**TOWNSHIP OF UNION PUBLIC SCHOOLS**



# Grade 1  Mathematics

Adopted August 27, 2024

## Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

# Unit 1 - Module A

## Unit Title: Mathematics – Strategies for Addition and Subtraction – Unit 1 – Module A

**Grade level:  Grade 1**                                    **Timeframe: 4 weeks**

## Rationale

Grade 1 – Strategies for Addition and Subtraction – Unit 1

The primary focus of Unit 1 is addition and subtraction. Building upon the counting sequence mastered in Kindergarten, learners begin counting to 120, reading and writing numbers through 50 and representing objects with a written number. Learners build place value understanding as they learn that a ten is a bundle of ten ones and can be used to compose numbers 11 through 19.

An important conceptual understanding for their future work in mathematics is the meaning of the equal sign. Learners use this understanding to determine if addition and subtraction equations are true or false. Learners solve word problems using various strategies for addition and subtraction and use equations with an unknown in any position.

Introducing composite two-dimensional shapes is essential for expanding geometric skills and concepts from kindergarten. Grade 1 learners move beyond describing objects in the environment using two-dimensional shapes to composing new shapes from composite two-dimensional shapes.

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

## Guiding Questions

**1.NBT.A.1 Count to 120, starting at any number less than 120.**

- How can we count to 120 starting from any number less than 120?

- What strategies can we use to read and write numbers up to 120?
- How can we represent a group of objects using numbers?

**1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.**

- What does each digit in a two-digit number tell us?
- How can we think of 10 as a bundle of ten ones?
- How are the numbers from 11 to 19 made up of tens and ones?

**1.OA.A.1 Use addition and subtraction within 20 to solve word problems.**

- How can we use addition and subtraction to solve real-world problems?
- How do different objects, drawings, and symbols help us solve addition and subtraction problems?
- How can we compare amounts using addition and subtraction?

**1.OA.C.5 Relate counting to addition and subtraction.**

- How can counting help us add or subtract numbers?
- What strategies can we use to make counting easier when adding or subtracting?

**1.OA.B.3 Apply properties of operations as strategies to add and subtract.**

- How can we use what we know about addition to help us subtract, and vice versa?
- What patterns do we notice when adding or subtracting numbers in different orders?
- How can grouping numbers in different ways help us add more easily?

**1.OA.D.7 Understand the meaning of the equal sign.**

- What does the equal sign mean in math?
- How can we tell if an equation is true or false?
- Why is it important to know if two sides of an equation are equal?

**1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.**

- How can we find the missing number in an equation?
- What strategies can help us solve for unknown numbers in addition and subtraction problems?
- Why is it important to understand the relationship between numbers in an equation?

# Standards

## Standards (Taught and Assessed):

■ **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

■ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

    a. 10 can be thought of as a bundle of ten ones — called a "ten."

    b. The numbers from 11 to 19 are composed of ten and one, two, three, four, five, six, seven, eight, or nine ones.

■ **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.

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

■ **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

■ **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.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

■ **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

        **Key**: ■ Major Cluster    □ Supporting Cluster    ◎ Additional Cluster

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

- **Social-Emotional Learning Competencies**

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# Instructional Plan

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**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| Counting to 120 (1.NBT.A.1)<br>● Start at the number 37 and count up to 50. Write down the numbers you count.<br>Understanding Tens and Ones (1.NBT.B.2)<br>● Look at the number 45. How many tens and how many ones are in 45?<br>Addition and Subtraction Word Problems (1.OA.A.1)<br>● If you have 7 apples and you get 5 more, how many apples do you have in total?<br>Relating Counting to Addition and Subtraction (1.OA.C.5)<br>● If you start at the number 9 and count up 3 more, what number do you get?<br>Understanding the Equal Sign (1.OA.D.7)<br>● Look at the equation: 6 + 4 = 10. Is this equation true or false? Explain why. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| **1.NBT.A.1 – WALT** count to 120 | Recall and apply number sequence | ● count to 120 | ● Introduce the 120 chart as a math tool<br>● Count by ones to 120<br>● Count by tens to 120<br><br>● Practice counting on from different numbers<br><br>● Identify missing numbers<br>● Identify patterns on the 120 chart | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP<br><br>General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
| **1.NBT.A.1 – WALT** count on from any number within 120 | Recall and apply number sequence | ● count on from any number to 120 | ● Write in missing numbers on the 120 chart | |
| **1.NBT.A.1 – WALT** read numbers within 50 | Identify a given number visually and recall its name. | ● Represent a given number between 1 and 50 by drawing a simple picture.<br>● Orally name a given number.<br>● Fill in missing numbers on a 120 number chart (within 50) | ● Count and record the number of objects in a "mystery bag".<br><br>Virtual 120 Chart<br><br>120 Number Board<br><br>Counting to 120 Video | |
| **1.NBT.A.1 – WALT** write numbers within 50 | Visualize a given number. | | | |

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| **1.NBT.A.1 – WALT** represent up to 50 objects with a written number | Count a set of objects and identify the corresponding number. | ● Count a set of objects and write a number to represent each group. | | |
| **1.NBT.B.2 - WALT** 10 can be thought of as a bundle of ten ones called a "ten" | Count and organize objects in groups of ten. | ● Use objects to create bundles of ten. | ● Introduce base ten blocks<br>● Group ones (units) into groups of ten and exchange each [group of 10] for one ten (rod). | |
| **1.NBT.B.2 – WALT** the numbers 11 to 19 are made up of one ten and one, two, three, four, five, six, seven, eight, or nine ones | Create a model of numbers 11 through 19 using a full ten frame and extra ones. | ● Draw or make a model to show the numbers 11 through 19 as tens and ones | ● Use different ways to write a number as tens and ones<br>● Show a number as tens and ones using objects, pictures, and numbers<br>● Model and name groups of ten using objects, pictures, and numbers<br>● Group cubes to show a number as tens and ones<br>● Group objects to show numbers as tens and ones<br>● Make a model to show numbers in different ways<br><br>Unifix Cubes<br><br>Base Ten<br><br>Didax Base Ten Blocks<br><br>Hand2Mind Number and Operations in Base Ten Resource | |

| 1.OA.A.1 🌱 **WALT** 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. | Read a word problem and use manipulatives, drawings, models, and equations to "act out" the story to determine the best way to solve.<br><br>🌱 **Climate Change Example:** Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has. | ● Use pictures, drawings, or symbols to identify the unknown in a given word problem. | ● Use pictures to show adding to or taking from<br>● Make a model to show adding to or taking from<br>● Make a model to show putting together or taking apart<br>● Make a model to solve addition or subtraction problems<br>● Show all the ways to make a number<br>● Use pictures to compare and subtract<br>● Use models to compare and subtract<br>● Act out a problem to solve it<br>● Make a model to determine whether to add or subtract<br>● Choose an operation<br>● Sort Addition and Subtraction Math Stories<br><br>Red/Yellow Counters in a Ten Frame<br><br>Counters<br><br>Unifix Cubes<br><br>Hand2Mind Operations and Algebraic Thinking Resource | |
| **1.OA.C.5 – WALT** relate counting to addition | Use TouchPoints on numbers or a number line to count on. | ● Solve addition problems using the "count on" strategy (Touchpoints, Number Line, etc). | ● Introduce counting on with TouchPoints<br>● Solve addition number sentences by using | |

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| | | | TouchPoints to count on 1, 2, or 3.<br>● Introduce counting on using a number line.<br>● Solve addition number sentences by counting on 1, 2, or 3 more on a number line.<br>● Count on to add.<br><br>[Ten Frame and Counters](#)<br><br>[Didax Number Line](#)<br><br>[Printable TouchLines](#)<br><br>[Hand2Mind Operations and Algebraic Thinking Resource](#) | |
| **1.OA.C.5 – WALT** relate counting to subtraction | Use TouchPoints on numbers or a number line to count back. | ● Solve subtraction problems using the "count on" strategy (Touchpoints, Number Line, etc). | ● Solve subtraction number sentences by using TouchPoints to count on 1, 2, or 3.<br>● Solve subtraction number sentences by counting back 1, 2, or 3 on a number line.<br>● Count back to subtract<br><br>[Didax Number Line](#)<br><br>[Printable TouchLines](#)<br><br>[Hand2Mind Operations and Algebraic Thinking Resource](#) | |
| **1.OA.B.3 – WALT** apply the commutative and identity properties as strategies to add and subtract | Identify the parts and whole in an equation and recognize the | ● Use commutative and identity properties to add and subtract given equations. | ● Use pictures, models, objects, and drawings to demonstrate how adding zero to any number | |

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| | relationship between addition and subtraction. | | produces a sum that is the same as that number.<br>● Add 0<br>● Use pictures, models, objects, and drawings to demonstrate how changing the order of addends does not change the sum.<br>● Add numbers in any order<br>● Use pictures, models, objects, and drawings to demonstrate how one can group three addends in different ways and still get the same sum.<br>● Add three addends with and without manipulatives<br><br>Hand2Mind Operations and Algebraic Thinking Resource | |
| **1.OA.D.7 – WALT** an equal sign means both sides of the equal sign have the same value in an addition or subtraction equation within 10 | Identify the value of each side of the equal sign in an equation and recognize whether they are the same [value]. | ● Identify equations that represent the same value on either side of the equal sign. | ● Introduce and explain the meaning of the equal sign.<br>● Use a scale and connecting cubes to show that both sides of the equal sign are the same.<br>● Represent both sides of the equal sign using rods and units to show balance.<br>● Represent both sides of the equal sign by drawing a picture. | |

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| **1.OA.D.7 – WALT** determine if equations involving addition and subtraction within 10 are true or false | Draw pictures to represent an addition or subtraction sentence to prove the value is true or false. | | • Decide if a number sentence is true or false<br><br>Number Balance<br><br>Math Balance | |
| **1.OA.D.8 – WALT** determine the unknown number that makes an equation involving addition or subtraction within 10 true** | Recall known facts to identify a missing number in an equation.<br><br>Identify the parts and whole in an equation.<br><br>Count up from a given part to the whole to determine an unknown part. | • Fill in missing numbers in equations to show both sides of the equal sign have the same value. | • Introduce related facts<br>• Connect related facts to previously taught models (bar models, part-part-whole models, etc).<br>• Use related facts to find unknown numbers<br><br>Addends of Ten Activity (with missing addend cards)<br><br>Hand2Mind Operations and Algebraic Thinking Resource | |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| **Understanding Tens and Ones (1.NBT.B.2)**<br><br>• Look at the number 76. How many tens and how many ones are in 76?<br><br>**Addition and Subtraction Word Problems (1.OA.A.1)** | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

| | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
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| ● Sarah has 8 blue balloons and 7 red balloons. How many balloons does she have in total? | |

**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Counting to 120 (1.NBT.A.1)**<br><br>● Count from 45 to 60. Write down the numbers as you count.<br><br>**Determining the Unknown Number (1.OA.D.8)**<br><br>● Find the missing number: 9 + ? = 15. What is the missing number? | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP<br><br>General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |

**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Science Integration: Weather Data Collection (1.NBT.A.1, 1.NBT.B.2)**<br><br>● Activity: Have students track the daily temperature for two weeks. Each day, students will record the temperature, read the numeral, and write it down. Discuss the highest and lowest temperatures, comparing the numbers and discussing how the digits represent tens and ones.<br><br>**Art and Math Integration: Pattern Creation (1.OA.C.5, 1.OA.B.3)** | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP<br><br>General and Special Education teachers will work together to provide students with the support they |

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| ● Activity: Provide students with different colored beads to create patterns. Have them count the beads and then add or subtract groups of beads to create different patterns. Students can use the commutative and associative properties to explain the different ways they can group and add the beads to form the same total. | need as written in their individualized education plan. |

# Unit 1 - Module B

## Unit Title: Mathematics – Strategies for Addition and Subtraction – Unit 1 – Module B

**Grade level: Grade 1**                                          **Timeframe: 2 weeks**

## Rationale

Grade 1 – Strategies for Addition and Subtraction – Unit 1

The primary focus of Unit 1 is addition and subtraction. Building upon the counting sequence mastered in Kindergarten, learners begin counting to 120, reading and writing numbers through 50 and representing objects with a written number. Learners build place value understanding as they learn that a ten is a bundle of ten ones and can be used to compose numbers 11 through 19.

