Greenwich-Stow Creek Partnership Schools

First Grade

Math Curriculum

Approved by the Board of Education

Stow Creek Board of Education: 8-22-2024

Greenwich Board of Education: 8-21-2024

Mathematics » Grade 1 » Introduction

In Grade 1, instruction focuses broadly on four critical areas:

- Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
- Developing understanding of whole number relationships and place value, including grouping in tens and ones;
- Developing understanding of linear measurement and measuring lengths as iterating length units; and
- Reasoning about attributes of, and composing and decomposing geometric shapes.

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

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

- 3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

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

[1] Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Grade 1 Overview

- **Operations and Algebraic Thinking**
  - Represent and solve problems involving addition and subtraction.
  - Understand and apply properties of operations and the relationship between addition and subtraction.
  - Add and subtract within 20.
  - Work with addition and subtraction equations.
- **Number and Operations in Base Ten**
  - Extend the counting sequence.
  - Understand place value.
  - Use place value understanding and properties of operations to add and subtract.
- **Measurement**
  - Measure lengths indirectly and by iterating length units.
  - Tell and write time.
  - Work with money
- **Data Literacy**
  - Represent and interpret data
- **Geometry**
  - Reason with shapes and their attributes.
- **Mathematical Practices**

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

[1] Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Scope and Sequence Grade 1

ONGOING REINFORCEMENT/ENRICHMENT

- Calendar
- Count like coins up to $1.00
- Tell and write time to the nearest hour and half-hour
- Count, read and write numerals

MARKING PERIOD 1

1) Add and subtract within 20: 1.OA.5, 1.OA6

- 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 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 $6+6+1=12+1=13$).

2) Understand and apply properties of operations and the relationship between addition and subtraction: 1.OA.3, 1.OA.4

- 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.) (Clarification: Students need not use formal terms for these properties.)
- 4. Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8.

MARKING PERIOD 2

3) Represent and solve problems involving addition and subtraction: 1.OA.1, 1.OA.2

- 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.

- 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.

4) Work with addition and subtraction equations: 1.OA.7, 1.OA.8

- 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? $6=6,\ 7=8-1,\ 5+2=2+5,\ 4+1=5+2$.

- 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 $8+?=11$, $5=\square-3$, $6+6=?$.

5) Extend the counting sequence: 1.NBT.1

- 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.

MARKING PERIOD 3

6) Understand place value: 1.NBT.2a, 1.NBT2.b, 1.NBT.2.c., 1.NBT.3

- 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - 10 can be thought of as a bundle of ten ones — called a "ten."
  - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - 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).
- 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

7) Use place value understanding and properties of operations to add and subtract: 1.NBT.4, 1.NBT.5, 1.NBT.6

- 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.

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

- 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.

MARKING PERIOD 4

8) Measure lengths indirectly and by iterating length units: 1.M.1, 1.M.2

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

- 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.

9) Tell and write time: 1.M.3

- 3. Tell and write time in hours and half-hours using analog and digital clocks.

10) Work with money: 1.M.4, 1.M.5

- 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).

- 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.

11) Represent and interpret data: 1.DL.1

- 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.

12) Reason with shapes and their attributes: 1.G.1, 1.G.2, 1.G.3

- 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.

- 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Clarification: Students do not need to learn formal names such as "right rectangular prism.")

- 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.

1st Grade Unit 1	
Domain: Operations and Algebraic Thinking	**Marking Period: Ongoing/1MP**
Cluster Heading: Add and subtract within 20	
Overview of Unit: a) Addition and subtraction are connected. Use addition and subtraction within 20 to solve word problems. This should involve situations using the concepts of adding to, putting together, taking from, taking apart, and comparing. b) Solve word problems that call for addition of three whole numbers	
Learning Targets—Big Idea and Standards	
Big Idea(s): Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. Standard(s): 1.0A.5, 1.OA.6 • 1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	

- 1.OA.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 $6+6+1=12+1=13$).

