First Grade Mathematics

Chapter One: Addition Concepts

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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.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.)
- **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).
- **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 nu21mber that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.

NJSLS for Mathematical Practice

- **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.

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
Students will… • join parts to make a whole. • join groups using symbols. • use the Zero Property of Addition to find a sum. • make a sum of 10 with numbers 0 through 10. • understand the meaning of the equals sign to identify if a math statement is true or false.	• How do you add numbers?
Content: • Addition Stories • Model Addition • Addition Number Sentences • Add “0” • Vertical Addition • Problem Solving Strategy: Write a Number Sentence • Ways to Make 4 and 5 • Ways to Make 6 and 7	**Skills (Objectives):** • Use manipulatives to model addition stories. • Add two parts to make a whole. • Write addition number sentences. • Find sums by adding zero. • Write addition facts horizontally and vertically. • Write a number sentence to solve problems. • Use counters to make sums in different ways. • Use a ten-frame. • Identify missing parts.

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• Ways to Make 8 • Ways to Make 9 • Ways to Make 10 • Find Missing Parts of 10 • True and False Statements	• Identify math statements as true or false.

Interdisciplinary Connection(s)

NJSLS for Literacy

- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **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.
- **SL.PE.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3. -** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5. -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.KL.1.2**: With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1**: Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2**: List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2. FI.1**: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.1**: Explain how emotions influence whether a person spends or saves.

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- **9.1.2.FP.2**: Differentiate between financial wants and needs.
- **9.1.2.PB.2**: Explain why an individual would choose to save money
- **9.2.2.CAP.2**: Explain why employers are willing to pay individuals to work
- **9.2.2.CAP.4**: List the potential rewards and risks to starting a business.
- **9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2**: Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3**: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1**: Explain differences between ownership and sharing of information.
- **9.4.2.DC.2**: Explain the importance of respecting digital content of others.
- **9.4.2.DC.6**: Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1**: Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2**: Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.4**: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1**: Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2**: Create a document using a word processing application.
- **9.4.2.TL.3**: Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.6**: Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7**: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Exit Slip
- Math Journals
- Think-Pair-Share
- Modeling
- Quick Draw
- Response Cards
- Interviews
- Example/Non Example
- Self-Assessment
- Line Up
- Reflections
- Thumb It
- Error Analysis
- Word Sort
- 3-2-1 Strategy Form
- Debriefing
- Hand Signals
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 1 - Assessment
- Chapter 1 - Performance Task

Benchmark Assessment:

- N/A

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Resources:

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Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: ● Introduce the chapter by discussing the theme, "We're Going Outdoors!" ● View online video to spark a discussion about how math is used in planning a trip outdoors. ● Introduce the Essential Question: "How do you add numbers?"	**TE pg. 1** ● TE/SE pg. 1 ● Online Video ● TE/SE pg. 1
Am I Ready? ● Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 3**
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 4** ● Review Vocabulary - in all, same
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 5-8** ● New Vocabulary - add, addition number sentence, equals (=), false, part, plus (+), sum, true, whole, zero
My Foldable ● This foldable encourages the fluency of addition. Complete the "My Foldable" activities.	**TE/SE pg. 9-10**
Wrap Up ● Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Addition Stories** **Objective:** Students will use manipulatives to model addition stories.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How do you add numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 11A-B** ● Review Vocabulary - number
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 11B**
Practice:	**TE/SE pg. 11-13**

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• Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “Tell how you put groups together.” • Independent Practice	• Two-color counters • Two-color counters • Two-color counters
Apply: • Problem Solving • Brain Builders	**TE pg. 13-14**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 15-16** • Response Cards TE pg. 16 • SE pg. 15-16
Learning Opportunities/Strategies: **Lesson 2 - Model Addition** **Objective:** Students will add two parts to make a whole.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: “How do you add numbers?” • Developing Vocabulary • Problem of the Day	**TE pg. 17A-B** • New Vocabulary - part, add, whole
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 17B** • Two-color counters, Work Mat 3
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “How do you use counters to add 7 and 1?” • Independent Practice	**TE/SE pg. 17-19** • Two-color counters, Work Mat 3 • Two-color counters, Work Mat 3 • Two-color counters, Work Mat 3
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 20**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 21-22** • Modeling TE pg. 22, two-color counters, Work Mat 3 • SE pg. 21-22
Learning Opportunities/Strategies: **Lesson 3 - Addition Number Sentences** **Objective:** Students will write addition number sentences.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Review Homework: Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: “How do you add numbers?” ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “What does the symbol + mean?” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Student Homework Page** **TE pg. 23A-B** ● New Vocabulary - equals (=), sum, addition number sentence, plus (+) **TE pg. 23B** **TE/SE pg. 23-25** ● Connecting cubes **TE/SE pg. 26** **TE pg. 27-28** ● Think-Pair-Share TE pg. 28 ● SE pg. 27-28
Learning Opportunities/Strategies: **Lesson 4 - Add 0** **Objective:** Students will find sums by adding zero. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: “How do you add numbers?” ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 29A-B** ● New Vocabulary - zero **TE pg. 29B** ● Various objects **TE/SE pg. 29-31** ● Connecting cubes

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○ Students turn and talk: "What happens when you add zero to a number? Explain" ● Independent Practice	● Connecting cubes
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 32**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 33-34** ● Exit Slip TE pg. 34, index card or paper ● SE pg. 33-34
Learning Opportunities/Strategies: **Lesson 5 - Vertical Addition** **Objective:** Students will write addition facts horizontally and vertically.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you add numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 37A-B** ● Review Vocabulary - equals (=), sum, add, plus (+)
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 37B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "You know that 5+3=8. If you add down, what is the sum? Explain." ● Independent Practice	**TE/SE pg. 37-39** ● Two-color counters
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 40**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 41-42** ● Exit Slip TE pg. 42, paper ● SE pg. 41-42
Learning Opportunities/Strategies: **Lesson 6 - Problem Solving Strategy: Write a Number Sentence**	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Objective: Students will write a number sentence to solve problems.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you add numbers?" ● Problem of the Day	**TE pg. 43A-B**
Build: ● Prepare ● Learn the Strategy	● TE pg. 43B, connecting cubes, write-on/wipe-off boards, dry erase markers ● TE/SE pg. 43
Practice: ● Practice the Strategy	**TE/SE pg. 44**
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 45-46**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 47-48** ● Response Cards TE pg. 48, index cards ● SE pg. 47-48
Learning Opportunities/Strategies: **Lesson 7 - Ways to Make 4 and 5**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Students will use counters to make sums of 4 and 5 in different ways.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you add numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 49A-B** ● Review Vocabulary - sum
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 49B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What is another way to make 4?"	**TE/SE pg. 49-51** ● Two-color counters ● Two-color counters, Work Mat 3

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● Independent Practice	● Two-color counters, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 52**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 53-54** ● Modeling TE pg. 54, two-color counters, Work Mat 3 ● SE pg. 53-54
Learning Opportunities/Strategies: **Lesson 8 - Ways to Make 6 and 7** **Objective:** Students will use counters to make sums of 6 and 7 in different ways.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: “How do you add numbers?” ● Developing Vocabulary ● Problem of the Day	**TE pg. 55A-B** ● Review Vocabulary - add
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 55B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Is 5 + 1 the same as 4 + 2? Explain.” ● Independent Practice	**TE/SE pg. 55-57** ● Two-color counters ● Two-color counters, Work Mat 3 ● Two-color counters, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 58**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 59-60** ● Modeling TE pg. 60, Two-color counters, Work Mat 3 ● SE pg. 59-60
Learning Opportunities/Strategies: **Lesson 9 - Ways to Make 8** **Objective:** Students will use counters to make sums of 8 in different ways.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
	Student Homework Page

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Review Homework: Review homework problems as needed.	
Launch: ● Remind students of the Essential Question: “How do you add numbers?” ● Developing Vocabulary ● Problem of the Day	**TE pg. 61A-B** ● New Vocabulary - in all, same
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 61B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How could you use counters to show ways to make 8?” ● Independent Practice	**TE/SE pg. 61-63** ● Two-color counters ● Two-color counters, Work Mat 3 ● Two-color counters, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 64**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 65-66** ● Exit Slip TE pg. 66, paper ● SE pg. 65-66
Learning Opportunities/Strategies: **Lesson 10 - Ways to Make 9** **Objective:** Students will use counters to make sums of 9 in different ways.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: “How do you add numbers?” ● Developing Vocabulary ● Problem of the Day	**TE pg. 69A-B** ● Review Vocabulary - add
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 69B**
Practice: ● Math in My World ● Guided Practice ● Talk Math	**TE/SE pg. 67-71** ● Two-color counters, two different colored crayons per student ● Two-color counters, Work Mat 3

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○ Students turn and talk: "Why do you get the same sum with you add 6 + 3 and 7 + 2?" ● Independent Practice	● Two-color counters, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 72**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 73-74** ● Journal Writing TE pg. 74, paper ● SE pg. 73-74
Learning Opportunities/Strategies: **Lesson 11 - Ways to Make 10** **Objective:** Students will use a ten-frame and counters to make sums of 10 in different ways.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you add numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 75A-B** ● Review Vocabulary - equals (=), plus (+)
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 75B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Name all the ways to make 10 on a ten-frame using 2 numbers." ● Independent Practice	**TE/SE pg. 75-77** ● Two-color counters ● Two-color counters, Work Mat 1
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 78**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 79-80** ● Self-Assessment TE pg. 80, two-color counters, Work Mat 1 ● SE pg. 79-80
Learning Opportunities/Strategies: **Chapter 1 Project (use after lesson 11) - Treasure Hunt**	**Resources:** **TE/SE pg. 2**

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Essential Question: Remind students of the Essential Question: "How do you add numbers?" **Objective:** Create a treasure hunt using addition concepts. **Review Homework:** Review homework problems as needed. **Students per Group:** 2-5 **Project:** ● Students create a treasure hunt using addition concepts. ○ Small groups work together to solve the first problem. Students check their answer at a location that you will give them. Students then follow the clue to the next location. ○ Groups solve the second problem. Have them check their answer and follow the clue to the next location. Groups repeat the process for the third and fourth problems. ○ The last clue should have them arrive at the teacher's desk. **Wrap Up:** ● Share aloud.	 **Student Homework Page** **TE/SE pg. 2** ● Pencils
Learning Opportunities/Strategies: **Lesson 12 - Find Missing Parts of 10** **Objective:** Students will identify missing parts of 10. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do you add numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 81A-B** ● Review Vocabulary - part, whole **TE pg. 81B** **TE/SE pg. 81-83** ● Two-color counters ● Two-color counters, Work Mat 3

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○ Students turn and talk: "If you know one of the parts and the whole, how do you find the other part?" ● Independent Practice	● Two-color counters, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 84**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 85-86** ● Modeling TE pg. 86, two-color counters, Work Mat 3 ● SE pg. 85-86
Learning Opportunities/Strategies: **Lesson 13 - True and False Statements** **Objective:** Students will identify math statements as true or false.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you add numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 87A-B** ● New Vocabulary - false, true
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 87B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Tell your own false addition statement to a classmate." ● Independent Practice	**TE/SE pg. 87-89** ● Two-color counters
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 90**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 91-92** ● Response Cards TE pg. 92, write-on/wipe-off board, dry erase marker ● SE pg. 91-92
Learning Opportunities/Strategies: **Chapter 1 Review and Reflect**	**Resources:**

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Objective: Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "How do you add numbers?" **Review** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect** **Assign homework**	**Student Homework Page** **TE/SE pg. 95** **TE/SE pg. 95-96** **TE/SE pg. 97** **TE/SE pg. 98** **TE/SE pg. 93-94**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math

provide	demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Chapter Two: Subtraction Concepts

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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.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.)
- **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).

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- **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.

NJSLS for Mathematical Practice

- **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.

Central Idea / Enduring Understanding:

Students will…

- take away a part from the whole.
- use addition facts to solve subtraction facts.
- use symbols to show take away situations.
- compare groups using subtraction.

Essential/Guiding Question:

- How do you subtract numbers?

Content:

- Subtraction Stories
- Model Subtraction
- Subtraction Number Sentences
- Subtract 0 and All
- Vertical Subtraction
- Problem-Solving Strategy: Draw a Diagram
- Compare Groups
- Subtract from 4 and 5
- Subtract from 6 and 7
- Subtract from 8
- Subtract from 9
- Subtract from 10
- Relate Addition and Subtraction
- True and False Statements

Skills (Objectives):

- Use models to represent and solve subtraction situations.
- Subtract parts from a whole.
- Write subtraction number sentences.
- Subtract 0 or find a difference of 0.
- Subtract across and down.
- Draw a diagram to solve problems.
- Compare groups of up to nine objects.
- Subtract numbers from four and five.
- Subtract numbers from six and seven.
- Subtract numbers from eight.
- Subtract numbers from nine.
- Subtract numbers from ten.
- Find related addition and subtraction facts.
- Determine whether math statements are true or false.

Interdisciplinary Connection(s)

NJSLS for Literacy

- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **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.
- **SL.PE.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3. -** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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- **SL.UM.1.5. -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.KL.1.2**: With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

NJSLS for Career readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1**: Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2:** Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.2:** Explain why an individual would choose to save money.
- **9.2.2.CAP.4:** List the potential rewards and risks to starting a business.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social,

academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Diagnostic Assessment:
- Am I Ready?

