

Englewood Public School District
Mathematics
Grade 1
First Marking Period

Unit – Number to 10

Overview: During this unit, students will learn about numbers to 10, number bonds, addition and subtraction facts to 10.

Time Frame: Chapter 1 - 12 days, Chapter 2 – 8 days, Chapter 3 – 12 days
(Pacing includes 1 day for Chapter Opener pages if needed.)

Enduring Understandings:

Objects can be quantified, compared, and described using number names, words, and symbols.

Counting finds the answer to “How many?”

Number bonds help us show parts and wholes.

Part/whole relationship is the foundation for addition and subtraction.

Addition can be used to find how many in all.

Essential Questions:

How does counting help people?

Why are numbers important?

How can we see that addition and subtraction are connected?

When given a number sentence, how do I know what kind of story will match it?

How does seeing the relationship between a number sentence and a math story help me become a better mathematician?

Standards	Topics and Objectives	Activities	Resources	Assessments
Chapter 1				
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.	Topics Counting and comparing numbers to 10. Twenty-First Century Themes and Skills includes: • Creativity and Innovation	Math Playground http://www.mathplayground.com/ Math Coach – Fact Fluency http://schoolwires.henry.k12.ga.us/Page/21865	SE-1A: 4-27 Workbook 1A: 1-20 Common Core Focus Lesson Appendix Think Central: Online access to all Math in Focus	Formative Assessments: <ul style="list-style-type: none"> • Do Now • Exit Ticket • Math Journal Entries (CRP4) • Math notebook • Calendar skills

Mathematical Practices
MP.1, MP.2, MP.3, MP.5,
MP.6, MP.8

- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Students will be able to:

- Count from 0 to 10 objects.
- Read and write 0 to 10 in numbers and words.
- Compare two sets of objects by using one-to-one correspondence.
- Identify the set that has more, fewer, or the same number of objects.
- Identify the number that is greater than or less than another number
- Make number patterns

Math Wire – Basic Facts Link

<http://mathwire.com/numbersense/bfactslinks.html>

Math Fact Practice

<http://www.playkidsgames.com/games/mathfact/mathFact.htm>

Critical Thinking and Problem Solving p.26:
Put on Your Thinking Cap!

Addition facts:

<https://www.education.com/resources/addition-facts/>

Children's books:

<https://www.the-best-childrens-books.org/teaching-numbers.html>

- Olivia Counts
- City by Numbers
- One is a snail, Ten is a crab
- Chicka Chicka 123
- How do dinosaurs count to ten?

materials listed above and Virtual Manipulatives

Professional Resources:

The Model Method from the Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD.

Lesson and Component Walkthrough:

www.hmhelearning.com

Technology Resources

- Math in Focus eBooks
- Math in Focus Teacher Resources CD

Arizona 1st Grade Flipbook

<http://www.tusd1.org/resources/curriculum/math/1stflipbook2.pdf>

Delaware Common Core Item Bank for Mathematics – Grade 1

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_1.pdf

North Carolina Dept of Ed. Wikispaces:

<http://maccss.ncdpi.wikispaces.net/Elementary>

- Discussions
- Observations

Summative Assessments:
Math in Focus Assessments

- Chapter Review/Test – pp. 27
- Assessments 1 – pp.2-6
- ExamView Assessment Suite – Test and Practice Generator
- Performance Task

Benchmark Assessments:

- Common Formative Assessment
- Exact Path

Alternative Assessments:

- Drawings, charts, diagrams, pictures illustrating problems (CRP6)
- Graphic organizers (RI.1.7)
- Create a how-to book (NJLSA.W2.)

Chapter 2

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.)

