South Harrison Township Elementary School District

Committed to Excellence

Course Name: Mathematics	**Grade Level(s): 1**
BOE Adoption Date: October 2017	**Revision Date(s):**

ABSTRACT

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative,

and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. http://www.udlcenter.org/aboutudl

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. http://www.ascd.org

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. http://www.ascd.org

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. http://www.marzanocenter.com

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS (New Jersey Student Learning Standards) are noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. http://www.marzanoresearch.com

10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. http://www.state.nj.us/education/modelcurriculum/

11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. http://www.state.nj.us/njded/cccs/

    - **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*

15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. http://www.p21.org/our-work/p21-framework

Proficiencies and Pacing:

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 1 Add and Subtract within 10	8 weeks September/ October	1.OA.A.1 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.D.7 1.OA.D.8 1.NBT.A.1	***Student will understand…*** • A number sentence is a way to represent addition or subtraction problems. (8 weeks) • Addition and subtraction can be used to find missing parts (4 weeks) • Equations may have missing numbers in various positions. (4 weeks) • Addition and subtraction are related to each other (8 weeks)	***Students will be able to…*** • Create and solve word problems about joining together and separating, within 10 • Create and solve equations within 10. • Understand mathematical equations involving addition and subtraction. • Count on to solve addition problems. • Decompose a number to solve subtraction problems. • Generate and solve word problems about comparing.
Unit 2 Add and Subtract within 20	8 weeks November-January	1.OA.A.1 1.OA.D.7 1.OA.D.8 1.OA.B.3* 1.OA.C.6* 1.OA.A.2 1.MD.C.4 1.NBT.B.2a-b 1.NBT.B.3 1.NBT.A.1	***Student will understand…*** • Symbols can be used to represent unknown numbers (3 weeks) • Addition and subtraction can be used to find missing parts (4 weeks) • Equations may have missing numbers in various positions. (3 weeks) • Addition and subtraction are related to each other (8 weeks) • Organize, represent, and interpret data with up to three categories, compare	***Students will be able to…*** • Create and solve word problems about joining together and separating within 20. • Create and solve equations within 20. • Understand mathematical equations involving addition and subtraction. • Generate and solve word problems about comparing. • Use various strategies to add and subtract within 20 (i.e. commutative property of addition, associative property of addition, counting on, decomposing, fact families) • Fluently add and subtract within 20 • Compose and decompose numbers to

			the number of data points among the categories, and find the total number of data points (4 weeks) Two digits represent amounts of tens and ones, and how to use them to compare two numbers(4 weeks)	20 • Identify the value of the number in the tens or ones place • Count and identify numbers to 120
Unit 3 Place Value, Measurement, & Shapes	8 Weeks February - March	1.NBT.B.2c 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.A.1 1.MD.A.2 1.MD.B.3 1.OA.C.6	***Student will understand…*** • Numbers can be used to tell how many. (3 weeks) • The Base Ten Numeration System helps to organize and understand larger numbers. (6 weeks) • For any number the place of a digit tells how many ones, tens, and hundreds are represented by that digit. (8 weeks) • How to measure and compare lengths (4 weeks) • How to tell and write time (4 weeks)	***Students will be able to…*** • Add a 2-digit and a 1-digit number • Add and subtract ten to/from a 2-digit number • Grouping and counting by tens can help you find how many when there is a large number of items. • Read numbers and place numbers in their correct place to reflect the value of Ones, Tens and Hundreds. • Ones, tens, and hundreds make up the place value system. • Compare and order numbers using a number line, hundred chart, representing before, after and between, using symbols, >, =, < • Measure lengths using length in units • Tell and write time in hours and half-hours on digital and analog clocks • In their own words, with objects, or drawing pictures explain the meaning of the following words or strategies; time, analog clock, digital clock, minute hand, hour hand, A.M., noon, P.M., minute, hour, half-hour, half-past, o'clock, colon Tell and write time to the hour and half hour

