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| **Curriculum Management System** | |
| ***PAULSBORO PUBLIC SCHOOLS*** | |
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| **Mathematics Curriculum- First Grade** | |
| **UPDATED JUNE 2016** | |
| **For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.** | **Board Approved: September 2016** |

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| **Table of Contents** | |
| ***Paulsboro Public Schools Administration and Board of Education*** |  |
| ***Paulsboro Public Schools Mission Statement*** |  |
| ***National and State Standards*** |  |
| ***Scope and Sequence*** |  |
| ***Goals/Essential Questions/Objectives/Instructional Tools/Activities*** |  |
| ***Benchmark Assessments*** |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  | | --- | | **Paulsboro Public Schools** | | ***Dr. Laurie Bandlow, Superintendent***  ***Board of Education***  Mr. Thomas Ridinger, President Ms. Bonnie Eastlack, Vice President Mrs. Barbara Dunn Mr. Marvin E. Hamilton, Sr. Mr. John Hughes\* Mr. Joseph L. Lisa  Mrs. Lisa L. Lozada-Shaw  Mrs. Lisa Priest Mrs. Irma R. Stevenson Mr. James J. Walter  \* Greenwich Township Board of Education Representative  ***District Administration***  Dr. Lucia Pollino, Director of Curriculum & Assessment  Ms. Jennifer Johnson, Business Administrator/Board Secretary  Mr. John Giovannitti, Director of Special Services  Mr. Paul Bracciante, Principal, grades Pre-K to 2  Mr. Matthew J. Browne, Principal, grades 3-6  ***Curriculum Writing Team*** Mrs. Prudence Hanly and Ms. Caitlyn Cusack, Curriculum Facilitator | | **Paulsboro Public Schools** | | **MissionStatement**  The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level. |   New Jersey State Department of Education  21st Century College and Career Readiness Standards  **The 12 Career Ready Practices**  These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Reading Unit** | **Reading Standards** | **Writing Unit** | **Writing Standards** | **Speaking & Listening Standards** | **Language Standards** | **Foundational Skills Standards** | | Readers Build Good Habits | RL.1.1, RL.1.7 | Launching Writing Workshop | W.1.3, W.1.8 | SL.1.1, SL.1.3 | L.1.1a, e, f | RF.1.1a  RF.1.2a, b, c | | Tackling Trouble/ Literature | RL.1.3, RI 1.7 | Narrative: Small Moments | W.1.3, W.1.8 | SL.1.4, SL.1.5 | L1.1a ,e, f,  L.1.2a, b, d, e | RF.1.3b,d,g  RF.1.4 | | Meet the Characters | RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.9, RL.1.10 | Narrative: Small Moments | W.1.3, W.1.5, W.1.6, W.1.8 | SL.1.1, SL.1.3, SL.1.4, SL.1.5, SL.1.6 | L.1.1, L.1.2, L.1.5 | RF.1.1, RF.1.2a, b, c, RF.1.3a, d, g | | Non Fiction | RI.1.2, RI.1.5, RI.1.6, RI.1.7,RL.1.5 | Non Fiction Chapter Books | W.1.2, W.1.6 | SL.1.1, SL.1.3, SL.1.4, SL.1.5, SL.1.6 | L.1.1, L.1.2, L.1.4, L.1.6 | RF.1.1, RF.1.2a, b, c, RF.1.3a, d, e, f, g | | Be Our Own Teachers/ Non Fiction | RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10 | How To Writing | W.1.2, W.1.5, W.1.6, W.1.7, W.1.8 | SL.1.1, SL.1.2, SL.1.3, SL.1.6 | L.1.1a, b, c, L.1.2, L.1.4, L.1.5 | RF.1.2, RF.1.3e, f, RF.1.4 | | Reading Across Genres | RI.1.3, RI.1.5, RI.1.6, RI.1.8, RI.1.9, RI.1.10  RL1.1, RL.1.2, RL.1.3, RL.1.6 RL.1.9 | Writing Reviews | W.1.1, W.1.5, W.1.6, W.1.7, W.1.8 | SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 | L.1.1d, g, h, i, j, L.1.2, L.1.4, L.1.5, L.1.6 | RF.1.2, RF.1.3, RF.1.4 | | Poetry | RL.1.4, RL.1.10 | Poetry | W.1.3 | SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 | L.1.1d, g, h, i, j, L.1.2, L.1.4, L.1.5, L.1.6 | RF.1.2, RF.1.3, RF.1.4 | | Reading Clubs | RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.10 | Realistic Fiction | W.1.3, W.1.5, W.1.6, W.1.8 | SL.1.1, SL.1.4, SL.1.5, SL.1.6 | L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 | RF.1.2, RF.1.3, RF.1.4 | | Fantasy Books | RL.1.3, RL.7, RL.9 | Fantasy Writing | W.1.3, W.1.5, W.1.6, W.1.8 | SL.1.1, SL.1.4, SL.1.5, SL.1.6 | L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 | RF.1.2, RF.1.3, RF.1.4 |   **Standards for Mathematical Practice**  MP.1 Make sense of problems and persevere in solving them.  MP.2 Reason abstractly and quantitatively.  MP.3 Construct viable arguments & critique the reasoning of others.  MP.4 Model with mathematics.  MP.5 Use appropriate tools strategically.  MP.6 Attend to precision.  