

# Eagleswood Township Elementary School District

Grade: 1	Content Area: Mathematics
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Standard Alignment September 2017	NJDOE Adoption Date September 2017
Revise December 2021	ETESD BOE Approved 1/2021

## ***Suggested Pacing Guide***

<b>Unit</b>	<b>Unit Length</b>
<b>Unit 1</b> Operations and Algebraic Thinking	Approximately 44 Days
<b>Unit 2</b> Number and Operations in Base Ten	Approximately 44 Days
<b>Unit 3</b> Measurement and Data	Approximately 44 Days
<b>Unit 4</b> Geometry	Approximately 44 Days

### ***Core Materials:***

GoMath

Do The Math

Linkit

## Grade 1 Overview

### **Operations and Algebraic Thinking**

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction

### **Number and Operations in Base Ten**

- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract

### **Measurement and Data**

- Measure lengths indirectly and by iterating length units
- Tell and write time
- Represent and interpret data

### **Geometry**

- Reason with shapes and their attributes

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.

5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

<b>Unit 1: Operations and Algebraic Thinking</b>	<b>Duration: 44</b>
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<u><a href="#">Career Readiness, Life Literacies, and Key Skills</a></u> <u><a href="#">Addressed in This Unit</a></u>	
<ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</li> <li>● 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.</li> <li>● 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate <i>money over time</i>.</li> </ul>	

<u><a href="#">Career Readiness, Life Literacies, and Key Skills Practices</a></u>	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are

	reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find</p>

cultural/global competence.	ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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Correlation Key		
Holocaust	Amistad	Financial Literacy

<b>Unit 1: Operations and Algebraic Thinking</b>	<b>Duration:</b> September – November
<b>NJ Student Learning Standard 1.OA</b>	
<b>Unit Summary</b> <ul style="list-style-type: none"> <li>● Represent and solve problems involving addition and subtraction</li> <li>● Understand and apply properties of operations and the relationship between addition and subtraction</li> <li>● Add and subtract within 20</li> <li>● Work with addition and subtraction equations</li> </ul>	

<b>NJ Student Learning Standard: 1.OA</b>	
<b>A.</b>	<b>Represent and solve problems involving addition and subtraction.</b>

<b>1.OA.1</b>	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.
<b>1.OA.2</b>	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.
<b>B.</b>	<b>Understand and apply properties of operations and the relationship between addition and subtraction.</b>
<b>1.OA.3</b>	Apply properties of operations as strategies to add and subtract. <sup>3</sup> 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}
<b>1.OA.4</b>	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
<b>C.</b>	<b>Add and subtract within 20.</b>
<b>1.OA.5</b>	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
<b>1.OA.6</b>	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 $6 + 6 + 1 = 12 + 1 = 13$ ).
<b>D.</b>	<b>Work with addition and subtraction equations.</b>
<b>1.OA.7</b>	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? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .
<b>1.OA.8</b>	Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers. For example, determine the unknown number that makes the equation true in each of the following equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$
<b>NJ Student Learning Standard for Introduction</b>	

<b>2.OA.3</b>	Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2's; write an equation to express an even number as a sum of 2 equal addends.
<b>Interdisciplinary Connections</b>	
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>Computer Science and Design Thinking</b>	
<b>8.1.2.CS.1</b>	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
<b>8.1.2.B.1</b>	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
<b>8.1.2.NI.1</b>	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. •
<b>8.1.2.NI.2</b>	Describe how the Internet enables individuals to connect with others worldwide.
<b>Essential Understandings</b>	
<b>Essential Questions</b>	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Addition and subtraction are used to model real-world situations such as computing saving or spending, finding the number of days until a special day or determining an amount needed to earn a reward</li> <li>• Fluency with addition and subtraction facts helps to quickly find answers to important questions</li> </ul>	<ul style="list-style-type: none"> <li>• What is addition and how is it used?</li> <li>• What is subtraction and how is it used?</li> <li>• How are addition and subtraction related?</li> </ul>

## Evidence of Student Learning

**Performance Tasks:** *Activities to provide evidence for student learning of content and cognitive skills.*

### Other Assessments

“Spelling” Addition and Subtraction: Students spell the word of the day using scrabble letter tiles with numbers to add and subtract.

