July 2022

Califon Public School
Curriculum

Subject: Math **Domain: Operations & Algebraic Thinking**	**Grade: 1**	**Unit #: Chapter 1: Addition Concepts**	**Pacing:** **11-13 Days**
Unit Title: Addition Concepts			

OVERVIEW OF UNIT:

Addition concepts are built on children's counting skills and understanding of addition properties. This chapter focuses on adding to and putting together or joining.

Unit References	
Big Ideas	Essential Questions
How can you model adding within 10?	• How do pictures show adding to? • How do you model adding to a group? • How do you model putting together? • How do you solve addition problems by making a model? • What happens when you add 0 to a number? • Why can you add addends in any order? • How can you show all the ways to make a number? • Why are some addition facts easy to add?
Objectives	
• Students will be able to solve addition problems by drawing models.	
Assessment	
Formative Assessment: • Lesson Quick Check • Guided Math Notes • Leveled Center Work	

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary
Addition sentence, is equal to =, plus +, sum, add, zero, addends, order
Resources & Materials
Go Math! Teacher Edition: Chapter 1 Addition Concepts

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.
- Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities

Interdisciplinary Integration

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills

Activities:

- Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

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Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standard #	Standard Description
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.[1]
1.OA.B.3	Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
1.OA.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).

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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math **Domain: Operations & Algebraic Thinking**	**Grade: 1**	**Unit #: Chapter 2: Subtraction Concepts**	**Pacing:** **12-14 Days**
Unit Title: Subtraction Concepts			

OVERVIEW OF UNIT:

Children's prior knowledge of joining two addends or parts to make the whole will facilitate their learning subtraction. The model used will show that addend + addend = sum. The model will show taking apart or separating instead of joining. The sum and one of the addends are given and children are asked to find the other addend. Problem solving situations involving comparison, taking from, and taking apart will also be presented.

Unit References	
Big Ideas	Essential Questions
How can you subtract numbers from 10 or less?	• How can you show taking from with pictures? • How do you model taking from a group? • How do you model taking apart? • How do you solve subtraction problems by making a model? • How can you use pictures to compare and subtract? • What happens when you subtract 0 from a number? • How can you show all the ways to take apart a number? • Why are some subtraction facts easy to subtract?
Objectives	
• Students will be able to solve subtraction problems by drawing models.	
Assessment	
Formative Assessment: • Lesson Quick Check	

- Guided Math Notes
- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary
Minus, difference, subtraction sentence, subtract, compare, fewer, more
Resources & Materials
Go Math! Teacher Edition: Chapter 2

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.
- Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills

Activities:

- Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	• Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Careers

Activities:

- Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

Standard	Standard Description
CRP11	Use technology to enhance productivity.

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Standard #	Standard Description
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.[1]
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.*
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).

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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math **Domain: Operations & Algebraic Thinking**	**Grade: 1**	**Unit #: Chapter 3: Addition Strategies**	**Pacing:** **14-16 Days**
Unit Title: Addition Strategies			

OVERVIEW OF UNIT*:*

Students will learn three main strategies in this chapter. Counting on 1,2, and 3 helps children move from counting all in two groups to counting on from the larger group. Doubles facts are generally easy to remember and become useful for solving doubles plus and minus 1 facts. Make a ten to add is based on the concept of ten and the understanding that numbers from 11-20 can be expressed as ten and some more.

Unit References	
Big Ideas	Essential Questions
How do you solve addition problems?	• What happens if you change the order of the addends when you add? • How do you count on 1, 2, or 3? • What are doubles facts? • How can you use what you know about doubles to find other sums? • What strategies can you use to solve addition fact problems? • How can you use a ten frame to add 10 and some more? • How do you use the make a ten strategy to add? • How can you make a ten to help you add? • How can you add three addends? • How can you group numbers to add three addends?

	● How do you solve addition word problems by drawing a picture?

Objectives

- Students will be able to apply addition strategies while solving math problems.

Assessment

Formative Assessment:

- Lesson Quick Check
- Guided Math Notes
- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary

Count on, doubles, doubles minus one, doubles plus one, make a ten

Resources & Materials

Go Math! Teacher Edition: Chapter 3 Addition Strategies

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.
- Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills

Activities:

- Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Careers
Activities: ● Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standard #	Standard Description
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 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
1.OA.B.3	Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
1.OA.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.