MP.7 Look for and make use of structure.  MP.8 Look for and express regularity in repeated reasoning.  **Pacing Guide**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **TOPIC** | **# OF DAYS** | **DATES** | **COMMENTS** | **EMPHASIS** | | 1 – Understanding Addition | 10 | 9/14 – 9/25 |  | Major | | 2 – Understanding Subtraction | 14 | 9/28 – 10/9 |  | Major | | 3 – Five & Ten Relationships | 7 | 10/13 – 10/23 |  | Major | | 4 – Add/Subtract Facts to 12 | 18 | 10/26 – 11/24 | Long Topic – Needs 2 Assessments | Major | | 5 – Addition Facts to 20 | 12 | 11/30 – 12/18 |  | Major | | 6 – Subtraction Facts to 20 | 9 | 1/4 – 1/15 |  | Major | | 7 – Counting and # Patterns | 8 | 1/19 – 1/29 |  | Major | | 8 – Tens and Ones | 8 | 2/1 – 2/12 |  | Major | | 9 – Comparing and Ord. to 100 | 9 | 2/16 – 2/26 | Fact Fluency #1-10 By End of Year | Major | | 10 – Adding with Tens and Ones | 8 | 2/29 – 3/10 |  | Major | | 11 – Subtracting with Tens and Ones | 9 | 3/11 – 3/23 |  | Major | | 12 – Length | 8 | 3/29 – 4/8 |  | Major | | 13 – Time | 5 | 4/11 – 4/15 |  | Additional | | 14 – Using Data to Answer Que. | 9 | 4/18 – 4/29 |  | Supporting | | 15 – Geometry | 12 | 5/2 – 5/20 |  | Additional | | 16 – Fractions | 8 | 5/23 – 6/3 |  | Additional | |
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| **Scope and Sequence** | |
| **Quarter 1 – Grade \_1\_** | |
| **Big Idea:**  **Understanding Addition within 10 (NJ DOE Unit 1) (Envisions Topic 1, 2, 3, 4, 5)**  **Big Idea:**  **Number Names (NJ DOE Unit 1) (Envisions Topic 7)** | **Big Idea:**  **Understanding Subtraction within 10 (NJ DOE Unit 1) (Envisions Topic 1,2,3,4,5)** |

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| **Scope and Sequence** | |
| **Quarter 2 – Grade \_1\_** | |
| **Big Idea:**  **Understanding Addition and Subtraction within 20 (NJ DOE Unit 2) (Envisions Topic 1, 2, 3, 4, 5)**  **Big Idea:**  **Understanding Numbers Names (NJ DOE Unit 2) (Envisions Topic 1,2,3,4,5)** | **Big Idea**  **Understanding Place Value (NJ DOE Unit 2) (Envisions Topic 1,2,3,4,5,7,8,9)**  **Big Idea:**  **Understanding Numbers can be organized to represent data (NJ DOE Unit 2) (Envisions Topic 6)** |

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| **Scope and Sequence** | |
| **Quarter 3 – Grade \_1\_** | |
| **Big Idea:**  **Understanding Place Value – Base Ten (NJ DOE Unit 3) (Envisions Topic 7,8,9,10,11)**  **Big Idea**  **Measurement (NJ DOE Unit 3) (Envisions Topic 12)** | **Big Idea:**  **Understanding Place Value when adding and subtracting numbers (NJ DOE Unit 3) (Envisions Topic 7,8,9,10,11)**  **Big Idea:**  **Telling Time(NJ DOE Unit 3) (Envisions Topic 13)** |

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| **Scope and Sequence** | |
| **Quarter 4 – Grade \_1\_** | |
| **Big Idea:**  **Reason with Shapes and their Attributes (NJ DOE Unit 4) (Envisions Topic 14, 15)**  **Big Idea:**  **Number Names and Sequence of numbers up to 120 (NJ DOE Unit 4) (Envisions Topic 7)** | **Big Idea:**  **Understand how to add and subtract whole numbers (NJ DOE Unit 4) (Envisions Topic 7,8, 9, 11)**  **Big Idea:**  **Understand how to Add a 2-digit and a 1 digit number using concrete models and Place Value (NJ DOE Unit 4) (Envision Topic 7, 8,9, 11)** |

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| **QUARTER 1 –  Big Idea: Understanding Additon within 10**  **Topic: Addition within 10** | | |
| **Standards:**  **1.OA.A.1.** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. \*(benchmarked)  **1.OA.B.3.** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties) \*(benchmarked)  **1.OA.B.4.** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8  **1.OA.C.5.** Relate counting to addition and subtraction (e.g., by counting 2 to add 2).  **1.OA.D.7.** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.  **1.OA.D.8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_ - 3, 6 + 6 = \_. \*(benchmarked)  **1.NBT.A.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to represent and solve addition sentences within 10 | |
| **Essential Questions Assessments** | |