#### Formative Assessments

- Teacher Observation
- Performance Assessments
- Daily Classwork
- Exit Slips
- Games
- Oral Assessments/Conferencing

#### Summative Assessments

- Tests
- Quizzes
  
- **Benchmark Assessment**
- GoMath Benchmark Assessment
- Linkit Assessment A

#### Alternative Assessments

- Untimed Fact Practice Assessment
- Manipulative Driven Assessment
- Modified/Teacher Created Chapter Tests
- Modified/Teacher Created Mid-Chapter Quiz
- Visual Representation of Skills Assess
- Modified Classwork Assignments

	<ul style="list-style-type: none"> <li>● Modified Benchmarks</li> <li>● GoMath Reteach Activities and Worksheets</li> <li>● Project Based Assessments with Scoring Rubric</li> </ul>
<b>Knowledge and Skills</b>	
<b>Unit Content</b>	<b>Unit Skills</b>
<p>Cluster:</p> <ul style="list-style-type: none"> <li>● Represent and solve problems involving addition and subtraction-<i>Chapters 1,2,3,4,5,8</i></li> <li>● Understand and apply properties of operations and the relationship between addition and subtraction-<i>Chapters 1,2,3,4,5,8</i></li> <li>● Add and subtract within 20-<i>Chapters 1,2,3,4,5,8</i></li> <li>● Work with addition and subtraction equations-<i>Chapters 1,2,3,4,5,8</i></li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● To use addition and subtraction to take numbers apart and put them back together in order to understand number relationships</li> <li>● To look for and make use of structure</li> <li>● Which strategies to use to problem solve</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Represent and solve problems involving addition and subtraction</li> <li>● Understand and apply properties of operations and the relationship between addition and subtraction</li> <li>● Add and subtract within 20</li> <li>● Work with addition and subtraction equations</li> </ul>
<b>Math Literature</b>	

**\*Grab and Go-Math Readers\***

**Addition Concepts/Strategies:**

- The Class Party
- Math Club
- Garden Party
- Busy Bugs
- Doubles Fun on the Farm
- Funny Bunny Hats

**Subtraction Concepts/Strategies:**

- The Class Party
- Milk for Sale
- Math Club
- Miss Bumble's Garden
- Hershey's Kisses Subtraction Book

**Addition and Subtraction Relationships:**

- Picture Puzzles
- Juggling
- Garden Party
- It's a Home Run
- Party Plans

**Websites**

[http://www.ixl.com/?gclid=CJbknti0\\_qkCFUJn5Qodbx7uxg](http://www.ixl.com/?gclid=CJbknti0_qkCFUJn5Qodbx7uxg)

Individual game/activities for independent practice

<a href="http://coolmath4kids.com/">http://coolmath4kids.com/</a>	Individual game/activities for independent practice
<a href="http://www.mathwire.com/games/addsubgames.html">http://www.mathwire.com/games/addsubgames.html</a>	Printable games/activities
<a href="http://internet4classrooms.com/">http://internet4classrooms.com/</a>	Games, power points, instructional aides
<a href="http://faculty.usiouxfalls.edu/arpeterson/firstgradesmartboard.htm">http://faculty.usiouxfalls.edu/arpeterson/firstgradesmartboard.htm</a>	Smart Board activities and lessons
<a href="http://www.softschools.com/math/games/fishing_sub.jsp">http://www.softschools.com/math/games/fishing_sub.jsp</a>	Subtraction fishing game, arcade type games
<a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>	Instructional student videos
<a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a>	Student activities, instructional aides

### Suggested Options for Differentiation

#### **Basic Skills/Economically Disadvantaged**

- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- GoMath Reteach Activities
- GoMath Intensive and/or Strategic Intervention activities

#### **Gifted and Talented**

- GoMath Stem Activities
- GoMath Enrich Activities

#### **English Language Learners**

- Teacher modeling

- Vary activities by choice
- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- GoMath Reteach Activities
- GoMath Intensive and/or Strategic Intervention activities

### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling

### **504**

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives

**Unit 2: Number and Operations in Base Ten**

**Duration: 44 Days**

### Correlation Key

Holocaust

Amistad

Financial Literacy

### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and a
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).accumulate money over time.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize</p>

	the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Unit 2: Number and Operations in Base Ten</b>	<b>Duration:</b> December – February, Ongoing
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**NJ Student Learning Standards: 1.NBT****Unit Summary**

- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract

**Primary Interdisciplinary Connections**

<b>Science</b>	scientific method, weather patterns, life cycle of plants and animals
<b>Social Studies</b>	calendar, timelines, dates, and events, ethnic and organizational cultures
<b>Language Arts</b>	create math stories
<b>Technology</b>	interactive SmartBoard lessons, independent centers, classroom websites, use digital tools to access, manage, evaluate, and synthesize information
<b>Financial Literacy</b>	Students use place values to understand and make appropriate financial choices.

