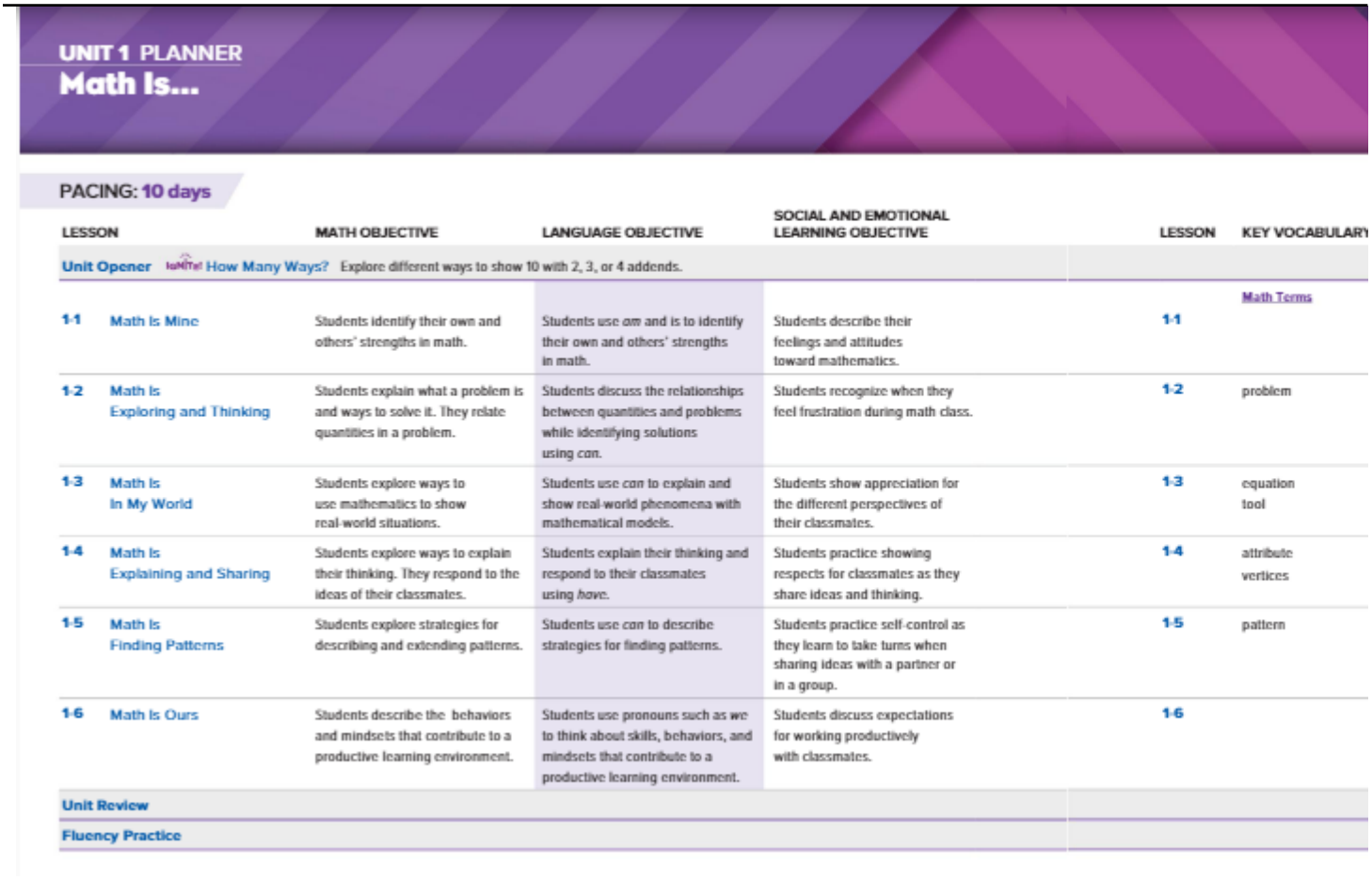
# Unit 1 Reveal Grade 1

Content Area: **Math**
Course(s): **Math**
Time Period: **September**
Length: **2 weeks**
Status: **Published**

## Unit Overview



UNIT 1 PLANNER
Math Is...