| 1. What are some strategies to represent and solve addition equations within 10? 2. How can the properties of operations (commutative) help us to solve addition equations within 10? 3. How is counting on helpful when solving addition equations within 10? 4. Can we determine if addition equations are true or false? 5. From the information given can we find the missing whole number in an addition equation? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. There are many strategies to solve subtraction equations, using objects and drawings can help to solve addition equations with in 10. 2. Identifying commutative properties and fact families help you solve addition equations within 10. 3. Counting on can be used to help solve addition equations. 4. The equal sign and expressions on both the left and right side help determine if an addition equation is true or false. 5. To solve an addition equation we must find the missing whole number | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Just Enough Carrots by Stuart J. Murphy  **DOE Suggested Open Educational Resources**  1.OA.A.1 Sharing Markers  1.OA.B.3 Domino Addition  1.OA.B.4 Cave Game Subtraction 1.OA.D.7 Equality Number Sentences 1.OA.D.8 Kiri's Mathematics Match Game 1.NBT.A.1 Hundred Chart Digit Game  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 1 –  Big Idea: Understanding Subtraction within 10**  **Topic: Subtraction within 10** | | |
| **Standards:**  **1.OA.A.1.** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. \*(benchmarked)  **1.OA.B.3.** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties) \*(benchmarked)  **1.OA.B.4.** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8  **1.OA.C.5.** Relate counting to addition and subtraction (e.g., by counting 2 to add 2).  **1.OA.D.7.** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.  **1.OA.D.8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_ - 3, 6 + 6 = \_. \*(benchmarked)  **1.NBT.A.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to represent and solve subtraction equations within 10 | |
| **Essential Questions Assessments** | |
| 1. What are some strategies to represent and solve subtraction equations within 10? 2. How can the properties of operations (commutative) help us to solve subtraction equations within 10? 3. How is counting on helpful when solving subtraction equations within 10? 4. Can we determine if subtraction equations are true or false? 5. How can finding the unknown addend help to solve a subtraction equation? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. There are many strategies to solve subtraction equations, using objects and drawings can help to solve addition equations with in 10. 2. Identifying commutative properties and fact families help us solve subtraction equations within 10. 3. Counting on can be used to help solve addition equations. 4. The equal sign and expressions on both the left and right side help determine if a subtraction equation is true or false. 5. To solve a subtraction equation we can use fact families as a strategy for example finding 9 minus 3 means solving ? + 3 = 9 or 3+ ? = 9 (fact families) | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Twenty is Too Many by Kate Duke  **DOE Suggested Open Educational Resources**  1.OA.A.1 Sharing Markers  1.OA.B.3 Domino Addition  1.OA.B.4 Cave Game Subtraction 1.OA.D.7 Equality Number Sentences 1.OA.D.8 Kiri's Mathematics Match Game 1.NBT.A.1 Hundred Chart Digit Game  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 1 –  Big Idea: Number Names**  **Topic: Counting and Sequence up to 100** | | |
| **Standards:**  **1.NBT.A.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to count to 100 orally, read and write numerals, and write numerals to represent the number of objects (up to 100). | |
| **Essential Questions Assessments** | |
| 1. What are the numbers names and how do they follow a sequence? 2. Can we read and write numerals in a sequence up to 100? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. All numbers have a name and a sequence that we use to count. 2. Numbers can be written and read when represented by objects. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  Literacy: Emily’s First 100 Days of School by Rosemary Wells  **DOE Suggested Open Educational Resources**  1.OA.A.1 Sharing Markers  1.OA.B.3 Domino Addition  1.OA.B.4 Cave Game Subtraction 1.OA.D.7 Equality Number Sentences 1.OA.D.8 Kiri's Mathematics Match Game 1.NBT.A.1 Hundred Chart Digit Game  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 2 –  Big Idea: Understanding Addition and Subtraction within 20**  **Topic: Addition and Subtraction within 20** | | |