Formative Assessments:
- Exit Slip
- Math Journals
- Think-Pair-Share
- Modeling
- Quick Draw
- Response Cards
- Interviews
- Example/Non Example
- Self-Assessment
- Line Up
- Reflections
- Thumb It
- Error Analysis
- Word Sort
- 3-2-1 Strategy Form
- Debriefing
- Hand Signals
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:
- My Review
- Reflect
- Chapter 2 - Assessment
- Chapter 2 - Performance Task

Benchmark Assessment:
- Benchmark Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

Chapter Introduction:
- Introduce the chapter by discussing the theme, “Let’s Go On a Safari!”
- View online video to spark a discussion about how math is used in planning a safari trip.
- Introduce the Essential Question: “How do you subtract numbers?”

Am I Ready?
- Complete the “Am I Ready?” assessment to determine if students have the foundational skills

Resources:

TE pg. 99
- TE/SE pg. 99
- Online Video
- TE/SE pg. 99

TE/SE pg. 101

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they need in order to successfully learn the new skills and concepts presented in this chapter.	
My Math Words ● Review vocabulary words and complete “My Math Words” activity.	**TE/SE pg. 102** ● Review Vocabulary - equals, join, take away
My Vocabulary Cards ● Introduce vocabulary words and complete “My Vocabulary Cards” activity.	**TE/SE pg. 103-106** ● New Vocabulary - compare, difference, minus (-), related facts, subtract, subtraction number sentence
My Foldable ● This foldable works with subtraction from 4 and 5. Complete the “My Foldable” activities.	**TE/SE pg. 107-108**
Wrap Up ● Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Subtraction Stories** **Objective:** Students will use models to represent and solve subtraction situations.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 109A-B** ● Review Vocabulary - take away
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 109B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How are addition and subtraction stories different?” ● Independent Practice	**TE/SE pg. 109-111** ● Two-color counters ● Two-color counters ● Two-color counters
Apply: ● Problem Solving ● Brain Builders	**TE pg. 112** ● Two-color counters
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 113-114** ● Journal Writing TE pg. 114, paper ● SE pg. 113-114

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Learning Opportunities/Strategies:	Resources:
Chapter 2 Project (use after lesson 1) - Subtraction Storybook **Essential Question:** Remind students of the Essential Question: “How do you subtract numbers?” **Objective:** Create and illustrate a subtraction storybook. **Review Homework:** Review homework problems as needed. **Students per Group:** 2-5 **Project:** ● Students create and illustrate a subtraction story book. ○ Students work independently or with a partner to create a subtraction storybook. ○ Students create a cover for the book using the student page. ○ Each page of the book should include a subtraction number story that includes three sentences, the corresponding subtraction number sentence, and an illustration of the story. ○ Students write between five to seven number stories. **Wrap Up:** ● Share with class or display for parents.	**TE/SE pg. 100** **Student Homework Page** **TE/SE pg. 100** ● Pencils, paper, crayons
Learning Opportunities/Strategies: **Lesson 2 - Model Subtraction** **Objective:** Students will add two parts to make a whole. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 115A-B** ● New Vocabulary - subtract **TE pg. 115B** **TE/SE pg. 115-117** ● Two-color counters ● Two-color counters, Work Mat 3

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○ Students turn and talk: “You have 10 counters, 3 are yellow. Tell how you would use the part-part-whole mat to find how many are red. Explain.” ● Independent Practice	● Two-color counters, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 118** ● Two-color counters, Work Mat 3
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 119-120** ● Think-Pair-Share TE pg. 120, connecting cubes ● SE pg. 119-120
Learning Opportunities/Strategies: **Lesson 3 - Subtraction Number Sentences** **Objective:** Students will write subtraction number sentences.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 121A-B** ● New Vocabulary - difference, minus (-), subtraction number sentence
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 121B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “What does - mean?” ● Independent Practice	**TE/SE pg. 121-123** ● Two-color counters
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 124**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 125-126** ● Exit Slip TE pg. 126, paper ● SE pg. 125-126
Learning Opportunities/Strategies: **Lesson 4 - Subtract 0 and All**	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Objective: Students will subtract 0 or find a difference of 0. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Why do you get zero when you subtract all? Explain.” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Student Homework Page** **TE pg. 127A-B** ● Review Vocabulary - zero **TE pg. 127B** **TE/SE pg. 127-129** ● Two-color counters **TE/SE pg. 130** **TE pg. 131-132** ● Exit Slip TE pg. 132, index card or paper ● SE pg. 131-132
Learning Opportunities/Strategies: **Lesson 5 - Vertical Subtraction** **Objective:** Students will subtract across and down. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 133A-B** ● Review Vocabulary - subtraction number sentence **TE pg. 133B** **TE/SE pg. 133-135** ● Two-color counters

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○ Students turn and talk: “How is subtracting down like subtracting across?” ● Independent Practice	
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 136**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 137-138** ● Think-Pair-Share TE pg. 138 ● SE pg. 137-138
Learning Opportunities/Strategies: **Lesson 6 - Problem Solving Strategy: Draw a Diagram** **Objective:** Students will draw a diagram to solve problems.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you subtract numbers?" ● Problem of the Day	**TE pg. 141A-B**
Build: ● Prepare ● Learn the Strategy	● TE pg. 141B, write-on/wipe-off boards, dry erase markers ● TE/SE pg. 141
Practice: ● Practice the Strategy	**TE/SE pg. 142**
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 143-144**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 145-146** ● Think-Pair-Share TE pg. 146, index cards ● SE pg. 145-146
Learning Opportunities/Strategies: **Lesson 7 - Compare Groups** **Objective:** Students will compare groups of up to nine objects.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**

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Launch: ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 147A-B** ● New Vocabulary - compare
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 147B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “What happens when you compare equal groups?” ● Independent Practice	**TE/SE pg. 147-149** ● Connecting cubes ● Two-color counters ● Two-color counters
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 150**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 151-152** ● Exit Slip TE pg. 152, paper ● SE pg. 151-152
Learning Opportunities/Strategies: **Lesson 8 - Subtract from 4 and 5** **Objective:** Students will subtract numbers from 4 and 5.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 153A-B** ● Review Vocabulary - compare, subtract
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 153B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “What does difference mean in subtraction?” ● Independent Practice	**TE/SE pg. 153-155** ● Connecting cubes ● Connecting cubes ● Connecting cubes
Apply: ● Problem Solving	**TE/SE pg. 156**

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• Brain Builders	
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 157-158** • Exit Slip TE pg. 158, paper • SE pg. 157-158
Learning Opportunities/Strategies: **Lesson 9 - Subtract from 6 and 7** **Objective:** Students will subtract numbers from 6 and 7.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How do you subtract numbers?" • Developing Vocabulary • Problem of the Day	**TE pg. 159A-B** • Review Vocabulary - difference
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 159B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “How could you use connecting cubes to show subtraction?” • Independent Practice	**TE/SE pg. 159-161** • Connecting cubes • Connecting cubes • Connecting Cubes, Work Mat 3
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 162**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 163-164** • Exit Slip TE pg. 164, paper • SE pg. 163-164
Learning Opportunities/Strategies: **Lesson 10 - Subtract from 8** **Objective:** Students will subtract numbers from eight.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How do you subtract numbers?" • Developing Vocabulary • Problem of the Day	**TE pg. 167A-B** • Review Vocabulary - minus (-)

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Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 167B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How do you know 8-5=3? Explain.” ● Independent Practice	**TE/SE pg. 167-169** ● Connecting cubes ● Connecting cubes ● Connecting Cubes, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 170**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 171-172** ● Think-Pair-Share TE pg. 172, paper ● SE pg. 171-172
Learning Opportunities/Strategies: **Lesson 11 - Subtract from 9** **Objective:** Students will subtract numbers from nine. **Review Homework:** Review homework problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 173A-B** ● Review Vocabulary - difference, subtract
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 173B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How do you know when to subtract?” ● Independent Practice	**TE/SE pg. 173-175** ● Connecting cubes ● Connecting cubes ● Connecting cubes, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 176**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 177-178** ● Exit Slip TE pg. 178, paper or index card ● SE pg. 177-178

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Learning Opportunities/Strategies:	Resources:
Lesson 12 - Subtract from 10 **Objective:** Students will subtract numbers from 10. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “When would you use subtraction in a real-world situation? Explain.” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 179A-B** ● Review Vocabulary - add, subtract **TE pg. 179B** ● Counters **TE/SE pg. 179-181** ● Connecting cubes ● Connecting cubes, blank ten frame ● Connecting cubes, Work Mat 3 **TE/SE pg. 182** ● Connecting cubes, Work Mat 3 **TE pg. 183-184** ● Exit slip TE pg. 184, paper ● SE pg. 183-184
Learning Opportunities/Strategies: **Lesson 13 - Relate Addition and Subtraction** **Objective:** Students will find related addition and subtraction facts. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do you subtract numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:**	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 185A-B** ● New Vocabulary - related facts **TE pg. 185B** **TE/SE pg. 185-187**

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• Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “How can addition facts help you subtract? Explain.” • Independent Practice	• Two-color counters, Work Mat 3 • Two-color counters, Work Mat 3 • Two-color counters, Work Mat 3
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 188**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 189-190** • Exit Slip TE pg. 190, paper or index card • SE pg. 189-190
Learning Opportunities/Strategies: **Lesson 14 - True and False Statements** **Objective:** Students will determine whether math statements are true or false.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How do you subtract numbers?" • Developing Vocabulary • Problem of the Day	**TE pg. 191A-B** • Review Vocabulary - addition number sentence, subtraction number sentence
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 191B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “How do you know when a subtraction statement is true? Explain.” • Independent Practice	**TE/SE pg. 191-193** • Connecting Cubes
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 194**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 195-196** • Exit Slip TE pg. 196, paper or index card • SE pg. 195-196

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Learning Opportunities/Strategies:	Resources:
Chapter 2 Review and Reflect **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "How do you subtract numbers?" **Review** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect** **Assign homework**	 **Student Homework Page** **TE/SE pg. 199** **TE/SE pg. 199-200** **TE/SE pg. 201** **TE/SE pg. 202** **TE/SE pg. 197-198**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path

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• Utilize the McGraw Hill English Language Learner Guide to provide	• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Chapter Three: Addition Strategies to 20

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

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

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- **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).

NJSLS for Mathematical Practice

- **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.

Central Idea / Enduring Understanding:

Students will…

- apply properties of operations to add.
- count on to add another number.
- use a number line to add.
- use doubles to add.
- add near doubles to find the sum.

Essential/Guiding Question:

- How do I use strategies to add numbers?

Content:

- Count on 1, 2, or 3
- Count On Using Pennies
- Use a Number Line to Add
- Use Doubles to Add
- Use Near Doubles to Add
- Problem Solving Strategy: Act It Out
- Make 10 to Add
- Add in Any Order
- Add Three Numbers

Skills (Objectives):

- Count on from the greater number to find the sum.
- Use pennies to count on.
- Use a number line to help find the sum.
- Use the doubles to add strategy to help find the sum.
- Use the near doubles to add strategy to help find the sum.
- Act it out to solve problems.
- Use counters and a ten-frame to make sums greater than 10.
- Identify related addition facts.
- Add three numbers by looking for doubles or making a ten.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **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.
- **SL.PE.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3. -** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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- **SL.UM.1.5. -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.KL.1.2**: With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills.

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.2:** Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.
- **9.1.2.PB.2:** Explain why an individual would choose to save money.
- **9.2.2.CAP.2:** Explain why employers are willing to pay individuals to work.
- **9.2.2.CAP.4:** List the potential rewards and risks to starting a business.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social,

academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Diagnostic Assessment:
- Am I Ready?

Formative Assessments:
- Exit Slip
- Math Journals
- Think-Pair-Share
- Modeling
- Quick Draw
- Response Cards
- Interviews
- Example/Non Example
- Self-Assessment
- Line Up
- Reflections
- Thumb It
- Error Analysis
- Word Sort
- 3-2-1 Strategy Form
- Debriefing
- Hand Signals
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:
- My Review
- Reflect
- Chapter 3 - Assessment
- Chapter 3 - Performance Task

Benchmark Assessment:
- N/A

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

Chapter Introduction:
- Introduce the chapter by discussing the theme, “We’re in the Big City!”
- View online video to spark a discussion about how math is used when planning a trip to the city or while visiting the city.
- Introduce the Essential Question: “How do I use strategies to add numbers?”

Am I Ready?