Essential Ideas	Enduring Understandings
● What are different models of and models for addition and subtraction? ● What questions can be answered using addition and/or subtraction? ● What are efficient methods for finding sums and differences?	● Computation involves taking apart and combining numbers using a variety of approaches. ● Flexible methods of computation involve grouping numbers in strategic ways. ● Proficiency with basic facts aids estimation and computation of larger and smaller numbers.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):

- Work with teacher in small group using intervention activities
- Use grab-and-go centers
- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Number Cubes
- Base Ten Blocks
- Online Resources
- Text and workbooks
- Standards Practice Book
- Number line

Learning Plan:

Into Math! Series

- Module 1
- Module 2
- Module 3
- Module 4

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
- Independent practice in small groups
- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

Interdisciplinary Connections

Science and Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Language Arts:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills

☐**9.1 Personal Financial Literacy**

- ☐Financial Health: *Financial Psychology, Civic Financial Responsibility*
- ☐Financial Landscape: *Financial Institutions, Economic & Government Influences*
- ☐Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☐**9.2 Career Awareness and Planning**

☒**9.4 Life Literacies and Key Skills**

- ☐Creativity and Innovation
- ☒Critical Thinking and Problem Solving
- ☐Global and Cultural Awareness

Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

☐**8.1 Computer Science**

☐**8.2 Design Thinking**

☒**9.4 Life Literacies and Key Skills**

- ☐Digital Citizenship
- ☐Information and Media Literacy
- ☒Technology Literacy

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

☒**1.2 Media Arts**

- ☐Creating - Conceive, Develop, and/or Construct
- ☒Performing - Integrate, Practice, and/or Present
- ☐Responding - Perceive, Evaluate, and/or Interpret
- ☒Connecting - Synthesize and/or Relate

1st Grade Unit 2	
Domain: Operations and Algebraic Thinking	**Marking Period: 1**
Cluster Heading: Understand and apply properties of operations and the relationship between addition and subtraction	
Overview of Unit: a) Understand subtraction as an unknown-addend problem. b) Apply properties of operations as strategies to add and subtract	

Learning Targets—Big Idea and Standards

Big Idea(s): Students use a variety of models, including discrete objects and length-based models to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction.

Standard(s): 1.OA.3, 1.OA.4

- 1.OA.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.) (Clarification: Students need not use formal terms for these properties.)
- 1.OA.4.Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8.

Essential Ideas	Enduring Understandings
• How do the two operations relate to one another? • What strategies can be used to solve for unknowns?	• Computation involves taking apart and combining numbers using a variety of approaches. • Flexible methods of computation involve grouping numbers in strategic ways. • Proficiency with basic facts aids estimation and computation of larger and smaller numbers. • Mathematical expressions represent relationships.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):

- Work with teacher in small group using intervention activities
- Use grab-and-go centers
- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Number Cubes
- Base Ten Blocks
- Online Resources
- Text and workbooks
- Standards Practice Book
- Number line

Learning Plan:

Into Math! Series

- Module 3
- Module 4
- Module 5
- Module 6

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities

- Independent practice in small groups
- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

Interdisciplinary Connections

Science and Social Studies:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
Language Arts:
L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills

☐**9.1 Personal Financial Literacy**
- ☐Financial Health: *Financial Psychology, Civic Financial Responsibility*
- ☐Financial Landscape: *Financial Institutions, Economic & Government Influences*
- ☐Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☐**9.2 Career Awareness and Planning**

☒**9.4 Life Literacies and Key Skills**
- ☒Creativity and Innovation
- ☒Critical Thinking and Problem Solving
- ☐Global and Cultural Awareness

Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

☐**8.1 Computer Science**
☐**8.2 Design Thinking**
☒**9.4 Life Literacies and Key Skills**
- ☐Digital Citizenship
- ☐Information and Media Literacy
- ☒Technology Literacy

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

☒**1.2 Media Arts**
- ☐Creating - Conceive, Develop, and/or Construct

☐Performing - Integrate, Practice, and/or Present
☒Responding - Perceive, Evaluate, and/or Interpret
☒Connecting - Synthesize and/or Relate

1st Grade Unit 3	
Domain: Operations and Algebraic Thinking	**Marking Period: 2**

Cluster Heading: Represent and solve problems involving addition and subtraction.

Overview of Unit:

c) Relate counting to addition and subtraction.

Learning Targets—Big Idea and Standards

Big Idea(s): Basic computation facts of addition and subtraction with whole numbers.

Standard(s): 1.OA.1, 1.OA.2

- 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
- 1.OA.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.