An important conceptual understanding for their future work in mathematics is the meaning of the equal sign. Learners use this understanding to determine if addition and subtraction equations are true or false. Learners solve word problems using various strategies for addition and subtraction and use equations with an unknown in any position.

Introducing composite two-dimensional shapes is essential for expanding geometric skills and concepts from kindergarten. Grade 1 learners move beyond describing objects in the environment using two-dimensional shapes to composing new shapes from composite two-dimensional shapes.

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

## Essential Questions

**1.G.A.2 Compose Two-Dimensional and Three-Dimensional Shapes**

- How can we use different shapes to create new shapes?

- What are the different ways we can combine two-dimensional shapes to make a composite shape?
- How can we combine three-dimensional shapes to form new structures?
- What are some real-life examples of objects made from combining shapes?

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## Standards

**Standards (Taught and Assessed):**

◎ **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.

**Key**:  ■ Major Cluster    ☐ Supporting Cluster    ◎ Additional Cluster

**Highlighted Career Ready Practices and 21st Century Themes/Skills**
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

- **Social-Emotional Learning Competencies**

**Key**:  ■ Major Cluster    ☐ Supporting Cluster    ◎ Additional Cluster

# Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| Identifying Shapes<br>&bull; Can you name and draw a rectangle, a square, and a triangle?<br>Recognizing Combinations of Shapes<br>&bull; If you combine two triangles, what new shape can you make?<br>Building with Shapes<br>&bull; Using three squares, how many different ways can you arrange them to form a new shape?<br>Exploring 3D Shapes<br>&bull; Can you name and draw a cube and a cylinder?<br>Creating Composite Shapes<br>&bull; How many different shapes can you make by combining a half-circle and a quarter-circle? Draw one example. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|---|---|---|
| **1.G.A.2 – WALT** a composite shape is a shape built by combining other shapes | Visualize and identify individual shapes within a bigger composite shape. | &bull; Identify two dimensional shapes and identify composite shapes. | Introduce pattern blocks<br>Introduce shapes and their attributes<br>Explain that composite shapes are made up of individual shapes.<br>Describe shape attributes using formal geometric language.<br>Introduce and model tangram activities. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. |

| | | | Virtual Pattern Blocks<br><br>Mathigon Tangrams<br><br>ABCYa Tangrams<br><br>Hand2Mind Geometry Activities | At Risk:<br>Individualized as needed<br>IEP/504:<br>Modifications/Accommodations a stated in IEP |
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| **1.G.A.2**<br><br>**WALT** compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape<br><br>**WALT** compose new shapes from composite shapes | Use pattern blocks to create a model of a given composite shape.<br><br>Visualize and use pattern blocks to identify two-dimensional and composite shapes. | ● Identify and name the two dimensional shapes that make up a composite shape.<br>● Use two dimensional shapes to create a given composite shape.<br>● Combine composite shapes to create new shapes. | ● Put two-dimensional shapes together to make new two-dimensional shapes<br>● Compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way.<br>● Combine two-dimensional shapes to make new shapes<br>● Use pattern blocks and activity cards to create composite shapes.<br>● Combine pattern blocks to form composite shapes.<br><br>● Continue composite shapes to form a pattern or a new shape.<br><br>● Use the act it out strategy to make new shapes from combined shapes<br>● Find shapes in other shapes<br>● Take apart two-dimensional shapes<br><br>Virtual Pattern Blocks<br><br>Shape Tool<br><br>Mathigon Tangrams | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk:<br>Individualized as needed<br>IEP/504:<br>Modifications/Accommodations a stated in IEP |

| | | | ABCYa Tangrams<br><br>Hand2Mind Geometry Activities | |
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**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Combining Two-Dimensional Shapes**<br><br>● Draw two triangles. Can you combine them to make a square? Draw your new shape.<br><br>**Recognizing Composite Shapes**<br><br>● Look at the shapes below (provide images of a square and a triangle). Can you use these shapes to make a rectangle? Explain how. | ELL:  Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |

**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Creating Composite Shapes**<br><br>● Using the provided cut-out shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles), create a composite shape of your choice. Glue your shapes onto a piece of paper and name the new shape(s) you created.<br><br>**Composing and Decomposing Shapes**<br><br>● Using cubes and right rectangular prisms, build a new 3D shape. Draw your creation and explain what shapes you used to build it. | ELL:  Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |

**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Art and Geometry Integration: Shape Collages**<br><br>● Activity: Provide students with various cut-out shapes (both 2D and 3D). Have them create a collage by combining these shapes to form a composite image, such as an animal or a house. After completing their collage, students will describe the shapes they used and how they combined them to create their artwork.<br><br>**Science and Geometry Integration: Building Structures**<br><br>● Activity: In a lesson about structures and buildings, provide students with materials like building blocks (representing cubes, prisms, cones, and cylinders). Have students work in small groups to design and build a model of a simple structure, such as a bridge or a tower. After constructing their models, students will explain which shapes they used and how they fit together to form the structure. | ELL:  Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

## Unit Title: Mathematics – Place Value and More Strategies for Addition and Subtraction – Unit 2 – Module A

**Grade level:  Grade 1**                                                    **Timeframe: 5 weeks**

## Rationale

Grade 1 – Place Value and More Strategies for Addition and Subtraction – Unit 2

Continuing the counting sequence of Unit 1, learners read and write numbers up to 120. The major focus of Unit 2 is place value of two digit numbers as students learn to use the conceptual understanding of tens and ones in order to compare two-digit numbers. Learners build upon the properties of operations introduced in Unit 1 as they discover the relationship between addition and subtraction, understanding subtraction as an unknown-addend problem. They use this understanding as a strategy to add and subtract numbers within 20. While students develop their repertoire of addition and subtraction strategies, they use them in context with varied word problem situations including adding three whole numbers within 20. Learners continue to work towards fluency when adding and subtracting within 10, and extend their understanding of the equals sign as they apply its meaning to determine whether equations are true or false.

Building upon kindergarten skills of classifying objects into categories and sorting categories by count, grade 1 learners organize, represent and interpret data in up to three categories. Learners answer questions about the data that they have represented, reinforcing their numeracy skills. Learners also tell and write time to the hour.

## Guiding Questions

**1.NBT.A.1 Count to 120, starting at any number less than 120.**

-  How can we count to 120 starting from any number less than 120?
-  What strategies can we use to read and write numbers up to 120?
-  How can we represent a group of objects using numbers?

**1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.**

- What does each digit in a two-digit number tell us?
- How do the digits in numbers like 10, 20, 30, and so on, represent tens and ones?
- How can understanding tens and ones help us read and write numbers?

## 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits.

- How can we compare two-digit numbers using the tens and ones digits?
- What do the symbols >, =, and < mean, and how do we use them to compare numbers?
- Why is it important to compare numbers, and where do we use this in real life?

## 1.OA.A.1 Use addition and subtraction within 20 to solve word problems.

- How can we use addition and subtraction to solve real-world problems?
- How do different objects, drawings, and symbols help us solve addition and subtraction problems?
- How can we compare amounts using addition and subtraction?

## 1.OA.B.3 Apply properties of operations as strategies to add and subtract.

- How can we use what we know about addition to help us subtract, and vice versa?
- What patterns do we notice when adding or subtracting numbers in different orders?
- How can grouping numbers in different ways help us add more easily?

## 1.OA.B.4 Understand subtraction as an unknown-addend problem.

- How can we find the missing number in a subtraction problem by thinking about addition?
- What strategies can help us solve problems where a number is missing in subtraction?
- How does understanding the relationship between addition and subtraction help us solve problems?

## 1.OA.C.6 Add and subtract within 20, demonstrating accuracy and efficiency.

- What strategies can we use to add and subtract numbers within 20 quickly and accurately?
- How can making ten help us add and subtract more easily?
- Why is it important to know different strategies for adding and subtracting?

## 1.OA.D.7 Understand the meaning of the equal sign.

- What does the equal sign mean in math?

- How can we tell if an equation is true or false?
- Why is it important to know if two sides of an equation are equal?

**1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation.**

- How can we find the missing number in an equation?
- What strategies can help us solve for unknown numbers in addition and subtraction problems?
- Why is it important to understand the relationship between numbers in an equation?

# Standards

## Standards (Taught and Assessed):

■ **1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

■ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

■ **1.NBT.B 3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

■ **1.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.

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

■ **1.OA.B.3** Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) {Students need not use formal terms for these properties}

■ **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

■ **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship

between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g.,
adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

■ **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

■ **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine
the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = � − 3, 6 + 6 = �.

**Key**: ■ Major Cluster ☐ Supporting Cluster ◉ Additional Cluster

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

- **Social-Emotional Learning Competencies**

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| Counting and Writing Numbers (1.NBT.A.1, 1.NBT.B.2) <br> • Start at the number 25 and count up to 40. Write down the numbers you count. How many tens and ones are in the number 40? <br> Comparing Two-Digit Numbers (1.NBT.B.2, 1.NBT.B.3) <br> • Look at the numbers 47 and 52. How many tens and ones are in each number? Which number is greater? Use the symbols >, =, or < to compare them. <br> Solving Word Problems with Addition and Subtraction (1.OA.A.1, 1.OA.C.6) | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <br> At Risk: Individualized as needed |

| | IEP/504: Modifications/Accommodations a stated in IEP |
|---|---|
| ● You have 8 red apples and 5 green apples. How many apples do you have in total? Now, if you give away 4 apples, how many apples are left?<br>Using Properties of Operations (1.OA.B.3, 1.OA.B.4)<br>● If 6 + 4 = 10, what is 4 + 6? If 10 - 6 = 4, what number makes 10 when added to 6?<br>Understanding the Equal Sign and Finding Unknown Numbers (1.OA.D.7, 1.OA.D.8)<br>● Is the equation 5 + 3 = 8 true or false? What number makes this equation true: 7 + ? = 10? | |

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|---|---|---|
| **1.NBT.A.1 – WALT** read numbers up to 120 | Identify a given number visually and recall its name. | ● Count to 120 by pointing and reading numbers on a 120 chart. | 120 chart: Present students with a 120 chart and listen as they point and count starting from a given number.<br><br>Missing numbers on a 120 chart: Students will fill in the missing numbers on a 120 chart.<br><br>Virtual 120 Chart<br><br>120 Number Board | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/ Accommodations a stated in IEP |
| **1.NBT.A.1 – WALT** write numbers up to 120 | Visualize a given number to 120 and write it on paper.<br><br>Use a 120 chart to help recall and write numbers to 120. | ● Fill in missing numbers on a 120 chart to represent numbers to 120. | | |

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|---|---|---|---|---|
| **1.NBT.A.1 – WALT** represent objects with a written number in sets within 120 objects | Use concrete objects such as connecting cubes to count and represent with tens and ones. | ● Count objects in sets and represent with a written number. | Count and Write: present students with an array of objects or pictures. Have them count the objects and represent each group with a written number.<br><br>Draw and write: Present students with a set of objects. Have them count, write, and draw quick pictures to represent the amount of given objects. | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
| **1.NBT.B.2**<br><br>**WALT** in a two-digit number, one digit represents the amount of tens and the other digit represents the amount of ones.<br><br>**WALT** the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 are made up of some tens and 0 ones | Use a palace value chart to correctly identify place value of a number in the tens and the ones place.<br><br>Understand that multiples of ten are made up of a number in the tens place and zero ones. | ● Identify the tens and ones in a given number.<br>● Continue counting in a pattern of tens beginning from any number. | Place Value Chart:Students will use a place value chart to represent numbers within 120. Have students identify and write the numbers that are in the tens place and in the ones place.<br><br>Write the Room: present students with cards placed around the room. Each card should have a two digit number written on it. Students should identify and record the number in the tens place and the ones place.<br><br>Students can use unifix cubes to help students count by 10's<br><br>Count straight down on a 120 chart to count by tens starting from any number. | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |

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| **1.NBT.B.3 – WALT** compare two two-digit numbers using the meanings of the tens and ones digits | Identify the groups of ten in a number and use it to compare with other numbers.<br><br>Represent numbers using tens and ones to compare and determine greater or less than another number. | ● Circle the greater number in a given set by identifying the tens and ones.<br>● Represent a number that is greater than a given number by representing tens and ones. | Present students with two two-digit numbers. Have them represent their numbers using tens and ones or by drawing on paper. Students will circle the number that is greater or less than the other number.<br><br>Symbols: Present students with two two-digit numbers. They will use the >,<,= symbols to identify the number that is greater, less than, or equal to the other number. | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
| **1.NBT.B.3 – WALT** compare two numbers using the symbols <, >, and = | Identify the tens and ones place in given numbers. Understand that if the tens place is greater than the other tens place, that number is greater.<br><br>Understand that if both tens places are the same then they must identify which ones place is greater in order to tell which number is >,<,,=. | ● Use <,>,= symbols to correctly identify numbers that are greater than, less than, or equal to. | | |
| **1.OA.A.1** 🌿<br><br>**WALT** 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. | Read a word problem and use manipulatives, drawings, models, and equations to "act out" the story to determine the best way to solve.<br><br>🌿 **Climate Change Example:**<br>**Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has.** | ● Use pictures, drawings, or symbols to identify the unknown in a given word problem. | Draw: Students will read a word problem and represent their thinking using pictures or tens and ones.<br><br>Write and Solve: Students will create and write their own word problems and demonstrate how to solve them by drawing pictures or using tens and ones. | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |

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| **1.OA.A.3 – WALT** apply the associative, commutative and identity properties as strategies to add and subtract | Identify the parts and whole in an equation and recognize the relationship between addition and subtraction. | ● Use the associative, commutative and identity properties to add and subtract given number sentences. | Present students with number sentences and have them identify which strategy they used to help them solve the problem.<br><br>Give students an opportunity to practice solving problems using the associative, commutative and identity properties. | |
| **1.OA.A.4**<br><br>**WALT** subtraction can be thought of as an addition problem with an unknown addend<br><br><br>**1.OA.A.4 – WALT** a related addition problem can be used to solve a subtraction problem | Use related facts to solve a given number sentence. | ● Fill in missing numbers in related facts to complete a fact family. | Related Facts: have students write the related facts to a given number sentence.<br><br>Write the Room: Place subtraction number sentences with missing subtrahend or difference around the room. Have students record the related addition fact that they could use to help them solve the problem. | |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as counting on, making ten, and decomposing a number leading to a ten | Use manipulatives, drawings, models, and equations to "act out" an addition or subtraction sentence. | ● Solve addition and subtraction number sentences using strategies such as counting on or decomposing numbers. | Present students with various addition and subtraction sentences and allow them to use any strategy to solve the problem. | |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as relationship between addition and subtraction, and using easier or known sums within 10 | Use doubles facts plus and minus 1 or 2 to add within 20.<br><br>Use mental math strategies to add and subtract within 10. | ● Solve addition and subtraction number sentences using strategies such as related facts or making a ten. | Number Bonds: Have students complete given number bonds by using addition and subtraction relationships.<br><br>Fact Families: Students can complete fact families with missing numbers. | |

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|---|---|---|---|---|
| **1.OA.C.6 – WALT** working towards accuracy and efficiency for addition and subtraction within 10, use efficient strategies to add and subtract within 20 | Recall simple addition or subtractions facts to help you add or subtract within 20.<br><br>Use mental math strategies to add or subtract within 20. | ● Answer addition and subtraction sentences. | | |
| **1.OA.A.7 – WALT** determine if equations involving addition and subtraction within 20 are true or false using the meaning of the equal sign | Understand that an equal sign means that both sides are the same.<br><br>Draw pictures to represent an addition or subtraction sentence to prove the value is true or false.<br><br>Identify the value of each side of the equal sign in an equation and recognize whether they are the same value. | ● Identify equations that represent the same value on either side of the equal sign. | Scale: While students work in groups, present them with number sentences that have addition and/or subtraction on both sides of the equal sign. Using connecting cubes have students model both sides of the equal sign on either side of the scale. Students should identify whether the scale is "equal" or "not equal."<br><br>Write the Room: present students with true and false number sentences on cards that are placed around the room. On a recording sheet students will write whether the number sentence is true or false.<br><br>SmartBoard: Show students one number sentence at a time on the SmartBoard. Students will write T for True or F for False on a whiteboard or plastic sleeve. | |
| **1.OA.A.8 – WALT** determine the missing number (in any position) that makes an equation within 20 true | Understand that both sides of the equal sign are the same. | ● Fill in the missing numbers on either side of the equal sign that makes the number sentence true. | Balancing equations: present students with number sentences that have addition or subtraction on either side of the equal. Students will draw pictures to represent both sides. They will fill in the missing number that makes the number sentence true. | |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Comparing Two-Digit Numbers (1.NBT.B.2, 1.NBT.B.3)** <br><br> ● Look at the numbers 34 and 29. How many tens and ones are in each number? Which number is greater? Use the symbols >, =, or < to compare them. <br><br> **Solving Word Problems with Addition and Subtraction (1.OA.A.1, 1.OA.C.6)** <br><br> ● Sarah has 12 blue marbles and 7 red marbles. How many marbles does she have in total? Now, if she gives 5 marbles to her friend, how many marbles does she have left? | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <br> At Risk: Individualized as needed <br> IEP/504: Modifications/Accommodations a stated in IEP |

**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Counting and Writing Numbers (1.NBT.A.1, 1.NBT.B.2)** <br><br> ● Start at the number 56 and count up to 70. Write down the numbers you count. How many tens and ones are in the number 70? <br><br> **Using Properties of Operations and Finding Unknown Numbers (1.OA.B.3, 1.OA.B.4, 1.OA.D.8)** <br><br> ● If $7 + 3 = 10$, what is $3 + 7$? If $14 - 8 = 6$, what number makes 14 when added to 8? What number makes this equation true: $9 + ? = 15$? | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <br> At Risk: Individualized as needed <br> IEP/504: Modifications/Accommodations a stated in IEP |

**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Science Integration: Plant Growth Chart (1.NBT.A.1, 1.NBT.B.2)**<br><br>● **Activity:** Students will plant seeds and track their growth over 10 weeks. Each week, they will measure the height of their plants and record the numbers. They will count the number of leaves and write down these numbers as well. Students will discuss the tens and ones in each measurement and compare the growth of their plants with their classmates' plants using >, =, and < symbols.<br><br>**Social Studies Integration: Community Helper Count (1.OA.A.1, 1.OA.C.6)**<br><br>● **Activity:** During a unit on community helpers, students will collect data on the number of different helpers (e.g., firefighters, police officers, doctors) in their community. They will add and subtract the numbers to find totals and differences. For example, if there are 8 firefighters and 5 police officers, how many community helpers are there in total? If 3 doctors are on vacation, how many doctors are available now? Students can use drawings and symbols to represent their data and solve these problems. | ELL:  Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed<br>IEP/504:  Modifications/Accommodations a stated in IEP |

## Unit Title: Mathematics – Place Value and More Strategies for Addition and Subtraction – Unit 2 – Module B

**Grade level: Grade 1**                                               **Timeframe: 2 weeks**

## Rationale

Grade 1 – Place Value and More Strategies for Addition and Subtraction – Unit 2

Continuing the counting sequence of Unit 1, learners read and write numbers up to 120. The major focus of Unit 2 is place value of two digit numbers as students learn to use the conceptual understanding of tens and ones in order to compare two-digit numbers. Learners build upon the properties of operations introduced in Unit 1 as they discover the relationship between addition and subtraction, understanding subtraction as an unknown-addend problem. They use this understanding as a strategy to add and subtract numbers within 20. While students develop their repertoire of addition and subtraction strategies, they use them in context with varied word problem situations including adding three whole numbers within 20. Learners continue to work towards fluency when adding and subtracting within 10, and extend their understanding of the equals sign as they apply its meaning to determine whether equations are true or false.

Building upon kindergarten skills of classifying objects into categories and sorting categories by count, grade 1 learners organize, represent and interpret data in up to three categories. Learners answer questions about the data that they have represented, reinforcing their numeracy skills. Learners also tell and write time to the hour.

## Guiding Questions

**1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.**

- How can we use addition to solve problems involving three numbers where their sum is less than or equal to 20?
- What strategies can we use to solve word problems that require adding three numbers together?
- Why is it important to understand how to use addition to solve everyday problems?

**1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.**

- How can we organize data into different categories and represent it visually?
- What questions can we ask about data organized into categories to better understand it?
- Why is it important to compare the number of data points in different categories?

## 1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

- How do analog clocks show time differently from digital clocks?
- What are the steps to correctly tell time to the nearest hour and half-hour on an analog clock?
- How can we use digital clocks to practice telling time accurately to the nearest hour and half-hour?

# Standards

## Standards (Taught and Assessed):

■ **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.

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

■ **1.DL.A.1** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

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

☐ **1.M.B.3** Tell and write time in hours and half-hours using analog and digital clocks.

**Key**: ■ Major Cluster   ☐ Supporting Cluster   ◎ Additional Cluster

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

- · [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
- · [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
- · [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
- · [CRP1. Act as a responsible and contributing citizen and employee.](#)
- · [CRP2. Apply appropriate academic and technical skills.](#)
- · [CRP4. Communicate clearly and effectively and with reason.](#)

- **Social-Emotional Learning Competencies**

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# Instructional Plan

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**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Solving Word Problems with Addition (1.OA.A.2)**<br><br>● Sarah has 5 pencils, John has 3 pencils, and Emily has 4 pencils. How many pencils do they have altogether? Use objects, drawings, or equations to find the answer.<br><br>**Organizing and Interpreting Data (1.DL.A.1)**<br><br>● You have a collection of fruits: 6 apples, 3 bananas, and 2 oranges. How many pieces of fruit do you have in total? How many more apples are there than oranges?<br><br>**Telling Time on Analog Clocks (1.M.B.3)**<br><br>● Look at the analog clock and write down the time it shows. (Provide an image of an analog clock showing a time like 4:30 or 1:00.)<br><br>**Adding Three Numbers and Data Analysis (1.OA.A.2, 1.DL.A.1)**<br><br>● You have 4 red marbles, 2 blue marbles, and 3 green marbles. How many marbles do you have in total? If you sort them by color, how many more red marbles are there than blue marbles?<br><br>**Telling Time on Digital Clocks (1.M.B.3)**<br><br>● Look at the digital clock and write down the time it shows. (Provide an image of a digital clock showing a time like 9:45 or 2:15.) | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504:<br>Modifications/Accommodations a stated in IEP |