Mathematical Practices
MP.1, MP.2, MP.5, MP.8

Topics	Math Playground http://www.mathplayground.com/	SE-1A: 30-38 Workbook 1A: 21-32	Formative Assessments:
Number bonds are used to show the parts and whole of a given number.		Common Core Focus Lesson Appendix	<ul style="list-style-type: none"> Do Now Exit Ticket Math Journal Entries (CRP4) Math notebook Calendar skills Discussions Observations
Twenty-First Century Themes and Skills includes: <ul style="list-style-type: none"> <u>Creativity and Innovation</u> <u>Critical Thinking and Problem Solving</u> <u>Communication and Collaboration</u> 	Math Coach – Fact Fluency http://schoolwires.henry.k12.ga.us/Page/21865 Math Wire – Basic Facts Link http://mathwire.com/numbersense/bfactslinks.html Math Fact Practice http://www.playkidsgames.com/games/mathfact/mathFact.htm Critical Thinking and Problem Solving p.37: Put on Your Thinking Cap! Commuting and computing activity: https://www.education.com/lesson-plan/commuting-and-computing/ (CRP8) More additional texts: www.newsela.com www.readworks.org	Think Central: Online access to all Math in Focus materials listed above and Virtual Manipulatives Professional Resources: The Model Method from the Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD. Lesson and Component Walkthrough: www.hmhelearning.com Technology Resources <ul style="list-style-type: none"> Math in Focus eBooks Math in Focus Teacher Resources CD 	Summative Assessments: <i>Math in Focus Assessments</i> <ul style="list-style-type: none"> Chapter Review/Test – p. 38 Assessments 1 – pp.10-14 ExamView Assessment Suite – Test and Practice Generator Performance Task
		Arizona 1st Grade Flipbook http://www.tusd1.org/resources/curriculum/math/1stflippdf2.pdf Delaware Common Core Item Bank for Mathematics – Grade 1 http://www.doe.k12.de.us/c	Alternative Assessments: <ul style="list-style-type: none"> Drawings, charts, diagrams, pictures illustrating problems (CRP6) Graphic organizers (RI.1.7) Create a how-to book

	www.commonlit.org ms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_1.pdf North Carolina Dept of Ed. Wikispaces: http://maccss.ncdpi.wikispaces.net/Elementary Khan Academy: www.khanacademy.org Math Chimp: http://www.mathchimp.com/1st-grade-math-resources
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Chapter 3				
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. (See Table 1.)	Topics	1.OA.A.1 Sharing Markers 1.OA.B.3 Domino Addition	SE-1A: 42-63 Workbook 1A: 41-62 Common Core Focus Lesson Appendix Think Central: Online access to all Math in Focus materials listed above and Virtual Manipulatives	Formative Assessments: <ul style="list-style-type: none"> • Do Now • Exit Ticket • Math Journal Entries (CRP4) • Math notebook • Calendar skills • Discussions • Observations
	Basic addition facts and strategies. Twenty-First Century Themes and Skills includes: <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration 	Math Playground http://www.mathplayground.com/ Math Coach – Fact Fluency http://schoolwires.henry.	Professional Resources: The Model Method from the Ministry of Education	Summative Assessments: <i>Math in Focus Assessments</i>

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

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

1.OA.C.6. Add and subtract within 20, demonstrating fluency 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

Students will be able to:

- Count on to add.
- Use number bonds to add in any order.
- Write and solve addition sentences.
- Tell addition stories about pictures.
- Write addition sentences.
- Write addition stories.
- Solve real-world problems.

k12.ga.us/Page/21865

Math Wire – Basic Facts Link

<http://mathwire.com/numbersense/bfactslinks.html>

Math Fact Practice

<http://www.playkidsgames.com/games/mathfact/mathFact.htm>

Critical Thinking and Problem Solving p.61:
Put on Your Thinking Cap!

Addition within 10 activities:

<https://www.education.com/resources/addition-within-10/>
(CRP2)

Addition within 20 activities:

<https://www.education.com/resources/addition-within-20/>

Addition word problems
<https://www.education.com/resources/addition-word-problems/>

(NJSLSA.R1, NJSLSA.R4, 9.2.4.A.2)

Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD.