| **Standards:**  **1.OA.A.2.** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem  **1.MD.C.4.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  **1.NBT.B.2.** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  **1.NBT.B.2. a.** 10 can be thought of as a bundle of ten ones — called a "ten."  **1.NBT.B.2. b**. 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.B.3.** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  **1.NBT.A.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to use addition and subtraction strategies to solve problems, including word problems, to add and subtract within 20 | |
| **Essential Questions Assessments** | |
| 1. How many different strategies can we use to solve addition and subtraction equations and word problems? 2. Which strategies should be used to determine if addition and subtraction equations, within 20 are true or false? 3. How can finding the missing whole number help to solve a subtraction or addition equation? 4. Which strategies can help us solve word problems containing three whole numbers with sums less than or equal to 20? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Use taking from, putting together, taking apart, drawings, composing numbers, decomposing numbers, creating equivalent but easier or known sums, and symbols to help solve addition and subtraction equations and word problems. 2. The equal sign and expressions on both the left and right side help determine if an addition equation is true or false. 3. The Associative Property can be used to solve addition and subtraction equations within 20. 4. Symbols in any position can be used to represent unknown numbers, objects and drawings can represent word problems that call for less than or equal to 20. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  Literacy: Animals on Board by Stuart J. Murphy  **DOE Suggested Open Educational Resources**  1.OA.A.1 School Supplies  1.OA.D.7 Valid Equalities?  1.OA.D.8 Find the Missing Number  1.OA.B.3 Doubles?  1.OA.C.6 $20 Dot Map  1.OA.A.2 Daisies in vases  1.NBT.B.2 Roll & Build  1.NBT.B.3 Ordering Numbers  1.NBT.A.1 Start/Stop Counting 2  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 2 –  Big Idea: Understanding Place Value**  **Topic: Place Value** | | |
| **Standards:**  **1.OA.A.2.** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem  **1.NBT.B.2.** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  **1.NBT.B.2. a.** 10 can be thought of as a bundle of ten ones — called a "ten."  **1.NBT.B.2. b**. 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.B.3.** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.  **1.NBT.A.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to compose and decompose numbers to 20 to identify the value of the number in tens and ones place. | |
| **Essential Questions Assessments** | |
| 1. How can we compose and decompose numbers to 20 to identify the value of the number in the tens and ones place? 2. Can we use symbols to compare tens and ones digits? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Numbers can be identified when 10 can be thought of as a bundle of ten ones – called ten, when we compose and decompose numbers, and when we identify the value of the number in the tens or ones place. 2. Two digit numbers can be compared by using >, =, and < symbols. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  Literacy: Animals on Board by Stuart J. Murphy  **DOE Suggested Open Educational Resources**  1.OA.A.1 School Supplies  1.OA.D.7 Valid Equalities?  1.OA.D.8 Find the Missing Number  1.OA.B.3 Doubles?  1.OA.C.6 $20 Dot Map  1.OA.A.2 Daisies in vases  1.NBT.B.2 Roll & Build  1.NBT.B.3 Ordering Numbers  1.NBT.A.1 Start/Stop Counting 2  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 2 –  Big Idea: Understanding Numbers Names**  **Topic: Counting and Sequence of Numbers up to 120** | | |
| **Standards:**  **1.NBT.A.1.** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to count to 120 orally, read and write numerals, and write numerals to represent the number of objects (up to 120) | |
| **Essential Questions Assessments** | |