Resources:

TE pg. 203
- TE/SE pg. 203
- Online Video
- TE/SE pg. 203

TE/SE pg. 205

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● Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	
My Math Words ● Review vocabulary words and complete “My Math Words” activity.	**TE/SE pg. 206** ● Review Vocabulary - minus (-), plus (+)
My Vocabulary Cards ● Introduce vocabulary words and complete “My Vocabulary Cards” activity.	**TE/SE pg. 207-208** ● New Vocabulary - addends, count on, doubles, doubles minus 1, doubles plus 1, number line
My Foldable ● This foldable is used to practice the strategy of using a number line to help add within 20. Complete the “My Foldable” activities.	**TE/SE pg. 209-210**
Wrap Up ● Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Count on 1, 2, or 3** **Objective:** Students will count on from the greater number to find the sum.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How do I use strategies to add numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 211A-B** ● New Vocabulary - count on
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 211B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Tell how to count on to add 5 + 3.” ● Independent Practice	**TE/SE pg. 211-213** ● Crayons ● Crayons, connecting cubes
Apply: ● Problem Solving ● Brain Builders	**TE pg. 214**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 215-216** ● Think-Pair-Share TE pg. 216 ● SE pg. 215-216

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Learning Opportunities/Strategies:	Resources:
Chapter 3 Project (use after lesson 1) - My Addition Story	**TE/SE pg. 204**
Essential Question: Remind students of the Essential Question: "How do I use strategies to add numbers?"	
Objective: Create and illustrate an addition story book.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Students per Group: 1-3	
Project: ● Groups will write and illustrate an addition story book. ○ Groups design a cover for their story book and title it "My Addition Story Book". ○ Each story should include a drawing and an addition number sentence that corresponds to the story. Each group should include four different stories. ○ Staple or bind the book together.	**TE/SE pg. 204** ● Pencils, paper, crayons or colored pencils
Wrap Up: ● Share with class or with a Kindergarten class to introduce them to addition.	
Learning Opportunities/Strategies: **Lesson 2 - Count on Using Pennies**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Students will use pennies to count on.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I use strategies to add numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 217A-B** ● Review Vocabulary - count on, penny
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 217B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Why do you count on by ones when you use pennies?"	**TE/SE pg. 217-219** ● Manipulative pennies ● Manipulative pennies

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• Independent Practice	
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 220** • Manipulative pennies
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 221-222** • Response Cards TE pg. 222, manipulative pennies, paper or index cards • SE pg. 221-222
Learning Opportunities/Strategies: **Lesson 3 - Use a Number Line to Add** **Objective:** Students will use a number line to help find a sum.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How do I use strategies to add numbers?" • Developing Vocabulary • Problem of the Day	**TE pg. 223A-B** • New Vocabulary - number line
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 223B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “How does a number line help you add?” • Independent Practice	**TE/SE pg. 223-225** • Connecting Cubes
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 226**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 227-228** • Think-Pair-Share - TE pg. 228, paper • SE pg. 227-228
Learning Opportunities/Strategies: **Lesson 4 - Use Doubles to Add** **Objective:** Students will use the doubles to add strategy to help find the sum.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Review Homework: Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do I use strategies to add numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Can you use doubles to make a sum of 7?” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Student Homework Page** **TE pg. 229A-B** ● New Vocabulary - doubles, addend ● Two-color counters, ten-frame **TE pg. 229B** **TE/SE pg. 229-231** ● Connecting cubes ● Connecting cubes ● Connecting cubes **TE/SE pg. 232** **TE pg. 233-234** ● Exit Slip TE pg. 234, index card or paper ● SE pg. 233-234
Learning Opportunities/Strategies: **Lesson 5 - Use Near Doubles to Add** **Objective:** Students will use the near doubles to add strategy to help find the sum.. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do I use strategies to add numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How do doubles facts help you learn near doubles facts?”	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 235A-B** ● New Vocabulary - doubles, doubles minus 1, doubles plus 1 ● Work Mat 3 **TE pg. 235B** **TE/SE pg. 235-237** ● Connecting cubes ● Connecting cubes

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• Independent Practice **Apply:** • Problem Solving • Brain Builders **Wrap Up:** • Complete Formative Assessment • Assign homework	• Connecting cubes **TE/SE pg. 238** **TE pg. 239-240** • Response Cards TE pg. 240, write-on/wipe-off boards, dry erase markers • SE pg. 239-240
Learning Opportunities/Strategies: **Lesson 6 - Problem Solving Strategy: Act It Out** **Objective:** Students will act it out to solve problems. **Review Homework:** Review homework problems as needed. **Launch:** • Remind students of the Essential Question: "How do I use strategies to add numbers?" • Problem of the Day **Build:** • Prepare • Learn the Strategy **Practice:** • Practice the Strategy **Apply:** • Apply the Strategy • Review the Strategy **Wrap Up:** • Complete formative assessment • Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 243A-B** • TE pg. 243B, connecting cubes • TE/SE pg. 243, connecting cubes **TE/SE pg. 244** • Connecting Cubes **TE/SE pg. 245-246** **TE pg. 247-248** • Think-Pair-Share TE pg. 248 • SE pg. 247-248
Learning Opportunities/Strategies: **Lesson 7 - Make 10 to Add** **Objective:** Students will use counters and a ten-frame to make sums greater than 10. **Review Homework:** Review homework problems as needed. **Launch:** • Remind students of the Essential Question: "How do I use strategies to add numbers?" • Developing Vocabulary	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 249A-B**

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• Problem of the Day **Build:** • Investigate the Math: Explore, Model, Extend **Practice:** • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “Why is it helpful to make a 10 on a ten-frame when finding sums greater than 10?” • Independent Practice **Apply:** • Problem Solving • Brain Builders **Wrap Up:** • Complete Formative Assessment • Assign homework	• Review Vocabulary - doubles, number line, addends, count on **TE pg. 249B** **TE/SE pg. 249-251** • Two-color counters, crayons • Two-color counters, Work Mat 2 • Two-color counters, Work Mat 2 **TE/SE pg. 252** • Two-color counters, Work Mat 2 **TE pg. 253-254** • Journal Writing TE pg. 254, paper • SE pg. 253-254
Learning Opportunities/Strategies: **Lesson 8 - Add in Any Order** **Objective:** Students will identify related addition facts. **Review Homework:** Review homework problems as needed. **Launch:** • Remind students of the Essential Question: "How do I use strategies to add numbers?" • Developing Vocabulary • Problem of the Day **Build:** • Investigate the Math: Explore, Model, Extend **Practice:** • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “Tell how you can show that 1+9 has the same sum as 9+1.” • Independent Practice **Apply:** • Problem Solving • Brain Builders	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 255A-B** • Review Vocabulary - add **TE pg. 255B** **TE/SE pg. 256-257** • Two-color counters, crayons • Two-color counters **TE/SE pg. 258** • Two-color counters

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Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 259-260** ● Line Up TE pg. 260 ● SE pg. 259-260
Learning Opportunities/Strategies: **Lesson 9 - Add Three Numbers** **Objective:** Students will add three numbers by looking for doubles or making a ten.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I use strategies to add numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 261A-B** ● Review Vocabulary - doubles, ten
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 261B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Tell how you would add the numbers 1+2+1.” ● Independent Practice	**TE/SE pg. 261-263** ● Two-color counters
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 264**
Climate Change Opportunity	**Climate Change Example:** **TE pg. 264** ● Change wording of #14: On Monday 8 ducks flew to a different pond to find cleaner water. On Tuesday and Friday 4 ducks also flew to the pond with cleaner water both days. How many ducks were in the pond at all?
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 265-266** ● Think-Pair-Share TE pg. 266, paper ● SE pg. 265-266
Learning Opportunities/Strategies: **Chapter 3 Review and Reflect** **Objective:** Assess students’ understanding of the vocabulary and key concepts in this chapter.	**Resources:**

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Review Homework: Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "How do I use strategies to add numbers?" **Review** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect** **Assign homework**	**Student Homework Page** **TE/SE pg. 269** **TE/SE pg. 269-270** **TE/SE pg. 271** **TE/SE pg. 272** **TE/SE pg. 267-268**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online

	• Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Chapter Four: Subtraction Strategies to 20

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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.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.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).

NJSLS for Mathematical Practice

- **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.

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- **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.

Central Idea / Enduring Understanding:

Students will…

- count back to subtract.
- take apart a number to subtract to make 10.
- find a missing addend using addition and subtraction.
- use the same four numbers to add and subtract.

Essential/Guiding Question:

- What strategies can I use to subtract?

Content:

- Count back 1, 2, or 3
- Use a Number Line to Subtract
- Use Doubles to Subtract
- Problem Solving: Write a Number Sentence
- Make 10 to Subtract
- Use Related Facts to Add and Subtract
- Fact Families
- Missing Addends

Skills (Objectives):

- Count back by 1, 2, or 3 to subtract.
- Use a number line to count back to subtract.
- Relate doubles addition facts to subtraction facts.
- Write a number sentence to solve problems.
- Subtract using the make 10 to subtract strategy.
- Identify similarities in related addition and subtraction sentences.
- Identify similarities in fact families.
- Subtract to find missing addends.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
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- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

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- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
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- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2:** Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.2:** Explain why an individual would choose to save money.
- **9.2.2.CAP.4:** List the potential rewards and risks to starting a business.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
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- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
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Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Exit Slip
- Math Journals

Summative Assessment:

- My Review
- Reflect
- Chapter 4 - Assessment
- Chapter 4 - Performance Task

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• Think-Pair-Share • Modeling • Quick Draw • Response Cards • Interviews • Example/Non Example • Self-Assessment • Line Up • Reflections • Thumb It • Error Analysis • Word Sort • 3-2-1 Strategy Form • Debriefing • Hand Signals • Talk Math • Independent Practice • Check My Progress	**Benchmark Assessment:** • Benchmark Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: • Introduce the chapter by discussing the theme, "Let's Explore the Ocean!" • View online video to spark a discussion about how math is used in studying the ocean. • Introduce the Essential Question: "What strategies can I use to subtract?"	**TE pg. 273** • TE/SE pg. 273 • Online Video • TE/SE pg. 273
Am I Ready? • Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 275**
My Math Words • Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 276** • Review Vocabulary - false, related facts, true
My Vocabulary Cards • Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 277-278** • New Vocabulary - count back, fact family, missing addend
My Foldable • This foldable provides practice for students in creating inverse operations to 20. Complete the "My Foldable" activities.	**TE/SE pg. 279-280**

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Wrap Up ● Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Count Back 1, 2, or 3** **Objective:** Students will count back by 1, 2, or 3 to subtract.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "What strategies can I use to subtract?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 281A-B** ● New Vocabulary - count back
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 281B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How do you count back to find 7-2?" ● Independent Practice	**TE/SE pg. 281-283** ● Connecting cubes ● Connecting cubes ● Connecting cubes
Apply: ● Problem Solving ● Brain Builders	**TE pg. 284**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 285-286** ● Modeling TE pg. 286, connecting cubes ● SE pg. 285-286
Learning Opportunities/Strategies: **Chapter 4 Project (use after lesson 1) - My Story of the Chapter** **Essential Question:** Remind students of the Essential Question: "What strategies can I use to subtract?" **Objective:** Create a book that represents each topic they learn in the chapter.	**Resources:** **TE/SE pg. 274**
Review Homework: Review homework problems as needed. **Students per Group:** 2-3	**Student Homework Page**
Project: ● Groups will create their own book.	**TE/SE pg. 274** ● Pencils, paper, crayons, stapler

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○ Guide students to write the lesson number at the top of the page and title of lesson below the number. ○ Groups create a page for each lesson that represent the subject matter for that lesson i.e., illustration, number sentence, diagram, etc. ○ After the last lesson, groups design title page. Have students design pictures that illustrates different concepts they learned in the chapter. ○ Staple or bind the students' books together. **Wrap Up:** ● Share by trading books and reviewing each other's work.	
Learning Opportunities/Strategies: **Lesson 2 - Use a Number Line to Subtract** **Objective:** Students will use a number line to count back. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What strategies can I use to subtract?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Can you only use the number line to help you subtract numbers? Explain." ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 287A-B** ● Review Vocabulary - difference, number line **TE pg. 287B** **TE/SE pg. 287-289** ● Paper clips, number line ● Number line **TE/SE pg. 290** **TE pg. 291-292** ● Think-Pair-Share TE pg. 292, number line ● SE pg. 291-292

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Learning Opportunities/Strategies:	Resources:
Lesson 3 - Use Doubles to Subtract **Objective:** Students will relate doubles addition facts to subtraction facts. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What strategies can I use to subtract?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How can using doubles facts help you subtract?” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 293A-B** ● Review Vocabulary - doubles ● Connecting cubes **TE pg. 293B** **TE/SE pg. 293-295** ● Red and yellow connecting cubes ● Yellow and green connecting cubes **TE/SE pg. 296** **TE pg. 297-298** ● Example/Non-Example - TE pg. 298, write-on/wipe-off boards, dry erase markers ● SE pg. 297-298
Learning Opportunities/Strategies: **Lesson 4 - Problem Solving Strategy: Write a Number Sentence** **Objective:** Students will write a number sentence to solve problems. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What strategies can I use to subtract?" ● Problem of the Day **Build:** ● Prepare	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 299A-B** ● TE pg. 299B, write-on/wipe-off boards, dry erase markers, sticky notes, two-color counters

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● Learn the Strategy	● TE/SE pg. 299
Practice: ● Practice the Strategy	**TE/SE pg. 300**
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 301-302**
Climate Change Opportunity	**Climate Change Example:** **TE pg. 302** ● Change wording of #5: There are 5 alligators swimming in the pond to look for food. 3 get out when they can't find any food. How many are still swimming to try and find food?
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 303-304** ● Quick Draw TE pg. 304, lined paper, colored pencils, two-color counters ● SE pg. 303-304
Learning Opportunities/Strategies: **Lesson 5 - Make 10 to Subtract** **Objective:** Students will subtract using the make 10 to subtract strategy.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "What strategies can I use to subtract?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 307A-B** ● Review Vocabulary - subtract ● Various manipulatives
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 307B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Explain how you can make a ten to find 13-7.” ● Independent Practice	**TE/SE pg. 307-309** ● Connecting cubes ● Base-ten blocks ● Base-ten blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 310**
Wrap Up:	**TE pg. 311-312**