**NJ Student Learning Standard 1.NBT**

<b>A.</b>	<b>Extend and counting sequence</b>
<b>1.NBT.1</b>	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.
<b>B.</b>	<b>Understand place value</b>

<b>1.NBT.2</b>	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).
<b>1.NBT.3</b>	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .
<b>C.</b>	<b>Use place value understanding and properties of operations to add and subtract.</b>
<b>1.NBT.4</b>	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.
<b>1.NBT.5</b>	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
<b>1.NBT.6</b>	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.
<b>Interdisciplinary Connections</b>	
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>Computer Science and Design Thinking</b>	
<b>8.1.2.NI.1</b>	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
<b>8.1.2.NI.2</b>	Describe how the Internet enables individuals to connect with others worldwide.
<b>8.1.2.NI.3</b>	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

<b>8.1.2.NI.4:</b>	Explain why access to devices need to be secured.	
<b>Essential Understandings</b>	<b>Essential Questions</b>	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The comparison of numbers helps to communicate and to make sense of the world</li> </ul>	<ul style="list-style-type: none"> <li>Can numbers always be related to tens?</li> <li>Why was a place value system developed?</li> <li>Why not always count by 1?</li> <li>How does a position of a digit affect its value?</li> <li>How big is 100?</li> <li>How can coins be used to make dollars?</li> </ul>	
<b>Evidence of Student Learning</b>		
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>	
<p>Base 10 Pool Noodle Number of the Day: Use long pool noodles (of one color) and cut pool noodles (of another color) to represent tens and ones. Students show the number of the day with pool noodles and write down the number of the day.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Oral Assessments/Conferencing</li> <li>Portfolio/Math Journals Daily</li> <li>Daily Classwork</li> <li>Pre-assessments</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Linkit Skills assessment</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>GoMath Benchmark Assessment</li> </ul>	

	<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Untimed Fact Practice Assessment</li> <li>• GoMath Reteach Activities and Worksheets</li> <li>• Project Based Assessments with Scoring Rubric</li> </ul>
<p><b>Knowledge and Skills</b></p>	
<p><b>Content</b></p>	<p><b>Skills</b></p>
<p>Cluster:</p> <ul style="list-style-type: none"> <li>• Extend the counting sequence-<i>Chapters 6, 7</i></li> <li>• Understand place value-<i>Chapters 6,7</i></li> <li>• Use place value understanding and properties of operations to add and subtract-<i>Chapters 6, 7</i></li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• To visualize and make representations of their ideas</li> <li>• To count and order both real and imaginary objects</li> <li>• Abstract and quantitative reasoning</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Extend the counting sequence</li> <li>• Understand place value</li> <li>• Use place value understanding and properties of operations to add and subtract</li> </ul>
<p><b>Math Literature</b></p>	
<p><b>*Grab and Go-Math Readers*</b></p> <p><b>Count and Model Numbers:</b></p> <ul style="list-style-type: none"> <li>• Join Us</li> <li>• Strawberries</li> <li>• Name That Number</li> <li>• Anno's Counting Book-Mitsumasa Anno</li> <li>• The M &amp; M's Counting Book-Barbara Barbieri McGrath</li> </ul>	

<b>Websites</b>	
<a href="http://mathplayground.com/">http://mathplayground.com/</a>	Individual game / activities for independent practice
<a href="https://www.mathplayground.com/grade_1_games.html">https://www.mathplayground.com/grade_1_games.html</a>	<b>Math Surpass Compare game</b>
<a href="http://www.havefunteaching.com/">http://www.havefunteaching.com/</a>	Instructional aides: songs, videos & games
<a href="http://www.newton.k12.ks.us/sch/w/start/1st_grade.htm">www.newton.k12.ks.us/sch/w/start/1st_grade.htm</a>	Independent interactive computer games
<a href="http://www.apples4theteacher.com/greater-than-less-than.html">http://www.apples4theteacher.com/greater-than-less-than.html</a>	Interactive computer games for greater than and less than
<a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>	Instructional student videos
<a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a>	Student activities, instructional aides
<b>Suggested Options for Differentiation</b>	
<b>Basic Skills/Economically Disadvantaged</b>	
<ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● GoMath Reteach Activities</li> <li>● GoMath Intensive and/or Strategic Intervention activities</li> <li>● Centers</li> </ul>	
<b>Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>● GoMath Stem Activities</li> </ul>	