| 1. What are the numbers names and how do they follow a sequence? 2. Can we read and write numerals in a sequence up to 120? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. All numbers have a name and a sequence that we use to count up to 120. 2. Numbers can be written and read when represented by objects. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Spunky Monkeys on Parade by Stuart J. Murphy  **DOE Suggested Open Educational Resources**  1.OA.A.1 School Supplies  1.OA.D.7 Valid Equalities?  1.OA.D.8 Find the Missing Number  1.OA.B.3 Doubles?  1.OA.C.6 $20 Dot Map  1.OA.A.2 Daisies in vases  1.NBT.B.2 Roll & Build  1.NBT.B.3 Ordering Numbers  1.NBT.A.1 Start/Stop Counting 2  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 2 –  Big Idea: Understanding Numbers can be organized to represent data**  **Topic: Data** | | |
| **Standards:**  **1.MD.C.4.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  . | **GOAL** | |
| Students will be able to organize, represent, and interpret data with up to three categories, compare the number of data points among the categories, and find the total number of data points. | |
| **Essential Questions Assessments** | |
| 1. What is data and how can numbers be organized to represent data? 2. How can we ask and answers questions about data? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Numbers can be organized to represent data in three categories; drawing data with objects, drawing data with numerals, and drawings. 2. Data can be discussed by answering questions about the total number of data points, the number of data points in each category, and how many more or less are in each category. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Graphs by Bonnie Bader  **DOE Suggested Open Educational Resources**  1.OA.A.1 School Supplies  1.OA.D.7 Valid Equalities?  1.OA.D.8 Find the Missing Number  1.OA.B.3 Doubles?  1.OA.C.6 $20 Dot Map  1.OA.A.2 Daisies in vases  1.NBT.B.2 Roll & Build  1.NBT.B.3 Ordering Numbers  1.NBT.A.1 Start/Stop Counting 2  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 3–  Big Idea: Understanding Place Value – Base Ten**  **Topic: Place Value** | | |
| **Standards:**  **1.NBT.B.2**. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.B.2.c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to compose and decompose numbers to 90 into tens, identify the value of the number in the tens and one’s place. | |
| **Essential Questions Assessments** | |
| 1. How do we know the values of the digits in a two digit number? 2. What are some special cases found in a two digit number? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Two digits represent amounts of tens and ones, we can compose and decompose numbers, and identify the value of the number in the tens or ones place. 2. 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). | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** A Fair Bear Share by Stuart J. Murphy  **DOE Suggested Open Educational Resources**  1.NBT.C.4 Ford and Logan Add 45+36  1.NBT.C.5 Number Square  1.MD.A.2 Measure Me!  1.MD.A.2 Measuring Blocks  1.MD.A.2 Growing Bean Plants  1.MD.B Making a clock 1.OA.C.6 Making a ten  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 3**  **Big Idea: Understanding Place Value when adding and subtracting number**  **Topic: Using Place Value to Add and Subtract** | | |
| **Standards:**  1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g. base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. \*(benchmarked)  1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.  1.NBT.C.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to add and subtract a 2- digit and a 1- digit number using concrete models and drawings with a place value strategy or properties of operations; explain or show how the model relates to the strategy (sums within 100). | |
| **Essential Questions Assessments** | |
| 1. How do we add and subtract with large numbers to 100? 2. What strategies can we use to add and subtract large numbers? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. When adding two digit numbers add the tens with the tens and the ones with the ones. When subtracting two digit numbers subtract a multiple of 10 from a multiple of ten. 2. Construct concrete models and drawings based on place value, properties of operations, finding 10 more or ten less, mental math, and explain how to solve two digit problems. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** A Fair Bear Share by Stuart J. Murphy  **DOE Suggested Open Educational Resources**  1.NBT.C.4 Ford and Logan Add 45+36  1.NBT.C.5 Number Square  1.MD.A.2 Measure Me!  1.MD.A.2 Measuring Blocks  1.MD.A.2 Growing Bean Plants  1.MD.B Making a clock  1.OA.C.6 Making a ten  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 3 –  Big Idea: Understanding Measurement**  **Topic: Measurement** | | |