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● Complete Formative Assessment ● Assign homework	● Exit Slip TE pg. 312, paper ● SE pg. 311-312
Learning Opportunities/Strategies: **Lesson 6 - Use Related Facts to Add and Subtract** **Objective:** Students will identify similarities in related addition and subtraction sentences. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What strategies can I use to subtract?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Are the facts 1+5=6 and 6-1+5 related facts? How do you know?” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 313A-B** ● Review Vocabulary - addends **TE pg. 313B** **TE/SE pg. 313-315** ● Connecting cubes ● Green and orange connecting cubes **TE/SE pg. 316** **TE pg. 317-318** ● Self-Assessment TE pg. 318, two-color counters ● SE pg. 317-318
Learning Opportunities/Strategies: **Lesson 7 - Fact Families** **Objective:** Students will identify similarities in fact families. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "What strategies can I use to subtract?" ● Developing Vocabulary ● Problem of the Day	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 319A-B** ● New Vocabulary - fact family

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Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 319B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “What fact family can you make with the numbers 4, 9, and 13?” ● Independent Practice	**TE/SE pg. 319-321** ● Connecting cubes ● Connecting cubes
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 322**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 323-324** ● Example/Non-Example TE pg. 324, counters ● SE pg. 323-324
Learning Opportunities/Strategies: **Lesson 8 - Missing Addends** **Objective:** Students will subtract to find missing addends.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "What strategies can I use to subtract?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 325A-B** ● New Vocabulary - missing addend
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 325B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Explain how to find the missing addend in □ + 5 = 14.” ● Independent Practice	**TE/SE pg. 325-327** ● Two-color counters ● Two-color counters, Work Mat 3 ● Two-color counters, Work Mat 3
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 328**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 329-330** ● Response Cards TE pg. 330, index card ● SE pg. 329-330

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Learning Opportunities/Strategies:	Resources:
Chapter 4 Review and Reflect **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "What strategies can I use to subtract?" **Review** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect** **Assign homework**	 **Student Homework Page** **TE/SE pg. 333** **TE/SE pg. 334** **TE/SE pg. 335** **TE/SE pg. 336** **TE/SE pg. 331-332**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path

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• Utilize the McGraw Hill English Language Learner Guide to provide	• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Chapter Five: Place Value

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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.
- **1.NBT.2a -** 10 can be thought of as a bundle of ten ones — called a “ten.”
- **1.NBT.2b -** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- **1.NBT.2c -** 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 <.
- **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.

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NJSLS for Mathematical Practice

- **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.

Central Idea / Enduring Understanding:

Students will…

- read and write numerals and represent a number of objects with a written numeral.
- make ten using ones.
- show a number as tens and ones.
- compare two-digit numbers =, <, >.
- find ten more and/or ten less than a given number without having to count the numbers.

Essential/Guiding Question:

- How can I use place value?

Content:

- Numbers 11 to 19
- Tens
- Count by Tens Using Dimes
- Ten and Some More
- Ten and Ones
- Problem Solving Strategy: Make a Table
- Numbers to 100
- Ten More, Ten Less
- Count by Fives Using Nickels
- Use Models to Compare Numbers
- Use Symbols to Compare Numbers
- Numbers to 120
- Count to 120
- Read and Write Numbers to 120

Skills (Objectives):

- Count and write numbers 11 to 19.
- Count groups of ten.
- Use dimes to count by tens.
- Make groups of ten and some more.
- Make groups of tens and ones.
- Make a table to solve problems.
- Write numbers to 100 in different ways.
- Identify numbers that are ten more and ten less than a given number.
- Use nickels to count by fives.
- Compare two two-digit numbers.
- Compare two two-digit numbers using symbols.
- Make groups of hundreds, tens, and ones.
- Count numerals up to 120.
- Read and write numbers up to 120.

Interdisciplinary Connection(s):

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- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
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- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
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- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
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NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
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- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
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Stage 2: Assessment Evidence

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- Am I Ready?

Formative Assessments:
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- Think-Pair-Share
- Modeling
- Quick Draw
- Response Cards
- Interviews
- Example/Non Example
- Self-Assessment
- Line Up
- Reflections
- Thumb It
- Error Analysis
- Word Sort
- 3-2-1 Strategy Form
- Debriefing
- Hand Signals
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:
- My Review
- Reflect
- Chapter 5 - Assessment
- Chapter 5 - Performance Task

Benchmark Assessment:
- N/A

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: • Introduce the chapter by discussing the theme, "We're at the Toy Store!" • View online video to spark a discussion about how math is used in running a toy store. • Introduce the Essential Question: "How can I use place value?"	**TE pg. 337** • TE/SE pg. 337 • Online Video • TE/SE pg. 337
Am I Ready? • Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 339**
My Math Words • Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 340** • Review Vocabulary - less, more, same

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My Vocabulary Cards ● Introduce vocabulary words and complete “My Vocabulary Cards” activity.	**TE/SE pg. 341-344** ● New Vocabulary - equal to, greater than, hundred, less than, ones, regroup
My Foldable ● This foldable provides practice for representing the number of tens and ones there are in a two-digit number. Complete the “My Foldable” activities.	**TE/SE pg. 345-346**
Wrap Up ● Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Numbers 11 to 19** **Objective:** Students will count and write numbers 11 to 19.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: “How can I use place value?” ● Developing Vocabulary ● Problem of the Day	**TE pg. 347A-B** ● Review Vocabulary - ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 347B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How are these numbers alike: 11, 12, 13, 14, 15?” ● Independent Practice	**TE/SE pg. 347-349** ● Connecting cubes ● Connecting cubes, Work Mat 2
Apply: ● Problem Solving ● Brain Builders	**TE pg. 350**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 351-352** ● Exit Slip TE pg. 352, paper ● SE pg. 351-352

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Learning Opportunities/Strategies:	Resources:
Lesson 2 - Tens **Objective:** Students will count groups of tens. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: “How can I use place value?” ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How would you use cubes to model the number 100?” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 353A-B** ● New Vocabulary - tens **TE pg. 353B** **TE/SE pg. 353-355** ● Connecting cubes ● Connecting cubes ● Connecting cubes **TE/SE pg. 356** **TE pg. 357-358** ● Line Up TE pg. 358 ● SE pg. 357-358
Learning Opportunities/Strategies:	**Resources:**
Lesson 3 - Count by Tens Using Dimes **Objective:** Students will use dimes to count by tens. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: “How can I use place value?” ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 359A-B** ● Review Vocabulary - one, penny, ten **TE pg. 359B** **TE/SE pg. 359-361** ● Connecting cubes, pennies & dimes ● Dimes

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• Talk Math ○ Students turn and talk: “How many dimes are the same as 40 pennies?” • Independent Practice	• Dimes
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 362**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 363-364** • Line Up TE pg. 364 • SE pg. 363-364
Learning Opportunities/Strategies: **Lesson 4 - Ten and Some More** **Objective:** Students will make groups of ten and some more.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: “How can I use place value?” • Developing Vocabulary • Problem of the Day	**TE pg. 365A-B** • Review Vocabulary - group, one, ten
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 365B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “What number is 7 tens and 0 more? How do you know?” • Independent Practice	**TE/SE pg. 365-367** • Crayons or colored pencils
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 368**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 369-370** • Exit Slip TE pg. 370, index card or paper • SE pg. 369-370
Learning Opportunities/Strategies: **Lesson 5 - Tens and Ones** **Objective:** Students will make groups of tens and ones.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Review Homework: Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I use place value?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How would you regroup 30 ones?" ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Student Homework Page** **TE pg. 371A-B** ● New Vocabulary - regroup, ones **TE pg. 371B** **TE/SE pg. 371-373** ● Connecting cubes ● Connecting cubes ● Connecting cubes **TE/SE pg. 374** **TE pg. 375-376** ● Response Cards TE pg. 376, objects to count, index cards ● SE pg. 375-376
Learning Opportunities/Strategies: **Lesson 6 - Problem Solving Strategy: Make a Table** **Objective:** Students will make a table to solve problems. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I use place value?" ● Problem of the Day **Build:** ● Prepare ● Learn the Strategy **Practice:** ● Practice the Strategy **Apply:** ● Apply the Strategy ● Review the Strategy	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 379A-B** ● TE pg. 379B ● TE/SE pg. 379 **TE/SE pg. 380** **TE/SE pg. 381-382**

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Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 383-384** ● Debriefing TE pg. 384 ● SE pg. 383-384
Learning Opportunities/Strategies: **Lesson 7 - Numbers to 100** **Objective:** Students will write numbers to 100 in different ways.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use place value?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 385A-B** ● Review Vocabulary - ones, tens
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 385B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How can you write 72 in more than one way?" ● Independent Practice	**TE/SE pg. 385-387** ● Base-ten blocks ● Base-ten blocks, Work Mat 7 ● Base-ten blocks, Work Mat 7
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 388**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 389-390** ● Modeling TE pg. 390, Base-ten blocks ● SE pg. 389-390
Learning Opportunities/Strategies: **Lesson 8 - Ten More, Ten Less** **Objective:** Students will identify numbers that are ten more and ten less than a given number.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use place value?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 391A-B** ● Review Vocabulary - number line, tens

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Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 391B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Tell how to find what number is ten more than 62.” ● Independent Practice	**TE/SE pg. 391-393** ● Connecting cubes
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 394**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 395-396** ● Exit Slip TE pg. 396, paper ● SE pg. 395-396
Learning Opportunities/Strategies: **Lesson 9 - Count by Fives Using Nickels** **Objective:** Students will use nickels to count by fives. **Review Homework:** Review homework problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**
Launch: ● Remind students of the Essential Question: “How can I use place value?” ● Developing Vocabulary ● Problem of the Day	**TE pg. 397A-B** ● Review Vocabulary - five
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 397B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “My friend wants to give me 1 nickel for 10 pennies. Is that a fair trade? Explain.” ● Independent Practice	**TE/SE pg. 397-399** ● Nickels and pennies ● Nickels ● Nickels
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 400**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 401-402** ● Quick Draw TE pg. 402, paper, crayons ● SE pg. 401-402

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Learning Opportunities/Strategies:	Resources:
Lesson 10 - Use Models to Compare Numbers	**Follow corresponding Lesson Presentation Slides.**
Objective: Students will compare two two-digit numbers.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use place value?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 403A-B** ● New Vocabulary - greater than, less than, equal to
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 403B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How do you know 48 is greater than 38?" ● Independent Practice	**TE/SE pg. 403-405** ● Base-ten blocks ● Base-ten blocks ● Base-ten blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 406**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 407-408** ● Modeling TE pg. 408, Base-ten blocks ● SE pg. 407-408
Learning Opportunities/Strategies:	**Resources:**
Lesson 11 - Use Symbols to Compare Numbers	**Follow corresponding Lesson Presentation Slides.**
Objective: Students will compare two two-digit numbers using symbols.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I use place value?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 409A-B** ● New Vocabulary - greater than (>), less than (<), equal to (=)
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 409B**

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Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Name a number that is greater than 38 and less than 46.” ● Independent Practice	**TE/SE pg. 409-411** ● Base-ten blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 412**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 413-414** ● Exit Slip TE pg. 414, sticky notes, pencils ● SE pg. 413-414
Learning Opportunities/Strategies: **Lesson 12 - Numbers to 120** **Objective:** Students will make groups of hundreds, tens, and ones.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: “How can I use place value?” ● Developing Vocabulary ● Problem of the Day	**TE pg. 417A-B** ● New Vocabulary - hundred
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 417B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How many hundreds, tens, and ones are in the number 102?” ● Independent Practice	**TE/SE pg. 417-419** ● Base-ten blocks ● Base-ten blocks, Work Mat 8 ● Base-ten blocks, Work Mat 8
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 420**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 421-422** ● Modeling TE pg. 422, Base-ten blocks, Work Mat 8 ● SE pg. 421-422

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Learning Opportunities/Strategies:	Resources:
Lesson 13 - Count to 120 **Objective:** Students will count numerals up to 120. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I use place value?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Describe a pattern you see on the number chart." ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 423A-B** ● Review Vocabulary - hundreds, tens **TE pg. 423B** **TE/SE pg. 423-425** ● Crayons or colored pencils **TE/SE pg. 426** **TE pg. 427-428** ● Line Up TE pg. 428, Hundred chart (to 120) ● SE pg. 427-428
Learning Opportunities/Strategies: **Lesson 14 - Read and Write Numbers to 120** **Objective:** Students will read and write numbers up to 120. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I use place value?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:**	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg.429A-B** ● Review Vocabulary - regroup, greater than (>), less than (<), equal to (=), hundreds, tens, ones **TE pg. 429B** **TE/SE pg. 429-431**

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• Math in My World • Guided Practice • Talk Math ○ Students turn and talk: "Tell how you read the number 116. Explain how you write one hundred ten in numbers?" • Independent Practice	• Yellow crayon
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 432**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 433-434** • Response Cards TE pg. 434, paper • SE pg. 433-434
Learning Opportunities/Strategies: **Chapter 5 Project (use after lesson 14) - Guess and Check** **Essential Question:** Remind students of the Essential Question: "How can I use place value?" **Objective:** Learners guess a number of items and identify how many hundreds, tens, and ones.	**Resources:** **TE/SE pg. 338**
Review Homework: Review homework problems as needed. **Students per Group:** 2-3	**Student Homework Page**

Project:
• Students create guess and check bags.
  ○ Students bring in a total of 40 to 120 small items from home.
  ○ Count and place their total items in a plastic bag.
  ○ Groups trade bags.
  ○ Students guess how many items are in the bag and record on the chart. Then check by counting the items and record in the appropriate columns of the chart.
  ○ Switch bags and repeat five different times.
	TE/SE pg. 338
	• Plastic bags, cereal, cotton balls, or other small items

Wrap Up: • Share aloud.	
Learning Opportunities/Strategies: **Chapter 5 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter.	**Resources:**

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Review Homework: Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "How can I use place value?" **Review** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect** **Assign homework**	**Student Homework Page** **TE/SE pg. 435** **TE/SE pg. 435-436** **TE/SE pg. 437** **TE/SE pg. 438** **TE/SE pg. N/A**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path

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	• Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Supplemental Lessons: **Coins and Bills**

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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.