Lesson and Component Walkthrough:

www.hmhelearning.com

Technology Resources

- Math in Focus eBooks
- Math in Focus Teacher Resources CD

Arizona 1st Grade Flipbook
<http://www.tusd1.org/resources/curriculum/math/1stflipbook2.pdf>

Delaware Common Core Item Bank for Mathematics – Grade 1
http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_1.pdf

North Carolina Dept of Ed. Wikispaces:

<http://maccss.ncdpi.wikispaces.net/Elementary>

Standards Solution Lessons:

CCSS Lesson Plan:

Meaning of the Equal Sign

- Chapter Review/Test – pp 62-63
- Assessments 1 – pp.17-20
- ExamView Assessment Suite – Test and Practice Generator
- Performance Task

Alternative Assessments:

- Drawings, charts, diagrams, pictures illustrating problems (CRP6)
- Graphic organizers (RI.1.7)
- Create a how-to book (8.2.2.E.1)

+ 7 by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

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

1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations: $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.*
Mathematical Practices
MP.1, MP.2, MP.4, MP.5, MP.6, MP.8

Children's books:

<https://www.the-best-childrens-books.org/math-for-kids.html>

- Animals on board
- What's new at the zoo
- The mission of addition
- Monster musical chairs
- If you were a minus sign
- Ten sly piranhas

More additional texts:

www.newsela.com

www.readworks.org

www.commonlit.org

Key Vocabulary:

Chapter 1:

zero, one, two, three, four, five, six, seven, eight, nine, ten, same, more, fewer, greater than, less than, pattern, more than

Chapter 2:

same, more, fewer, greater than, less than

Chapter 3:

Add, plus (+), equal to (=), addition sentence, more than, addition story

NJ Learning Standards Vocabulary:

1.NBT.1

Extend the counting sequence.

number, zero, one, two...thirteen, fourteen...nineteen...one hundred twenty

1.OA.1

Represent and solve problems involving addition and subtraction.

add, adding to, taking from, putting together, comparing, unknown, sum, less than, equal to, minus, subtract, the same amount as, counting on, making ten, doubles, equation

1.OA.3

Understand and apply properties of operations and the relationship between addition and subtraction.

add, subtract, unknown addend, order, first, second

1.OA.5 & 6

Add and subtract within 20.

addition, putting together, adding to, counting on, making ten, subtraction, taking apart, taking from, sum, unknown, equal, counting on, counting back

1.OA.7 & 8

Work with addition and subtraction equations.

equation, equal, the same amount/quantity as, true, false, addition, putting together, adding to, counting on, making ten, subtract, taking apart, taking from, sum, unknown

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure. Student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges.

English Language Learners:

- Teaching modeling
- Peer modeling
- Word walls
- Give directions in small steps and in as few words as possible
- Provide visual aids
- Group similar problems together

Special Education:

- Utilize modifications & accommodations delineated in the students' IEP
- Work with paraprofessional
- Work with a partner
- Shorten assignments to focus on mastery or key concepts
- Maintain adequate space between desks
- Keep workspaces clear of unrelated materials
- Provide fewer problems to attain passing grades
- Tape a number line to the student's desk

At-Risk:

- Use visual demonstrations, illustrations and models
- Give directions / instructions verbally and in simple written format
- Peer support
- Increased one – on – one time
- Teachers may modify instructions by modeling what the student is expected to do
- Instructions may be printed out in large print and hung up for the students to see during the time of the lesson
- Review behavior expectations and make adjustments

Gifted and Talented:

- Inquiry based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of the lessons
- Real world scenarios
- Student driven instruction

Interdisciplinary Connections: ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.1.1. Ask and answer questions about key details in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Integration of Technology Standards NJSL:

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue
8.2.2.E.1: List and demonstrate the steps to an everyday task

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

21st Century Standards

9.2.4.A.2. Identify various life roles and civic and work-related activities in the school, home, and community

Major **Supporting** **Additional** (Identified by PARCC Model Content Frameworks)