

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*

Activities:
As outlined on pages 631-634 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Example and Apply It *(10 min)*
3) Check for Understanding *(5 min)*

Additional Practice:
Student Worktext pages 633-634

DAY 14
Lesson 27: Add Tens to Any Number
Session 5 Refine: Adding Tens to Any Number

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *LESSON QUIZ*

Activities:
As outlined on pages 635-636b in *Teacher Guide Volume 2*:
1) Apply It and Small Group Differentiation *(20 min)*
2) Close: Exit Ticket *(5 min)*

ASSESSMENT:
LESSON QUIZ

DAY 15
Lesson 28: Add Two Digit and One Digit Numbers
Session 1 Explore: Adding Two Digit and One Digit Numbers

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 639-642 in *Teacher Guide Volume 2*:
1) Start *(5 min)*
2) Try It *(20 min)*
3) Connect It *(15 min)*
4) Close:Exit Ticket *(5 min)*

Additional Practice:
Student Worktext pages 641-642

DAY 16
Lesson 28: Add Two Digit and One Digit Numbers
Session 2 Develop: Adding Two Digit and One Digit Numbers

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 643-648 in

DAY 17
Lesson 28: Add Two Digit and One Digit Numbers
Session 3 Develop: Adding Two Digit and One Digit Numbers

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 649-654 in

DAY 18
Lesson 28: Add Two Digit and One Digit Numbers
Session 4 Refine: Adding Two Digit and One Digit Numbers

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*

Activities:
As outlined on pages 655-658 in *Teacher Guide Volume 2*:

DAY 19
Lesson 28: Add Two Digit and One Digit Numbers
Session 5 Refine: Adding Two Digit and One Digit Numbers

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *LESSON QUIZ*

Activities:
As outlined on pages 659-660b in

DAY 20
Lesson 29: Add Two Digit Numbers
Session 1 Explore: Adding Two Digit Numbers

Materials:
- *Student Worktext*
- *Teacher Guide Volume 2*
- *Digital Math Tools*

Activities:
As outlined on pages 663-666 in *Teacher Guide Volume 2*:

Teacher Guide Volume 2: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 647-648 **Fluency:** Practice Adding a Two Digit and a One Digit Number	*Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 653-654 **Fluency:** Adding Two Digit and One Digit Numbers	1) Start, Example and Apply It *(15 min)* 2) Check for Understanding *(5 min)* **Additional Practice:** *Student Worktext* pages 657-658	*Teacher Guide Volume 2*: *1)* Apply It and Small Group Differentiation *(20 min)* 2) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 665-666
DAY 21 **Lesson 29:** Add Two Digit Numbers **Session 2 Develop:** Adding Two Digit Numbers **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 2* ● *Digital Math Tools* **Activities:** As outlined on pages 667-672 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 671-672 **Fluency:** Choose Strategies to Solve Addition Problems	**DAY 22** **Lesson 29:** Add Two Digit Numbers **Session 3 Develop:** Adding Two Digit Numbers **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 2* ● *Digital Math Tools* **Activities:** As outlined on pages 673-678 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 677-678 **Fluency:** Adding Two Digit Numbers	**DAY 23** **Lesson 29:** Add Two Digit Numbers **Session 4 Refine:** Adding Two Digit Numbers **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 2* **Activities:** As outlined on pages 679-682 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Example and Apply It *(10 min)* 3) Check for Understanding *(5 min)* **Additional Practice:** *Student Worktext* pages 681-682	**DAY 24** **Lesson 29:** Add Two Digit Numbers **Session 5 Refine:** Adding Two Digit Numbers **Materials:** ● *Student Worktext* ● *Teacher Guide Volume 2* ● *LESSON QUIZ* **Activities:** As outlined on pages 683-684b in *Teacher Guide Volume 2*: *1)* Apply It and Small Group Differentiation *(20 min)* 2) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 25** **Unit Game: Race to 100(OPTIONAL)** **Materials**: ● *For each pair:* Game Board, Game Cards ● *For each player:* 1 counter, 3 "10 more" game cards, recording sheet **Activities:** As outlined on page 686 in *Teacher Guide Volume 2:* Have children take turns choosing a number card to add to their space on the game board or using a "10 more" card to add 10 to their game board number. Refer to*Teacher Guide* for variations and differentiation options.
DAY 26 **Literacy Connection (Social Studies):** "Owney" (**OPTIONAL**) **Materials**: ● *"Owney"* from Ready Reading ● Literacy Connection Problems (from Teacher Toolbox) ● **Activities:** As outlined on page 687 in *Teacher Guide Volume 2:* Read the passage and support students as they work in pairs to complete the problems.	**DAY 27** **Unit 4: Unit Review** **Materials:** ● *Teacher Guide Volume 2* ● *Student Worktext* **Activities:** 1) Have students complete the Unit 4 Self-Reflection on page 685. 2) Students will complete pages 686-688 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 686-686 in Teacher Guide Volume 2 to guide the discussion.***	**DAY 28** **Unit 4: Unit Assessment** **Materials:** ● *Unit 4: Unit Assessment* (Teacher Toolbox) ● T*eacher Guide Volume 2* **Activities:** Students will take their Unit 4: Unit Assessment. ***See the Scoring Guide on page 688e in Teacher Guide Volume 2.***		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 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 classmate