				on both digital and analog clocks
Unit 4 Reason with Shapes and their Attributes	8 Weeks April - May	1.G.A.1 1.G.A.2 1.G.A.3 1.OA.A.1 1.OA.C.6 1.NBT.A.1 1.NBT.C.4	***Student will understand…*** • Build, draw, and name attributes of two-dimensional shapes (circle, triangle, rectangle, square, trapezoid) (8 weeks) • Composite shapes (4 weeks) • Identify the whole and parts of a whole (half, fourth, quarter) (3 weeks) • Symbols can be used to represent unknown numbers (3 weeks) • Different strategies can be used to add and subtract (4 weeks)	***Students will be able to…*** • Name and describe attributes of the following two dimensional shapes (circle, triangle, rectangle, square, trapezoid) Find these shapes in their surroundings. • Create a composite shape by composing two dimensional or three dimensional shapes • Partition circles and rectangles into two or four equal shares, and describe the shares using halves, fourths, and quarters. • Use addition and subtraction within 20 to solve problems • Use various strategies to add and subtract within 20. • Count and identify numbers to 120

South Harrison School District

First Grade – Mathematics

Unit 1: Add and Subtract within 10	**Recommended Duration**: 8 weeks, September-October

Unit Description:
Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

Essential Questions	**Enduring Understandings**
• What is a number? • How do we use numbers? • How would our world change if we did not have numbers? • Why is it faster to count by tens when counting large numbers? • Why would we want to count large numbers faster?	• A mathematician is someone who reasons, perseveres, argues, convinces, and collaborates. • Mathematics is a specialized language that allows us to communicate our intentions clearly and efficiently

Relevant Standards	**Learning Goals**	**Learning Objectives**
Content Standards: Primary or Power 1.OA.A.1 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.D.7* 1.OA.D.8 1.NBT.A.1	***Student will understand…*** • A number sentence is a way to represent addition or subtraction problems. • Addition and subtraction can be used to find missing parts • Equations may have missing numbers in various positions. • Addition and subtraction are related to each other	***Students will be able to…*** • Create and solve word problems about joining together. • Create and solve word problems about separating. • Create and solve equations. • Understand mathematical equations involving addition and subtraction. • Count on to solve addition problems.

Relevant Standards	Learning Goals	Learning Objectives
		• Decompose a number to solve subtraction problems. • Generate and solve word problems about comparing.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• One to one conferencing and anecdotal notes • Rubrics • Pre/Post RTI benchmark assessments • Differentiated Facts Centers • Essential Questions • Home Link Review • Mental Math and Reflexes • Math Message • Teaching the Lesson (Vocabulary Infused) • Ongoing Learning and Practice • Differentiation Options • Math Boxes • Games (reinforcement of skill) • Reflection - Essential Questions revisited (Exit Slip, Journal, Orally, etc)	• Math Message • Self-Assessment • Oral and Slate Assessments • Common Summative Assessment	• Essential Questions • Class Directions/ Discussion/ Questions • Work on Project • Use of rubric and teacher "informal assessment" or checklist • Reflection - Essential Questions revisited (Exit slip, Journal, Orally, etc.) • Essential Questions • Play Games • Informal or formal assessments • Reflection - Essential questions revisited (Exit slip, Journal, Orally, etc.)	• **NJ SLS 1.OA.A.1** Sharing Markers • **NJ SLS 1.OA.B.3** Domino Addition • **NJ SLS 1.OA.B.4** Cave Game Subtraction • **NJ SLS 1.OA.D.7** Equality Number Sentences • **NJ SLS 1.OA.D.8** Kiri's Mathematic Match game • **NJ SLS 1.NBT.A.1** 100 Chart Digit Game

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*			
Special Education Learners	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
• Modify assignments as	• Word/Picture Wall	• Manipulatives (etc. Counters,	• Provide independent

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*			
Special Education Learners	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects • Give in small groups • Individualized per each student per IEP	• Number Line • Hundreds Chart • Ten-Frame • Manipulatives, Counters, Connecting Cubes, Base-Ten Blocks • Native language support • Fact Family Triangles • Choice questions • L1 text and/or support • Illustrations/diagrams/drawings • Place Value Chart • Small group	Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,) • Teacher Modeling • Small group instruction • Extended time • Illustrations/diagrams/drawings	learning opportunities through learning contracts • Offer accelerated instruction • Computer-Assisted Instruction • Pairing direct instruction w/coaching to promote self-directed learning

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
• Manipulatives, KWL, academic games, • Mathematic Workstations, • Read Aloud • Model think aloud comprehension strategies • Modeling • Choice Menus • Math logs/journals

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*			
Special Education Learners	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
• Read class materials orally	• Word/Picture Wall • Number Line	• (etc. Counters, Manipulatives Connecting Cubes, Base-Ten	• Provide independent learning