NJSLS for Mathematical Practice

- **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.

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Central Idea / Enduring Understanding:
Students will…
- work with coins (pennies, nickels, dimes, quarters, silver dollars)
- work with bills ($1, $5, $10, $20)
- understand the values of coins and bills
- understanding bills in a word problem

Essential/Guiding Question:
- How can I identify, count, compare, and use money?

Content:
- Pennies, Nickels, Dimes, Quarters, Silver Dollars
- Count Coins
- $1, $5, $10, $20
- Count bills
- Problem Solving Strategy (Act it Out)

Skills (Objectives):
- identify the value of all coins and bills up to $20
- find equivalent values of a group of coins or a group of bills up to $20
- solve word problems with bills

Interdisciplinary Connection(s):

NJSLS for Literacy
- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **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.
- **SL.PE.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3. -** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5. -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.KL.1.2**: With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Science
- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)
- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Formative Assessments:

- Exit Slip
- Think-Pair-Share
- Modeling
- Quick Draw
- Example/Non Example
- Self-Assessment
- Reflections
- Thumb It
- Error Analysis
- Word Sort
- 3-2-1 Strategy Form
- Hand Signals
- Talk Math
- Independent Practice

Benchmark Assessment:

- Benchmark Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1: Introduce and Review Coins

Resources:

Follow corresponding Lesson Presentation Slides.

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Objective: Students will know the comparative values of coins and use appropriate notation **Launch:** ● Remind students of the Essential Question: “How can I identify, count, compare, and use money?” ● Developing Vocabulary **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Displaying coins (name, value, and notation- ¢ and $) ● Guided Practice ● Talk Math ○ Students turn and talk: “What values are these coins?” ● Independent Practice **Apply:** ● Problem Solving **Wrap Up:** ● Complete Formative Assessment	● Vocabulary - pennies, nickels, dimes, quarters, silver dollars ● Coins ● Presentation (Lesson 1) ● Coins ● Presentation (Lesson 1) ● Presentation (Lesson 1) ○ Exit Slip (coin identification)
Learning Opportunities/Strategies: **Lesson 2 - Compare Coins** **Objective:** Students will know the comparative values of coins and use appropriate notation, find equivalent monetary values **Launch:** ● Remind students of the Essential Question: “How can I identify, count, compare, and use money?” ● Developing Vocabulary **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Compare coins (a quarter is of greater value than a nickel) ● Guided Practice ● Talk Math ○ Students turn and talk: “Which coin/coins have a greater value?” ● Independent Practice	**Resources:** **Follow corresponding Lesson Presentation Slides.** ● Review Vocabulary - greater than, less than, equal to ● Review Vocabulary - coins ● Coins ● Presentation (Lesson 2) ● Presentation (Lesson 2) ● Coins

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Apply: ● Problem Solving **Wrap Up:** ● Complete Formative Assessment	● Presentation (Lesson 2) ○ Exit Slip (coin comparison)
Learning Opportunities/Strategies: **Lesson 3 - Identify and Compare Bills** **Objective:** Students will know the comparative values of bills and use appropriate notation **Launch:** ● Remind students of the Essential Question: "How can I identify, count, compare, and use money?" ● Developing Vocabulary **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Introduce bills and their value (up to $20) ● Guided Practice ● Talk Math ○ Students turn and talk: "Which bill is this? What is its value?" ● Independent Practice **Apply:** ● Problem Solving **Wrap Up:** ● Complete Formative Assessment	**Resources:** **Follow corresponding Lesson Presentation Slides.** ● Introduce Vocabulary - bills ● Review Vocabulary - greater than, less than, equal to ● Bills ● Presentation (Lesson 3) ● Presentation (Lesson 3) ● Bills ● Presentation (Lesson 3) ○ Exit Slip (bill comparison)
Learning Opportunities/Strategies: **Lesson 4 - Use Dollars in Story Problems** **Objective:** Students will use dollars in the solutions of problems up to $20 **Launch:** ● Remind students of the Essential Question: "How can I identify, count, compare, and use money?" ● Developing Vocabulary **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:**	**Resources:** **Follow corresponding Lesson Presentation Slides.** ● Review Vocabulary - bills, greater than, less than, equal to ● Bills ● Presentation (Lesson 4)

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• Math in My World
• Guided Practice
• Talk Math
  ○ Students turn and talk: “How much money do we need to buy these items?
• Independent Practice
 	
Apply:
• Problem Solving
• Brain Builders
 	
Wrap Up:
• Complete Formative Assessment
	• Presentation (Lesson 4)
	• Bills
	
	• Presentation (Lesson 4)
	  ○ Exit Slip (story problem)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group • Utilize gradual release model • Introduce half dollar coin and bills higher than $20 • Modify problem set to include alternate coins and bills listed above Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	Small Group • Utilize gradual release model • Introduce bills higher than $20 • Modify problem set to include alternate bills listed above Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill	Small Group • Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model • Pair with on grade level or higher-achieving students to problem solve Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample	Small Group • Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model • Pair with on grade level or higher-achieving students to problem solve Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample

	English Language Learner Guide to provide	• Utilize the McGraw Hill English Language Learner Guide to provide	• Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Chapter Six: Two-Digit Addition and Subtraction

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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.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.

NJSLS for Mathematical Practice

- **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.

Central Idea / Enduring Understanding:

Students will…

- add groups of tens within 100.
- count on by tens or by ones to solve a two-digit addition problem.
- add numbers with regrouping.
- subtract by tens to find the difference.
- use a number line to count back by tens.

Essential/Guiding Question:

- How can I add and subtract two-digit numbers?

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Content:
- Add Tens
- Count On Tens and Ones
- Add Tens and Ones
- Problem Solving Strategy: Guess, Check, and Revise
- Add Tens and Ones with Regrouping
- Subtract Tens
- Count Back by 10s
- Relate Addition and Subtraction of Tens

Skills (Objectives):
- Add tens within 100.
- Count on by tens and ones to find sums within 100.
- Add tens and ones to find sums within 100.
- Guess, check, and revise to solve problems.
- Add tens and ones to find the sum with regrouping.
- Subtract tens to find the difference.
- Use a number line to count back by tens to subtract.
- Relate addition and subtraction facts to solve problems.

Stage 2: Assessment Evidence

Diagnostic Assessment:
- Am I Ready?

Formative Assessments:
- Exit Slip
- Math Journals
- Think-Pair-Share
- Modeling
- Quick Draw
- Response Cards
- Interviews
- Example/Non Example
- Self-Assessment
- Line Up
- Reflections
- Thumb It
- Error Analysis
- Word Sort
- 3-2-1 Strategy Form
- Debriefing
- Hand Signals
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:
- My Review
- Reflect
- Chapter 6 - Assessment
- Chapter 6 - Performance Task

Benchmark Assessment:
- N/A

Interdisciplinary Connection(s):

NJSLS for Literacy
- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **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.
- **SL.PE.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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- **SL.ES.1.3. -** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5. -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.KL.1.2**: With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards)
- **9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.
- **9.1.2.PB.2:** Explain why an individual would choose to save money.
- **9.2.2.CAP.2:** Explain why employers are willing to pay individuals to work
- **9.2.2.CAP.4:** List the potential rewards and risks to starting a business.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.**
- **9.4.2.IML.1**: Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.

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- **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: ● Introduce the chapter by discussing the theme, "My Favorite Activities!" ● View online video to spark a discussion about how math is used in learning about favorite activities. ● Introduce the Essential Question: "How can I add and subtract two-digit numbers?"	**TE pg. 439** ● TE/SE pg. 439 ● Online Video ● TE/SE pg. 439
Am I Ready? ● Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 441**
My Math Words ● Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 442** ● Review Vocabulary - add, ones, subtract, tens
My Vocabulary Cards ● Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg.443-444** ● New Vocabulary - no new vocabulary in this unit
My Foldable ● This foldable is used to practice different strategies to help subtract two-digit numbers. Complete the "My Foldable" activities.	**TE/SE pg. 445-446**
Wrap Up ● Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Add Tens** **Objective:** Students will add tens within 100.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" ● Developing Vocabulary	**TE pg. 447A-B**

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● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How does knowing 2 + 5 help you find 20 + 50?" ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	● Review Vocabulary: tens **TE pg. 447B** **TE/SE pg. 447-449** ● Base-ten blocks ● Base-ten blocks ● Base-ten blocks **TE pg. 450** **TE pg. 451-452** ● Journal Writing TE pg. 452, paper ● SE pg. 451-452
Learning Opportunities/Strategies: **Chapter 6 Project (use after lesson 1) - Add Two-Digit Numbers** **Essential Question:** Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" **Objective:** Create and illustrate two-digit addition posters. **Review Homework:** Review homework problems as needed. **Students per Group:** 4-5 **Project:** ● Groups will create and illustrate two-digit addition books. ○ After completing each of the following Lessons 1-3 and 5, have groups illustrate how to add two-digit numbers on one of the group member's Chapter 6 Project page. ○ Each student page should include a specific type of two-digit addition problem, an example of the addition problem, steps to solve, and the sum. ○ After all four pages are complete, glue on poster board. **Wrap Up:** ● Share posters with class and display.	**Resources:** **TE/SE pg. 440** **Student Homework Page** **TE/SE pg. 440** ● Pencils, glue, poster board

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Learning Opportunities/Strategies:	Resources:
Lesson 2 - Count on Tens and Ones	**Follow corresponding Lesson Presentation Slides.**
Objective: Students will count on by tens and ones to find sums within 100.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 453A-B** ● Review Vocabulary - count on
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 453B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How many tens do you count on to add 32 + 40? Explain.” ● Independent Practice	**TE/SE pg. 453-455** ● Base-ten blocks ● Base-ten blocks ● Base-ten blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 456**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 457-458** ● Line Up TE pg. 458 ● SE pg. 457-458
Learning Opportunities/Strategies:	**Resources:**
Lesson 3 - Add Tens and Ones	**Follow corresponding Lesson Presentation Slides.**
Objective: Students will add tens and ones to find sums within 100.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 459A-B** ● Review Vocabulary - add
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 459B**

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Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Explain how you add tens and ones.” ● Independent Practice	**TE/SE pg. 459-461** ● Base-ten blocks ● Base-ten blocks, Work Mat 7 ● Base-ten blocks, Work Mat 7
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 462**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 463-464** ● Line Up TE pg. 464, index cards, 0-5 number cards ● SE pg. 463-464
Learning Opportunities/Strategies: **Lesson 4 - Problem Solving Strategy: Guess, Check, and Revise** **Objective:** Students will guess, check, and revise to solve problems.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" ● Problem of the Day	**TE pg. 465A-B**
Build: ● Prepare ● Learn the Strategy	**TE pg. 465B** ● TE pg. 465B, write-on/wipe-off boards, dry erase markers ● TE/SE pg. 465
Practice: ● Practice the Strategy	**TE/SE pg. 466**
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 467-468**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 469-470** ● Response Cards TE pg. 470, index cards ● SE pg. 469-470

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Learning Opportunities/Strategies:	Resources:
Lesson 5 - Add Tens and Ones with Regrouping **Objective:** Students will add tens and ones to find the sum with regrouping. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Do you always regroup when adding? Explain.” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 471A-B** ● Review Vocabulary - regroup **TE pg. 471B** **TE/SE pg. 471-473** ● Base-ten blocks ● Base-ten blocks, Work Mat 7 **TE/SE pg. 474** **TE pg. 475-476** ● 3-2-1 Strategy Form TE pg. 476 ● SE pg. 475-476
Learning Opportunities/Strategies:	**Resources:**
Lesson 6 - Subtract Tens **Objective:** Students will subtract tens to find the difference. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:**	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 479A-B** ● Review Vocabulary - subtract **TE pg. 479B**

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• Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “How does knowing 6 - 2 help you fine 60 - 20? Explain.” • Independent Practice	**TE/SE pg. 479-481** • Base-ten blocks • Base-ten blocks • Base-ten blocks
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 482**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 483-484** • Line Up TE pg. 484, subtraction flash cards • SE pg. 483-484
Learning Opportunities/Strategies: **Lesson 7 - Count Back by 10s** **Objective:** Students will use a number line to count back by tens to subtract.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" • Developing Vocabulary • Problem of the Day	**TE pg. 485A-B** • Review Vocabulary - count back
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 485B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “Explain how you can use a number line to help you subtract by tens.” • Independent Practice	**TE/SE pg. 485-487** • Connecting cubes
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 488**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 489-490** • Exit Slip TE pg. 324, paper • SE pg. 323-324

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Learning Opportunities/Strategies:	Resources:
Lesson 8 - Relate Addition and Subtraction of Tens **Objective:** Students will relate addition and subtraction facts to solve problems.	**Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I add and subtract two-digit numbers?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 491A-B** ● Review Vocabulary - related facts
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 491B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Tell the related addition fact you would use to find 60 - 40. Explain." ● Independent Practice	**TE/SE pg. 491-493** ● Base-ten blocks ● Base-ten blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 494** ● Base-ten blocks
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 495-496** ● Line Up TE pg. 496 ● SE pg. 495-496
Learning Opportunities/Strategies: **Chapter 6 Review and Reflect**	**Resources:**
Objective: Assess students' understanding of the vocabulary and key concepts in this chapter.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Essential Question ● Remind students of the Essential Question: "How can I add and subtract two-digit numbers?"	
Review ● Vocabulary Check ● Concept Check ● Brain Builders	**TE/SE pg. 497** **TE/SE pg. 497-498**

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Reflect **Assign homework**	**TE/SE pg. 499** **TE/SE pg. 500** **TE/SE pg. N/A**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to

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		demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Chapter Seven: Organize and Use Graphs

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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.