Essential Ideas	**Enduring Understandings**
• What questions can be answered using addition and subtraction? • What computation tools are best suited to which circumstances?	• Computation involves taking apart and combining numbers using a variety of approaches. • Flexible methods of computation involve grouping numbers in strategic ways. • Proficiency with basic facts aids estimation and computation of larger and smaller numbers. • Mathematical expressions represent relationships.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review

- Chapter Tests

Differentiation/Customizing Learning (strategies):

- Work with teacher in small group using intervention activities
- Use grab-and-go centers
- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Number Cubes
- Base Ten Blocks
- Online Resources
- Text and workbooks
- Standards Practice Book
- Number line

Learning Plan:

Into Math! Series

- Module 6
- Module 7
- Module 8

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
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- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus
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- Use of drawings, maps and graphs
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- Use of manipulatives

- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
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Language Arts:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

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☒Critical Thinking and Problem Solving

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Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

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☐**8.2 Design Thinking**

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☐Digital Citizenship

☐Information and Media Literacy

☒Technology Literacy

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

☒**1.2 Media Arts**

☐Creating - Conceive, Develop, and/or Construct
☐Performing - Integrate, Practice, and/or Present
☒Responding - Perceive, Evaluate, and/or Interpret
☒Connecting - Synthesize and/or Relate

1st Grade Unit 4	
Domain: Operations and Algebraic Thinking	**Marking Period: 2**
Cluster Heading: Work with addition and subtraction equations.	
Overview of Unit: Understand the meaning of the equal sign. That is to say, the equal sign does not mean "the answer is". Rather, it means one side of the equal sign balances the other.	

Learning Targets—Big Idea and Standards

Big Idea(s): Students will understand that the equal does not mean the answer is. Students will be able to identify that the equal sign is there to balance out the equation.

Standard(s): 1.OA.7, 1.OA.8

- 1.OA.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.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 $8+?=11$, $5=\square-3$, $6+6=?$.

Essential Ideas	Enduring Understandings
• How is an equation like a balance scale? • How can relationships be expressed symbolically? • What strategies can be used to solve for unknowns?	• Mathematical expressions represent relationships. • Number patterns and relationships can be represented using variables.

Evidence of Learning

Formative Assessment:
- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):
- Work with teacher in small group using intervention activities
- Use grab-and-go centers

- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Number Cubes
- Base Ten Blocks
- Online Resources
- Text and workbooks
- Standards Practice Book
- Number line

Learning Plan:

Into Math! Series

- Module 11

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
- Independent practice in small groups

- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

Interdisciplinary Connections

Science and Social Studies:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
Language Arts:
L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills

☐**9.1 Personal Financial Literacy**
- ☐Financial Health: *Financial Psychology, Civic Financial Responsibility*
- ☐Financial Landscape: *Financial Institutions, Economic & Government Influences*
- ☐Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☐**9.2 Career Awareness and Planning**

☒**9.4 Life Literacies and Key Skills**
- ☒Creativity and Innovation
- ☐Critical Thinking and Problem Solving
- ☐Global and Cultural Awareness

Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

☐**8.1 Computer Science**
☐**8.2 Design Thinking**
☒**9.4 Life Literacies and Key Skills**
- ☐Digital Citizenship
- ☒Information and Media Literacy
- ☒Technology Literacy

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

☒**1.2 Media Arts**
- ☐Creating - Conceive, Develop, and/or Construct
- ☐Performing - Integrate, Practice, and/or Present

☒Responding - Perceive, Evaluate, and/or Interpret
☒Connecting - Synthesize and/or Relate

1st Grade Unit 5	
Domain: Number and Operations in Base Ten	**Marking Period: 2**
Cluster Heading: Extend the counting sequence	
Overview of Unit: Read and write numerals to 120.	

Learning Targets—Big Idea and Standards

Big Idea(s): Students develop strategies for adding and subtracting whole numbers.

Standard(s): 1.NBT.1

- 1.NBT.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.