Subject Area: Mathematics **Grade Level:** 1	**Bedminster Township School**
Unit 5 **Length** **Comparing, Ordering, and Measuring**	
Dates: April/May	**Time Frame:** 18 days

Overview

This unit extends children's understanding of length. They will compare the lengths of three objects, lining them up so that the ends of all objects are aligned, and put hten items in order by length. Children develop an understanding of indirect comparison, which underlies the use of standard measuring tools. They reason that if Object A is longer than the reference object and Object B is shorter than the reference object, then Object A is longer than Object B. Children will learn to measure by iterating nonstandard units to equal the length of another object, recognizing that the number of units to equal the length of another object, recognizing that the number of units iterated represents the length of the object. They recognize the importance of using units of uniform length with no gaps or overlaps in measuring an object.

Enduring Understandings

- You can compare the length of objects and put them in length order by lining them up at one end.
- Sometimes you can tell which of two objects is onger by comparing both of them to another object.
- You can measure an object with same sized units to find its length.

SKILL AND KNOWLEDGE OBJECTIVES

Content Objectives:

- Directly compare the lengths of three objects. *(Lesson 30)*
- Order three objects by length. *(Lesson 30)*
- Recognize that sometimes it is not possible to compare lengths directly. *(Lesson 31)*
- Compare two objects by comparing their lengths to a third reference object. *(Lesson 31)*
- Use logical reasoning to indirectly compare the lengths of objects. *(Lesson 31)*
- Measure the length of an object using a whole number of nonstandard units of measure. *(Lesson 32)*
- Understand that the number of iterated units from end to end is a measure. *(Lesson 32)*
- Iterate units with no gaps or overlaps. *(Lesson 32)*
- Understand that the length measure of an object is the number of units laid end to end with no gaps or overlaps. *(Lesson 32)*

Language Objectives:

- Order three classroom objects by length and height (shortest to longest, or longest to shortest; shortest to tallest of tallest to shortest). *(Lesson 30)*
- Explain why one end of all the objects being compared must be aligned. *(Lesson 30)*
- Draw a line that is shorter or longer or taller than two given objects. *(Lesson 30)*
- Tell which object is shorter or longer than a given object. *(Lesson 31)*
- Use a paper strip to find and describe classroom objects that are longer, shorter, and the same size as the paper strip. *(Lesson 31)*
- Explain why an object that is shorter than a given object must also be shorter than a second object that is longer than the given object. *(Lesson 31)*
- Count and write the number of units used to measure teh length of an object with nonstandard units. *(Lesson 32)*
- Tell if a measured object is longer or shorter than a given measurement. *(Lesson 32)*
- Explain how to measure with nonstandard units. *(Lesson 32)*

ASSESSMENTS

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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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
        - ELL 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

NJ Student Learning Standards (NJSLS) for Mathematics:

- 1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.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.*

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.

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

- RI.1.1: Ask and answer questions about key details in a text.
- RI.1.10: With prompting and support, read informational texts at grade level complexity or above.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

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.