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|---|---|---|
| **1.OA.A.2** 🌱<br><br>**WALT** 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. | Recall the Associative Property or Commutative Property of Addition to add three addends.<br><br>**Climate Change Example:** 🌱<br>Given a number of light bulb stickers, students may determine how many total stickers they and two partners have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then, with their partners, determine who saves the most electricity based on the number of light bulb stickers each has. | **Utilize Assessments from the district mandated program.**<br><br>**Teacher created assessments:**<br><br>Find sums for addition problems with three addends | Adding 3 Numbers with Snap Cubes- Students will make a model using three different colored snap cubes to find sums when adding three addends.<br><br>Roll and Combine to Add (with dice)- Students roll three dice, write a number sentence using the three numbers they rolled, and solve.<br><br>Savory Sums- Students use different colored skittles to model number sentences with three addends and solve.<br><br>Video: Add 3 Numbers<br><br>Video: Adding Numbers<br><br>Video: Adding 3 Numbers | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/ Accommodations a stated in IEP |

| 1.DL.A.1 🌱 | Hands-On Activities & Visual Representations: | Utilize Assessments from the district mandated program. | Class Shoe Graph- As a class, make a graph to show the different types of shoes the students are wearing that day. Record the findings on graph paper. (Use pictures of different kinds of shoes to create a picture graph). | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
|---|---|---|---|---|
| **WALT** 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.<br><br>🌱 [Climate Change](#)<br>Example: Students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may organize used objects into those categories, and ask and answer questions about the total number of objects, how many are in each category, and how many more or fewer are in one category than in another. | Sorting and Categorizing Objects; Interactive Graphs - Make picture graphs, bar graphs, and tally charts<br><br>Identify what the pictures in a picture graph show by locating and reading the **key**.<br><br>Read a **bar graph** to find the number that the bar shows. (horizontal or vertical)<br><br>Count the tallies on a tally chart. Recognize that **a bundle represents 5.**<br><br>**Guided Questions:** Ask guided questions about the data to help students interpret it.<br><br>**Questions can include:**<br><br>● How many items are in each category?<br>● What is the total number of items?<br>● Which category has the most items? The least?<br>● **How many more** items are in one category compared to another? | **Teacher created assessments:**<br><br>**Data Collection/ Organization:**<br><br>Can you list three categories to collect data on (e.g., favorite fruits, types of pets, or modes of transportation)?<br><br>How would you organize data if you asked your classmates about their favorite ice cream flavors?<br><br>**Representing Data:**<br><br>How would you represent the data if you have 10 people who like apples, 5 who like bananas, and 8 who like oranges?<br><br>Can you create a bar graph to show the number of students who prefer each type of pet (dogs, cats, birds)?<br><br>**Interpreting Data:**<br><br>How many total data points are there if 6 students like soccer, 4 like basketball, and 10 like baseball? | Class Favorite Animal Graph- As a class, make a favorite animal graph. Guided students to come up with a title and categories. Distribute colored squares of paper (or post its) to represent each category. Have the students place the squares on the appropriate place on the graph to show their favorite animal.<br><br>Greater than 50/Less than 50 Class Tally Chart- Print or write different numbers on small slips of paper. Include a variety of numbers less than 50 and greater than 50. Have students take turns to draw numbers and identify whether the number is greater than or less than 50. Create a tally chart.<br><br>Survey/Graph Activity: As a class, pick a question to ask friends and determine four answer choices. Create a survey. Go around the class and have each child respond. Graph the information. (Determine which kind of graph to create as a class). Analyzing Graphs- Revisit previously made class graphs. Have students generate, write, and answer three questions they can answer about each graph. *Have students write their own questions then meet with a partner | |

| | | How many more students like baseball than basketball? | and see if their partner can answer their questions using the graph. | |
|---|---|---|---|---|
| | | **Comparison Questions** | | |
| | | **Comparing Categories:** | Video: Picture Graphs | |
| | | | Video: Making Picture Graphs | |
| | | If you have 7 blue cars, 10 red cars, and 5 green cars in a parking lot, how many more red cars are there than green cars? | Video: Creating Bar Graphs | |
| | | | Video: Bar Graphs and Tally Charts | |
| | | | Video: Tally Marks Song | |
| | | | Video: Counting Tally Marks | |
| | | | Video: Counting with Tally Marks and Tally Charts | |
| | | How many fewer blue cars are there compared to red cars? | | |
| | | **Finding Totals and Differences:** | | |
| | | If 8 students chose apples, 6 choose bananas, and 9 chose grapes, what is the total number of students surveyed? | | |
| | | What is the difference between the number of students who chose grapes and those who chose bananas? | | |

| **1.M.B.3 – WALT** tell and write time to the hour using analog and digital clocks | Identify the location of the hour hand and the minute hand in order to tell and write times to the hour shown on analog clocks. Recall that clocks showing time to the hour have the hour hand pointing directly to a number and the minute hand pointing directly to the 12. | ● identify the time shown on an analog clock (to the hour) and write the time on a matching digital clock<br>● identify the time shown on a digital clock (to the hour) and draw hands on a matching analog clock | Write the Room Activity- Place cards around the room with analog clocks with time to the hour around the classroom. Have students walk around and record the digital times on a corresponding recording sheet. (Consider providing some analog clocks with just the hour hand and some with both the hour hand and minute hand).<br><br>Flash Cards- Display flash cards with analog clocks (with time to the hour) and have students practice quickly and accurately identifying the time.<br><br>Paper Plate Clocks- Guide students to make analog clocks using paper plates, arrows cut out of colored paper, and brads. Display a time on a digital clock and have students use the paper plate clock to show the time.<br><br>Plastic Sleeve Practice- Provide students with a blank analog clock sheet in a plastic sleeve. Say and/or show a time on a digital clock. Have them use dry erase markers to draw the hands on the sleeve to match..<br>Digital Clock Manipulative<br><br>Video: Let's Learn About the Clock<br>Video: Rock and Tell Time on the Clock<br>Video: Hip Hop Around the Clock<br>Video: Telling Time to the Hour<br>Video: Telling Time for Kids | |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Benchmark Question 1**<br><br>● **Standard:** 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.<br>● **Question:** Mary has 5 apples, John has 4 apples, and Emily has 6 apples. How many apples do they have altogether? Use objects, drawings, or equations to find the answer.<br><br>**Benchmark Question 2**<br><br>● **Standard:** 1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.<br>● **Question:** In a class of 20 students, 8 like cats, 6 like dogs, and 4 like birds. How many students like cats and dogs combined? How many more students like cats than birds? | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Summative Question 1**<br><br>● **Standard:** 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.<br>● **Question:** Ethan has 7 toy cars, 3 toy trains, and 5 toy airplanes. How many toys does he have in total? Explain your answer using drawings or equations.<br><br>**Summative Question 2**<br><br>● **Standard:** 1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks.<br>● **Question:** Look at the analog clock. What time does it show? Write the time in both hours and half-hours. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

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| --- | --- |

**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
| --- | --- |
| **Science Integration: Recycling and Data Analysis**<br><br>● **Activity:** Students collect data on recyclable materials found in their school. They categorize the materials (e.g., paper, plastic, metal) and count how many items are in each category. They then create bar graphs to represent their data and answer questions about the total number of items and how many more or less items are in one category compared to another.<br><br>**Social Studies Integration: Community Time Project**<br><br>● **Activity:** Students explore different time zones and their significance in different parts of the world. They research and create a presentation showing the current time in major cities around the world using both analog and digital clocks. They discuss how understanding time differences can help people communicate and coordinate activities globally. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504:<br>Modifications/Accommodations a stated in IEP |

## Unit Title: Mathematics – Place Value and Two Digit Addition and Subtraction Strategies – Unit 3 –Module A

**Grade level:  Grade 1**                                    **Timeframe: 3 weeks**

## Rationale

Grade 1 – Place Value and Two Digit Addition and Subtraction Strategies - Unit 3, Module A

The major focus of Unit 3 is demonstrating place value understanding through addition and subtraction strategies. Learners demonstrate understanding of the composition of tens through the use of concrete models or drawings, and become more sophisticated in their use of strategies. They add and subtract within 100, working towards fluency within 10. Learners relate their concrete models and drawings to their strategy and explain the reasoning used.

Learners, knowing from Kindergarten that length is a measurable attribute of shapes, measure lengths of objects. They compare the lengths of two objects indirectly and lay multiple copies of a shorter object to measure a longer object. These concrete experiences with measurement build a foundation for measurement in second grade.

## Guiding Questions

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

- How can we use place value to help us add a two-digit number and a one-digit number?
- Why is it important to understand the relationship between addition and subtraction when adding two-digit numbers?
- When do we need to compose a ten to make adding two-digit numbers easier?

**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.**

- How can you quickly find 10 more or 10 less than a given two-digit number mentally?

- What strategies can you use to explain how you mentally find 10 more or 10 less than a number?
- Why is it efficient to use mental math strategies to find 10 more or 10 less than a number?

**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.**

- How can we use place value understanding to subtract multiples of 10 within a specific range?
- Why is it helpful to use concrete models or drawings when subtracting multiples of 10?
- What strategies can we use to explain why subtracting multiples of 10 is related to addition?

**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.**

- How can we use addition and subtraction to solve word problems where the exact numbers are unknown?
- Why is it important to represent word problems with drawings or equations?
- How do different situations (adding to, taking from, etc.) affect how we solve addition and subtraction problems?

**1.OA.C.6 Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 − 4 = 13 − 3 − 1 = 10 − 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 − 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).**

- How can different strategies like making ten or decomposing numbers help us add and subtract within 20?
- Why is it important to use efficient strategies to solve addition and subtraction problems?
- How do addition and subtraction relate to each other, and how can we use this relationship to solve problems more effectively?

# Standards

## Standards (Taught and Assessed):

■ **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

■ **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

■ **1.NBT.C.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

■ **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.

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

■ **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

**Key**:　■ Major Cluster　□ Supporting Cluster　◎ Additional Cluster

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

· 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
· 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
· 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
· CRP1. Act as a responsible and contributing citizen and employee.
· CRP2. Apply appropriate academic and technical skills.

- · CRP4. Communicate clearly and effectively and with reason.
- · CRP6. Demonstrate creativity and innovation.
- · CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- · CRP11. Use technology to enhance productivity.

- **Social-Emotional Learning Competencies**

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Word Problem with Addition and Subtraction (1.OA.A.1, 1.OA.C.6)** <br><br> ● **Scenario:** Sarah has 15 stickers. She gives 7 stickers to John. How many stickers does Sarah have left? Write an equation to represent the problem and solve it using a strategy of your choice. <br><br> **Adding Within 100 Using Place Value (1.NBT.C.4)** <br><br> ● **Scenario:** Emily has 43 apples. She buys 6 more apples. How many apples does Emily have now? Show your work using place value blocks or drawings. <br><br> **Finding 10 More or 10 Less (1.NBT.C.5)** <br><br> ● **Scenario:** Tom has 35 marbles. What is 10 more than the number of marbles Tom has? Explain how you figured it out without counting each marble. <br><br> **Subtracting Multiples of 10 (1.NBT.C.6)** | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <br> At Risk: Individualized as needed <br> IEP/504: Modifications/Accommodations a stated in IEP |

- **Scenario:** Jake has 70 baseball cards. He gives away 20 cards. How many baseball cards does Jake have left? Use a strategy that involves subtracting multiples of 10 and explain your reasoning.

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>**(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc).** | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|---|---|---|
| **1.NBT.C.4 – WALT** sometimes it is necessary to compose tens when adding | Recognize when there are more than 9 ones when adding numbers. | ● Add numbers with regrouping. | How to Book- Have students write a story about how to add a two-digit number and a one-digit number. Have partners read and compare stories.<br><br>Draw this Problem- Distribute dry erase boards and dry erase markers to students. Read a story problem requiring regrouping aloud to students. Have students draw a quick picture to solve. Remind them to find and circle groups of ten ones to regroup.<br><br>To Regroup or Not to Regroup?- Write a variety of numbers from 10 to 100 on index cards. Have students draw two cards and create an addition problem using them. Have them draw a quick | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |
| **1.NBT.C.4 – WALT** compose tens when adding two-digit numbers, if necessary | Exchange ten ones for one ten when adding two-digit numbers (if needed). | | | |

| | | | picture or use base ten blocks to solve and determine if regrouping is necessary. (You can place this activity in a center with a recording sheet for students to complete independently or with a partner).<br><br>Video: Addition with Regrouping | |
|---|---|---|---|---|
| **1.NBT.C.4 – WALT** when adding two-digit numbers, one adds tens and tens, ones and ones | Identify the digit in the tens place and the digit in the ones place in order to add tens to tens and ones to ones. | ● Add two digit numbers. | Base Ten Block Practice- Provide students with an addition problem. Have them use base ten blocks to model it. Have them group the tens together and the ones together and count the tens by tens and the ones by ones to find the sum.<br><br>Highlight Place Value- Provide students with a sheet of two digit numbers and two different colored highlighters. Have them use one highlighter to highlight all the digits in the tens place and the other highlighter to highlight all the digits in the ones place. Have them draw quick pictures using the highlighters (or matching markers) to match each number.<br><br>Video: Double-Digit Addition | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

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|---|---|---|---|---|
| **1.NBT.C.4 – WALT** 10, 20, 30, 40, 50, 60, 70, 80, and 90 are multiples of 10 | Recall that 10, 20, 30, 40, 50, 60, 70, 80, and 90 are counted when counting by tens from 10. Recognize that 10, 20, 30, 40, 50, 60, 70, 80, and 90 have zero in the ones place. | ● Count by tens from the number 10. | Hundred Chart Practice- Have students color the multiples of 10 on a number chart. Have them practice counting by tens (forward and backward).<br><br>Card Search- Provide students with a deck of cards with a variety of numbers between 10 and 100. Have the kids go through the numbers and find the multiples of 10.<br><br>Multiples of 10 Book- Fold or staple blank pieces of paper to make a booklet. Have students write a multiple of ten at the top of each page. Then, have them draw a quick picture to match on each page. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |
| **1.NBT.C.4 – WALT** add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings | Use concrete models (base ten blocks) or drawings (quick pictures) to represent a two-digit number and a one-digit number. Line the representations up so that tens are above tens and ones are above ones. Find sums by first counting all tens by tens and then all ones by ones. | ● Add two-digit numbers to one-digit numbers (within 100) using concrete models or drawings. | Base Ten Block Practice- Provide students with an addition problem involving adding a two-digit number to a one-digit number. Have them use base ten blocks to model it. Then, have them record their work with quick pictures on a recording sheet. You can also place this activity with number cards in a center.<br><br>Hands On Practice- Have the students practice making concrete models to solve adding two-digit numbers and one-digit numbers by | |

| | | | providing them with different materials to use such as pretzel sticks (tens) and marshmallows (ones). | |
|---|---|---|---|---|
| **1.NBT.C.4 – WALT** add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | Line two-digit numbers up neatly in order to add tens to tens and ones to ones. Analyze the numbers in the tens place and in the ones place to determine the best strategy for adding. | ● Add two-digit numbers to one-digit numbers (within 100). | Strategy Discussion- Display an equation involving the addition of a two-digit number and a one-digit number. Have students solve. Call on volunteers to come up and teach the class the strategy they used to solve the problem. Try to have several students show different ways to solve the same equation. Discuss what is the same and what is different. | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary. At Risk:  Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |
| **1.NBT.C.4 – WALT** relate strategies for adding a two-digit and a one-digit number within 100 to a written method and explain the reasoning used to solve | Identify the best strategy for solving an addition problem involving a two-digit number and a one-digit number. Explain the strategy that was used in writing and provide a reason to support their thinking. | ● Add two-digit numbers to one-digit numbers (within 100) and write to explain the process/reasoning. | Two-Digit Addition Project- Have students draw two number cards- one for a two-digit number and one for a one-digit number. Have them write an equation and draw a quick picture to match. Provide them with writing paper and ask them to write the steps they followed to find the sum. How To Book- Have students write manuals for how to add two-digit numbers to one-digit numbers. Have them number and write each step on a different page and add an illustration with labels to accompany it. Allow them | |

| | | | to share their manuals with a friend. | |
|---|---|---|---|---|
| **1.NBT.C.4 – WALT** add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings | Use concrete models (base ten blocks) or drawings (quick pictures) to represent a two-digit number and a multiple of 10. Line the representations up so that tens are above tens and ones are above ones. Find sums by first counting all tens by tens and then all ones by ones. | ● Add two-digit numbers to multiples of 10 (within 100) using concrete models or drawings. | Base Ten Block Practice- Provide students with an addition problem involving adding a two-digit number to a multiple of ten. Have them use base ten blocks to model it. Then, have them record their work with quick pictures on a recording sheet. You can also place this activity with number cards in a center. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |
| **1.NBT.C.4 – WALT** add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | Line two-digit numbers up neatly in order to add tens to tens and ones to ones. Analyze the numbers in the tens place and in the ones place to determine the best strategy for adding. | ● Add two-digit numbers to multiples of 10 (within 100). | Strategy Discussion- Display an equation involving the addition of a two-digit number to a multiple of 10. Have students solve. Call on volunteers to come up and teach the class the strategy they used to solve the problem. Try to have several students show different ways to solve the same equation. Discuss what is the same and what is different. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |
| **1.NBT.C.4 – WALT** relate strategies for adding a two-digit number and a multiple of 10, within 100, to a written method and explain the reasoning used to solve | Identify the best strategy for solving an addition problem involving a two-digit number and a multiple of 10. Explain the strategy that was used in writing and provide a reason to support their thinking. | ● Add two-digit numbers to multiples of 10 (within 100) and write to explain the process/reasoning. | Two-Digit Addition Project- Have students draw two number cards- one for a two-digit number and one for a multiple of ten. Have them write an equation and draw a quick picture to match. Provide them with writing | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed |

| | | | paper and ask them to write the steps they followed to find the sum.<br><br>How To Book- Have students write manuals for how to add two-digit numbers to multiples of ten. Have them number and write each step on a different page and add an illustration with labels to accompany it. Allow them to share their manuals with a friend. | IEP/504: Modifications/Accommodations a stated in IEP |
|---|---|---|---|---|
| **1.NBT.C.5 – WALT** mentally find 10 more or 10 less than any given two-digit number, without having to count | Visualize a given number as tens and ones and change it by adding or subtracting a ten to determine the new number (10 more or 10 less). | ● Use mental math to find 10 more or 10 less than given two-digit numbers. | Game- Divide the class into two teams. Line the teams up. Display a two digit number. One student from each team should try to tell you the number that is ten less or ten more than the number you displayed. The student that says the correct answer first earns their team a point and both students move to the end of the line. Repeat with additional numbers so that students have multiple opportunities to practice.<br><br>Number Books- Provide each student with a sheet of paper folded in half to make a booklet. Assign each student a different two-digit number and have them write it on the cover. Inside, have them create a page to tell what number is 10 more and a page | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary. At Risk:  Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |
| **1.NBT.C.5 – WALT** explain how to mentally find 10 more or 10 less than any given two-digit number | Describe the visualization process created to find 10 more or 10 less than a given two-digit number. | ● Orally explain the process of finding 10 more or 10 less than a given two-digit number. | | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary. At Risk:  Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |

| | | | to tell what number is 10 less. Underneath, have them write the explain how they used mental math to find the numbers.

Thought Bubble Drawings- Have each student write a different two-digit number in the middle of a sheet of paper held lengthwise. On either side, have them draw thought bubbles. In each thought bubble, have them visualize and write the number that is ten less or ten more than the given number. Ask them to add a drawing of their visualization in each bubble. On the other side, they can write sentences to explain the process they used.

How to Video- Have students film a video using an iPad or other device to show others how to mentally find 10 more or less than a given number. Provide them with whiteboards and dry erase markers they can use in the video to demonstrate their visualizations. | |
|---|---|---|---|---|
| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using concrete models or | Use concrete models (base ten blocks) or drawings (quick pictures) to represent a multiple of ten and then take a multiple of ten from the | ● Subtract multiples of 10 from multiples of 10 using concrete models or drawings. | Quick Picture Practice- Display an equation involving the subtraction of a multiple of 10 from a multiple of ten. Have students use plastic sleeves or dry erase boards | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary. |

| | | | and dry erase markers to draw a quick picture to solve the problem. Have children compare models.<br><br>Base Ten Block Practice- Provide students with equations involving the subtraction of a multiple of 10 from a multiple of ten. Have them use base ten blocks to "act it out". | At Risk:  Individualized as needed<br>IEP/504:  Modifications/Accommodations a stated in IEP |
|---|---|---|---|---|
| drawings (multiples of 10 less than or equal to 90) | group by removing it or crossing it out. | | | |
| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) | Line two multiple of ten up neatly in order to subtract tens from tens and ones from ones. Analyze the numbers in the tens place and in the ones place to determine the best strategy for subtracting. | ● Subtract multiples of 10 from multiples of 10. | Strategy Discussion- Display an equation involving the subtraction of a multiple of 10 from a multiple of ten. Have students solve. Call on volunteers to come up and teach the class the strategy they used to solve the problem. Try to have several students show different ways to solve the same equation. Discuss what is the same and what is different. | |
| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using the relationship between addition and subtraction (multiples of 10 less than or equal to 90) | Locate multiples of 10 on a hundred chart and recognize that subtracting tens requires moving up the hundred chart while adding tens requires the opposite- moving down the chart. | | | |
| **1.NBT.C.6 – WALT** relate the strategy used to subtract multiples of 10 from multiples of 10 to a written method | Visualize subtracting multiples of 10 from multiples of 10 and then orally explain what was seen. Then, use written words to express the strategy. | ● Explain the process of subtracting multiples of 10 from multiples of 10 in writing. | Subtraction Project- Have students draw two number cards- both multiples of ten. Have them write an equation involving subtraction of the numbers they drew and draw a quick picture to match. Provide them with writing paper and ask them to write | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed |

| | | | the steps they followed to find the difference.<br><br>How To Book- Have students write manuals for how to subtract multiples of ten. Have them number and write each step on a different page and add an illustration with labels to accompany it. Allow them to share their manuals with a friend. | IEP/504: Modifications/Accommodations a stated in IEP |
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| **1.NBT.C.6 – WALT** explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90) | Visualize subtracting multiples of 10 from multiples of 10 and then orally explain what was seen. | ● Orally explain the reasoning when subtracting multiples of 10 from multiples of 10. | Video Creation- Have students film "How To" videos using an iPad or other device to teach others how to subtract multiples of 10 from multiples of ten. Provide them with whiteboards, dry erase markers, and base ten blocks to use as needed. | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |
| **1.OA.A.1** 🌱<br><br>**WALT** 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 | Read a word problem and identify the important information and what needs to be found.<br><br>Visualize the story and write a number sentence to be solved.<br><br>Use objects and/or drawings to model the number sentence and find the answer.<br><br>Read a word problem and use manipulatives, drawings, models,  and equations to "act | ● Use pictures, drawings, or symbols to identify the unknown in a given word problem<br><br>🌱 **Climate Change Example:** **Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may** | Story Problem Writing- Have students write their own word problems involving the addition or subtraction of two-digit numbers. Have them switch papers with a partner. Then, allow the students to solve the problems by writing a matching equation, using base-ten blocks to solve, and then drawing a quick picture to solve. Have partners share | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

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| number to represent the problem. | out" the story to determine the best way to solve. | **then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has.** | their stories and solutions with the class. | |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as counting on, making ten, decomposing a number leading to a ten, relationships within addition and subtraction, and using easier or known facts within 10 | Analyze an addition or subtraction problem to determine which strategy would be the best way to solve. Recall that counting on or back works best when an addend or subtrahend is 1, 2, 3; making ten works best when an addend or subtrahend is lesser but close to 10; etc. | ● Solve addition and subtraction problems within 20 and identify the strategy that was used. | Math Talk- Display a story problem or equation involving two digit addition or subtraction. Distribute dry erase boards and markers. Have students solve the problem and then share their strategies with the class. Try to call on as many kids as possible to share various strategies that can be used. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |
| **1.OA.C.6 – WALT** working towards accuracy and efficiency for addition and subtraction within 10, use efficient strategies to add and subtract within 20 | Recall simple addition or subtraction facts to help you add or subtract within 20.<br><br>Use mental math strategies to add or subtract within 20. | ● Answer addition and subtraction sentences. | Flash Card Practice- Have students work on fluency in addition and subtraction using flash cards. Provide them with time to make cards that they can take home and practice with.<br><br>Around the World- Play around the world with addition and subtraction problems. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |

**Benchmark Assessment 1**

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
|---|---|
| **Benchmark Question 1**<br><br>● **Standards:** 1.OA.A.1, 1.OA.C.6 | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. |

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| • **Question:** Mary has 12 apples. She gives 5 apples to John and buys 3 more apples. How many apples does Mary have now? Solve the problem using drawings or equations.<br><br>**Benchmark Question 2**<br><br>• **Standard:** 1.NBT.C.4<br>• **Question:** Sara has 34 crayons. She finds 7 more crayons on the table. How many crayons does Sara have now? Show your work using base ten blocks or drawings.<br><br>**Benchmark Question 3**<br><br>• **Standard:** 1.NBT.C.5<br>• **Question:** If you have 56 blocks, what is 10 less than the number of blocks you have? Explain your answer using place value understanding. | At Risk: Individualized as needed<br>IEP/504:<br>Modifications/Accommodations a stated in IEP |

**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Summative Question 1**<br><br>• **Standards:** 1.OA.A.1, 1.NBT.C.6<br>• **Question:** Jamie has 18 toy cars. He gives away 5 toy cars and then finds 10 more toy cars. How many toy cars does Jamie have now? Use a strategy involving addition and subtraction, and explain your reasoning.<br><br>**Summative Question 2**<br><br>• **Standards:** 1.NBT.C.4, 1.NBT.C.6<br>• **Question:** Emma has 47 stickers. She wants to give away 30 stickers and then receive 10 more stickers as a gift. How many stickers does Emma have now? Show your work using base ten blocks or drawings.<br><br>**Summative Question 3**<br><br>• **Standards:** 1.NBT.C.4, 1.NBT.C.5 | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

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|---|---|
| ● **Question:** If you have 58 books, what is 10 more than the number of books you have? Use mental math strategies and explain how you found the answer. | |

**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Science and Math Integration: Saving Energy**<br><br>● **Activity:** Students track the amount of energy saved by turning off lights and unplugging electronics at home or in school over a week. They record their data and calculate the total energy savings using addition and subtraction. They then compare their results with classmates and discuss the impact of energy conservation.<br><br>**Social Studies and Math Integration: Data Analysis**<br><br>● **Activity:** Students collect data on the number of recyclable materials (paper, plastic, metal) used in their classroom or school over a month. They categorize the materials, create bar graphs or pie charts to represent their data, and analyze the results. They discuss how understanding data helps in making decisions about recycling and reducing waste. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

## Unit Title: Mathematics – Place Value and Two Digit Addition and Subtraction Strategies – Unit 3 – Module B

**Grade level: Grade 1**                                            **Timeframe: 2 weeks**

# Rationale

Grade 1 – Place Value and Two Digit Addition and Subtraction Strategies - Unit 3, Module A

The major focus of Unit 3 is demonstrating place value understanding through addition and subtraction strategies. Learners demonstrate understanding of the composition of tens through the use of concrete models or drawings, and become more sophisticated in their use of strategies. They add and subtract within 100, working towards fluency within 10. Learners relate their concrete models and drawings to their strategy and explain the reasoning used.

Learners, knowing from Kindergarten that length is a measurable attribute of shapes, measure lengths of objects. They compare the lengths of two objects indirectly and lay multiple copies of a shorter object to measure a longer object. These concrete experiences with measurement build a foundation for measurement in second grade.

# Guiding Questions

**1.MA.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.**

- How can we accurately compare the lengths of three objects using a strategy of indirect comparison?
- Why is it important to arrange objects in order of length? How does this help us understand measurement?

**1.MA.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.**

- How do we measure the length of an object using same-size length units? Why is it important to ensure there are no gaps or overlaps?
- What strategies can we use to measure and express the length of objects accurately using length units?

# Standards

**Standards (Taught and Assessed):**

🟩 **1.MA.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

■ **1.MA.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.

**Key**:  ■ Major Cluster  ☐ Supporting Cluster  ◉ Additional Cluster

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

· 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
· 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
· 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
· CRP1. Act as a responsible and contributing citizen and employee.
· CRP2. Apply appropriate academic and technical skills.
· CRP4. Communicate clearly and effectively and with reason.
· CRP6. Demonstrate creativity and innovation.
· CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
· CRP11. Use technology to enhance productivity.

- **Social-Emotional Learning Competencies**

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| Pre-assessment Question 1 (1.MA.1):<br>● Scenario: Arrange a pencil, a marker, and a crayon in order from shortest to longest. Explain your reasoning for how you determined their lengths.<br>Pre-assessment Question 2 (1.MA.2):<br>● Scenario: Use paper clips or other small objects to measure the length of your desk. Explain how you know your measurement is accurate. | ELL:  Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed |

| | | IEP/504: Modifications/Accommodations a stated in IEP |
|---|---|---|

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>**We are learning to/that** | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|---|---|---|
| **1.MA.1 – WALT** length is measured from one endpoint to another | Identify the endpoints of a given length and the space between those endpoints. | ● find and mark the endpoints of an object on paper | Measuring Length- Provide students with a variety of objects from around the classroom. Ask them to identify the endpoints of each object. Demonstrate how to cut a length of ribbon or yarn from endpoint to endpoint. | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
| **1.MA.1 – WALT** use a third object to compare lengths of two objects that may not be moved | Use the Transitivity Principle to measure indirectly. | ● compare the lengths of three objects to put them in order on paper | | |
| **1.MA.1 – WALT** order three objects by length | Look at three objects and determine which is the longest (having the most length) and which is the shortest (having the least length) and put the objects in order from longest to shortest or from shortest to longest. | ● put objects in order from longest to shortest and shortest to longest | Ordering Length Activity- Provide students with sets of three objects. Have them compare the lengths and put them in order from shortest to longest and longest to shortest. Use a variety of objects from around the classroom including snap cube trains, Cuisenaire rods, crayons, pencils, | |

| | | | etc. (You can also use sets of colored strips of paper or ribbon). | |
|---|---|---|---|---|
| **1.MA.2**<br><br>**WALT** the length of an object is the number of same-size length units that span it with no gaps or overlaps<br><br><br><br>**WALT** express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end | Count how many same-size length units span the length of an object (without gaps or overlaps).<br><br><br>Measure length using same-size length units by placing them along the span of an object (without gaps or overlaps), end to end. | ● identify how many nonstandard units span the length of an object<br>● measure the length of various objects using nonstandard units | Measurement Activity- Provide students with a variety of objects they can measure. (Choose objects of varying lengths). Provide students with a variety of materials (in sets of the same length) they can choose from to measure the lengths. (Some ideas: snap cubes, foam squares, paperclips, erasers, pennies, etc). Have students record the lengths on a recording sheet.<br><br>Measurement Activity #2- Provide students with one object to be measured. Have them use different kinds of nonstandard units to measure the length and record the lengths on a recording sheet. (Provide sets of nonstandard units that have different lengths such as a set of large paperclips and a set of small paper clips). Have them compare their findings and reason why the numbers are different if they are measuring the same object.<br><br>Video: Nonstandard Measurement<br><br>Video: Using Paperclips to Measure Length | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Benchmark Question 1 (1.MA.1):** | ELL:  Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary. |

| | At Risk:  Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |
|---|---|
| **Scenario:** You have three pieces of string. Compare the lengths of two strings indirectly by using the third string. Order them from shortest to longest based on your comparison.<br><br>**Benchmark Question 2 (1.MA.2):**<br><br>• **Scenario:** Use cubes or tiles to measure the length of a book. Lay the cubes end to end and count how many you used. Explain why this method accurately measures the book's length. | |

**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Summative Question 1 (1.MA.1):**<br><br>• **Scenario:** Jane has a ruler, a pencil, and a rubber band. Arrange these items in order from shortest to longest. Justify your arrangement by comparing the lengths of each item.<br><br>**Summative Question 2 (1.MA.2):**<br><br>• **Scenario:** Measure the length of your shoe using paper clips. Count how many paper clips fit along the length of your shoe. Explain why this method accurately measures the shoe's length. | ELL:  Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |

**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Science and Math Integration: Measuring Objects**<br><br>• **Activity:** Students explore different objects in nature (leaves, twigs, stones) and measure their lengths using non-standard units like paper clips or string. They record their measurements, compare lengths, and discuss how measuring accurately helps in understanding natural objects.<br><br>**Art and Math Integration: Creating a Length Chart** | ELL:  Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary.<br>At Risk:  Individualized as needed |

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|---|---|
| ● **Activity:** Students create a length chart using art supplies (crayons, markers, pencils) of different lengths. They measure each item using uniform units (e.g., paper clips) and arrange them on a chart from shortest to longest. They discuss their measurements and artistic choices. | IEP/504: Modifications/Accommodations a stated in IEP |

## Unit Title: Mathematics – Place Value Strategies and Composite Shapes – Unit 4 – Module A

**Grade level:  Grade 1**                                    **Timeframe: 4 weeks**

## Rationale

Grade 1 – Place Value Strategies and Composite Shapes - Unit 4, Module A

The focus of unit 4 is solidifying learners place value understanding for addition within 100, as well as the use of various strategies to efficiently add and subtract within 20. They apply addition and subtraction strategies to solve word problems and become fluent with adding and subtracting within 10. Learners tell and write time to the half-hour, and partition shapes to develop a foundation for understanding fractions.

Learners extend their geometric understanding from Kindergarten as they identify defining and non-defining attributes of shapes. They extend their understanding of composite two-dimensional shapes to create composite three-dimensional shapes and to compose new shapes from composite three-dimensional shapes.

## Guiding Questions

**1.NBT.C.4**

- How can we use place value understanding to add a two-digit number and a one-digit number?
- Why is it helpful to use concrete models like base ten blocks when adding a two-digit number and a multiple of ten?
- When adding two-digit numbers, why do we sometimes need to compose a ten? How does this help in adding efficiently?

**1.OA.A.1**

- How can we use addition and subtraction to solve real-world problems involving quantities and unknowns?
- Why is it important to represent word problems with equations and symbols for unknown numbers?
- How does understanding addition and subtraction help us make decisions in everyday situations, like saving electricity?

**1.OA.C.6**

- What strategies can we use to add and subtract within 20 accurately and efficiently?
- How does making a ten help us add and subtract numbers within 20?
- Why is it beneficial to decompose numbers when solving addition and subtraction problems?

## Standards

### Standards (Taught and Assessed):

■ **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.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.

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

■ **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

· [9.1.4.A.2 Evaluate available resources that can assist in solving problems.](#)
· [9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.](#)
· [9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.](#)
· [CRP1. Act as a responsible and contributing citizen and employee.](#)
· [CRP2. Apply appropriate academic and technical skills.](#)
· [CRP4. Communicate clearly and effectively and with reason.](#)
· [CRP6. Demonstrate creativity and innovation.](#)
· [CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.](#)
· [CRP11. Use technology to enhance productivity.](#)

- **[Social-Emotional Learning Competencies](#)**

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# Instructional Plan

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**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Pre-assessment Question 1 (1.NBT.C.4):**<br><br>● **Scenario:** Use base ten blocks to show how you would add 37 + 5. Explain your reasoning for using the blocks.<br><br>**Pre-assessment Question 2 (1.OA.A.1):**<br><br>● **Scenario:** Solve the following problem: If John has 8 marbles and Mary gives him some more, he will have 15 marbles in total. How many marbles did Mary give John? Use drawings or objects to represent the problem.<br><br>**Pre-assessment Question 3 (1.OA.C.6):** | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504:<br>Modifications/Accommodations a stated in IEP |

- **Scenario:** Calculate the following using a strategy of your choice: 9 + 6. Explain why you chose that strategy and how it helps you solve the problem.

**Pre-assessment Question 4 (Combining Standards):**

- **Scenario:** Emily has 24 stickers. She gives 10 stickers to her friend and receives 5 more stickers as a gift. How many stickers does Emily have now? Use drawings or objects to help you solve the problem.

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|---|---|---|
| **1.NBT.C.4 – WALT** add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings | Use concrete models (base ten blocks) or drawings (quick pictures) to represent a two-digit number and a one-digit number. Line the representations up so that tens are above tens and ones are above ones. Find sums by first counting all tens by tens and then all ones by ones. | • Add two-digit numbers to one-digit numbers (within 100) using concrete models or drawings. | Spinning equation game: Students will have two spinners. One spinner with a two digit number within 100 and another spinner with a one digit number. Students will spin both and add them together and record their number sentence.<br><br>Write the room: Students will use a recording sheet to answer number sentences placed around the room. Each number sentence should have a two digit number and a one digit number addition sentence. | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary. At Risk:  Individualized as needed IEP/504:  Modifications/Accommodations a stated in IEP |

| | | | | |
|---|---|---|---|---|
| **1.NBT.C.4 – WALT** add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | Line two-digit numbers up neatly in order to add tens to tens and ones to ones. Analyze the numbers in the tens place and in the ones place to determine the best strategy for adding. | ● Add two-digit numbers to multiples of 10 (within 100). | 120's Chart: Students will use a 120's chart to help them add two digit numbers plus a multiple of ten.<br><br>Place Value Mat: students will use a place value mat and connecting cubes or base ten sticks to model and record addition sentences with two digit numbers plus a multiple of ten. | |
| **1.NBT.C.4 – WALT** relate strategies for adding a two-digit and a one-digit number within 100 to a written method and explain the reasoning used to solve | Identify the best strategy for solving an addition problem involving a two-digit number and a one-digit number. Explain the strategy that was used in writing and provide a reason to support their thinking. | ● Add two-digit numbers to one-digit numbers (within 100) and write to explain the process/reasoning. | Matching Game: Students will match models of addition sentences with tens and ones to the written form of the addition sentence. Students will find the sum and record their work on a recording sheet.<br><br>Place Value Mat: Students will represent a written number sentence with tens and one and draw a quick picture to record their thinking. | |
| **1.NBT.C.4 – WALT** relate strategies for adding a two-digit number and a multiple of 10, within 100, to a written method and explain the reasoning used to solve. | Identify the best strategy for solving an addition problem involving a two-digit number and a multiple of 10. Explain the strategy that was used in writing and provide a reason to support their thinking. | ● Add two-digit numbers to multiples of 10 (within 100) and write to explain the process/reasoning. | Matching Game: Students will match models of addition sentences with tens and ones to the written form of the addition sentence. Students will find the sum and record their work on a recording sheet.<br><br>Place Value Mat: Students will represent a written | |

| | | | |
|---|---|---|---|
| | | | number sentence with tens and one and draw a quick picture to record their thinking.<br><br>Video: Adding 10 to a Two Digit Number |
| **1.NBT.C.4 – WALT** when adding two-digit numbers, one adds tens and tens, ones and ones | Identify the digit in the tens place and the digit in the ones place in order to add tens to tens and ones to ones. | ● Add two digit numbers. | Place Value Mat: Students will represent two two-digit numbers on a place value mat. They will then group the tens together and the ones together to add. They will draw quick pictures to show grouping tens with tens and ones with ones. |
| **1.NBT.C.4 – WALT** sometimes it is necessary to compose tens when adding | Recognize when there are more than 9 ones when adding numbers. | ● Add numbers with regrouping. | Ten Frames and Counters: Students will use ten frames to represent addends. They will manipulate the counters to make a ten to help them add.<br><br>Video: Adding two Digit Number |
| **1.NBT.C.4 – WALT** compose tens when adding two-digit numbers, if necessary | Exchange ten ones for one ten when adding two-digit numbers (if needed). | | |
| **1.OA.A.1** 🌱<br><br>**WALT** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking | Read a word problem and identify the important information and what needs to be found. | ● Use pictures, drawings, or symbols to identify the unknown in a given word problem. | Draw: Students will read a word problem and represent their thinking using pictures or tens and ones. |

| | | | | |
|---|---|---|---|---|
| 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. | Visualize the story and write a number sentence to be solved.<br><br>Use objects and/or drawings to model the number sentence and find the answer.<br><br>Read a word problem and use manipulatives, drawings, models, and equations to "act out" the story to determine the best way to solve. | 🌱 **Climate Change Example:** Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has. | Write and Solve: Students will create and write their own word problems and demonstrate how to solve them by drawing pictures or using tens and ones. | |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as counting on, making ten, decomposing a number leading to a ten, relationships within addition and subtraction, and using easier or known facts within 10 | Analyze an addition or subtraction problem to determine which strategy would be the best way to solve. Recall that counting on or back works best when an addend or subtrahend is 1, 2, 3; making ten works best when an addend or subtrahend is lesser but close to 10; etc. | ● Solve addition and subtraction problems within 20 and identify the strategy that was used. | Solve in two ways: Present students with addition and subtraction sentences within 20. Have students solve each problem using two different strategies.<br><br>Video: Counting On<br><br>Video: Make a Ten | |
| **1.OA.C.6 – WALT** add and subtract within 10 with accuracy and efficiency | Recall sums and differences within 10. | ● Solve addition and subtraction problems during a timed test (math drill). | Flash Cards: Show students flash cards and have them write their sum or difference on a white board. Students will hold up their answers for | |

| | | | a quick formative assessment.<br><br>Fluency and Fitness: Create a PowerPoint that represents some addition and some subtraction sentences on separate slides. Have the students quickly write their answers on a white board or hold up their hands to answer the number sentence. Every few slides can show an activity on it such as "jumping jacks" or "run in place."<br><br>Knock Out: Students can be broken up into two groups. Show two different number sentences on the smartboard. The first student (of 2) to shout the correct answer wins and reports to the back of the line. The student who missed will sit down until the next round. | |
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**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Benchmark Question 1 (1.NBT.C.4):** | ELL: Model and Provide Example. Establish a non-verbal cue to redirect |

| | students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |
|---|---|
| - Solve the addition problem using base ten blocks or drawings: 49 + 20. Describe your method for breaking down these numbers into tens and ones.<br><br>**Benchmark Question 2 (1.OA.A.1):**<br><br>- Solve the word problem using drawings or objects: If you have 15 toys and receive some more, resulting in 23 toys in total, how many toys did you receive? | |

**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Summative Question 1 (1.NBT.C.4):**<br><br>- Solve the addition problem: 58 + 30. Show your work using a written method and explain how you applied place value principles.<br><br>**Summative Question 2 (1.OA.A.1):**<br><br>- Solve the word problem: If you have 10 cookies and buy some more, resulting in 17 cookies in total, how many cookies did you buy? Use equations and symbols to show your solution. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Science and Math Integration: Energy Conservation**<br><br>- Calculate the total energy saved by turning off lights and unplugging electronics. Use addition to tally the energy savings and discuss the importance of energy conservation.<br><br>**Social Studies and Math Integration: Community Project** | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed |

| ● Plan a community project to reduce waste. Use addition to calculate quantities of items that can be recycled, reused, or thrown away. Present findings using graphs or charts to illustrate the impact on waste reduction. | IEP/504: Modifications/Accommodations a stated in IEP |
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## Unit 4

## Unit Title: Mathematics – Place Value Strategies and Composite Shapes – Unit 4 – Module B

**Grade level:  Grade 1**                                                        **Timeframe: 5 weeks**

## Rationale

Grade 1 – Place Value Strategies and Composite Shapes - Unit 4, Module A

The focus of unit 4 is solidifying learners place value understanding for addition within 100, as well as the use of various strategies to efficiently add and subtract within 20. They apply addition and subtraction strategies to solve word problems and become fluent with adding and subtracting within 10. Learners tell and write time to the half-hour, and partition shapes to develop a foundation for understanding fractions.

Learners extend their geometric understanding from Kindergarten as they identify defining and non-defining attributes of shapes. They extend their understanding of composite two-dimensional shapes to create composite three-dimensional shapes and to compose new shapes from composite three-dimensional shapes.

## Guiding Questions

**1.M.B.3 Tell and write time:**

- How do analog and digital clocks represent time differently? Why is it important to be able to tell time accurately?

**1.M.C.4 and 1.M.C.5 Understand monetary values:**

- How do we compare the values of different coins and dollar bills? Why is it useful to show monetary values in multiple ways?

**1.G.A.3 Partitioning shapes:**

- What are halves, fourths, and quarters of shapes? How can we describe and compare different partitions of shapes?

**1.G.A.1 Defining attributes of shapes:**

- What makes a shape's attributes? How do defining attributes differ from non-defining attributes in shapes?

**1.G.A.2 Composing shapes:**

- How can different shapes be combined to create new composite shapes? What strategies can we use to build and draw complex shapes?

## Standards

**Standards (Taught and Assessed):**

☐ **1.M.B.3** Tell and write time in hours and half-hours using analog and digital clocks.

■ **1.M.C.4** Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).

■ **1.M.C.5** Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.

◎ **1.G.A.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

◎ **1.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.

**Key**:  ■ Major Cluster  ☐ Supporting Cluster  ◎ Additional Cluster

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

- **Social-Emotional Learning Competencies**

# Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| Pre-assessment Question 1 (1.M.B.3): <br>● Show the time 3:30 on both an analog and a digital clock. <br>Pre-assessment Question 2 (1.M.C.4 and 1.M.C.5): <br>● If you have a quarter, a dime, and a nickel, what is the total value in cents? Show the value in two different ways. <br>Pre-assessment Question 3 (1.G.A.3): <br>● Draw a rectangle and divide it into two equal shares. Label each share as a half. <br>Pre-assessment Question 4 (1.G.A.1): <br>● List three defining attributes of a triangle. Explain why these attributes are important. <br>Pre-assessment Question 5 (1.G.A.2): <br>● Use different shapes (rectangles, triangles, circles) to create a composite shape. Draw and describe your composition. | ELL:  Model and Provide Example.  Establish a non-verbal cue to redirect students when not on task.  Students may use a bilingual dictionary. <br>At Risk:  Individualized as needed <br>IEP/504:  Modifications/Accommodations a stated in IEP |

