

Englewood Public School District
Mathematics
Grade 1
Fourth Marking Period

Unit – Addition and Subtraction up to 40

Overview: During this unit, students will learn about addition and subtraction to 40, mental math, time, and numbers to 120.

Time Frame: Chapter 13 – 10 days, Chapter 14 - 8 days, Chapter 15 – 7 days, Chapter 16 – 9 days
(Pacing includes 1 day for Chapter Opener pages if needed.)

Enduring Understandings:

Place value is essential to add and subtract numbers.
Proficiency with basic facts helps with the computation of larger and smaller numbers.
Composing and decomposing numbers mentally can help with addition and subtraction.
Number bonds can help you to add and subtract mentally.
Time has specific units that can be measured.
Clocks are used to read the time of the day.
Place value is based on groups of ten.
Grouping is a way to count, measures, and compare.
Counting finds the answer to “how many”.

Essential Questions:

What are different ways to add and subtract?
Why is it important to know your basic facts automatically?
When should you use mental math?
Why is telling time important?
Compare telling time with a digital and an analog clock.
What are different ways to count?
Are some ways better than others when counting larger numbers?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
|--|-----------------------|---|--|---|
| Chapter 13 (skip 13.4) | | | | |
| 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of | Topics | Math Playground http://www.mathplayground.com/ | SE-1B: 84-110; 119-131 Workbook 1B: 61-64; 69-72; 77-88 | Formative Assessments: <ul style="list-style-type: none"> Do Now Exit Ticket |

tens and ones. Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

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

1.OA.A.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with

Addition and subtraction of whole numbers with and without regrouping.

Twenty-First Century Themes and Skills includes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Students will be able to:

- Add a 2-digit number and a 1-digit number without regrouping.
- Add two 2-digit numbers without regrouping.
- Add a 2-digit number and a 1-digit number with regrouping,
- Add two 2-digit numbers with regrouping.
- Subtract a 1-digit number from a 2-digit number without regrouping.
- Subtract a 2-digit number from another 2-digit number without regrouping.
- Add three 1-digit numbers.
- Solve real-world problems.
- Use related addition and subtraction facts to check

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/mathfacts/mathFact.htm>

Critical Thinking and Problem Solving p.129: Put on Your Thinking Cap!

Two digit games:
<https://www.education.com/games/first-grade/two-digit-numbers/>
(8.1.2.E.1)

More additional texts:
www.newsela.com
www.readworks.org
www.commonlit.org

Common Core Focus Lesson Appendix

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

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

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/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_1.pdf

North Carolina Dept of Ed. Wikispaces:

- Math Journal Entries (CRP4)
- Math notebook (NJSLSA.W2.)
- Calendar skills
- Observations
- Discussions: in groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1)

Summative Assessments: *Math in Focus Assessments*

- Chapter Review/Test – pp 130-131
- Assessments 1 – pp.107-109
- ExamView Assessment Suite – Test and Practice Generator
- Multiple choice / short answer assessments (CRP8)
- Performance Task

Benchmark Assessment:

- Exact Path

Alternative Assessments:

- Graphs, charts, diagrams (RI.1.7)
- Create a how-to book (8.2.2.E.1)

a symbol for the unknown number to represent the problem. (See Table 1.)

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

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

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

answers to real-world problems.

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

Explanation of math journals:

<https://thecornerstoneforteachers.com/math-journals/>
(CRP4, NJSLSA.W2)

More math journal explanation / ideas:

<https://www.k-5mathteachingresources.com/1st-grade-math-journal-gallery.html>
(CRP4, NJSLSA.W2)

Worksheets, games, lesson plans:

<https://www.education.com/resources/first-grade/math/>
(8.1.2.E.1)

Worksheets, games, videos:

<http://www.mathchimp.com/1st-grade-math-resources>
(8.1.2.E.1)

www.khanacademy.org
(8.1.2.E.1)

Activities, worksheets, lesson plans, curriculum:

<http://www.jumpstart.com/parents/resources/grade-based-resources/1st-grade-resources>

- Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1)
- Posters: create posters of fact families to display in the classroom (NJSLSA.W2.)
- Short stories: have students create a short story illustrating a math problem (NJSLSA.W2.)
- Story illustrations: have students illustrate a math problem (NJSLSA.W2.)