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*			
Special Education Learners	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
• Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide • Give in small groups • Individualized per each student per IEP	• Hundreds Chart • Ten-Frame • Manipulatives, Counters, Connecting Cubes, Base-Ten Blocks • Native language support • Fact Family Triangles • Choice questions • L1 text and/or support • Teacher Modeling • Illustrations/diagrams/drawings • Place Value Chart • Small group	Blocks, Place Value T-Chart, clock) • Teacher Modeling • Small group instruction • Extended time • Illustrations/diagrams/drawings • Place Value Chart • Small group	opportunities through learning contracts • Offer accelerated instruction • Computer-Assisted Instruction • Pairing direct instruction w/coaching to promote self - directed learning

Unit Vocabulary
Essential: Symbol, add, subtract, put together, take from, take apart, compare, unknown, count on, count back, true, false

Interdisciplinary Connections (Applicable Standards)	**Integration of Technology**	**21st Century Themes**	**21st Century Skills**
	• Students may use computers for reinforcement of skills during centers • Interactive whiteboards may be used to display problems and/or interactive manipulatives	**Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind. • Students will participate in class activities and discussions appropriately **Collaboratio**n- Demonstrating the ability to work with diverse teams • Students will learn to work with a partner and/or small	**Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind. • Students will participate in class activities and discussions appropriately **Collaboratio**n- Demonstrating the ability to work with diverse teams • Students will learn to work with a partner and/or small group on various math activities

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
		group on various math activities **Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding • Students will develop problem solving skills and practice verbalizing their reasoning behind it	**Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding • Students will develop problem solving skills and practice verbalizing their reasoning behind it

Resources

Texts/Materials: ***Textbook:***

- My Math- McGraw Hill
- Numbers by Henry Pluckrose
- Just Enough Carrots by Stuart J Murphy
- Twenty Is Too Many by Kate Duke
- Emily's First 100 Days of School by Rosemary Wells
- Spunky Monkeys on Parade by Stuart J. Murphy
- A Fair Bear Share by Stuart J. Murphy
- 100 Days of Cool by Stuart J. Murphy More or Less by Stuart J. Murphy

Materials: counters, cubes, hundred chart, anchor charts

Major Assignments (required):

- **NJ SLS 1.OA.A.1**
  Sharing Markers

Resources
• **NJ SLS 1.OA.B.3** Domino Addition • **NJ SLS 1.OA.B.4** Cave Game Subtraction • **NJ SLS 1.OA.D.7** Equality Number Sentences • **NJ SLS 1.OA.D.8** Kiri's Mathematic Match game • **NJ SLS 1.NBT.A.1** 100 Chart Digit Game

Unit 2: Add and Subtract within 20	**Recommended Duration**: 8 weeks, November- January
Unit Description: Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.	

Essential Questions	**Enduring Understandings**
• What is a number? • How do we use numbers? • How would our world change if we did not have numbers? • Why is it faster to count by tens when counting large numbers? • Why would we want to count large numbers faster? • Whose job is made easier by knowing tens and ones?	• A mathematician is someone who reasons, perseveres, argues, convinces, and collaborates. • Mathematics is a specialized language that allows us to communicate our intentions clearly and efficiently • Addition and subtraction equations can be solved mentally, concretely using various objects and strategies, and can be explained orally and in writing.

Relevant Standards	**Learning Goals**	**Learning Objectives**
Content Standards: Primary or Power 1.OA.A.1 1.OA.D.7 1.OA.D.8 1.OA.B.3* 1.OA.C.6* 1.OA.A.2 1.MD.C.4 1.NBT.B.2a-b 1.NBT.B.3 1.NBT.A.1	***Student will understand…*** • Symbols can be used to represent unknown numbers • Addition and subtraction can be used to find missing parts • Equations may have missing numbers in various positions. • Addition and subtraction are related to each other • Organize, represent, and interpret data with up to three categories, compare the number of data points among the categories, and find the total number of data points	***Students will be able to…*** • Create and solve word problems about joining together. • Create and solve word problems about separating. • Create and solve equations. • Understand mathematical equations involving addition and subtraction. • Generate and solve word problems about comparing. • Use various strategies to add and subtract (i.e. commutative property of addition, associative property of addition, counting on, decomposing,