NJSLS for Mathematical Practice

- **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.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
Students will… ● organize, represent, and interpret data using a tally chart. ● organize and represent data with up to three categories using a picture graph. ● organize, represent, and interpret data with up to three categories on a bar graph.	● How do I make and read graphs?
Content: ● Tally Charts ● Problem Solving Strategy: Make a Table ● Make Picture Graphs ● Read Picture Graphs	**Skills (Objectives):** ● Make and read a tally chart. ● Make a table to solve problems. ● Make a picture graph. ● Interpret data in a picture graph.

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• Make Bar Graphs • Read Bar Graphs	• Use data to make a bar graph. • Read a bar graph.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **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.
- **SL.PE.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3. -** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5. -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.KL.1.2**: With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.

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- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Exit Slip
- Math Journals
- Think-Pair-Share
- Modeling
- Quick Draw
- Response Cards
- Interviews
- Self-Assessment
- Line Up
- Reflections
- Error Analysis
- 3-2-1 Strategy Form
- Debriefing
- Hand Signals
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 7 - Assessment
- Chapter 7 - Performance Task

Benchmark Assessment:

- Benchmark Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

Chapter Introduction:

- Introduce the chapter by discussing the theme, “We’re Getting Fit!”
- View online video to spark a discussion about how math is used in learning about being fit.
- Introduce the Essential Question: “How do I make and read graphs?”

Resources:

TE pg. 501

- TE/SE pg. 501
- Online Video
- TE/SE pg. 501

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Am I Ready? ● Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 503**
My Math Words ● Review vocabulary words and complete “My Math Words” activity.	**TE/SE pg. 504** ● Review Vocabulary - count, shape, size
My Vocabulary Cards ● Introduce vocabulary words and complete “My Vocabulary Cards” activity.	**TE/SE pg. 505-506** ● New Vocabulary - bar graph, data, graph, picture graph, survey, tally chart
My Foldable ● This foldable is used to organize, represent, and interpret data. Complete the “My Foldable” activities.	**TE/SE pg. 507-508**
Wrap Up ● Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Tally Charts** **Objective:** Students will make and read a tally chart.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How do I make and read graphs?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 509A-B** ● New Vocabulary - tally chart, survey
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 509B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How are tally marks used to take surveys?” ● Independent Practice	**TE/SE pg. 509-511** ● Color tiles
Apply: ● Problem Solving ● Brain Builders	**TE pg. 512**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 513-514** ● Think-Pair-Share TE pg. 514, assorted coins ● SE pg. 513-514

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Learning Opportunities/Strategies:	Resources:
Lesson 2 - Problem Solving Strategy: Make a Table	**Follow corresponding Lesson Presentation Slides.**
Objective: Students will make a table to solve problems.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I make and read graphs?" ● Problem of the Day	**TE pg. 515A-B**
Build: ● Prepare ● Learn the Strategy	**TE pg. 515B** ● TE pg. 515B, write-on/wipe-off boards, dry erase markers ● TE/SE pg. 515
Practice: ● Practice the Strategy	**TE/SE pg. 516**
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 517-518**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 519-520** ● Modeling TE pg. 520, picture ● SE pg. 519-520
Learning Opportunities/Strategies: **Lesson 3 - Make Picture Graphs**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Students will make a picture graph.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I make and read graphs?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 521A-B** ● New Vocabulary - data, graph, picture graph
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 521B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “What is a picture graph? Describe it.”	**TE/SE pg. 521-523**

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• Independent Practice	
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 524**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 525-526** • 3-2-1 Strategy TE pg. 526 • SE pg. 525-526
Learning Opportunities/Strategies: **Lesson 4 - Read Picture Graphs** **Objective:** Students will interpret data on a picture graph.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How do I make and read graphs?" • Developing Vocabulary • Problem of the Day	**TE pg. 527A-B** • Review Vocabulary - picture graph • Connecting cubes
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 527B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “Explain how you read picture graphs.” • Independent Practice	**TE/SE pg. 527-529** • Color tiles
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 530**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 531-532** • Response Cards TE pg. 532, index cards • SE pg. 531-532
Learning Opportunities/Strategies: **Lesson 5 - Make Bar Graphs** **Objective:** Students will use data to make a bar graph.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch:	**TE pg. 535A-B**

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• Remind students of the Essential Question: "How do I make and read graphs?" • Developing Vocabulary • Problem of the Day	• New Vocabulary - bar graph
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 535B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “What is a bar graph? Describe it.” • Independent Practice	**TE/SE pg. 535-537** • Crayon
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 538**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 539-540** • Quick Draw TE pg. 540, connecting cubes, paper, crayons • SE pg. 539-540
Learning Opportunities/Strategies: **Lesson 6 - Read Bar Graphs** **Objective:** Students will read a bar graph. **Review Homework:** Review homework problems as needed.	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page**
Launch: • Remind students of the Essential Question: "How do I make and read graphs?" • Developing Vocabulary • Problem of the Day	**TE pg. 541A-B** • Review Vocabulary - bar graph
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 541B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “Why is the graph above called a bar graph?” • Independent Practice	**TE/SE pg. 541-543** • Color tiles
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 544**

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Wrap Up: ● Complete Formative Assessment ● Assign homework **Learning Opportunities/Strategies:** **Chapter 7 Project (use after lesson 6) - Our Class Survey** **Essential Question:** Remind students of the Essential Question: "How do I make and read graphs?" **Objective:** Create a graph to represent and interpret data collected from a class survey. **Review Homework:** Review homework problems as needed. **Students per Group:** 3-5 **Project:** ● Groups will work together to represent and interpret data collected from a class survey. ○ Choose a survey question and 3 choices. ○ Write choices on the board and have each student show their choice using a sticky note (in the form of a vertical bar graph). ○ Groups choose a type of graph (tally chart, picture graph, or bar graph) and create one on their poster based on the results on the board. ○ Have each group create a question that can be answered by their graph and have another group answer it. **Climate Change Opportunity** **Wrap Up:** ● Share posters and display. **Learning Opportunities/Strategies:** **Chapter 7 Review and Reflect**	**TE pg. 545-546** ● Quick Draw TE pg. 546, write-on/wipe-off boards, dry erase markers ● SE pg. 545-546 **Resources:** **TE/SE pg. 502** **Student Homework Page** **TE/SE pg. 502** ● Sticky notes, poster board, paper, pencils, crayons **Climate Change Example:** ● Change wording of the Chapter project to have students list items they can *reuse*, *recycle*, or *throw away* in trash. Students organize and graph items into these 3 categories. Students ask and answer questions about the total number of objects, how many are in each category, how many more/fewer are in one category than another. **Resources:**

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Objective: Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "How do I make and read graphs?" **Review** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect** **Assign homework**	 **Student Homework Page** **TE/SE pg. 547** **TE/SE pg. 547-548** **TE/SE pg. 549** **TE/SE pg. 550** **TE/SE pg. N/A**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math

provide	demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Chapter Eight: Measurement and Time

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

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

NJSLS for Mathematical Practice

- **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.

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- **6. -** Attend to precision.
- **7. -** Look for and make use of structure.
- **8. -** Look for and express regularity in repeated reasoning.

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
Students will… ● compare objects by length. ● express the length of an object as a whole number of length units. ● tell time on an analog clock. ● tell time on a digital clock.	● How do I determine length and time?
Content: ● Compare Lengths ● Compare and Order Lengths ● Nonstandard Units of Length ● Problem Solving Strategy: Guess, Check, and Revise ● Time to the Hour: Analog ● Time to the Hour: Digital ● Time to the Half Hour: Analog ● Time to the Half Hour: Digital ● Time to the Hour and Half Hour	**Skills (Objectives):** ● Compare the lengths of objects using indirect measurement. ● Compare and order the lengths of objects. ● Measure the lengths of objects using nonstandard units. ● Guess, check, and revise to solve problems. ● Read and write time to the hour on an analog clock. ● Use a digital clock to tell and write time to the hour. ● Read time to the half hour on an analog clock. ● Use a digital clock to tell and write time to the half hour. ● Tell and write time to the hour and half hour using digital and analog clocks.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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NJSLS for Social Studies (Performance Expectations)

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- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

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- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
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- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
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- **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Exit Slip
- Math Journals
- Think-Pair-Share

Summative Assessment:

- My Review
- Reflect
- Chapter 8 - Assessment
- Chapter 8 - Performance Task

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• Modeling • Quick Draw • Response Cards • Interviews • Example/Non Example • Self-Assessment • Line Up • Reflections • Thumb It • Error Analysis • Word Sort • 3-2-1 Strategy Form • Debriefing • Hand Signals • Talk Math • Independent Practice • Check My Progress	**Benchmark Assessment:** • N/A

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: • Introduce the chapter by discussing the theme, "My School Rules!" • View online video to spark a discussion about how math is used in school. • Introduce the Essential Question: "How do I determine length and time?"	**TE pg. 551** • TE/SE pg. 551 • Online Video • TE/SE pg. 551
Am I Ready? • Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 553**
My Math Words • Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 554** • Review Vocabulary - longer, shorter
My Vocabulary Cards • Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 555-560** • New Vocabulary - analog clock, digital clock, half hour, hour, hour hand, length, long, measure, minute, minute hand, o'clock, short, unit
My Foldable • This foldable provides practice for telling and writing time to the hour and half hour using analog and digital clocks. Complete the "My Foldable" activities.	**TE/SE pg. 561-562**

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Wrap Up ● Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** ● Must print letter
Learning Opportunities/Strategies: **Lesson 1: Compare Lengths** **Objective:** Students will compare the lengths of objects using indirect measurement.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: ● Remind students of the Essential Question: "How do I determine length and time?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 563A-B** ● New Vocabulary - length, long, short ● Connecting cubes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 563B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How can you tell if an object is longer than or shorter than another object?" ● Independent Practice	**TE/SE pg. 563-565** ● Classroom objects
Apply: ● Problem Solving ● Brain Builders	**TE pg. 566**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 567-568** ● Line Up TE pg. 568, classroom objects ● SE pg. 567-568
Learning Opportunities/Strategies: **Lesson 2 - Compare and Order Lengths** **Objective:** Students will compare and order the lengths of objects.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I determine length and time?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 569A-B** ● Review Vocabulary - compare, length, short/shorter/shortest, long/longer/longest

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Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 569B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “What other objects could you use to compare lengths?” ● Independent Practice	**TE/SE pg. 569-571** ● Classroom objects
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 572**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 573-574** ● Think-Pair-Share TE pg. 574 ● SE pg. 574-574
Learning Opportunities/Strategies: **Lesson 3 - Nonstandard Units of Length** **Objective:** Students will measure the lengths of objects using nonstandard units.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I determine length and time?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 575A-B** ● New Vocabulary - measure, unit ● Hundred chart
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 575B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How can you tell which pencil on this page is the longest?” ● Independent Practice	**TE/SE pg. 575-577** ● Connecting cubes ● Connecting cubes ● Connecting cubes
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 578**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 579-580** ● Journal Writing TE pg. 580, paper ● SE pg. 579-580

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Learning Opportunities/Strategies:	Resources:
Chapter 8 Project (use after lesson 3) - Measure Classroom Objects **Essential Question:** Remind students of the Essential Question: "How do I determine length and time?" **Objective:** Compare lengths of objects and measure them using nonstandard units. **Review Homework:** Review homework problems as needed. **Students per Group:** 3-5 **Project:** ● Groups work together to compare lengths of objects and measure them using nonstandard units. ○ Distribute 3 objects to each group. ○ Have groups order the objects, measure using pennies, and record their observations. ○ Students work with class to see which group has the longest and shortest item. **Wrap Up:** ● Share and compare objects.	**TE/SE pg. 274** **Student Homework Page** **TE/SE pg. 274** ● Assorted objects to measure, pennies
Learning Opportunities/Strategies:	**Resources:**
Lesson 4 - Problem Solving Strategy: Guess, Check, and Revise **Objective:** Students will guess, check, and revise to solve problems. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How do I determine length and time?" ● Problem of the Day **Build:** ● Prepare ● Learn the Strategy **Practice:** ● Practice the Strategy	**Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 581A-B** ● TE pg. 581B, connecting cubes, classroom objects, paper ● TE/SE pg. 581, connecting cubes **TE/SE pg. 582** ● Connecting cubes