PACING: 10 days

| LESSON | | MATH OBJECTIVE | LANGUAGE OBJECTIVE | SOCIAL AND EMOTIONAL LEARNING OBJECTIVE | LESSON | KEY VOCABULARY |
|---|---|---|---|---|---|---|
| Unit Opener | IM Unite! How Many Ways? | Explore different ways to show 10 with 2, 3, or 4 addends. | | | | |
| 1-1 | Math Is Mine | Students identify their own and others' strengths in math. | Students use *am* and *is* to identify their own and others' strengths in math. | Students describe their feelings and attitudes toward mathematics. | 1-1 | Math Terms |
| 1-2 | Math Is Exploring and Thinking | Students explain what a problem is and ways to solve it. They relate quantities in a problem. | Students discuss the relationships between quantities and problems while identifying solutions using *can*. | Students recognize when they feel frustration during math class. | 1-2 | problem |
| 1-3 | Math Is In My World | Students explore ways to use mathematics to show real-world situations. | Students use *can* to explain and show real-world phenomena with mathematical models. | Students show appreciation for the different perspectives of their classmates. | 1-3 | equation<br>tool |
| 1-4 | Math Is Explaining and Sharing | Students explore ways to explain their thinking. They respond to the ideas of their classmates. | Students explain their thinking and respond to their classmates using *have*. | Students practice showing respects for classmates as they share ideas and thinking. | 1-4 | attribute<br>vertices |
| 1-5 | Math Is Finding Patterns | Students explore strategies for describing and extending patterns. | Students use *can* to describe strategies for finding patterns. | Students practice self-control as they learn to take turns when sharing ideas with a partner or in a group. | 1-5 | pattern |
| 1-6 | Math Is Ours | Students describe the behaviors and mindsets that contribute to a productive learning environment. | Students use pronouns such as *we* to think about skills, behaviors, and mindsets that contribute to a productive learning environment. | Students discuss expectations for working productively with classmates. | 1-6 | |
| Unit Review | | | | | | |
| Fluency Practice | | | | | | |

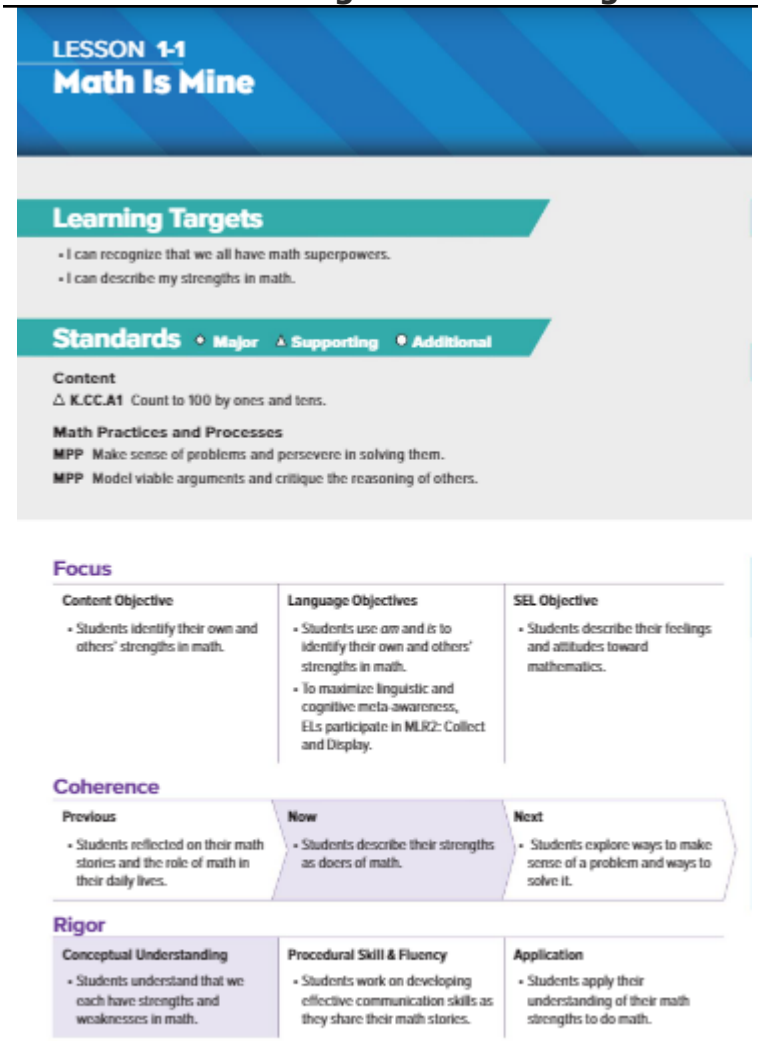
## Enduring Understandings

See Above

## Essential Questions

See Above

## Instructional Strategies and Learning Activities



LESSON 1-1

# Math Is Mine

## Learning Targets

- I can recognize that we all have math superpowers.
- I can describe my strengths in math.