NJ Core Curriculum Content Standards - 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 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 own strengths and interests. e.g., “I can tell you’re really 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 really 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 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 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 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 out read alouds 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 detail 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: Length

DAY 1 **Lesson 30:** Order Objects By Length **Session 1 Explore:** Ordering Objects by Length **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 695-698 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 697-698	**DAY 2** **Lesson 30:** Order Objects By Length **Session 2 Develop:** Ordering Objects by Length **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 699-704 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 703-704 **Fluency:** Add Two Digit Numbers	**DAY 3** **Lesson 30:** Order Objects By Length **Session 3 Develop:** Ordering Objects by Length **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 705-710 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 709-710 **Fluency:** Ordering Objects by Length	**DAY 4** **Lesson 30:** Order Objects By Length **Session 4 Refine:** Ordering Objects by Length **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 711-714 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 713-714	**DAY 5** **Lesson 30:** Order Objects By Length **Session 5 Refine:** Ordering Objects by Length **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 715-716b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 6 **Lesson 31:** Compare Lengths **Session 1 Explore:** Comparing Lengths **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 719-722 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 721-722	**DAY 7** **Lesson 31:** Compare Lengths **Session 2 Develop:** Comparing Lengths **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 723-728 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 727-728 **Fluency:** Add Two Digit Numbers	**DAY 8** **Lesson 31:** Compare Lengths **Session 3 Develop:** Comparing Lengths **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 729-734 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 733-734 **Fluency:** Comparing Lengths	**DAY 9** **Lesson 31:** Compare Lengths **Session 4 Refine:** Comparing Lengths **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 735-738 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 737-738	**DAY 10** **Lesson 31:** Compare Lengths **Session 5 Refine:** Comparing Lengths **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 739-740b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(15 min)* 3) Small Group Differentiation *(20 min)* 4) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 11 **Lesson 32:** Understand Length Measurement **Session 1 Explore:** Length Measurement **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 743-746 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 745-746	**DAY 12** **Lesson 32:** Understand Length Measurement **Session 2 Develop:** Understanding of**:** Length Measurement **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 747-750 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(15 min)* 5) Discuss It *(5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:**	**DAY 13** **Lesson 32:** Understand Length Measurement **Session 3 Develop:** Understanding of**:** Length Measurement **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 751-754 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(15 min)* 5) Discuss It *(5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:**	**DAY 14** **Lesson 32:** Understand Length Measurement **Session 4 Explore:** Understanding of**:** Length Measurement **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 755-756b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 15** **Unit Game: Measure Up!** (**OPTIONAL**) **Materials**: • *For each player:* square pattern blocks, Game Board, recording sheet **Activities:** As outlined on page 758 in *Teacher Guide Volume 2:* Have children use square pattern blocks to measure the length of objects pictured in the Game Board and then find and measure objects in the classroom that have the same length. Refer to*Teacher Guide* for variations and differentiation options.

	Student Worktext pages 749-750 **Fluency:** Measure with Nonstandard Units	*Student Worktext* pages 753-754 **Fluency:** Understanding of Length Measurement		
DAY 16 **Literacy Connection (Science):** "Jumping Joeys" (**OPTIONAL**) **Materials**: ● *"Jumping Joeys"* from Ready Reading ● Literacy Connection Problems (from Teacher Toolbox) ● **Activities:** As outlined on page 759 in *Teacher Guide Volume 2:* Read the passage and support students as they work in pairs to complete the problems.	**DAY 17** **Unit 5: Unit Review** **Materials:** ● *Teacher Guide Volume 2* ● *Student Worktext* **Activities:** 1) Have students complete the Unit 5 Self-Reflection on page 757. 2) Students will complete pages 758-760 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 758-760 in Teacher Guide Volume 2 to guide the discussion.***	**DAY 18** **Unit 5: Unit Assessment** **Materials:** ● *Unit 5: Unit Assessment* (Teacher Toolbox) ● T*eacher Guide Volume 2* **Activities:** Students will take their Unit 5: Unit Assessment. ***See the Scoring Guide on page 760e in Teacher Guide Volume 2.***		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 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 classmate

Subject Area: Mathematics **Grade Level:** 1	**Bedminster Township School**

Unit 6
Geometry
Analyzing, Composing, and Partitioning Shapes

Dates: May/June	**Time Frame:** 18 Days

Overview

This unit extends children's understanding of geometric shapes. Children will analyze shapes based on defining attributes and recognize attributes that do not affect the shape name - non defining attributes. They recognize that some quadrilaterals are named by attributes other than the number of sides and corners and utilize those attributes in classifying them. They name three dimensional figures and describe the faces.