Essential Ideas	Enduring Understandings
● What do numbers convey? ● What are different ways to count? ● What are efficient ways to count?	● Counting finds out the answer to "how many" in objects/sets. ● Numbers can represent quantity, position, location and relationships.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):

- Work with teacher in small group using intervention activities
- Use grab-and-go centers
- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Number Cubes
- Base Ten Blocks
- Online Resources
- Text and workbooks
- Standards Practice Book
- Number line

Learning Plan:
Into Math! Series

- Module 10

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
- Independent practice in small groups
- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

Interdisciplinary Connections

Science and Social Studies:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
Language Arts:
L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
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Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills

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☒**9.4 Life Literacies and Key Skills**
- ☐Creativity and Innovation
- ☒Critical Thinking and Problem Solving
  - ☐Global and Cultural Awareness

Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

☐**8.1 Computer Science**
☐**8.2 Design Thinking**
☒**9.4 Life Literacies and Key Skills**
- ☐Digital Citizenship
- ☐Information and Media Literacy
- ☒Technology Literacy

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

☒**1.2 Media Arts**
- ☐Creating - Conceive, Develop, and/or Construct
- ☐Performing - Integrate, Practice, and/or Present
- ☒Responding - Perceive, Evaluate, and/or Interpret
- ☒Connecting - Synthesize and/or Relate

1st Grade Unit 6	
Domain: Number and Operations in Base Ten	**Marking Period: 3**

Cluster Heading: Understand place value.

Overview of Unit: Understand that the two digits of a two-digit number represent amounts of tens and ones.

Learning Targets—Big Idea and Standards

Big Idea(s): Students develop, discuss, and use efficient, and accurate methods to use whole numbers between 10 and 100 in terms of tens and ones

Standard(s): 1.NBT.2 a, b, & c, 1.NBT.3

- 1.NBT.2.Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
    - 10 can be thought of as a bundle of ten ones — called a "ten."
    - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
    - 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.3.Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Essential Ideas	Enduring Understandings
● How does the position of a digit in a number affect its value? ● In what ways can numbers be composed and decomposed? ● How are place value patterns repeated in numbers? ● How can relationships be expressed symbolically?	● Place value is based on groups of ten. ● Mathematical expressions represent relationships.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):

- Work with teacher in small group using intervention activities
- Use grab-and-go centers
- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Number Cubes
- Base Ten Blocks
- Online Resources
- Text and workbooks
- Standards Practice Book
- Number line

Learning Plan:

Into Math! Series

- Module 9
- Module 10
- Module 12
- Module 13

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
- Independent practice in small groups

- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

Interdisciplinary Connections

Science and Social Studies:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
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L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills

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☐**9.2 Career Awareness and Planning**

☒**9.4 Life Literacies and Key Skills**
☐Creativity and Innovation
☒Critical Thinking and Problem Solving
☐Global and Cultural Awareness

Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

☐**8.1 Computer Science**
☐**8.2 Design Thinking**
☒**9.4 Life Literacies and Key Skills**
☐Digital Citizenship
☒Information and Media Literacy
☐Technology Literacy

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

☒**1.2 Media Arts**
☐Creating - Conceive, Develop, and/or Construct
☐Performing - Integrate, Practice, and/or Present

☒Responding - Perceive, Evaluate, and/or Interpret
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1st Grade Unit 7	
Domain: Number and Operations in Base Ten	**Marking Period: 3**
Cluster Heading: Use place value understanding and properties of operations to add and subtract.	
Overview of Unit: a) Add two-digit and one-digit numbers within 100. b) Subtract multiples of 10 in the range 10-90.	

Learning Targets—Big Idea and Standards

Big Idea(s): Students recognize that each digit in a number is given a place value. Students develop, discuss, and use efficient, and accurate methods to add within 100 and subtract multiples of 10.

Standard(s): 1.NBT.4, 1.NBT.5, 1. NBT.6

- 1.NBT.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.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.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.