July 2022

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

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Califon Public School
Curriculum

Subject: Math **Domain: Operations & Algebraic Thinking**	**Grade: 1**	**Unit #: Chapter 4: Subtraction Strategies**	**Pacing:** **10-12 Days**
Unit Title: Subtraction Strategies			

OVERVIEW OF UNIT*:*

Students will learn an important strategy of thinking addition in order to subtract. They will also learn that addition and subtraction have an inverse relationship. Another useful strategy taught it how to decompose a number leading to 10. (In 14-5, the 5 can be decomposed as 4 and 1. 14-4=10, and 1 more taken away equals 9.)

Unit References	
Big Ideas	Essential Questions
How do you solve subtraction problems?	• How can you count back 1,2, or 3? • How can you use an addition fact to find the answer to a subtraction fact? • How can you use addition to help you find the answer to a subtraction fact? • How can you make a ten to help you subtract? • How do you break apart a number to subtract? • How can acting out a problem help you solve the problem?
Objectives	
• Students will be able to apply subtraction strategies while solving math problems.	
Assessment	
Formative Assessment:	

- Lesson Quick Check
- Guided Math Notes
- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary
Count back
Resources & Materials
Go Math! Teacher Edition: Chapter 4 Subtraction Strategies

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.
- Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills

Activities:

- Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

Standard	Standard Description
CRP11	Use technology to enhance productivity.

July 2022

Standard #	Standard Description
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 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
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.
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.*

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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math Domain: Operations & Algebraic Thinking	Grade: 1	Unit #: Chapter 5: Addition & Subtraction Relationships	Pacing: 13-15 Days
Unit Title: Addition & Subtraction Relationships			

OVERVIEW OF UNIT:

There will be an emphasis on the relationship between addition and subtraction in order to deepen children's understanding. Connecting cubes are helpful in conceptualizing this relationship. Students will learn related facts (fact families). This will aid students in memorizing basic facts and solving problems that involve missing addends.

Unit References	
Big Ideas	Essential Questions
How can relating addition and subtraction help you to learn and understand facts within 20?	• How can making a model help you solve a problem? • How do related facts help you find missing numbers? • How do you know if addition and subtraction facts are related? • How can you use addition to check subtraction? • How can you use a related fact to find an unknown number? • How can you use a related fact to find an unknown number? • How do you choose when to add and when to subtract to solve a problem? • How can you add and subtract in different ways to make the same number? • How can you decide if a number sentence is true or false? • How can addition and subtraction strategies help you find sums and differences?
Objectives	
• Students will be able to apply addition and subtraction strategies while solving math problems.	

July 2022

Assessment
Formative Assessment: ● Lesson Quick Check ● Guided Math Notes ● Leveled Center Work **Summative Assessment:** ● Chapter review/test ● Performance assessment task **Benchmark:** ● **Linkit** **Alternative:** ● Modified test developed by teacher ● digital personal math trainer ● Prodigy
Key Vocabulary
Related facts
Resources & Materials
Go Math! Teacher Edition: Chapter 5 Addition & Subtraction Relationships

Technology Infusion
Teacher Technology: ● Smart Board ● Google Classroom **Student Technology:** ● Chromebooks ● Seesaw **Activities:** ● Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath. ● Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	**Standard Description**
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration
Activities: ● Students will apply reading and decoding strategies to independently complete math word problems. **Resources:** ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem ● Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html ● NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko ● PBS STEM - http://www.pbs.org/teachers/stem/#content ● STEM Works - http://stem-works.com/activities ● What Every Education Should Know About Using Google by Shell Education ● Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml ● International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills
Activities: ● Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers
Activities: ● Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

Standard	Standard Description

July 2022

CRP11	Use technology to enhance productivity.

Standard #	Standard Description
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.
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.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.*
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.