## Standards ◦ Major △ Supporting ○ Additional

**Content**

△ **K.CC.A1** Count to 100 by ones and tens.

**Math Practices and Processes**

**MPP** Make sense of problems and persevere in solving them.

**MPP** Model viable arguments and critique the reasoning of others.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students identify their own and others' strengths in math. | • Students use *am* and *is* to identify their own and others' strengths in math.<br>• To maximize linguistic and cognitive meta-awareness, ELs participate in MLR2: Collect and Display. | • Students describe their feelings and attitudes toward mathematics. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students reflected on their math stories and the role of math in their daily lives. | • Students describe their strengths as doers of math. | • Students explore ways to make sense of a problem and ways to solve it. |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students understand that we each have strengths and weaknesses in math. | • Students work on developing effective communication skills as they share their math stories. | • Students apply their understanding of their math strengths to do math. |

LESSON 1-2

# Math Is Exploring and Thinking

## Learning Targets

- I can explain what a problem is.
- I can explain what question to answer to solve a problem.

## Standards ◇ Major ▲ Supporting ○ Additional

**Content**

◇ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**Math Practices and Processes**

**MPP** Make sense of problems and persevere in solving them.

**MPP** Reason abstractly and quantitatively.

## Focus

| Content Objectives | Language Objectives | SEL Objective |
|---|---|---|
| • Students explain what a problem is and ways to solve it.<br>• Students relate quantities in a problem. | • Students discuss the relationships between quantities and problems while identifying solutions using *can*.<br>• To support sense-making, ELs participate in MLR8: Discussion Supports. | • Students recognize when they feel frustration during math class. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students thought about their strengths as doers of math. | • Students explain what a problem is and how math can help solve problems. Students explain ways to represent quantities. | • Students share their ideas about math. |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students understand that a problem is a question to answer and that math can often help to answer the question. | • Students develop proficiency with the first step in problem solving: understanding what a problem is asking. | • Students apply their understanding of what a problem is as they determine what a problem is asking. |

LESSON 1-3

# Math Is In My World

## Learning Targets

- I can represent a real-world situation using mathematics.
- I can use tools to solve a problem.

## Standards ◆ Major ▲ Supporting ● Additional

**Content**

◇ **K.OA.A.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**Math Practices and Processes**

**MPP** Model with Mathematics.

**MPP** Use appropriate tools strategically.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students explore ways to use mathematics to show real-world situations. | • Students use *can* to explain and show real-world phenomena with mathematical models.<br>• To optimize output, ELs participate in MLR4: Information Gap. | • Students show appreciation for the different perspectives of their classmates. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students determined the question to answer to solve a problem. | • Students explore ways to show a real-world problem using mathematics. | • Students explain their thinking and ideas about mathematics. |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students understand that mathematics can be used to represent a real-world problem. | • Students begin to develop proficiency with understanding that mathematics can represent real-world problems. | • Students apply their understanding of mathematics as a way to understand and solve real-world problems. |

LESSON 1-4

# Math Is Explaining and Sharing

## Learning Targets

- I can explain my thinking.
- I can listen to the thinking of my classmates.