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Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 583-584** ● Connecting cubes
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 585-586** ● Response Cards TE pg. 586, write-on/wipe-off boards, dry erase markers, connecting cubes ● SE pg. 585-586
Learning Opportunities/Strategies: **Lesson 5 - Time to the Hour: Analog** **Objective:** Students will read and write time to the hour on an analog clock.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I determine length and time?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 589A-B** ● New Vocabulary - hour, minute, analog clock, hour hand, minute hand, o'clock
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 589B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "Where are the hour hand and the minute hand when it is 4 o'clock?" ● Independent Practice	**TE/SE pg. 589-591** ● Demonstration clock ● Demonstration clock ● Demonstration clock
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 592**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 593-594** ● Response Cards TE pg. 594, write-on/wipe-off boards, dry erase markers ● SE pg. 593-594
Learning Opportunities/Strategies: **Lesson 6 - Time to the Hour: Digital** **Objective:** Students will use a digital clock to tell and write time to the hour.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I determine length and time?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 595A-B** ● New Vocabulary - digital clock
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 595B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How is reading an analog clock the same as reading a digital clock?” ● Independent Practice	**TE/SE pg. 595-597** ● Demonstration digital clock, manipulative clocks ● Demonstration digital clock, manipulative clocks ● Demonstration digital clock, manipulative clocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 598**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 599-600** ● Debriefing TE pg. 600, paper ● SE pg. 599-600
Learning Opportunities/Strategies: **Lesson 7 - Time to the Half Hour: Analog** **Objective:** Students will read time to the half hour on an analog clock.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How do I determine length and time?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 601A-B** ● New Vocabulary - half hour
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 601B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “It is half past 8. Explain what half past means.”	**TE/SE pg. 601-603** ● Demonstration analog clock, manipulative clock ● Demonstration analog clock, manipulative clock

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• Independent Practice	• Demonstration analog clock, manipulative clock
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 604**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 605-606** • Example/Non-Example TE pg. 606, manipulative clocks, index cards • SE pg. 605-606
Learning Opportunities/Strategies: **Lesson 8 - Time to the Half Hour: Digital** **Objective:** Students will use a digital clock to tell and write time to the half hour.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: • Remind students of the Essential Question: "How do I determine length and time?" • Developing Vocabulary • Problem of the Day	**TE pg. 607A-B** • New Vocabulary - digital clock
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 607B**
Practice: • Math in My World • Guided Practice • Talk Math ○ Students turn and talk: “How is half past 10 shown on a digital clock?” • Independent Practice	**TE/SE pg. 607-609** • Manipulative clocks • Manipulative clocks • Manipulative clocks
Apply: • Problem Solving • Brain Builders	**TE/SE pg. 610**
Wrap Up: • Complete Formative Assessment • Assign homework	**TE pg. 611-612** • 3-2-1 Strategy Form TE pg. 612, paper • SE pg. 611-612
Learning Opportunities/Strategies: **Lesson 9 - Time to the Hour and Half Hour** **Objective:** Students will tell and write time to the hour and half hour using digital and analog clocks.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**

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Launch: ● Remind students of the Essential Question: "How do I determine length and time?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 613A-B** ● Review Vocabulary - analog clock, digital clock ● Connecting cubes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 613B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "What is the difference between an analog clock and a digital clock?" ● Independent Practice	**TE/SE pg. 613-615** ● Manipulative clocks ● Manipulative clocks ● Manipulative clocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 616**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 617-618** ● Line Up TE pg. 618, manipulative clocks ● SE pg. 617-618
Learning Opportunities/Strategies: **Chapter 8 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter.	**Resources:**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Essential Question ● Remind students of the Essential Question: "How do I determine length and time?"	
Review ● Vocabulary Check ● Concept Check ● Brain Builders	**TE/SE pg. 619** **TE/SE pg. 620** **TE/SE pg. 621**
Reflect	**TE/SE pg. 622**
Assign homework	**TE/SE pg. N/A**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group	Small Group	Small Group	Small Group

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• Utilize gradual release model • Modify problem set to “Beyond Level” • Focus on critical thinking questions at the end of the lesson. Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Utilize gradual release model • Modify problem set to “On Level” • Utilize “Reteach” problem-set to model questions. • Focus on critical thinking questions at the end of the lesson. Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model • Modify problem set to “Approaching Level” • Utilize “Reteach” problem-set to model questions. • Focus on critical thinking questions at the end of the lesson. • Pair with on grade level or higher-achieving students to problem solve Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Specific use of modalities - kinesthetic, visual, auditory, tactile • Utilize gradual release model • Modify problem set to “Approaching Level” • Utilize “Reteach” problem-set to model questions. • Focus on critical thinking questions at the end of the lesson. • Pair with on grade level or higher-achieving students to problem solve Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile

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			• The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Chapter Nine: Two-Dimensional Shapes and Equal Shares

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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. -** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- **1.G.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.

NJSLS for Mathematical Practice

- **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.

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
Students will… • recognize two-dimensional shapes by defining attributes. • make a new shape by putting other shapes together. • partition shapes into equal parts.	• How can I recognize two-dimensional shapes and equal shares?
Content: • Squares and Rectangles • Triangles and Trapezoids • Circles • Compare Shapes • Composite Shapes • More Composite Shapes • Problem Solving Strategy: Use Logical Reasoning • Equal Parts • Halves • Quarters and Fourths	

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Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **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.
- **SL.PE.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3. -** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5. -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.KL.1.2**: With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Science

- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.

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- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Exit Slip
- Math Journals
- Think-Pair-Share
- Modeling
- Quick Draw
- Response Cards
- Interviews
- Example/Non Example
- Self-Assessment
- Line Up
- Reflections
- Thumb It
- Error Analysis
- Word Sort
- 3-2-1 Strategy Form
- Debriefing
- Hand Signals
- Talk Math
- Independent Practice
- Check My Progress

Summative Assessment:

- My Review
- Reflect
- Chapter 9 - Assessment
- Chapter 9 - Performance Task

Benchmark Assessment:

- N/A

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Chapter Introduction

Objective: Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

Chapter Introduction:

Resources:

TE pg. 623

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• Introduce the chapter by discussing the theme, "We're on the Farm!" • View online video to spark a discussion about how math is used in learning about farms. • Introduce the Essential Question: "How can I recognize two-dimensional shapes and equal shares?"	• TE/SE pg. 623 • Online Video • TE/SE pg. 623
Am I Ready? • Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 625**
My Math Words • Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 626** • Review Vocabulary - circle, square, triangle
My Vocabulary Cards • Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 627-632** • New Vocabulary - circle, composite shape, equal parts, fourths, halves, rectangle, side, square, trapezoid, triangle, two-dimensional shape, vertex, whole
My Foldable • This foldable can be used to identify several two-dimensional shapes and their attributes. Complete the "My Foldable" activities.	**TE/SE pg. 633-634**
Wrap Up • Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** • Must print letter
Learning Opportunities/Strategies: **Lesson 1: Squares and Rectangles** **Objective:** Students will use defining attributes to identify and describe squares and rectangles.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Launch: • Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" • Developing Vocabulary • Problem of the Day	**TE pg. 635A-B** • New Vocabulary - rectangle, vertex, side, square, two-dimensional shapes • Connecting cubes
Build: • Investigate the Math: Explore, Model, Extend	**TE pg. 635B**
Practice: • Math in My World • Guided Practice	**TE/SE pg. 635-637** • Attribute blocks, crayons

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● Talk Math ○ Students turn and talk: “How are a rectangle and a square alike?” ● Independent Practice	
Apply: ● Problem Solving ● Brain Builders	**TE pg. 638**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 639-640** ● Exit Slip TE pg. 640, paper ● SE pg. 639-640
Learning Opportunities/Strategies: **Lesson 2 - Triangles and Trapezoids**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Students will use defining attributes to identify and describe trapezoids and triangles.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 641A-B** ● New Vocabulary - trapezoid, triangle
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 641B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How are a triangle and a trapezoid different?” ● Independent Practice	**TE/SE pg. 641-643** ● Pattern blocks, crayons
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 644**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 645-646** ● Self Assessment TE pg. 646, paper ● SE pg. 645-646
Learning Opportunities/Strategies: **Lesson 3 - Circles**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Students will use defining attributes to identify and describe circles.	

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Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 647A-B** ● New Vocabulary - circle ● Connecting cubes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 647B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “What objects in the classroom are in the shape of a circle?” ● Independent Practice	**TE/SE pg. 647-649** ● Attribute blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 650**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 651-652** ● 3-2-1 Strategy TE pg. 652, paper ● SE pg. 651-652
Learning Opportunities/Strategies: **Chapter 9 Project (use after lesson 3) - Shape Chart** **Essential Question:** Remind students of the Essential Question: “How can I recognize two-dimensional shapes and equal shares?” **Objective:** Compare all the shapes learned in the chapter.	**Resources:** **TE/SE pg. 624**
Review Homework: Review homework problems as needed. **Students per Group:** 2	**Student Homework Page**
Project: ● Students work with a partner to make a chart showing all of the shapes they learned in the chapter (square, rectangle, triangel, trapezoid, circle). ○ Have students trace pattern blocks and attribute blocks to show the shapes.	**TE/SE pg. 624** ● Pattern blocks, attribute blocks

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○ Write the names of the shapes on the board. Ask students to copy the names of the shapes. Tell students to write the names next to the corresponding shapes they have drawn. ○ Students describe each of the shapes' defining attributes. ○ Students draw a real-world object that matches each of the shapes. **Wrap Up:** ● Share with the class.	
Learning Opportunities/Strategies: **Lesson 4 - Compare Shapes** **Objective:** Students will compare two-dimensional shapes. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How do you compare two-dimensional shapes?" ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 653A-B** ● Review Vocabulary - circle, trapezoid, triangle, rectangle, square **TE pg. 653B** **TE/SE pg. 653-655** ● Attribute blocks **TE/SE pg. 656** **TE pg. 657-658** ● Line Up TE pg. 658 ● SE pg. 657-658
Learning Opportunities/Strategies: **Lesson 5 - Composite Shapes**	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Objective: Students will use two-dimensional shapes to make a composite shape.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 661A-B** ● New Vocabulary - composite shape
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 661B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How can you find which shapes are needed to make composite shapes?” ● Independent Practice	**TE/SE pg. 661-663** ● Pattern blocks ● Pattern blocks ● Pattern blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 664**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 665-666** ● Line Up TE pg. 666, pattern blocks ● SE pg. 665-666
Learning Opportunities/Strategies: **Lesson 6 - More Composite Shapes**	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Objective: Students will use two-dimensional shapes to make a composite shape and compose new shapes from the composite shape.	
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 667A-B** ● Review Vocabulary - shape
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 667B**

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Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Describe two shapes you could put together to make a rectangle?” ● Independent Practice	**TE/SE pg. 667-669** ● Pattern blocks ● Pattern blocks ● Pattern blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 670**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 671-672** ● Journal Writing TE pg. 672, paper ● SE pg. 671-672
Learning Opportunities/Strategies: **Lesson 7 - Problem Solving Strategy: Use Logical Reasoning** **Objective:** Students will use logical reasoning to solve problems.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Problem of the Day	**TE pg. 673A-B**
Build: ● Prepare ● Learn the Strategy	● TE pg. 673B, Pattern blocks ● TE/SE pg. 673, Pattern blocks
Practice: ● Practice the Strategy	**TE/SE pg. 673** ● Pattern blocks
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 675-676** ● Pattern blocks
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 677-678** ● Modeling TE pg. 678, assortment of pattern blocks ● SE pg. 677-678

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Learning Opportunities/Strategies:	Resources:
Lesson 8 - Equal Parts **Objective:** Students will partition shapes into two or four equal shares and identify how many parts there are in the whole.	**Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 681A-B** ● New Vocabulary - equal part, whole ● Connecting cubes
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 681B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How do you know when parts are equal?” ● Independent Practice	**TE/SE pg. 681-683** ● Pattern blocks
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 684**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 685-686** ● Line Up TE pg. 686, two-dimensional shapes with equal and unequal parts ● SE pg. 685-686
Learning Opportunities/Strategies: **Lesson 9 - Halves** **Objective:** Students will partition shapes into two equal parts.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 687A-B** ● New Vocabulary - halves

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Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 687B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How many halves make up a whole?” ● Independent Practice	**TE/SE pg. 687-689** ● Attribute blocks, crayons
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 690**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 691-692** ● Response Cards TE pg. 692, index cards ● SE pg. 691-692
Learning Opportunities/Strategies: **Lesson 10 - Quarters and Fourths** **Objective:** Students will partition shapes into four equal parts.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 693A-B** ● New Vocabulary - fourths
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 693B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How are halves and fourths different?” ● Independent Practice	**TE/SE pg. 693-695** ● Crayons
Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 696**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 697-698** ● Line Up TE pg. 698, index cards ● SE pg. 697-698

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Learning Opportunities/Strategies:	Resources:
Chapter 9 Review and Reflect **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "How can I recognize two-dimensional shapes and equal shares?" **Review** ● Vocabulary Check ● Concept Check ● Brain Builders **Reflect** **Assign homework**	 **Student Homework Page** **TE/SE pg. 699** **TE/SE pg. 699-700** **TE/SE pg. 701** **TE/SE pg. 702** **TE/SE pg. N/A**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. ● Pair with on grade level or higher-achieving students to problem solve Technology ● Participate in RedBird Math

demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide	individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support ● Utilize McGraw Hill Personal Tutor to demonstrate a model/sample ● Utilize McGraw Hill online lesson animations to demonstrate a model/sample ● Utilize the McGraw Hill English Language Learner Guide to provide foundational support ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● The multilingual eGlossary can support vocabulary Learning Station ● My Learning Station student-led activity

Chapter Ten: Three-Dimensional Shapes

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Mathematics

- **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. -** 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.

