

Feb. Gr. 1 Unit 7:Organize and use Graphs

Content Area: Math
Course(s):
Time Period: February
Length: 4 Weeks
Status: Obsolete

Unit Overview

Students will learn to organize and use graphs.

Enduring Understandings

- We can use tally charts to interpret data.
- We can use picture graphs to represent data.
- We can use a bar graph to represent data.

Essential Questions

How do I make and read graphs?

Instructional Strategies & Learning Activities

- Math – Chapter 7
 - Pacing Guide
- Suggested Pacing**
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|-------------------|----------------|
| Instruction | 12 days |
| Review/Assessment | 2 days |
| Total* | 14 days |
- *Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
				1.NBT.4
Lesson 1 pp. 447-452		<ul style="list-style-type: none">base-ten blockshundred chartwrite-on/wipe-off board	<i>All of the vocabulary in this chapter are review words.</i>	Major Cluster
Add Tens	Add tens within 100.			MP

			2, 3, 4, 5, 7, 8 1.NBT.4
			Major Cluster
Lesson 2 <i>pp. 453-458</i> Count On Tens and Ones	Count on by tens and ones to find sums within 100.	<ul style="list-style-type: none"> • base-ten blocks • hundred chart • counters 	MP 1, 2, 3, 6, 8 1.NBT.4
			Major Cluster
Lesson 3 <i>pp. 459-464</i> Add Tens and Ones	Add tens and ones to find sums within 100.	<ul style="list-style-type: none"> • base-ten blocks • Work Mat 7 • hundred chart • number cards 	MP 1, 2, 3, 5, 6, 8 1.NBT.4
			Major Cluster
Lesson 4 <i>pp. 465-470</i> Problem-Solving Strategy: Guess, Check, and Revise	Guess, check, and revise to solve problems.	<ul style="list-style-type: none"> • write-on/wipe-off boards 	MP 1, 2, 3, 6, 7 1.NBT.4
			Major Cluster
Lesson 5 <i>pp. 471-476</i> Add Tens and Ones with Regrouping Check My Progress	Add tens and ones to find the sum with regrouping.	<ul style="list-style-type: none"> • base-ten blocks • write-on/wipe-off board • Work Mat 7 • cubes 	MP 1, 4, 5, 6, 8 1.NBT.6
			Major Cluster
Lesson 6 <i>pp. 479-484</i> Subtract Tens	Subtract tens to find the difference.	<ul style="list-style-type: none"> • base-ten blocks • number cubes • blank number lines 	MP 2, 3, 4, 5, 6, 7, 8 1.NBT.6
			Major Cluster
Lesson 7 <i>pp. 485-490</i> Count Back by 10s	Use a number line to count back by tens to subtract.	<ul style="list-style-type: none"> • number lines • cubes 	MP 1, 3, 5, 7 1.NBT.6
			Major Cluster
Lesson 8 <i>pp. 491-496</i> Relate Addition and Subtraction of Tens	Relate addition and subtraction facts to solve problems.	<ul style="list-style-type: none"> • base-ten blocks • index cards 	MP 1, 2, 3, 4,

My Review and Reflect

- Chapter 6: Targeted Strategic Intervention
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- Differentiated Instruction
- What's the Math in This Chapter?
- Reading Connections

Integration of Career Readiness, Life Literacies and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Technology and Design Integration

Students will interact with the textbook/workbooks on the Smartboard throughout My Math Lessons.

Students will engage in lessons on Dreambox, an interactive Math program that allows progress at a students own pace through the Standards in Math for Grade 1.

CS.K-2.8.1.2.DA.3	Identify and describe patterns in data visualizations.
CS.K-2.8.1.2.DA.4	Make predictions based on data using charts or graphs.
	Individuals collect, use, and display data about individuals and the world around them.
	Data can be used to make predictions about the world.

Interdisciplinary Connections

Students will use leveled books to reinforce and extend problem-solving skills and strategies

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Differentiation

Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

Modifications & Accommodations

IEP and 504 accommodations will be followed.

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

Benchmark Assessments

Aimsweb benchmark assessments given three times a year in Math

Summative Assessments

My Math Chapter assessments.

Instructional Materials

See materials listed in the above lesson plans.

Standards

MA.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 (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.
MA.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.