Relevant Standards	Learning Goals	Learning Objectives
	• Two digits represent amounts of tens and ones, and how to use them to compare two numbers	fact families) • Fluently add and subtract within 20 • Compose and decompose numbers to 20 • Identify the value of the number in the tens or ones place • Count and identify numbers to 120

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• One to one conferencing and anecdotal notes • Rubrics • Pre/Post RTI benchmark assessments • Differentiated Facts Centers • Essential Questions • Home Link Review • Mental Math and Reflexes • Math Message • Teaching the Lesson (Vocabulary Infused) • Ongoing Learning and Practice • Differentiation Options • Math Boxes • Games (reinforcement of skill) • Reflection - Essential Questions revisited (Exit Slip, Journal, Orally, etc)	• Math Message • Self-Assessment • Oral and Slate Assessments • Common Summative Assessment	• Essential Questions • Class Directions/Discussion/Questions • Work on Project • Use of rubric and teacher "informal assessment" or checklist • Reflection - Essential Questions revisited (Exit slip, Journal, Orally, etc.) • Essential Questions • Class Directions/Discussion/Modeling of game/Questions • Play Games • Informal or formal assessments • Reflection - Essential questions revisited (Exit slip, Journal, Orally, etc.)	• **NJ SLS 1.OA.A.1** School Supplies • **NJ SLS 1.OA.D.7** Valid Equalities • **NJ SLS 1.OA.D.8** Find the Missing Number • **NJ SLS 1.OA.B.3** Doubles • **NJ SLS 1.OA.C.6** $20 Dot Map • **NJ SLS 1.OA.A.2** Daisies in vases • **NJ SLS 1.NBT.B.2** Roll and Build • **NJ SLS 1.NBT.B.3** Ordering Numbers • **NJ SLS 1.NBT.A.1** Start/Stop Counting 2

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*			
Special Education Learners	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
• Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects • Give in small groups **Individualized per each student per IEP**	• Word/Picture Wall • Number Line • Hundreds Chart • Ten-Frame • Manipulatives, Counters, Connecting Cubes, Base-Ten Blocks • Native language support • Fact Family Triangles • Choice questions • L1 text and/or support • Illustrations/diagrams/drawings • Place Value Chart • Small group	• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,) • Teacher Modeling • Small group instruction • Extended time • Illustrations/diagrams/drawings	• Provide independent learning opportunities through learning contracts • Offer accelerated instruction • Computer-Assisted Instruction • Pairing direct instruction w/coaching to promote self-directed learning

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)

- Cooperative learning
- Manipulatives, KWL, academic games,
- Mathematic Workstations,
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Math logs/journals

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*			
Special Education Learners	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
• Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide • Give in small groups • Individualized per each student per IEP	• Word/Picture Wall • Number Line • Hundreds Chart • Ten-Frame • Manipulatives, Counters, Connecting Cubes, Base-Ten Blocks • Native language support • Fact Family Triangles • Choice questions • L1 text and/or support • Teacher Modeling • Illustrations/diagrams/drawings • Place Value Chart • Small group	• (etc. Counters, Manipulatives Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock) • Teacher Modeling • Small group instruction • Extended time • Illustrations/diagrams/drawings • Place Value Chart • Small group	• Provide independent learning opportunities through learning contracts • Offer accelerated instruction • Computer-Assisted Instruction • Pairing direct instruction w/coaching to promote self-directed learning
Unit Vocabulary			
Essential: Strategy, composing, decomposing, equal, sum, data, less than, greater than			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
	• Students may use computers for reinforcement of skills during centers • Interactive whiteboards may be used to display problems and/or interactive manipulatives	**Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind. • Students will participate in class activities and discussions appropriately **Collaboratio**n- Demonstrating the ability to work with diverse teams • Students will learn to work with a partner and/or small group on various math activities **Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding • Students will develop problem solving skills and practice verbalizing their reasoning behind it	**Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind. • Students will participate in class activities and discussions appropriately **Collaboratio**n- Demonstrating the ability to work with diverse teams • Students will learn to work with a partner and/or small group on various math activities **Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding • Students will develop problem solving skills and practice verbalizing their reasoning behind it

Resources
Texts/Materials: ***Textbook:*** • My Math- McGraw Hill • Numbers by Henry Pluckrose • Just Enough Carrots by Stuart J Murphy