## Standards ◆ Major △ Supporting ○ Additional

**Content**

○ **K.G.B.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

**Math Practices and Processes**

**MPP** Construct arguments and critique the reasoning of others.

**MPP** Attend to precision.

## Focus

| Content Objectives | Language Objectives | SEL Objective |
|---|---|---|
| • Students explore ways to explain their thinking.<br>• Students respond to the ideas of their classmates. | • Students explain their thinking and respond to their classmates using *how*.<br>• To support sense-making, ELs participate in MLR2: Collect and Display. | • Students practice showing respect for classmates as they share ideas and thinking. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students explored ways that mathematics can represent real-world problems. | • Students explain their thinking about mathematics. They listen to their classmates' thinkings. | • Students explore mathematical patterns. |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students understand that sharing their thinking about the mathematics they are using to solve problems is an important part of doing math. | • Students begin to develop proficiency with problem solving, including explaining their thinking about the math they are using. | • Students apply their understanding of the importance of sharing their ideas and their thinking about mathematics as they solve problems. |

LESSON 1-5

# Math Is Finding Patterns

## Learning Targets

- I can describe and extend a pattern.
- I can use patterns to solve problems.

## Standards ◆ Major ▲ Supporting ● Additional

**Content**

◇ **K.OA.A.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

**Math Practices and Processes**

**MPP** Look for and make use of structure

**MPP** Look for and express regularity in repeated reasoning.

## Focus

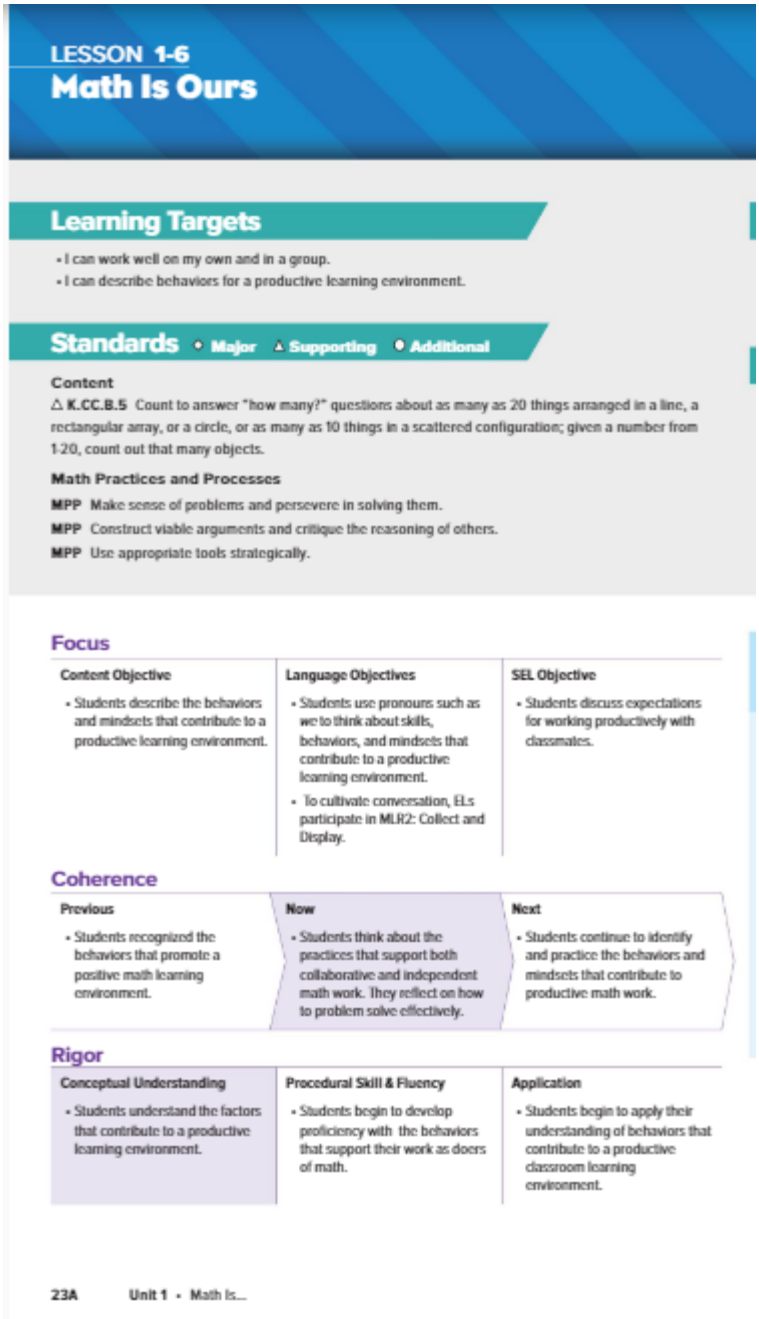
| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students explore strategies for describing and extending patterns. | • Students use *can* to describe strategies for finding patterns.<br>• To optimize output, ELs participate in MLR1: Stronger and Clearer Each Time. | • Students practice self-control as they learn to take turns when sharing ideas with a partner or in a group. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students explained their thinking about mathematics. They listened to the thinking of their classmates. | • Students describe and extend patterns. | • Students discuss classroom norms for productive learning. |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students understand that patterns are an important part of doing math. | • Students develop proficiency with describing and extending patterns. | • Students apply their understanding of patterns to solve problems. |