- GoMath Enrich Activities
- Multi-step problems
- Centers

### **English Language Learners**

- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- GoMath Reteach Activities
- GoMath Intensive and/or Strategic Intervention activities

### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling

### **504**

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions

- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives

**Unit 3: Measurement and Data**

**Duration: 44**

**Correlation Key**

Holocaust

Amistad

Financial Literacy

***Career Readiness, Life Literacies, and Key Skills***

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Career Readiness, Life Literacies, and Key Skills Practices**

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>

Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Unit 3: Measurement and Data</b>	<b>Duration:</b> March – April
<b>NJ</b>	
<b>Unit Summary</b>	
<ul style="list-style-type: none"> <li>● <b>Measure lengths indirectly and by using length units</b></li> <li>● <b>Tell and write time</b></li> <li>● <b>Represent and interpret data</b></li> </ul>	

<b>Primary Interdisciplinary Connections</b>	
<b>Science</b>	Measure, record, and compare data, create tables and graphs to represent data
<b>Social Studies</b>	Survey, record, and compare data, economics

<b>Language Arts</b>	write informational/ explanatory texts in which a topic is named, facts and procedure are provided, and a sense of closure is given
<b>Technology</b>	interactive SmartBoard lessons, independent centers, classroom websites, use digital tools to access, manage, evaluate, and synthesize information

<b>Global Awareness</b>	Students work with word problems containing names and locations around the world to develop understanding of diverse cultures and lifestyles
<b>Communication</b>	Students use mathematical arguments to articulate thoughts and ideas with peers and teachers.
<b>Civic Literacy</b>	Students understand the skills of mapping, gridding, and compass directions.
<b>Economic Literacy</b>	Students understand the role of economics in society and understand how to make appropriate personal economic choices.

<b>NJ Student Learning Standard: 1.MD</b>	
<b>A.</b>	<b>Measure lengths indirectly and by iterating length units.</b>
<b>1.MD.1</b>	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
<b>1.MD.2</b>	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.
<b>B.</b>	<b>Tell and write time.</b>
<b>1.MD.3</b>	Tell and write time in hours and half-hours using analog and digital clocks.
<b>C.</b>	<b>Represent and interpret data.</b>

<b>1.MD.4</b>	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.
<b>NJ Student Learning Standard for Introduction</b>	
<b>2.MD.8</b>	Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and the cent symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
<b>Interdisciplinary Skills</b>	
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>Computer Science and Design Thinking</b>	
<b>8.1.2.CS.1</b>	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
<b>8.1.2.CS.2</b>	Explain the functions of common software and hardware components of computing systems.
<b>8.1.2.CS.3</b>	Describe basic hardware and software problems using accurate terminology.
<b>8.1.2.NI.2</b>	Describe how the Internet enables individuals to connect with others worldwide.
<b>8.1.2.NI.4</b>	Explain why access to devices need to be secured
<b>8.1.2.IC.1</b>	Compare how individuals live and work before and after the implementation of new computing technology.
<b>8.1.2.AP.4</b>	Break down a task into a sequence of steps.
<b>Essential Understandings</b>	
<b>Essential Questions</b>	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Why do we measure objects and time?</li> <li>• How are length and time different? How are they the same?</li> <li>• What kinds of questions generate data?</li> </ul>	<ul style="list-style-type: none"> <li>• Time measurement is a means to organize and structure each day and our lives, and to describe tempo in music</li> <li>• Measurement helps to understand and describe the world such as comparing heights of friends, describing how heavy something is, or how much something holds</li> </ul>

<ul style="list-style-type: none"> <li>• What questions can be answered by a data representation?</li> </ul>	<ul style="list-style-type: none"> <li>• People use graphs and charts to communicate information and learn about a class or community, such as favorite ice cream flavors of a class</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Paper Chain Measurement: Give different amounts of construction paper to each group to make paper chains. Measure each chain and see what group can make the longest chain.</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance Assessments</li> <li>• Exit Slips</li> <li>• Games</li> <li>• Anecdotal Records</li> <li>• Oral Assessments/Conferencing</li> <li>• Portfolio/Math Journals Daily</li> <li>• Classwork</li> <li>• Pre-assessments</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• GoMath Tests</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• GoMath Benchmark Assessment</li> </ul>