| **Standards:**  1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object  1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end  to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to order three objects by length and compare the lengths of two objects by using the third object. | |
| **Essential Questions Assessments** | |
| 1. What is measurement? 2. How can objects be compared based on length? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Comparing objects based on length, if a crayon is shorter than the marker and the marker is shorter than the pencil then the crayon is shorter than the pencil. 2. Two objects can be compared and ordered by using a third object as a measuring tool, ordering three objects by length, laying multiple copies of a shorter object end to end, using a shorter object to express the length of a longer object. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Measuring Penny by Loreen Leedy  **DOE Suggested Open Educational Resources**  1.NBT.C.4 Ford and Logan Add 45+36  1.NBT.C.5 Number Square  1.MD.A.2 Measure Me!  1.MD.A.2 Measuring Blocks  1.MD.A.2 Growing Bean Plants  1.MD.B Making a clock  1.OA.C.6 Making a ten  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 3 –  Big Idea: Understanding Time**  **Topic: Time** | | |
| **Standards:**  1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to tell and write time to the half-hour using the term o’clock and using digital notation including analog and digital clocks. | |
| **Essential Questions Assessments** | |
| 1. What is time? 2. How do we measure time? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Time is represented on analog and on digital clocks. 2. Analog clocks have hands that indicate the time in hours and minutes, we tell and write time using the terms o’clock. Time can be written in hours and half-hours. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Measuring Penny by Loreen Leedy  **DOE Suggested Open Educational Resources**  1.NBT.C.4 Ford and Logan Add 45+36  1.NBT.C.5 Number Square  1.MD.A.2 Measure Me!  1.MD.A.2 Measuring Blocks  1.MD.A.2 Growing Bean Plants  1.MD.B Making a clock  1.OA.C.6 Making a ten  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 4 –  Big Idea: Reason with Shapes and their Attributes**  **Topic: Shapes** | | |
| **Standards:**  **1.G.A.1**. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.  **1.G.A.2**. Compose two dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.  **1.G.A.3**. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to build and draw shapes when given defining attributes. | |
| **Essential Questions Assessments** | |
| 1. **Can we name the attributes of a two- dimensional shape?** 2. **How can defining attributes help us to**   **build and draw shapes?**   1. **Can we create a composite shape by composing two dimensional shapes?** 2. **What are some ways to partition shapes?** | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Two dimensional shapes can be defined by attributes such as a square, triangle, rectangle, and regular hexagon. 2. When given attributes of a shape, shapes can be built or drawn. 3. Shapes can be composed from other shapes, new shapes can be composed from composite shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles). A composite shape can be created using three- dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders). 4. Shapes can be partitioned into equal parts or shares, equal shares are named based on the number of shares that make a whole (halves, fourths, quarters). Shares can be based on the number of shares. Decomposing a whole into more equal shares creates smaller shares. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Shape Space by Loreen Leedy and Rabbit and Hare Divide an Apple by Harriet Ziefert  **DOE Suggested Open Educational Resources**  1.G.A.1 All vs. Only some  1.G.A.1 3-D Shape Sort  1.G.A.2 Make Your Own Puzzle  1.G.A.2 Overlapping Rectangles  1.G.A.3 Equal Shares  1.OA.A.1 Twenty Tickets  1.NBT.A.1 Where Do I Go?  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 4 –  Big Idea: Understand how to add and subtract whole numbers**  **Topic: Add and Subtract whole numbers within 20** | | |