Children will put together two or more shapes to create a composite shape. They learn to perceive a combination of shapes as a single nw shape. As a result, children begin to notice shapes within an already existing shape.

Enduring Understandings

- You can describe and sort shapes by counting the number of sides and corners they have.
- You can put two or more shapes together to make new shapes.
- You can divide shapes ito two equal parts (called halves) or four equal parts (called fourths).

SKILL AND KNOWLEDGE OBJECTIVES

Content Objectives:

- Identify the defining attributes of a shape. *(Lesson 33)*
- Distinguish between defining and non-defining attributes. *(Lesson 33)*
- Classify a shape based on its defining attributes. *(Lesson 33)*
- Compose two dimensional shapes to create composite shapes, and then compose new shapes from the composite shape. *(Lesson 34)*
- Compose three dimensional shapes to create composite shapes to create composite shapes and analyze the parts of a composite shape. *(Lesson 34)*

- Divide circles, squares and rectangles into two and four equal parts. *(Lesson 35)*
- Identify the number of equal parts in a divided shape. *(Lesson 35)*
- Name the parts as halves, fourths, and quarters. *(Lesson 35)*
- Understand that if a whole is divided into ore parts, the parts get smaller. *(Lesson 35)*

Language Objectives:

- Draw a shape based on given attributes or its name. *(Lesson 33)*
- Use an index card as a tool to determine if a shape has a square corner and to compare the shape's side lengths. *(Lesson 33)*
- Orally describe what is the same and what is different about a given group of shapes. *(Lesson 33)*
- Relate three dimensional figures to everyday objects. *(Lesson 33)*
- Use pattern blocks to create composite shapes. *(Lesson 34)*
- Draw two dimensional composite shapes using given smaller shapes. *(Lesson 34)*
- Use connecting cubes to create composite shapes. *(Lesson 34)*
- Name teh shapes contained in a composite three dimensional shape. *(Lesson 34)*
- Fold or draw lines on paper shapes to show either two or four equal parts. *(Lesson 35)*
- Recognize when a folded or partitioned shape is not divided into equal parts and tell why. *(Lesson 35)*
- Use the key vocabulary terms *equal parts, halves, foruths, and quarters* in discussions with a partner. *(Lesson 35)*

ASSESSMENTS

Pre-Assessment/Benchmark:

- 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

RESOURCES

PRINT RESOURCES:

- **In-Class Instruction and Practice:**
  - *Teacher's Guide*
    - Lesson Progression
    - ELL 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
        - ELL 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

<u>NJ Student Learning Standards (NJSLS) for Mathematics:</u>

- 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

- 1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- 1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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.

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

- RI.1.1: Ask and answer questions about key details in a text.
- RI.1.10: With prompting and support, read informational texts at grade level complexity or above.
- SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

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.

NJ Core Curriculum Content Standards - 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 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 own strengths and interests. e.g., “I can tell you’re really 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 really 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 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 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 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 out read alouds 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 detail 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 6: Geometry

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Lesson 33: Shapes **Session 1 Explore:** Sorting Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 769-772 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 771-772	**Lesson 33:** Shapes **Session 2 Develop:** Naming and Describing Two Dimensional Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 773-778 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 777-778 **Fluency:** Identify Shapes	**Lesson 33:** Shapes **Session 3 Develop:** Naming and Describing Three Dimensional Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 779-784 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 783-784 **Fluency:** Naming and Describing Shapes	**Lesson 25:** Add and Subtract Tens **Session 4 Refine:** Naming and Describing Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 785-788 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Example and Apply It *(10 min)* 3) Check for Understanding *(5 min)* **Additional Practice:** *Student Worktext* pages 787-788	**Lesson 25:** Add and Subtract Tens **Session 5 Refine:** Naming and Describing Shapes **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 789-790b in *Teacher Guide Volume 2*: *1)* Apply It and Small Group Differentiation *(20 min)* 2) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 6	**DAY 7**	**DAY 8**	**DAY 9**	**DAY 10**