	<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Untimed Fact Practice Assessment</li> <li>● Manipulative Driven Assessment</li> <li>● Modified/Teacher Created Chapter Tests</li> <li>● Modified/Teacher Created Mid-Chapter Quiz</li> <li>● Visual Representation of Skills Assess</li> <li>● Modified Classwork Assignments</li> <li>● Modified Benchmarks</li> <li>● GoMath Reteach Activities and Worksheets</li> <li>● Project Based Assessments with Scoring Rubric</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p>Cluster:</p> <ul style="list-style-type: none"> <li>● Measure lengths indirectly and by iterating length units-<i>Chapter 9</i></li> <li>● Tell and write time-<i>Chapter 9</i></li> <li>● Represent and interpret data-<i>Chapter 10</i></li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● To use measurable attributes to describe countless objects</li> <li>● To use appropriate tools strategically</li> <li>● To measure accurately</li> <li>● To organize and explain random information</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Measure lengths indirectly and by iterating length units</li> <li>● Tell and write time</li> <li>● Represent and interpret data</li> </ul>
<b>Math Literature</b>	

**\*Grab and Go-Math Readers\***

**Measurement and Data:**

- Miss B.'s Class Makes Tables and Graphs
- Inch by Inch-by Leo Leoni
- Time to Play
- How Tall How Short
- Treasure Hunts
- Big Dog Little Dog
- The Dog Show

**Websites**

<a href="http://www.funbrain.com/">http://www.funbrain.com/</a>	Independent Interactive measurement activities
<a href="http://internet4classrooms.com/">http://internet4classrooms.com/</a>	Independent Interactive measurement activities
<a href="http://www.apples4theteacher.com/java/telling-time/">http://www.apples4theteacher.com/java/telling-time/</a>	Practice with interactive clocks
<a href="http://faculty.usiouxfalls.edu/arpeterson/firstgradesmartboard.htm">http://faculty.usiouxfalls.edu/arpeterson/firstgradesmartboard.htm</a>	Interactive smartboard activities
<a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>	Instructional student videos
<a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a>	Student activities, instructional aides

**Suggested Options for Differentiation**

**Basic Skills/Economically Disadvantaged**

- Teacher modeling
- Vary activities by choice

- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- GoMath Reteach Activities
- GoMath Intensive and/or Strategic Intervention activities

### **Gifted and Talented**

- GoMath Stem Activities
- GoMath Enrich Activities
- Centers

### **English Language Learners**

- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Pre-Teach vocabulary or pre-teach lesson
- GoMath Reteach Activities
- GoMath Intensive and/or Strategic Intervention activities
- Centers

### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling

**504**

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives

**Unit 4: Geometry****Duration: 44****Correlation Key**

Holocaust

Amistad

Financial Literacy

**Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate *money over time*.

Career Readiness, Life Literacies, and Key Skills Practices

<p>Act as a responsible and contributing community members and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>

<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>

Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Unit 4: Geometry</b>	<b>Duration:</b> May – June
<b>NJ Student Learning Standard: 1.G</b>	
<b>Unit Summary</b>	
<ul style="list-style-type: none"> <li>Reason with shapes and their attributes</li> </ul>	

<b>Primary Interdisciplinary Connections</b>	
<b>Science</b>	identify and sort shapes and their properties, explore shapes of the planets and constellations
<b>Social Studies</b>	maps, signs, and symbols, coordinate grids
<b>Language Arts</b>	literacy books, and puzzles
<b>Technology</b>	interactive SmartBoard lessons, independent centers, classroom websites, use digital tools to access, manage, evaluate, and synthesize information

<b>Global Awareness</b>	Students work with word problems containing names and locations around the world to develop understanding of diverse cultures and lifestyles.
<b>Communication</b>	Students use mathematical arguments to articulate thoughts and ideas with peers and teachers
<b>Civic Literacy</b>	Students understand the skills of mapping, gridding, and compass directions.