July 2022

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math **Domain:Numbersand Operations in Base Ten**	**Grade: 1**	**Unit #: Chapter 6: Count and Model Numbers**	**Pacing:** **13-15 Days**
Unit Title: Count and Model Numbers			

OVERVIEW OF UNIT*:*

In this chapter, students will do several activities to help build their understanding of place value. Modeling, counting, and grouping using manipulatives, visual models, and mental math to add/subtract multiples of ten are practices that will help students to construct meaning.

Unit References	
Big Ideas	Essential Questions
How do you use place value to model, read, and write numbers to 120?	• How can knowing a counting pattern help you count to 120? • How do numbers change as you count by tens to 120? • How can you use different ways to write a number as ten and ones? • How can you show a number as ten and ones? • How can you model and name groups of ten? • How can you group cubes to show a number as tens and ones? • How can you show numbers to 100 as tens and ones? • How can making a model help you show a number in different ways? • How can you model, read, and write numbers from 100 to 110? • How can you model, read, and write numbers from 110 to 120?
Objectives	
• Students will be able to represent numbers multiple ways.	

July 2022

Assessment
Formative Assessment: ● Lesson Quick Check ● Guided Math Notes ● Leveled Center Work **Summative Assessment:** ● Chapter review/test ● Performance assessment task **Benchmark:** ● **Linkit** **Alternative:** ● Modified test developed by teacher ● digital personal math trainer ● Prodigy
Key Vocabulary
Digits, ones, ten, hundred
Resources & Materials
Go Math! Teacher Edition: Chapter 6 Count and Model Numbers

Technology Infusion	
Teacher Technology: ● Smart Board ● Google Classroom **Student Technology:** ● Chromebooks ● Seesaw **Activities:** ● Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath. ● Students are using the chromebooks to reflect on math concepts through the use of SeeSaw	
Standard	**Standard Description**
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration
Activities: ● Students will apply reading and decoding strategies to independently complete math word problems. **Resources:** ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem ● Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html ● NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko ● PBS STEM - http://www.pbs.org/teachers/stem/#content ● STEM Works - http://stem-works.com/activities ● What Every Education Should Know About Using Google by Shell Education ● Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml ● International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills
Activities: ● Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers
Activities: ● Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

Standard	Standard Description

CRP11	Use technology to enhance productivity.

Standard #	Standard Description
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.
1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a "ten."
1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
1.NBT.B.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
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 <.

July 2022

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math **Domain: Numbers and Operations in Base Ten**	**Grade: 1**	**Unit #: Chapter 7: Compare Numbers**	**Pacing:** **8-10 Days**
Unit Title: Compare Numbers			

OVERVIEW OF UNIT:

Understanding and using language such as *is greater than, is less than,* and *is equal to* is crucial for children as they learn to relate, compare, and order numbers. Ten frames provide a visual representation to help students compare numbers. Other visuals to use include hundreds charts, base ten blocks and quick pictures.

Unit References	
Big Ideas	Essential Questions
How do you use place value to compare numbers?	• How can you compare two numbers to find which is greater? • How can you compare two numbers to find which is less? • How can you use symbols to show how numbers compare? • How can making a model help you compare numbers? • How can you identify numbers that are 10 less or 10 more than a number?
Objectives	
• Students will be able to compare numbers and show a model to support their thinking.	
Assessment	
Formative Assessment:	

- Lesson Quick Check
- Guided Math Notes
- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary
Is greater than >, is less than <
Resources & Materials
Go Math! Teacher Edition: Chapter 7 Compare Numbers

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.
- Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration

July 2022

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills

Activities:

- Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

Standard	Standard Description
CRP11	Use technology to enhance productivity.

July 2022

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

July 2022

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math **Domain:Numbers and Operations in Base Ten**	**Grade: 1**	**Unit #: Chapter 8: Two-Digit Addition and Subtraction**	**Pacing:** **13-15 Days**
Unit Title: Two-Digit Addition and Subtraction			

OVERVIEW OF UNIT*:*

Children explore the concept of adding, building awareness of what it means to add and the effect that adding has on a number. As competency with addition increases, children can transfer their understanding to other contexts such as exploring numbers in a hundred chart. Once children understand that two numbers added result in a sum, they will work with related facts in subtraction. A variety of problem situations will help further build subtraction concepts.