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT <br><br>We are learning to/that | Student Strategies | Formative Assessment <br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, |
|---|---|---|---|---|
| | | | | |

| | | | | 504) and Reflections |
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| **1.M.B.3**<br><br>**WALT** tell and write time to the hour using analog and digital clocks<br><br>**WALT** tell and write time to the half-hour using analog and digital clocks | Identify the location of the hour hand and the minute hand in order to tell and write times to the hour shown on analog clocks. Recall that clocks showing time to the hour have the hour hand pointing directly to a number and the minute hand pointing directly to the 12.<br><br>Identify the location of the hour hand and the minute hand in order to tell and write times to the hour and half hour shown on analog clocks. Recall that clocks showing time to the hour have the hour hand pointing directly to a number and the minute hand pointing directly to the 12; recall that clocks showing time to the half hour have the hour hand pointing directly between two numbers and the minute hand pointing directly to the 6. | ● identify the time shown on an analog clock (to the hour) and write the time on a matching digital clock<br>● identify the time shown on a digital clock (to the hour) and draw hands on a matching analog clock<br>● identify the time shown on an analog clock (to the hour and half hour) and write the time on a matching digital clock<br>● identify the time shown on a digital clock (to the hour and half hour) and draw hands on a matching analog clock | Write the Room Activity- Place cards around the room with analog clocks with time to the hour around the classroom. Have students walk around and record the digital times on a corresponding recording sheet.<br><br>Flash Cards- Display flash cards with analog clocks (with time to the hour and/or half hour) and have students practice quickly and accurately identifying the time.<br><br>Paper Plate Clocks- Guide students to make analog clocks using paper plates, arrows cut out of colored paper, and brads. Display a time on a digital clock and have students use the paper plate clock to show the time.<br><br>Plastic Sleeve Practice- Provide students with a blank analog clock sheet in a plastic sleeve. Say and/or show a time on a digital clock. Have them use dry erase markers to draw the hands on the sleeve to match.<br><br>Video: Telling Time to the Half Hour<br>Video: Tell Time to the Half Hour<br>Video: Telling Time to the Half Hour<br>Video: Telling Time to the Half Hour | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. At Risk: Individualized as needed IEP/504: Modifications/Accommodations a stated in IEP |

| 1.M.C.4 | | | | |
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| ■ **1.M.C.4** **WALT** Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10). | **Visual Aids**: Use visual aids like charts, flashcards, or posters that display the different coins and bills with their respective values. Include both the front and back of the coins for easy identification.<br><br>Let students handle the coins and bills to reinforce the physical concept of money. | **Utilize Assessments from the district mandated program.**<br><br>**Teacher created assessments:**<br><br>**Matching**<br>Create a worksheet with images of coins and dollar bills on one side and their values on the other. Students draw lines to match each coin or bill with its correct value.<br><br>**Ordering Coins & Bills**<br>Provide students with cut-out images of different coins and dollar bills. Ask them to arrange the images in order from least to greatest value. This can be done individually or in small groups.<br><br>**Coin and Bill Identification**<br>Show students pictures of various coins and dollar bills. Ask them to write down the value of each one and use the correct notation (e.g., 25¢ for a quarter, $1 for a dollar bill). | **Hands-On Practice**: Provide students with actual coins and bills to handle and sort. This tactile experience can help reinforce their understanding of the sizes, colors, and values of each denomination.<br><br>**Comparative Games**: Create games or activities where students compare different coins and bills based on their values. For example, sorting activities where they arrange coins from lowest to highest value can be effective.<br><br>**Interactive Apps and Websites**: Utilize educational apps and websites that offer games and quizzes focused on learning the values of coins and bills. These can be engaging and provide immediate feedback. | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |

| ■ 1.M.C.5 | Visual Aids and Manipulatives | Utilize Assessments from the district mandated program. | Interactive Games | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
|---|---|---|---|---|
| **WALT** Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways.

For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones. | **Objective:** Help students understand and visualize different monetary values and their equivalents.

**Coins and Bills:**

Use play money or real coins and bills to show different values. For example, show a nickel and explain it is equivalent to five pennies.

Let students handle the coins and bills to reinforce the physical concept of money.

**Money Mats:**

Create mats with circles or slots for placing coins and bills. Label each circle with a specific amount (e.g., 5¢, 10¢, $1). Students can place the correct coins or bills in the appropriate spots.

**Money Charts:**

Create charts that show various ways to make the same amount. | **Teacher created assessments:**

**Counting and Equivalents**

**Task:** Show that $0.10 can be represented in multiple ways. e.g., 1 dime, 2 nickels, 10 pennies, or 1 nickel and 5 pennies.

**Task:** Show three different ways to make $0.50.

**Task:** Show two different ways to make $1.00.

**Solving Problems with Dollars**

**Task:** You need to buy a toy that costs $20. Show three different ways you can pay for it. e.g., 2 ten dollar bills, 4 five dollar bills, 1 ten dollar bill and 10 one dollar bills.

**Task:** You need to buy a book that costs $12. You have 1 ten dollar bill, 1 five dollar bill, and 4 one dollar bills. Can you buy the book? If yes, show two ways you could pay for it. | **Make learning about money fun and engaging.**

**Matching Games:** Create cards with pictures of different coins and bills on one set and their equivalent values on another set. Have students match the cards.

**Money Bingo:** Design a bingo game where each square has a monetary value, and students cover the squares with the correct coins or bills.

**Role-Playing:** Set up a classroom store where students can "buy" items using play money. This helps them practice adding different denominations to reach a total amount.

**Story Problems and Real-Life Scenarios**
**Apply money concepts to real-world situations.**

**Word Problems:** Create simple word problems involving money. For example, "Emma has two dimes and one nickel. How much money does she have in total?"

Use problems that require students to make $20 in different ways. For example, "If you have a $10 bill and two $5 bills, do you have $20?"

**Shopping Lists:** Give students a list of items with prices and a set amount of money (e.g., $10). Ask them to decide which items they can buy without exceeding their budget.

**Technology Integration**
**Utilize digital resources for interactive learning.** | |
| ■ 1.M.C.5 | *see previous page | | | |

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|---|---|---|---|---|
| **WALT** Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. | | **Task:** Show how you can pay for a toy costing $8 using different combinations of bills.<br><br>**Task:** You have a $20 bill. How can you exchange it for smaller bills? Show at least two ways.<br><br>*see previous page | **Educational Apps:**<br><br>Use money-related apps that allow students to drag and drop coins and bills to make specific amounts.<br><br>**Interactive Board**<br><br>Use Interactive Board software to show different ways to make a specific amount. Students can come up and move the coins/bills on the board. | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
| **1.G.A.3 – WALT** partition means to split a shape into smaller parts, also called shares | Recall the meaning of partition and recall where to put lines or cuts to split a shape into fair shares. | ● draw lines on shapes to make smaller parts that are equal<br>● identify whether a shape cut into parts shows fair shares | Equal or Unequal- Prior to starting the activity with your students, take a stack of cards and draw a shape on each card. Draw lines to divide the shapes into equal or unequal parts. With your students, display each card and have students identify if the parts are equal or unequal. You can put the stack of cards in a center with a recording sheet for the kids to work on independently or with a partner.<br>Video: Peep and the Big Wide World: Fair Shares<br>Video: Equal Parts<br>Video: Cookie Monster Helps Prairie Dawn Get Equal<br>Video: Equal Parts | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |

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| **1.G.A.3 – WALT** partition circles and rectangles into two equal shares and describe each share using the word "halves" or the phrase "half of" | Recall how to draw one line through the middle of a circle or rectangle horizontally, vertically, or diagonally to make halves. | ● draw lines on different sized circles and rectangles to show halves and write a sentence to explain what was done using the word "halves" or the phrase "half of" | My Little Book of Shapes (Halves)- Have students add a page to the previously made booklet. On the top of the page, have the students write "Halves". Next, have students cut a circle and/or rectangle from colored paper. Then, have students cut the paper shapes they made into halves and paste them onto the page labeled "Halves". <br><br> Video: Give me Half! <br><br> Video: Understanding Halves and Fourths <br><br> Video: Halves, Wholes, and Quarters <br><br> Video: Halves & Fourths | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |
| **1.G.A.3 – WALT** partition circles and rectangles into four equal shares and describe each share using the word "fourths" or the phrase "fourth of" | Recall how to draw lines through a circle or rectangle horizontally, vertically, diagonally, or intersecting to make fourths. | ● draw lines on different sized circles and rectangles to show fourths and write a sentence to explain what was done using the word "fourths" or the phrase "fourth of" | My Little Book of Shapes (Fourths)- Have students add a page to the previously made booklet. On the top of the page, have the students write "Fourths". Next, have students cut a circle and/or rectangle from colored paper. Then, have students cut the paper shapes they made into fourths and paste them onto the page labeled "Fourths". <br><br> Video: Understanding Halves and Fourths <br><br> Video: Halves, Wholes, and Quarters <br><br> Video: Halves & Fourths | General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan. |

| 1.G.A.1 | Recall that defining attributes are always true of a shape and cannot be changed without changing the shape. Recall that non-defining attributes can change without changing the shape. | ● sort a variety of given shapes into groups using defining attributes only | Name that Shape Game- Display a variety of shapes cut out from colored paper. Have the students name each shape. Then, provide students with clues describing the defining attributes of a specific shape in your head. Have them find the shape you are thinking of and name the shape. | |
| --- | --- | --- | --- | --- |
| **WALT** distinguish between defining and non-defining attributes | | ● respond to clues describing the attributes of a given shape by identifying the shape name, drawing it on paper, and/or building it | | |
| **WALT** build and draw shapes that have particular defining attributes | Recall the defining attributes of different shapes. Visualize the shapes and use various materials to build or draw them. | | Matching Center- Place a set of cards with shapes drawn on each in a center. Add a set of cards with defining attributes from a specific shape written on each of them. Have students match the cards and record on a recording sheet. | |
| | | | Shape Sort- Cut different shapes out from colored paper. Display the shapes for the class. Have the students come up with different ways to sort the shapes. Have them explain if the rule they chose is defining or non-defining. (Put the shapes in a center for students to sort on their own or with a partner. Add a recording sheet onto which they can draw the shapes into the groups and label them with the rule). | |
| | | | My Shape Book- Have students fold or staple paper to make a booklet. On each page, have them draw a shape (or cut and paste a shape out of colored paper). Have them label each shape with its name and its defining attributes. | |
| | | | Draw My Shape- Distribute white boards or plastic sleeves and dry erase markers to students. Name defining attributes of a given shape and have students draw the shape that matches. | |
| | | | Video: Distinguishing and Non-Distinguishing Features | |
| | | | Video: Shape Attributes | |

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| **1.G.A.2 – WALT** a composite shape is a shape built by combining other shapes | Analyze a composite shape and recognize the shapes that were used to compose it. | ● use three dimensional objects to build a given composite shape | Build This Shape- Create a composite shape using three-dimensional shape blocks. Display it for your students. Have them copy the shape you made using their own set of blocks. | |
| **1.G.A.2 – WALT** compose three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders) to create a composite shape | Analyze a composite shape and recognize the shapes that were used to compose it. Put shapes together to create a composite shape. | | | |
| **1.G.A.2 – WALT** compose new shapes from composite shapes | Analyze a new composite shape and recognize the composite shapes that were used to compose it. Put composite shapes together to create a new composite shape. | ● use three-dimensional composite shapes to build a given new shape | Build This Composite Shape- Create a composite shape using two or more three-dimensional composite shapes. Display it for your students. Have them copy the shape you made using their own set of blocks. (Consider having students work in groups or with a partner if you don't have enough blocks for each student to do this activity). | |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Benchmark Question 1 (1.M.B.3):**<br><br>● Draw the time 2:00 on an analog clock. Describe how you know it is 2:00.<br><br>**Benchmark Question 2 (1.M.C.4 and 1.M.C.5):**<br><br>● Show $10 using different combinations of bills (e.g., two $5 bills, ten $1 bills). Explain your reasoning.<br><br>**Benchmark Question 3 (1.G.A.3):**<br><br>● Divide a circle into four equal shares. Label each share as a quarter. How can you verify that each share is equal? | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Summative Question 1 (1.M.B.3):**<br><br>● Write the time 1:30 in digital format. Explain how you determined the correct time.<br><br>**Summative Question 2 (1.M.C.4 and 1.M.C.5):**<br><br>● If you have 4 quarters and 5 dimes, what is the total value in dollars? Show your work and explain how you found the answer.<br><br>**Summative Question 3 (1.G.A.3):** | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

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|---|---|
| ● Draw a rectangle and divide it into two equal halves and then into four equal fourths. Describe the process and compare the size of the shares. | |

**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|
| **Math and Science Integration: Shapes in Nature**<br><br>● Explore how shapes like triangles, rectangles, and circles are found in nature. Create drawings or models of natural objects using these shapes and discuss their defining attributes.<br><br>**Math and Social Studies Integration: Money and Budgeting**<br><br>● Plan a pretend shopping trip where students budget for items totaling up to $20. Use play money and discuss different combinations of bills and coins to pay for items, emphasizing equivalent values and financial planning skills. | ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.<br>At Risk: Individualized as needed<br>IEP/504: Modifications/Accommodations a stated in IEP |

# Resources:

Ready Mathematics: Ready mathematics
i-ready: i-ready


# Additional Resources:

Khan Academy Kids: Khan Academy Kids
PBS Kids Math Games: PBS Kids Math Games
Math Playground: Math Playground
ABCmouse: ABCmouse
SplashLearn: SplashLearn
IXL Math:  IXL Math