LESSON 1-6

# Math Is Ours

## Learning Targets

- I can work well on my own and in a group.
- I can describe behaviors for a productive learning environment.

## Standards ◆ Major ▲ Supporting ● Additional

**Content**

▲ **K.CC.B.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

**Math Practices and Processes**

**MPP** Make sense of problems and persevere in solving them.

**MPP** Construct viable arguments and critique the reasoning of others.

**MPP** Use appropriate tools strategically.

## Focus

| Content Objective | Language Objectives | SEL Objective |
|---|---|---|
| • Students describe the behaviors and mindsets that contribute to a productive learning environment. | • Students use pronouns such as we to think about skills, behaviors, and mindsets that contribute to a productive learning environment.<br>• To cultivate conversation, ELs participate in MLR2: Collect and Display. | • Students discuss expectations for working productively with classmates. |

## Coherence

| Previous | Now | Next |
|---|---|---|
| • Students recognized the behaviors that promote a positive math learning environment. | • Students think about the practices that support both collaborative and independent math work. They reflect on how to problem solve effectively. | • Students continue to identify and practice the behaviors and mindsets that contribute to productive math work. |

## Rigor

| Conceptual Understanding | Procedural Skill & Fluency | Application |
|---|---|---|
| • Students understand the factors that contribute to a productive learning environment. | • Students begin to develop proficiency with the behaviors that support their work as doers of math. | • Students begin to apply their understanding of behaviors that contribute to a productive classroom learning environment. |



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

| | |
|---|---|
| 9.1.2.CR.1 | Recognize ways to volunteer in the classroom, school and community. |
| 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). |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| 9.1.2.CR.2 | List ways to give back, including making donations, volunteering, and starting a business. |
| 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). |

| | |
|---|---|
| 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). |
| 9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| 9.1.2.FP.1 | Explain how emotions influence whether a person spends or saves. |
| 9.1.2.FP.3 | Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). |
| 9.4.2.DC.3 | Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). |
| 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. |
| 9.1.2.PB.2 | Explain why an individual would choose to save money. |
| 9.4.2.DC.6 | Identify respectful and responsible ways to communicate in digital environments. |
| 9.4.2.DC.7 | Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). |
| 9.4.2.TL.2 | Create a document using a word processing application. |
| 9.4.2.TL.5 | Describe the difference between real and virtual experiences. |
| 9.4.2.TL.6 | Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). |
| 9.4.2.TL.7 | Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). |

## Technology and Design Integration

| | |
|---|---|
| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
| 8.1.2.DA.1 | Collect and present data, including climate change data, in various visual formats. |
| 8.1.2.DA.3 | Identify and describe patterns in data visualizations. |
| 8.1.2.DA.4 | Make predictions based on data using charts or graphs. |
| 8.1.2.AP.4 | Break down a task into a sequence of steps. |
| 8.1.2.AP.5 | Describe a program's sequence of events, goals, and expected outcomes. |
| 8.2.2.ITH.4 | Identify how various tools reduce work and improve daily tasks. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RI.1.1 | Ask and answer questions about key details in a text. |
| LA.RI.1.2 | Identify the main topic and retell key details of a text. |
| LA.RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| LA.RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| LA.RI.1.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| LA.RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| LA.RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |

| | |
|---|---|
| LA.RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. |
| LA.RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| LA.W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| 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. |
| LA.L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**




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## Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Reveal Unit assessments

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher observation

Checklists

Questioning and Discussion

Quizzes

## Summative Assessments

**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

End of Unit assessments

## Instructional Materials

See above

## Standards

| | |
|---|---|
| 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.A.2 | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. |
| 1.OA.B.3 | Apply properties of operations as strategies to add and subtract. |