Unit 6: Bonus Unit - Step up to 1st Grade

Content Area: **Mathematics**
Course(s): **Mathematics**
Time Period: **Marking Period 4**
Length: **3 Weeks**
Status: **Published**

Unit Overview

The step-up unit will help prepare students for the first grade. The lessons preview for students some important content from the next grade. The lessons are intended to be used at the end of the year.

Standards

MA.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.
MA.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
MA.1.OA.B.4	Understand subtraction as an unknown-addend problem.
MA.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
MA.1.NBT.B.2c	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).
MA.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.

Essential Questions

- How do mathematical ideas interconnect and build on one another to produce a coherent whole?
- How can we compare and contrast numbers?
- How do operations affect numbers?
- What makes a computational strategy both effective and efficient?

Application of Knowledge and Skills...

Students will know that...

- addition and subtraction sentences are composed of parts and the whole
- shapes have flat surfaces and vertices

Students will be skilled at...

- look for certain things to help describe different shapes, such as the number of straight sides and the number of corners
- name numbers as groups of 10 and leftovers
- use a completed part-part-whole model to write all of the related addition and subtraction facts for that model
- use groups of ten to name numbers
- write addition sentences about joining groups
- write an addition number sentence to show the parts and the whole
- write subtraction number sentences to find the missing part
- write subtraction sentences about taking away
- write two addition sentences using the same addends in a different order, and compare the sums

Assessments

- benchmark test
- end of year test- administered after completing program
- Placement Test-administered prior to delivering the program
- topic math projects
- topic quick check
- topic tests

Activities

Problem of the Day-Present a daily problem that serves as a review from the previous day's lesson.

Vocabulary - Create a chart for each new vocabulary word that includes the word's meaning and an example or use vocabulary cards as flash card game

Station activities- Each section has center activities to reinforce skill (leveled)

- Clip and Cover: Students answer questions and try to cover four spaces in a row on a gameboard to win.
- Display the Digits: Students answer the problem and display the tile that rpresents the answer.
- Quick Questions: Toss number cubes and answers questions.
- Teamwork: Students in turn explain the steps in a multi-step process.
- Think Together: Students choose and discuss answers to problems.

- Tic Tac Toe: Students use algebraic rules to compute solutions to problems
- Toss and Talk: Students toss number cubes and explain how to solve resulting problems.

STEM - Certain sections have Going Digital integrating technology such as:

- Counters Math Tools p.18
- Counters Math Tools p.88
- Counters etools p. 106

Interactive Learning - Problem-Based Interactive learning activities at the beginning of each topic such as using tools, structure,reasoning, generalizing, assessing reasonableness and modeling.

Practice work - Communicator practice can be done using Independent work and problem- solving practice problems in each section.

Activities to Differentiate Instruction

General strategies for modification of this curriculum for students with special needs, ELL, and gifted learners:

- **General strategies:**
  - preferential seating
  - manipulatives
  - modified workbook pages
  - practice or enrich homework pages
- **Center activities** - There are leveled center activities for each section. There is a separate activity for "Intervention", and then "On-Level" and "Advanced" are in spiral book.
- **Leveled practice pages** - There are three leveled (Reteaching, Practice, and Enrichment) sheets that can be used for practice or homework.
- **Math Concept Readers:** These readers allow the student to read the story at different levels- above level, on level, and below level. (also available on line with audio) Complete the Think and Respond and Write Math questions at the conclusion of each book.
- **Assessment**- Using Quick Check Review can determine differentiated instruction levels using sample answers and using the rubric at the Close/ Assess and Differentiate section in the teacher edition.

Resources

Master Enrichment pages

Master Reteaching pages

Master Practice pages

Student Edition workbook

On line Resources available at www.pearsonrealize.com

- Teacher Edition (TE) Textbook
- Student Edition (SE) Textbook
- Tests on line
- Concepts videos
- Math Tools

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals 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.