| **Standards:**  1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. \*(benchmarked)  1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g. base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding twodigit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to add and subtract whole numbers within 29 using various strategies: counting on, making ten, composing, decomposing, relationship between addition and subtraction, creating equivalent but easier or know sums, etc. | |
| **Essential Questions Assessments** | |
| 1. **What are strategies can be used to add and subtract?** 2. **How do we fluently add or subtract whole numbers within 20.** | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Various strategies can be used when adding and subtracting numbers within 20, counting on, making ten, composting numbers, decomposing numbers, relationship between addition and subtraction and creating equivalent but easier or known sums. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy**: Two of Everything: A Chinese Folktale by Loreen Leedy  **DOE Suggested Open Educational Resources**  1.G.A.1 All vs. Only some  1.G.A.1 3-D Shape Sort  1.G.A.2 Make Your Own Puzzle  1.G.A.2 Overlapping Rectangles  1.G.A.3 Equal Shares  1.OA.A.1 Twenty Tickets  1.NBT.A.1 Where Do I Go?  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 4 –  Big Idea: Understanding Numbers Names**  **Topic: Counting and Sequence of Numbers up to 120** | | |
| **Standards:**  1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to count to 100 orally, read and write numerals, and write numerals to represent the number of objects (up to 120). | |
| **Essential Questions Assessments** | |
| 1. What are some strategies that we can use to count and sequence numbers up to 20? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Count orally by ones up to 120, count up to 120 beginning at any number less than 120, read numerals up to 120, write numerals up to 120, represent a number of objects up to 120 with a written number. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Spunky Monkeys on Parade by Stuart J. Murphy  **DOE Suggested Open Educational Resources**  1.G.A.1 All vs. Only some  1.G.A.1 3-D Shape Sort  1.G.A.2 Make Your Own Puzzle  1.G.A.2 Overlapping Rectangles  1.G.A.3 Equal Shares  1.OA.A.1 Twenty Tickets  1.NBT.A.1 Where Do I Go?  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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| **QUARTER 4 –  Big Idea: Understand how to Add a 2- digit and 1 –digit number using concrete models and place value**  **Topic: Add 2- digit and 1 digit Numbers** | | |
| **Standards:**  1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g. base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. \*(benchmarked)  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP6.** Demonstrate creativity and innovation.  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to add a 2- digit and 1 digit numbers using concrete models, drawings, place value, multiples of 10, and properties of operations. | |
| **Essential Questions Assessments** | |
| 1. How can concrete models and drawings help us to solve 2-digit addition? 2. How can we use place value to help us model and explain 2-digit addition? | **Formative:** questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative:** daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. We can use various strategies to model and explain 2-digit addition. 2. Sometimes it is necessary to compose a ten, use concrete models and drawings based on place value, or use models with properties of operations. | EnVision Math Series 2.0, Pearson, 2016 Student manipulatives Pearson Success Net (online tools) Math Instructional Coach Compass Learning Odyssey  **Literacy:** Measuring Penny by Loreen Leedy  **DOE Suggested Open Educational Resources**  1.G.A.1 All vs. Only some  1.G.A.1 3-D Shape Sort  1.G.A.2 Make Your Own Puzzle  1.G.A.2 Overlapping Rectangles  1.G.A.3 Equal Shares  1.OA.A.1 Twenty Tickets  1. NBT.A.1 Where Do I Go?  **Technology:**  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.factmonster.com](http://www.factmonster.com) |
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