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 $6 + 7$ 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: $8 + ? = 11$,*

(8.1.2.E.1)

Everyday math resources:
<http://www1.center.k12.mo.us/edtech/edm/1.htm>
(8.1.2.E.1)

Two digit numbers worksheets:
<https://www.education.com/worksheets/first-grade/two-digit-numbers/>
(8.1.2.E.1)

Two digit guided lessons
<https://www.education.com/guided-lessons/first-grade/two-digit-numbers/>
(8.1.2.E.1)

$$5 = \square - 3, 6 + 6 = \square.$$

Mathematical Practices
MP.1, MP.2, MP.3, MP.4,
MP.5, MP.6, MP.8

Chapter 14

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

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

Topics

Number bonds are helpful when adding and subtracting.

Twenty-First Century Themes and Skills includes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Students will be able to:

- Mentally add 1-digit numbers.
- Mentally add a 1-digit number to a 2-digit number.
- Mentally add a 2-digit number to tens.

Math Playground

<http://www.mathplayground.com/>

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.148:

Put on Your Thinking Cap!

More additional texts:

SE-1B: 136-149

Workbook 1B: 99-108

Common Core Focus Lesson Appendix

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

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

Formative Assessments:

- Do Now
- Exit Ticket
- Math Journal Entries (CRP4)
- Math notebook (NJSLA.W2.)
- Calendar skills
- Observations
- Discussions: in groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1)

Summative Assessments: *Math in Focus Assessments*

- Chapter Review/Test – pp 149
- Assessments 1
- ExamView Assessment Suite

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.)

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.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.,

- Mentally subtract 1-digit numbers. www.newsela.com
- Mentally subtract a 1-digit number from a 2-digit number. www.readworks.org
- Mentally subtract tens from a 2-digit number. www.commonlit.org

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/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_1.pdf

North Carolina Dept of Ed. Wikispaces:
<http://maccss.ncdpi.wikispaces.net/Elementary>

– Test and Practice Generator

- Short answer timed assessments
- Performance Task

Alternative Assessments:

- Short stories: have students create a short story illustrating a math problem (NJSLSA.W2.)
- Story illustrations: have students illustrate a math problem (NJSLSA.W2.)

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

1.OA.D.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating 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.3, MP.5, MP.6, MP.8

Chapter 15 (skip 15.1)

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

Topics

Students will discuss why telling time is important for everyday activities,

SE-1B: 162-171

Workbook 1B: 113-128

Formative Assessments:

- Do Now
- Exit Ticket

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

Measuring the passage of time using clocks.

Twenty-First Century Themes and Skills includes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Students will be able to:

- Use the term o'clock to tell the time to the hour.
- Read and show time to the hour on a clock.
- Read and show time to the hour on a digital clock.
- Read time to the half hour.
- Use the term half past.
- Relate time to daily activities.
- Read and show time to the half hour on a digital clock.

including having a job. (9.2.4.A.2)

Math Playground

<http://www.mathplayground.com/>

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. 170:
Put on Your Thinking Cap!

Time games:

<https://www.education.com/games/first-grade/time/> (8.1.2.E.1)

Math journals
(CRP4, NJSLA.W2)

Children's books:

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

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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/1stflippdf2.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:

- Math Journal Entries (CRP4)
- Math notebook (NJSLA.W2.)
- Calendar skills
- Observations
- Discussions: in groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1)

Summative Assessments:

Math in Focus Assessments

- Chapter Review/Test – pp 171
- Assessments 1 – pp.118-122
- ExamView Assessment Suite – Test and Practice Generator
- Multiple choice / short answer assessments (CRP8)
- Performance Task

Alternative Assessments:

- Student / teacher discussions (CRP4)
- Graphs, charts, diagrams (RI.1.7)
- Create a how-to book (8.2.2.E.1)

- Great time
- The clock struck one
- I.Q., it's time
- Bats around the clock
- It's about time!
- Completed hickory dickory dock
- A second is a hiccup
- Midnight fright
- What time is it, Mr. Crocodile?
- Me counting time

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

Time worksheets:
<https://www.education.com/worksheets/first-grade/time/>
 (8.1.2.E.1)

- Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1)
- Story illustrations: have students illustrate a math problem (NJSLSA.W2.)