Unit References	
Big Ideas	Essential Questions
How can you add and subtract two-digit numbers?	• What strategies can you use to add and subtract? • How can you add tens? • How can you subtract tens? • How can you use a hundred chart to count on by ones or tens? • How can models help you add ones or tens to a two-digit number? • How can making a ten help you add a two-digit number and a one-digit number? • How can you model tens and ones to help you add two-digit numbers? • How can drawing a picture help you explain how to solve an addition problem?

	● How can you use a hundred chart to show the relationship between addition and subtraction? ● What different ways can you use to add and subtract?

Objectives

- Students will be able to add and subtract two-digit numbers.

Assessment

Formative Assessment:

- Lesson Quick Check
- Guided Math Notes
- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary

Model, Add, Subtract, Digit

Resources & Materials

Go Math! Teacher Edition: Chapter 8 Two-Digit Addition and Subtraction

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.
- Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills

Activities:

- Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

July 2022

Careers
Activities: ● Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standard #	Standard Description
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.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.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

July 2022

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math **Domain: Measurement and Data**	**Grade: 1**	**Unit #: Chapter 9: Measurement**	**Pacing:** **12-14 Days**
Unit Title: Measurement			

OVERVIEW OF UNIT*:*

Students will develop an early understanding of measurement by simply comparing one object to another. After directly comparing objects, informal units will be used. For example, students may compare two pencils by placing them next to each other. Then children could compare the lengths of the pencils by comparing each pencil to a cube train. Students will also learn to tell time to the hour and half hour.

Unit References	
Big Ideas	Essential Questions
How can you measure length and tell time?	• How do you order objects by length? • How can you compare lengths of three objects to put them in order? • How do you measure length using nonstandard units? • How do you use a nonstandard measuring tool to measure length? • How can acting it out help you solve measurement problems? • How do you tell time to the hour on a clock that has only an hour hand? • How do you tell time to the half hour on a clock that has only an hour hand? • How are the minute hand and hour hand different for time to the hour and time to the half hour? • How do you know whether to draw and write time to the hour or half hour?
Objectives	

July 2022

- Students will be able to read, write, and tell time to the nearest hour and half-hour.
- Students will be able to order objects by length.
- Students will be able to measure to the nearest inch.

Assessment

Formative Assessment:

- Lesson Quick Check
- Guided Math Notes
- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary

Half hour, hour, hour hand, longest, minute, minute hand, shortest

Resources & Materials

Go Math! Teacher Edition: Chapter 9 Measurement

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.

● Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills

Activities:

- Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

July 2022

- Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standard #	Standard Description
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.

July 2022

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math **Domain: Measurement and Data**	**Grade: 1**	**Unit #: Chapter 10: Represent Data**	**Pacing:** **9-11 Days**
Unit Title: Represent Data			

OVERVIEW OF UNIT*:*

Students will use bar graphs, tally charts, and picture graphs to read data. They will also collect data, represent it, and discuss their results.

Unit References	
Big Ideas	Essential Questions
How can graphs and charts help you organize, represent, and interpret data?	• What do the pictures in a picture graph show? • How do you make a picture graph to answer a question? • How can you read a bar graph to find the number that a bar shows? • How does a bar graph help you compare information? • How do you count the tallies on a tally chart? • Why is a tally chart a good way to show information that you have collected? • How can showing information in a graph help you solve problems? •
Objectives	
• Students will be able to read and interpret data in the form of picture graphs, bar graphs, and tally chart.	
Assessment	
Formative Assessment: • Lesson Quick Check • Guided Math Notes	

- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary
Bar graph, picture graph, tally chart, tally mark
Resources & Materials
Go Math! Teacher Edition: Chapter 10 Represent Data

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.
- Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills	
Activities: ● Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.	
Standard	**Standard Description**
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: ● Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.	
Standard	**Standard Description**
CRP11	Use technology to enhance productivity.

Standard #	Standard Description
1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math **Domain: Geometry**	**Grade: 1**	**Unit #: Chapter 11:** **Three-Dimensional Geometry**	**Pacing:** **8-10 Days**
Unit Title: Three-Dimensional Geometry			

OVERVIEW OF UNIT:

Students will focus on defining attributes such as number and shapes of flat surfaces. They will learn names of 3D shapes and connect them to real-world objects. Once students learn to identify attributes, they will compare shapes and classify them in several ways. They will also learn to use spatial visualization in order to compose and decompose shapes. This is an important foundation of geometry.