<b>NJ Student Learning Standard: 1.G</b>	
<b>A.</b>	<b>Reason with shapes and their attributes.</b>
<b>1.G.1</b>	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.
<b>1.G.2</b>	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. <sup>4</sup>
<b>1.G.3</b>	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.
<b>Interdisciplinary Skills</b>	
<b>SL.1.5.</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>Computer Science and Design Thinking</b>	

<b>8.1.2.CS.1</b>	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
<b>8.1.2.DA.3</b>	Identify and describe patterns in data visualizations.
<b>8.2.2.ED.1</b>	Communicate the function of a product or device.
<b>8.2.2.ED.2</b>	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
<b>8.2.2.ED.3</b>	Select and use appropriate tools and materials to build a product using the design process.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Many objects in the world can be described using geometric shapes and relationships</li> <li>• Geometry gives us the language to describe these objects</li> </ul>	<ul style="list-style-type: none"> <li>• How do you share a whole equally?</li> <li>• Why is a cube not a square?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<p>Geometric Shape Robots-Use various objects of different geometric shapes to create shape robots. Students will describe, write and share what their robots can do.</p> <p>Virtually view and have age appropriate discussion of several monuments, including:</p> <p><b>Canada's National Holocaust Monument</b></p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Math Journals Daily</li> <li>• Performance Assessments</li> <li>• Exit Slips</li> <li>• Games</li> </ul>

<https://libeskind.com/work/national-holocaust-monument/>

and

[Virginia's The Memorial to Enslaved Laborers](https://www.architecturalrecord.com/articles/14725-the-memorial-to-enslaved-laborers-at-the-university-of-virginia)

(<https://www.architecturalrecord.com/articles/14725-the-memorial-to-enslaved-laborers-at-the-university-of-virginia>)

Students create a monument of their choosing out of geometric shapes.

- Anecdotal Records
- Oral Assessments, Conferencing
- Classwork
- Pre-assessments

#### **Summative Assessments**

- Tests
- Quizzes
- District Wide Assessments

- **Benchmark Assessment**

- GoMath Benchmark Assessment
- Linkit Assessment C

#### **Alternative Assessments**

- Untimed Fact Practice Assessment
- Manipulative Driven Assessment
- Modified/Teacher Created Chapter Tests
- Modified/Teacher Created Mid-Chapter Quiz
- Visual Representation of Skills Assess
- Modified Classwork Assignments
- Modified Benchmarks
- GoMath Reteach Activities and Worksheets
- Project Based Assessments with Scoring Rubric

### **Knowledge and Skills**

**Content**

**Skills**

<p>Cluster:</p> <ul style="list-style-type: none"> <li>Reason with shapes and their attributes, <i>Chapters 11, 12</i></li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>To use attributes of shapes to reason</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>Build and draw two and three-dimensional shapes.</li> <li>Partition circles and rectangles into halves and fourths</li> </ul>
<b>Math Literature</b>	
<p><b>*Grab and Go-Math Readers*</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>April's First Word</li> <li>Twizzlers Pull n Peel Math-by Jerry Pallotta</li> <li>Building a Mini Park Signs</li> <li>The Greedy Triangle-by Marilyn Burns</li> <li>Shape Up</li> <li>Not Enough Room-by Joanne Rocklin</li> </ul>	
<b>Websites</b>	
<a href="http://www.apples4theteacher.com/math.html#geometry_games">http://www.apples4theteacher.com/math.html#geometry_games</a>	Interactive tangram activities
<a href="http://www.okaloosa.k12.fl.us/oakhill/fractions.html">http://www.okaloosa.k12.fl.us/oakhill/fractions.html</a>	Interactive fraction activities
<a href="http://www.theproblemsite.com/junior/color_shape_size.asp">http://www.theproblemsite.com/junior/color_shape_size.asp</a>	Interactive attribute activities
<a href="http://www.learningtoday.com/corporate/default.asp">http://www.learningtoday.com/corporate/default.asp</a>	Interactive 2D activities

<a href="http://www.brainpopjr.com/">http://www.brainpopjr.com/</a>	Instructional student videos
<a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a>	Student activities, instructional aides
<b>Suggested Options for Differentiation</b>	
<p><b>Basic Skills/Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● GoMath Reteach Activities</li> <li>● GoMath Intensive and/or Strategic Intervention activities</li> <li>● Centers</li> </ul>	
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● GoMath Stem Activities</li> <li>● GoMath Enrich Activities</li> <li>● Centers</li> </ul>	
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Vary activities by choice</li> <li>● Reminders as needed</li> <li>● Pre-Teach vocabulary or pre-teach lesson</li> <li>● GoMath Reteach Activities</li> <li>● GoMath Intensive and/or Strategic Intervention activities</li> </ul>	

## **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues
- Teacher modeling

## **504**

- Follow all 504 plan modifications
- Allow extra time to complete assigned work
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher her work
- Cue him to stay on task with a private signal — a gentle tap on the shoulder
- Provide math manipulatives