Resources

- Twenty Is Too Many by Kate Duke
- Emily's First 100 Days of School by Rosemary Wells
- Spunky Monkeys on Parade by Stuart J. Murphy
- A Fair Bear Share by Stuart J. Murphy
- 100 Days of Cool by Stuart J. Murphy
- More or Less by Stuart J. Murphy

Materials: counters, cubes, hundred chart, anchor charts, base ten blocks, work mats

Major Assignments (required):

- **NJ SLS 1.OA.A.1**
  School Supplies
- **NJ SLS 1.OA.D.7**
  Valid Equalities
- **NJ SLS 1.OA.D.8**
  Find the Missing Number
- **NJ SLS 1.OA.B.3**
  Doubles
- **NJ SLS 1.OA.C.6**
  $20 Dot Map
- **NJ SLS 1.OA.A.2**
  Daisies in vases
- **NJ SLS 1.NBT.B.2**
  Roll and Build
- **NJ SLS 1.NBT.B.3**
  Ordering Numbers
- **NJ SLS 1.NBT.A.1**
  Start/Stop Counting 2

Unit 3: Place Value, Measurement & Shapes	**Recommended Duration:** 8 weeks, February-March
Unit Description: Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement	

Essential Questions	**Enduring Understandings**
• How would our world be different without measurement? • How do we use time in our everyday lives? • What is the best way to represent data? Explain why? • Why do we need to compare numbers? • How does being able to add and subtract make your life easier? • Why is it important for people to use standard units and tools to tell time? • How do situations determine how we collect, organize, display, and interpret data?	• Addition and subtraction equations can be solved mentally, concretely using various objects and strategies, and can be explained orally and in writing. • Recognizing patterns helps us make sense of our world • Measurement of objects is done with a specific tool and must contain a number and a unit of measure • People communicate through collecting, organizing, manipulating and displaying data. They make decisions/predictions, based in patterns found in this information to help make sense of our world

Relevant Standards	**Learning Goals**	**Learning Objectives**
Content Standards: Primary or Power 1.NBT.B.2c 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.A.1 1.MD.A.2 1.MD.B.3 1.OA.C.6	***Student will understand…*** • Numbers can be used to tell how many. • The Base Ten Numeration System helps to organize and understand larger numbers. • For any number the place of a digit tells how many ones, tens, and hundreds are represented by that digit. • How to measure and compare lengths • How to tell and write time	***Students will be able to…*** • Add a 2-digit and a 1-digit number • Add ten to a 2-digit number • Grouping and counting by tens can help you find how many when there is a large number of items. • Read numbers and place numbers in their correct place to reflect the value of Ones, Tens and Hundreds. • Ones, tens, and hundreds make up the place value system. • Compare and order numbers using a number line,

Relevant Standards	Learning Goals	Learning Objectives
		hundred chart, representing before, after and between, using symbols, >, =, < • Measure lengths using length in units • Tell and write time in hours and half-hours on digital and analog clocks • In their own words, with objects, or drawing pictures explain the meaning of the following words or strategies; time, analog clock, digital clock, minute hand, hour hand, A.M., noon, P.M., minute, hour, half-hour, half-past, o'clock, colon • Tell and write time to the hour and half hour on both digital and analog clocks

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• One to one conferencing and anecdotal notes • Rubrics • Pre/Post RTI benchmark assessments • Differentiated Facts Centers • Essential Questions • Home Link Review • Mental Math and Reflexes • Math Message • Teaching the Lesson (Vocabulary Infused) • Ongoing Learning and Practice • Differentiation Options • Math Boxes • Games (reinforcement of skill) • Reflection - Essential Questions revisited (Exit Slip, Journal,	• Oral and Slate Assessments • Assessment • Common summative assessment	• Essential Questions • Class Directions/Discussion/Questions • Work on Project • Use of rubric and teacher "informal assessment" or checklist • Reflection - Essential Questions revisited (Exit slip, Journal, Orally, etc.) • Essential Questions • Class Directions/Discussion/Modeling of game/Questions • Play Games • Informal or formal assessments	• **NJ SLS 1. NBT.C.4** Ford and Logan Add 45 + 36 • **NJ SLS 1. NBT.C.5** Number Square • **NJ SLS 1. MD.A.2** Measuring me! Measuring Blocks Growing Bean Plants • **NJ SLS 1. MD.B.3** Making a Clock • **NJ SLS 1. OA.C.6** Making a ten

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Orally, etc)		• Reflection - Essential questions revisited (Exit slip, Journal, Orally, etc.)	