Lesson 34: Putting Shapes Together **Session 1 Explore:** Putting Shapes Together **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 793-796 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 795-796	**Lesson 34:** Putting Shapes Together **Session 2 Develop:** Putting Shapes Together **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 797-802 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 801-802 **Fluency:** Practice Addition	**Lesson 34:** Putting Shapes Together **Session 3 Develop:** Putting Shapes Together **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 803-808 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(15 min)* 3) Discuss It *(10 min)* 4) Model It *(5 min)* 5) Connect It *(10 min)* 6) Apply It *(5 min)* 7) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 807-808 **Fluency:** Putting Shapes Together	**Lesson 34:** Putting Shapes Together **Session 4 Refine:** Putting Shapes Together **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* **Activities:** As outlined on pages 809-812 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Example and Apply It *(10 min)* 3) Check for Understanding *(5 min)* **Additional Practice:** *Student Worktext* pages 811-812	**Lesson 34:** Putting Shapes Together **Session 5 Refine:** Putting Shapes Together **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 813-814b in *Teacher Guide Volume 2*: *1)* Apply It and Small Group Differentiation *(20 min)* 2) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ
DAY 11 **Lesson 35:** Understanding Breaking Shapes into Equal Parts **Session 1 Explore:** Breaking Shapes into Equal Parts **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 817-820 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Try It *(20 min)* 3) Connect It (*15 min)* 4) Close:Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 819-820	**DAY 12** **Lesson 35:** Understanding Breaking Shapes into Equal Parts **Session 2 Develop:** Understanding of Breaking Shapes into Equal Parts **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 821-824 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(15 min)* 5) Discuss It *(5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 823-824 **Fluency:** Practice Addition	**DAY 13** **Lesson 35:** Understanding Breaking Shapes into Equal Parts **Session 3 Develop:** Understanding of Breaking Shapes into Equal Parts **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *Digital Math Tools* **Activities:** As outlined on pages 825-828 in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Model It *(10 min)* 3) Discuss It *(5 min)* 4) Connect It *(15 min)* 5) Discuss It *(5 min)* 6) Close: Exit Ticket *(5 min)* **Additional Practice:** *Student Worktext* pages 827-828 **Fluency:** Understanding of Breaking Shapes into Equal Parts	**DAY 14** **Lesson 35:** Understanding Breaking Shapes into Equal Parts **Session 4 Refine:** Ideas About Breaking Shapes into Equal Parts **Materials:** • *Student Worktext* • *Teacher Guide Volume 2* • *LESSON QUIZ* **Activities:** As outlined on pages 829-830b in *Teacher Guide Volume 2*: 1) Start *(5 min)* 2) Apply It *(35 min)* 3) Close: Exit Ticket *(5 min)* **ASSESSMENT**: LESSON QUIZ	**DAY 15** **Unit Game: Measure Up!** (**OPTIONAL**) **Materials**: • *For each pair: pattern blocks (4 hexagons, 4 trapezoids, 15 rhombuses, 15 triangles) bag, Game Board, Make a Shape Your Way Game Board (optional)* • *For each player: Recording Sheet* **Activities:** As outlined on page 832 in *Teacher Guide Volume 2:* Have children take turns choosing a pattern block from the bag and placing the block on one of the large shapes on the Game Board until both large shapes are filled. Refer to*Teacher Guide* for variations and differentiation options.
DAY 16 **Literacy Connection (Social Studies):** "Who Were the Mound Builders?" (**OPTIONAL**) **Materials**: • *"Who Were the Mound Builders?"* from Ready Reading • Literacy Connection Problems (from Teacher Toolbox) • **Activities:** As outlined on page 833 in *Teacher Guide Volume 2*: Read the passage and support students as they work in pairs to complete the problems.	**DAY 17** **Unit 6: Unit Review** **Materials:** • *Teacher Guide Volume 2* • *Student Worktext* **Activities:** 1) Have students complete the Unit 6 Self-Reflection on page 831. 2) Students will complete pages 832-834 in their *Student Worktext*. 3) As a class, review and discuss student answers and strategies. ***Use pages 831-834 in Teacher Guide Volume 2 to guide the discussion.***	**DAY 18** **Unit 6: Unit Assessment** **Materials:** • *Unit 6: Unit Assessment* (Teacher Toolbox) • T*eacher Guide Volume 2* **Activities:** Students will take their Unit 6: Unit Assessment. ***See the Scoring Guide on page 834 in Teacher Guide Volume 2.***		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use 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 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 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 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 classmate