Essential Ideas	Enduring Understandings
● How does the position of a digit in a number affect its value? ● How are place value patterns repeated in numbers? ● How can place value properties aid computation? ● What are different models of and models for addition and subtraction? ● What are effective methods for finding sums and differences? ● How to the four operations relate to one another? ● What is the repeating and/or increasing unit in the pattern? ● How does finding patterns help in counting and/or computation?	● Place value is based on groups of ten. ● Computation involves taking apart and combining numbers using a variety of approaches. ● Flexible methods of computation involve grouping numbers in strategic ways. ● Proficiency with basic facts aids estimation and computation of larger and smaller numbers. ● Patterns can grow and repeat. ● Patterns can be generalized.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):

- Work with teacher in small group using intervention activities
- Use grab-and-go centers
- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Number Cubes
- Base Ten Blocks
- Online Resources
- Text and workbooks
- Standards Practice Book
- Number line

Learning Plan:

Into Math! Series

- Module 12
- Module 13

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus

- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
- Independent practice in small groups
- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

Interdisciplinary Connections

Science and Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

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K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Language Arts:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills

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☐**9.2 Career Awareness and Planning**

☐**9.4 Life Literacies and Key Skills**

☐Creativity and Innovation

☐Critical Thinking and Problem Solving

☐Global and Cultural Awareness

Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

☐**8.1 Computer Science**

☐**8.2 Design Thinking**

☒**9.4 Life Literacies and Key Skills**

☐Digital Citizenship
☒Information and Media Literacy
☐Technology Literacy

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

☒**1.2 Media Arts**

☐Creating - Conceive, Develop, and/or Construct
☐Performing - Integrate, Practice, and/or Present
☒Responding - Perceive, Evaluate, and/or Interpret
☒Connecting - Synthesize and/or Relate

1st Grade Unit 8	
Domain: Measurement	**Marking Period: 3**
Cluster Heading: Measure lengths indirectly and by iterating length units.	
Overview of Unit: **a)** Measure items with tools. **b)** Compare objects by length.	

Learning Targets—Big Idea and Standards

Big Idea(s): Students will be able to measure items using multiple tools.

Standard(s): 1.M.1, 1.M.2

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

Essential Ideas	**Enduring Understandings**
• What are tools of measurement? • How are tools of measurement used? • How do we measure items? • How do you compare length?	• Measurement can be done formally and informally. • Measurement involves comparing lengths and using tools.

	● Measurement involves understanding of multiple tools.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):

- ●Work with teacher in small group using intervention activities
- ●Use grab-and-go centers
- ●Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Cubes
- Tape Measure/Ruler
- Online Resources
- Text and workbooks
- Standards Practice Book

Learning Plan:

Into Math! Series

- Module 17

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
- Independent practice in small groups
- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

Interdisciplinary Connections

Science and Social Studies:

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Language Arts:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

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☐**9.2 Career Awareness and Planning**

☒**9.4 Life Literacies and Key Skills**

☐Creativity and Innovation

☒Critical Thinking and Problem Solving

☐Global and Cultural Awareness

Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

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☐Information and Media Literacy
☒Technology Literacy

Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

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1st Grade Unit 9	
Domain: Measurement	**Marking Period: 4**
Cluster Heading: Tell and write time	
Overview of Unit: To the hour and half hour using analog and digital clocks.	

Learning Targets—Big Idea and Standards

Big Idea(s): Students recognize the need for telling time as it is an important life skill.

Standard(s): 1.M.3

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

Essential Ideas	**Enduring Understandings**
• How are analog and digital clocks used to tell time?	• Telling time with an analog and digital is an important life skill.

Evidence of Learning

Formative Assessment:
- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):
- Work with teacher in small group using intervention activities
- Use grab-and-go centers
- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Clock
- Online Resources
- Text and workbooks
- Standards Practice Book

Learning Plan:

Into Math! Series

- Module 18

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

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- Develop an understanding of key vocabulary
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Effective Integration of Technology: Computer Science and Design Thinking **&** Life Literacies and Key Skills

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☐**8.2 Design Thinking**
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- ☐Information and Media Literacy
- ☒Technology Literacy

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1st Grade Unit 10

Domain: Measurement	**Marking Period: 4**

Cluster Heading: Work with money

Overview of Unit: To understand the value of coins and bills.

Learning Targets—Big Idea and Standards

Big Idea(s): Students will be familiar with coins and bills.

Standard(s): 1.M.4, 1.M.5

- 1.M.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.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.

Essential Ideas	Enduring Understandings
● What is the value of each coin? ● What is the value of each bill? ● How do you count coins?	● Coins and bills have values and are used in daily life. ● Essential understanding of the value of money.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):

- Work with teacher in small group using intervention activities
- Use grab-and-go centers
- Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Play Money
- Online Resources
- Text and workbooks
- Standards Practice Book

Learning Plan:
Into Math! Series

Accommodations

Accommodations for ELL:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Assistance from ESL teacher in a small group setting
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups

Resources: online Spanish resources and other RTI activities/procedures for differentiated learning.