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects • Give in small groups • Individualized per each student per IEP	• Word/Picture Wall • L1 support • Word/Picture Wall • Number Line • Hundreds Chart • Ten-Frame • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart • Native language support • Fact Family Triangles • Choice questions • Teacher Modeling • Illustrations/diagrams/drawings • Small group	• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,) • Teacher Modeling • Small group instruction • Extended time • Illustrations/diagrams/drawings	• Provide independent learning opportunities through learning contracts • Offer accelerated instruction • Computer-Assisted Instruction • Pairing direct instruction w/coaching to promote self-directed learning

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
• Manipulatives, KWL, academic games, • Mathematic Workstations, • Read Aloud • Model think aloud comprehension strategies • Modeling • Choice Menus • Math logs/journals

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide • Give in small groups • Individualized per each student per IEP	• Word/Picture Wall • L1 support • Word/Picture Wall • Number Line • Hundreds Chart • Ten-Frame • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart) • Native language support • Fact Family Triangles • Choice questions • Teacher Modeling • Illustrations/diagrams/drawings • Small group	• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,) • Teacher Modeling • Small group instruction • Extended time • Illustrations/diagrams/drawings	• Provide independent learning opportunities through learning contracts • Offer accelerated instruction • Computer-Assisted Instruction • Pairing direct instruction w/coaching to promote self-directed learning

Unit Vocabulary
Essential: Tens, ones, model, digit, order, length, unit, o'clock, hands

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
	• Students may use computers for reinforcement of skills during centers • Interactive whiteboards may be used to display problems and/or interactive manipulatives	**Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind. • Students will participate in class activities and discussions appropriately **Collaboratio**n- Demonstrating the ability to work with diverse teams • Students will learn to work with a partner and/or small group on various math activities **Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding • Students will develop problem solving skills and practice verbalizing their reasoning behind it	**Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind. • Students will participate in class activities and discussions appropriately **Collaboratio**n- Demonstrating the ability to work with diverse teams • Students will learn to work with a partner and/or small group on various math activities **Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding • Students will develop problem solving skills and practice verbalizing their reasoning behind it

Resources
Texts/Materials: • MyMath- McGraw Hill • Measuring Penny by Loreen Leedy • Bunny Day: Telling Time from Breakfast to • Bedtime by Rick Walton • Super Sand Castle Saturday by Stuart J. Murphy

Resources

- Graphs by Bonnie Bader
- Animals on Board by Stuart J. Murphy
- Turtle Splash by Cathryn Falwel

Materials: counters, cubes, hundred chart, anchor charts, base ten blocks, work mats, rulers, student clocks, demonstration clock

Major Assignments (required):

- **NJ SLS 1. NBT.C.4**
  Ford and Logan Add 45 + 36
- **NJ SLS 1. NBT.C.5**
  Number Square
- **NJ SLS 1. MD.A.2**
  Measuring me!
  Measuring Blocks
  Growing Bean Plants
- **NJ SLS 1. MD.B.3**
  Making a Clock
- **NJ SLS 1. OA.C.6**
  Making a ten

Unit 4: Reason with Shapes and their Attributes	**Recommended Duration:** 8 weeks, April- May
Unit Description: Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.	

Essential Questions	**Enduring Understandings**
• What information do we need to create and design two and three-dimensional shapes?	• All shapes and solids contain attributes; the relationship between the attributes within an object can be used to determine information about the object and/or its classification. • People use measurement and geometric

Relevant Standards	**Learning Goals**	**Learning Objectives**
1.G.A.1 1.G.A.2 1.G.A.3 1.OA.A.1 1.OA.C.6 1.NBT.A.1 1.NBT.C.4	***Student will understand…*** • Build, draw, and name attributes of two-dimensional shapes (circle, triangle, rectangle, square, trapezoid) • Composite shapes • Identify the whole and parts of a whole (half, fourth, quarter) • Symbols can be used to represent unknown numbers • Different strategies can be used to add and subtract	***Students will be able to…*** • Name and describe attributes of the following two dimensional shapes (circle, triangle, rectangle, square, trapezoid) Find these shapes in their surroundings. • Create a composite shape by composing two dimensional or three dimensional shapes • Partition circles and rectangles into two or four equal shares, and describe the shares using halves, fourths, and quarters. • Use addition and subtraction within 20 to solve problems • Use various strategies to add and subtract within 20. • Count and identify numbers to 120