More additional texts:

www.newsela.com
www.readworks.org
www.commonlit.org

Chapter 16

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

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

Topics

Counting, comparing, and ordering numbers 1 to 100.

Twenty-First Century Themes and Skills includes:

- Creativity and Innovation
- Critical Thinking and Problem Solving

1.NBT.A.1 Hundred Chart Digit Game

1.NBT.A.1 Where Do I Go?

Math Playground
<http://www.mathplayground.com/>

Math Coach – Fact Fluency

SE-1B: 176-203
Workbook 1B: 135-152

Common Core Focus Lesson Appendix

Think Central: Online access to all Math in Focus materials listed above and Virtual Manipulatives

Math in Focus Assessments

Chapter Review/Test – pp 202-203

Assessments 1 – pp.136-138

ExamView Assessment Suite – Test and Practice Generator

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

c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

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

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

Mathematical Practices
MP.1, MP.2, MP.3, MP.5,
MP.6, MP.7

- Communication and Collaboration

Objectives

Students will be able to:

- Count on from 41 to 100.
- Read and write 41 to 100 in numbers and words.
- Count on from 101-120.
- Read and write 101-120 in numbers and words.
- Use a strategy to compare numbers to 100.
- Compare numbers to 100.
- Order numbers to 100.
- Find the missing numbers in a pattern.

<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. 201:
Put on Your Thinking Cap!

Three digit numbers:
<https://www.education.com/worksheets/first-grade/three-digit-numbers/>
(8.1.2.E.1)

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

- Chicka Chicka 123
- 100 angry ants

More additional texts:

www.newsela.com
www.readworks.org
www.commonlit.org

Professional Resources:

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

Alternative Assessments:
Use of online worksheets for assessments
(8.1.2.E.1)

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/1stflippdf2.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>

Key Vocabulary:

Chapter 13:

count on, place-value chart, regroup, count back

Chapter 14:

mentally, doubles fact

Chapter 15:

o'clock, minute hand, hour hand, half past, half hour

Chapter 16:

fifty, sixty, seventy, eighty, ninety, one hundred, estimate, number line

NJ Learning Standards Vocabulary:

1.OA.1 & 2

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 & 4

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

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

1.OA.5

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.6

Add and subtract within 20.

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

1.NBT.1

Extend the counting sequence.

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

1.NBT.2 & 3

Understand place value.

ones, tens, bundle, left-overs, singles, groups, compare, greater than, less than, equal to, $<$, $>$, $=$

1.NBT.4 & 5

Use place value understanding and properties of operations to add and subtract.

ones, tens, add, subtract, reason, more, less

1.MD.4

Represent and interpret data.

Data, how many more, how many less, least, same, different, category, question, collect

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 staff should be included so all students 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:

- Books in student’s native language

Special Education:

- Pre-teach math vocabulary related to lesson

At-Risk:

- Create a math journal that they can use during class,

Gifted and Talented:

- Think-Tac-Toe boards
- Inquiry based instruction

| | | | |
|--|--|---|--|
| <ul style="list-style-type: none"> • Teaching modeling • Peer modeling • Word walls with math vocabulary in native language • Give directions in small steps and in as few words as possible • Provide visual aids • Group similar problems together • Repeat directions when necessary | <ul style="list-style-type: none"> • Use manipulatives • 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 • Create a math journal that they can use during class, on assignments and (if teacher allows) on assessments • Provide extra time to complete a task when needed • Provide definitions of different graphs / charts with illustrations | <ul style="list-style-type: none"> • on assignments and (if teacher allows) on assessments • 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 | <ul style="list-style-type: none"> • 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 NJSLs:

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

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)