Accommodations for Special Education:

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- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting
- Resources: online resources and other RTI activities/procedures for differentiated learning.

Refer to student IEP

Accommodations for At-Risk Students:

- Frequent pauses for understanding and focus
- Develop an understanding of key vocabulary
- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
- Tools (rulers, measuring cups, etc.)
- Multi-leveled cooperative learning groups
- Assistance from Special Education teacher in a small group setting

Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
- Independent practice in small groups
- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

Interdisciplinary Connections

Science and Social Studies:
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
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L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
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Integration of 21st Century Skills: Career Readiness, Life Literacy, and Key Skills

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☐**9.2 Career Awareness and Planning**

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Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills

☐**8.1 Computer Science**
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Effective Integration of Media Arts: Visual and Performing Arts Performance Standards

☒**1.2 Media Arts**
- ☐Creating - Conceive, Develop, and/or Construct
- ☐Performing - Integrate, Practice, and/or Present
- ☒Responding - Perceive, Evaluate, and/or Interpret
- ☒Connecting - Synthesize and/or Relate

1st Grade Unit 11

Domain: Data Literacy	**Marking Period: 4**

Cluster Heading: Represent and Interpret data

Overview of Unit: Answer questions about the total number of data points, how many in each category, and how many more or less in one category than in the other.

Learning Targets—Big Idea and Standards

Big Idea(s): Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to represent it.

Standard(s): 1.DL.1

- 1.DL.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.

Essential Ideas	Enduring Understandings
● How can information be gathered, recorded, and organized? ● What kinds of questions can and cannot be answered from a graph? ● What aspects of a graph help people understand and interpret the data easily?	● Graphs convey data in a concise way.

Evidence of Learning

Formative Assessment:

- Mid- Chapter Checkpoints
- Summative Assessment:
- Chapter Review
- Chapter Tests

Differentiation/Customizing Learning (strategies):

- ●Work with teacher in small group using intervention activities
- ●Use grab-and-go centers
- ●Use different manipulatives to model problems

Materials and Learning Plan

Materials:

- Graph and chart example
- Online resources
- Text and workbooks
- Standard practice book

Learning Plan:
Into Math! Series

Accommodations

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- Use of manipulatives
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Refer to student IEP

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- Use of drawings, maps and graphs
- Engaging dialogue and discussion
- Use of manipulatives
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Resources: online resources and other RTI activities/procedures for differentiated learning

Accommodations for Enrichment (G&T):

- Extension activities
- Independent practice in small groups
- Internet activities
- Resources: online lesson offers Advanced activities for Differentiated instruction

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1st Grade Unit 12	
Domain: Geometry	**Marking Period: 4**

Cluster Heading: Reason with shapes and their attributes

Overview of Unit:

a) Build and design shapes by color, orientation, and overall size.
b) Compose two dimensional shapes (rectangles, squares, triangles, trapezoids, half circles, and quarter circles).
c) Partition circles and rectangles into two and four equal shares.

Learning Targets—Big Idea and Standards

Big Idea(s): Students compose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes.

Standard(s): 1.G.1, 1.G.2, 1.G.3

- 1.G.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.2. CCompose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Clarification: Students do not need to learn formal names such as "right rectangular prism.")
- 1.G.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.

Essential Ideas	Enduring Understandings
● In what ways can items be grouped? ● How can fractions be modeled, compared and ordered? ● How are common fractions alike and different? ● How can plain and solid shapes be described? ● How are geometric figures constructed?	● Shapes can be grouped according to their attributes. ● Fractions represent part of a whole. ● Objects can be described and compared using their geometric attributes.

Evidence of Learning

Formative Assessment:

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Differentiation/Customizing Learning (strategies):

●Work with teacher in small group using intervention activities

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Materials and Learning Plan

Materials:

- Blocks and Shapes
- 3-D Models and Shapes
- Online Resources
- Text and workbooks
- Standards Practice Book

Learning Plan:

Into Math! Series

- Module 14
- Module 15
- Module 16

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