NJSLS for Mathematical Practice

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

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

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
Students will… ● distinguish between defining attributes and non-defining attributes to identify a cube. ● distinguish between defining attributes and non-defining attributes to identify a rectangular prism. ● distinguish between defining attributes and non-defining attributes to identify a cylinder. ● distinguish between defining attributes and non-defining attributes to identify a cone. ● combine three-dimensional shapes to make a composite shape.	● How can I identify three-dimensional shapes?
Content: ● Cubes and Prisms ● Cones and Cylinders ● Problem Solving Strategy: Look for a Pattern ● Combine Three-Dimensional Shapes	**Skills (Objectives):** ● Look at attributes to identify cubes and rectangular prisms. ● Look at attributes to identify cones and cylinders. ● Look for a pattern to solve problems. ● Combine three-dimensional shapes to make a composite shape.

Interdisciplinary Connection(s):

NJSLS for Literacy

- **L.RF.1.1. -** Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2. -** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **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.
- **SL.PE.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3. -** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5. -** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6. -** Produce complete sentences when appropriate to task and situation.
- **L.WF.1.1:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.KL.1.2**: With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS for Science

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- **K-2-ETS1-1 -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2 -** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3 -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS for Social Studies (Performance Expectations)

- **6.1.5.GeoHE.2**: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7**: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4**: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2:** List ways to give back, including making donations, volunteering, and starting a business.
- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive)..
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.
- **9.4.2.IML.4:** Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1:** Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2:** Create a document using a word processing application.
- **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information.
- **9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Stage 2: Assessment Evidence

Diagnostic Assessment:

- Am I Ready?

Formative Assessments:

- Exit Slip
- Math Journals
- Think-Pair-Share
- Modeling
- Quick Draw

Summative Assessment:

- My Review
- Reflect
- Chapter 10 - Assessment
- Chapter 10 - Performance Task

Benchmark Assessment:

- Benchmark Assessment

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• Response Cards • Interviews • Example/Non Example • Self-Assessment • Line Up • Reflections • Thumb It • Error Analysis • Word Sort • 3-2-1 Strategy Form • Debriefing • Hand Signals • Talk Math • Independent Practice • Check My Progress	

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Chapter Introduction **Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.	
Chapter Introduction: • Introduce the chapter by discussing the theme, "Our Kitchen Adventure!" • View online video to spark a discussion about how math is used in cooking. • Introduce the Essential Question: "How can I identify three-dimensional shapes?"	**TE pg. 703** • TE/SE pg. 703 • Online Video • TE/SE pg. 703
Am I Ready? • Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.	**TE/SE pg. 705**
My Math Words • Review vocabulary words and complete "My Math Words" activity.	**TE/SE pg. 706** • Review Vocabulary - circle, square, rectangle
My Vocabulary Cards • Introduce vocabulary words and complete "My Vocabulary Cards" activity.	**TE/SE pg. 707-708** • New Vocabulary - cone, cube, cylinder, face, rectangular prism, three-dimensional shape
My Foldable • This foldable can be used to identify several three-dimensional shapes and their attributes. Complete the "My Foldable" activities.	**TE/SE pg. 709-710**
Wrap Up • Math At Home: Family Letter - Student signs it and presents it to parents/guardians.	**Online** • Must print letter

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Learning Opportunities/Strategies:	Resources:
Lesson 1: Cubes and Prisms **Objective:** Students will look at attributes to identify cubes and rectangular prisms. **Launch:** ● Remind students of the Essential Question: "How can I identify three-dimensional shapes?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: "How are a rectangular prism and a cube alike?" ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Follow corresponding Lesson Presentation Slides.** **TE pg. 711A-B** ● New Vocabulary - cube, rectangular prism, face, three-dimensional shape **TE pg. 711B** **TE/SE pg. 711-713** ● Geometric solids **TE pg. 714** **TE pg. 715-716** ● Example/Non-Example TE pg. 716 ● SE pg. 715-716
Learning Opportunities/Strategies:	**Resources:**
Chapter 10 Project (use after lesson 1) - Shapes Museum Display **Essential Question:** Remind students of the Essential Question: "How can I identify three-dimensional shapes?" **Objective:** Students identify three-dimensional shapes. **Review Homework:** Review homework problems as needed. **Students per Group:** 1 **Project:** ● Students bring empty containers and objects from home that represent various three-dimensional shapes they learn about throughout the chapter. ○ Provide a table or space call the Shape Museum where objects can be displayed.	**TE/SE pg. 704** **Student Homework Page** **TE/SE pg. 704** ● Pattern blocks, attribute blocks

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○ Give students time to visit the Shape Museum each day so students can sort the containers and objects depending on their size, shape, and other attributes. ○ Have students draw pictures of items in the Shape Museum and label each item with a vocabulary word that describes it: cube, cone, cylinder, vertices, faces, rectangular prism. **Wrap Up:** ● Share with the class.	
Learning Opportunities/Strategies: **Lesson 2 - Cones and Cylinders** **Objective:** Students will look at attributes to identify cones and cylinders. **Review Homework:** Review homework problems as needed. **Launch:** ● Remind students of the Essential Question: "How can I identify three-dimensional shapes?" ● Developing Vocabulary ● Problem of the Day **Build:** ● Investigate the Math: Explore, Model, Extend **Practice:** ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “How are a cone and a cylinder different?” ● Independent Practice **Apply:** ● Problem Solving ● Brain Builders **Wrap Up:** ● Complete Formative Assessment ● Assign homework	**Resources:** **Follow corresponding Lesson Presentation Slides.** **Student Homework Page** **TE pg. 717A-B** ● New Vocabulary - cone, cylinder ● Connecting cubes **TE pg. 717B** **TE/SE pg. 717-719** ● Geometric solids, classroom objects ● Geometric solids **TE/SE pg. 720** **TE pg. 721-722** ● Line Up TE pg. 722 ● SE pg. 721-722
Learning Opportunities/Strategies: **Lesson 3 - Problem Solving Strategy: Look for a Pattern** **Objective:** Students will look for a pattern to solve problems.	**Resources:** **Follow corresponding Lesson Presentation Slides.**

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Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I identify three-dimensional shapes?" ● Problem of the Day	**TE pg. 725A-B**
Build: ● Prepare	● TE pg. 725B, Four sheets of Cube and Rectangular Prism Patterns from the Manipulative Masters, scissors, write-on/wipe-off boards, dry erase markers
● Learn the Strategy	● TE/SE pg. 725, Geometric solids
Practice: ● Practice the Strategy	**TE/SE pg. 726**
Apply: ● Apply the Strategy ● Review the Strategy	**TE/SE pg. 727-728**
Wrap Up: ● Complete formative assessment ● Assign homework	**TE pg. 729-730** ● Journal Writing TE pg. 730, paper ● SE pg. 729-730
Learning Opportunities/Strategies: **Lesson 4 - Combine Three-Dimensional Shapes** **Objective:** Students will combine three-dimensional shapes to make a composite shape.	**Resources:** **Follow corresponding Lesson Presentation Slides.**
Review Homework: Review homework problems as needed.	**Student Homework Page**
Launch: ● Remind students of the Essential Question: "How can I identify three-dimensional shapes?" ● Developing Vocabulary ● Problem of the Day	**TE pg. 731A-B** ● Review Vocabulary - three-dimensional shape
Build: ● Investigate the Math: Explore, Model, Extend	**TE pg. 731B**
Practice: ● Math in My World ● Guided Practice ● Talk Math ○ Students turn and talk: “Will a cube stack on top of a sphere?” ● Independent Practice	**TE/SE pg. 731-733** ● Geometric solids ● Geometric solids

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Apply: ● Problem Solving ● Brain Builders	**TE/SE pg. 734**
Wrap Up: ● Complete Formative Assessment ● Assign homework	**TE pg. 735-736** ● Line Up TE pg. 736, Geometric solids ● SE pg.735-736
Learning Opportunities/Strategies: **Chapter 10 Review and Reflect** **Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter. **Review Homework:** Review homework problems as needed. **Essential Question** ● Remind students of the Essential Question: "How can I identify three-dimensional shapes?"	**Resources:** **Student Homework Page**
Review ● Vocabulary Check ● Concept Check ● Brain Builders	**TE/SE pg. 737** **TE/SE pg. 737-738** **TE/SE pg. 739**
Reflect	**TE/SE pg. 740**
Assign homework	**TE/SE pg. N/A**

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group ● Utilize gradual release model ● Modify problem set to "Beyond Level" ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path ● Participate in Reflex Math individualized learning path ● Utilize McGraw Hill eTools for online manipulative support	Small Group ● Utilize gradual release model ● Modify problem set to "On Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson. Technology ● Participate in RedBird Math individualized learning path	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson.	Small Group ● Specific use of modalities - kinesthetic, visual, auditory, tactile ● Utilize gradual release model ● Modify problem set to "Approaching Level" ● Utilize "Reteach" problem-set to model questions. ● Focus on critical thinking questions at the end of the lesson.

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• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Pair with on grade level or higher-achieving students to problem solve Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide	• Pair with on grade level or higher-achieving students to problem solve Technology • Participate in RedBird Math individualized learning path • Participate in Reflex Math individualized learning path • Utilize McGraw Hill eTools for online manipulative support • Utilize McGraw Hill Personal Tutor to demonstrate a model/sample • Utilize McGraw Hill online lesson animations to demonstrate a model/sample • Utilize the McGraw Hill English Language Learner Guide to provide foundational support • Specific use of modalities - kinesthetic, visual, auditory, tactile • The multilingual eGlossary can support vocabulary Learning Station • My Learning Station student-led activity

Math Pacing Guide
Grade 1

MP	Chapter Breakdown	# of days allotted	# of days subtotal	# of days cumulative
MP1	**McGraw Hill: My Math - Chapter 1 - Addition Concepts**		21	21
	• Chapter Introduction	1		
	• Lessons 1-11 (@ 1 day per lesson)	11		
	• Chapter 1 Project	1		
	• Lessons 12-13 (@ 1 day per lesson)	2		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	3		
MP1	**McGraw Hill: My Math - Chapter 2 - Subtraction Concepts**		22	43
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 day per lesson)	1		
	• Chapter 2 Project	1		
	• Lessons 2-14 (@ 1 day per lesson)	13		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	3		
MP1	**Benchmark Test #1 (covers chapters 1-2).**	1		44
MP2	**McGraw Hill: My Math - Chapter 3 - Addition Strategies to 20**		17	61
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 day per lesson)	1		
	• Chapter 3 Project	1		
	• Lessons 2-9 (@ 1 day per lesson)	8		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	3		
MP2	**McGraw Hill: My Math - Chapter 4 - Subtraction Strategies to 20**		16	77

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	• Chapter Introduction	1		
	• Lesson 1 (@ 1 day per lesson)	1		
	• Chapter 4 Project	1		
	• Lesson 2-8 (@ 1 day per lesson)	7		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	3		
MP2	**Benchmark Test #2 (covers chapters 3-4).**	1		78
MP2-3	**McGraw Hill: My Math - Chapter 5 - Place Value**		22	100
	• Chapter Introduction	1		
	• Lessons 1-14 (@ 1 day per lesson)	14		
	• Chapter 5 Project	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	3		
MP3	**Additional lessons (2023 NJSLS) - Money**	4	4	104
MP3	**McGraw Hill: My Math - Chapter 6 - Two-Digit Addition and Subtraction**		16	120
	• Chapter Introduction	1		
	• Lessons 1-5 (@ 1 day per lesson)	5		
	• Chapter 6 Project	1		
	• Lessons 6-8 (@ 1 day per lesson)	3		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	3		
MP3	**McGraw Hill: My Math - Chapter 7 - Organize and Use Graphs**		14	134
	• Chapter Introduction	1		
	• Lessons 1-6 (@ 1 day per lesson)	6		
	• Chapter 7 Project	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	3		
MP3	**Benchmark Test #3 (covers chapters 5-7).**	1		135
MP3-4	**McGraw Hill: My Math - Chapter 8 - Measurement and Time**		16	151

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	• Chapter Introduction	1		
	• Lessons 1-3 (@ 1 day per lesson)	3		
	• Chapter 8 Project	1		
	• Lessons 4-9 (@ 1 day per lesson)	6		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
	McGraw Hill: My Math - Chapter 9 - Two-Dimensional Shapes & Equal Shares			
	• Chapter Introduction	1		
	• Lessons 1-3 (@ 1 day per lesson)	3		
	• Chapter 9 Project	1		
MP4	• Lessons 4-10 (@ 1 day per lesson)	7	17	168
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
	McGraw Hill: My Math - Chapter 10 - Three-Dimensional Shapes			
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 day per lesson)	1		
	• Chapter 10 Project	1		
MP4	• Lessons 2-4 (@ 1 day per lesson)	3	11	179
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP4	**Benchmark Test 4 (covers chapters 1-10).**	1		180