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• One to one conferencing and anecdotal notes • Rubrics • Pre/Post RTI benchmark assessments • Differentiated Facts Centers • Essential Questions • Home Link Review • Mental Math and Reflexes • Math Message • Teaching the Lesson (Vocabulary Infused) • Ongoing Learning and Practice • Differentiation Options • Math Boxes • Games (reinforcement of skill) • Reflection - Essential Questions revisited (Exit Slip, Journal, Orally, etc)	• Oral and Slate Assessments • Assessment	• Essential Questions • Class Directions/Discussion/Questions • Work on Project • Use of rubric and teacher "informal assessment" or checklist • Reflection - Essential Questions revisited (Exit slip, Journal, Orally, etc.) • Essential Questions • Class Directions/Discussion/Modeling of game/Questions • Play Games • Informal or formal assessments • Reflection - Essential questions revisited (Exit slip, Journal, Orally, etc.) •	• **NJ SLS 1.G.A.1** All vs. Only Some 3D shape Sort • **NJ SLS 1.G.A.2** Make Your Own Puzzle Overlapping Puzzle • **NJ SLS 1.G.A.3** Equal Shares • **NJ SLS 1.OA.A.1** Twenty Tickets • **NJ SLS 1.NBT.A.1** Where Do I Go?

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
• Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests • Hands-on-projects • Give in small groups • Individualized per each student per IEP	• Word/Picture Wall • L1 support • Word/Picture Wall • Number Line • Hundreds Chart • Ten-Frame • Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,) • Native language support • Fact Family Triangles • Choice questions • Teacher Modeling • Illustrations/diagrams/drawings • Small group	• Manipulatives (etc. Counters, Connecting Cubes, Base-Ten Blocks, Place Value T-Chart, clock,) • Teacher Modeling • Small group instruction • Extended time • Illustrations/diagrams/drawings	• Provide independent learning opportunities through learning contracts • Offer accelerated instruction • Computer-Assisted Instruction • Pairing direct instruction w/coaching to promote self-directed learning

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
• Manipulatives, KWL, academic games, • Mathematic Workstations, • Read Aloud • Model think aloud comprehension strategies • Modeling • Choice Menus • Math logs/journals Choice Menus

Instructional Strategies (refer to *Robert Marzano's* 41 Elements)
• Reading logs/journals

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*			
Special Education Students	**English Language Learners (ELLs)**	**At-Risk Learners**	**Advanced Learners**
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Unit Vocabulary
Essential: Attribute, square, triangle, rectangle, hexagon,

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
	• Students may use computers for reinforcement of skills during centers • Interactive whiteboards may be used to display problems and/or interactive manipulatives	**Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind. • Students will participate in class activities and discussions appropriately **Collaboratio**n- Demonstrating the ability to work with diverse teams • Students will learn to work with a partner and/or small group on various math activities **Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding • Students will develop problem solving skills and practice verbalizing their reasoning behind it	**Leadership and Responsibility**- Acting responsibly with the interests of the larger community in mind. • Students will participate in class activities and discussions appropriately **Collaboratio**n- Demonstrating the ability to work with diverse teams • Students will learn to work with a partner and/or small group on various math activities **Critical Thinking and Problem Solving**- Exercising sound reasoning in understanding • Students will develop problem solving skills and practice verbalizing their reasoning behind it

Resources
Texts/Materials: • MyMath- McGraw Hill • Writing Rubric • Leveled Books • Big Books • Reading Strategies posters/chart • Word Wall • Two of Everything: A Chinese Folktale by Loreen Leedy • Subtraction Action by Loreen Leedy • Shark Swimathon by Stuart J. Murphy

Resources
Materials: counters, cubes, hundred chart, anchor charts, attribute blocks, fraction circles/squares, work mats **Major Assignments (required):** • **NJ SLS 1.G.A.1** All vs. Only Some 3D shape Sort • **NJ SLS 1.G.A.2** Make Your Own Puzzle Overlapping Puzzle • **NJ SLS 1.G.A.3** Equal Shares • **NJ SLS 1.OA.A.1** Twenty Tickets • **NJ SLS 1.NBT.A.1** Where Do I Go?