Unit References	
Big Ideas	Essential Questions
How do you identify and describe three-dimensional shapes?	• How can you identify and describe three-dimensional shapes? • How can you combine three-dimensional shapes to make new shapes? • How can you use a combined shape to build new shapes? • How can acting it out help you take apart combined shapes? • What two-dimensional shapes do you see on the flat surfaces of three-dimensional shapes?
Objectives	
• Students will be able to identify and describe three-dimensional shapes. • Students will be able to combine and take-apart three-dimensional shapes to make new shapes.	
Assessment	
Formative Assessment: • Lesson Quick Check • Guided Math Notes	

- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary
Cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere
Resources & Materials
Go Math! Teacher Edition: Chapter 11: Three-Dimensional Geometry

Technology Infusion	
Teacher Technology: • Smart Board • Google Classroom **Student Technology:** • Chromebooks • Seesaw **Activities:** • Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath. • Students are using the chromebooks to reflect on math concepts through the use of SeeSaw	
Standard	**Standard Description**
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration
Activities: • Students will apply reading and decoding strategies to independently complete math word problems. **Resources:**

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills	
Activities: ● Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.	
Standard	**Standard Description**
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers	
Activities: ● Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.	
Standard	**Standard Description**
CRP11	Use technology to enhance productivity.

Standard #	Standard Description
1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1]

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

July 2022

Califon Public School
Curriculum

Subject: Math Domain: Geometry	Grade: 1	Unit #: Chapter 12: Two-Dimensional Geometry	Pacing: 13-15 Days
Unit Title: Two-Dimensional Geometry			

OVERVIEW OF UNIT*:*

Children will explore two-dimensional geometry by working with drawings, concrete models, and electronic tools. They will be given opportunities to sort shapes according to a variety of attributes. They will also compose and decompose two-dimensional shapes.

Unit References	
Big Ideas	Essential Questions
How do you sort and describe two-dimensional shapes?	• How can you use attributes to classify and sort two-dimensional shapes? • What attributes can you use to describe two-dimensional shapes? • How can you put two-dimensional shapes together to make new two-dimensional shapes? • How can you combine two-dimensional shapes to make new shapes? • How can acting it out help you make new shapes from combined shapes? • How can you find shapes in other shapes? • How can you take apart two-dimensional shapes? • How can you identify equal and unequal parts in two-dimensional shapes? • How can a shape be separated into two equal shares? • How can a shape be separated into four equal shares?
Objectives	
• Students will be able to identify and describe two-dimensional shapes.	

- Students will be able to combine and take-apart two-dimensional shapes to make new shapes.

Assessment

Formative Assessment:

- Lesson Quick Check
- Guided Math Notes
- Leveled Center Work

Summative Assessment:

- Chapter review/test
- Performance assessment task

Benchmark:

- **Linkit**

Alternative:

- Modified test developed by teacher
- digital personal math trainer
- Prodigy

Key Vocabulary

Equal parts, equal shares, fourth of, fourths, half of, halves, quarter of, quarters, sides, unequal parts, unequal spheres, vertices

Resources & Materials

Go Math! Teacher Edition: Chapter 12: Two-Dimensional Geometry

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw

Activities:

- Students are using the chromebooks to complete assignments through Thinkcentral, Prodigy, or XtraMath.
- Students are using the chromebooks to reflect on math concepts through the use of SeeSaw

Standard	Standard Description

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Integration

Activities:

- Students will apply reading and decoding strategies to independently complete math word problems.

Resources:

- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

21st Century Life Skills

Activities:

- Students will explore time, money, and place value during our morning math routine and the students will be able to explain why these skills are essential to everyday life.

Standard	Standard Description
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Careers

Activities:

- Students will demonstrate math concepts using Seesaw on their Chromebook to show their math thinking.

July 2022

Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standard #	Standard Description
1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1]
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied

• Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/			• NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm