

GRADE 1– Unit 5

Mission Statement
<p>The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.</p> <p>Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.</p>

Unit/Module Overview
<p>In unit 5, students will learn to:</p> <ul style="list-style-type: none"> • Students will learn operations with tens and ones. <p>Unit skills include:</p> <ul style="list-style-type: none"> • Add and subtract tens • Add two digit numbers • Add a two digit and a one digit number

Standards Covered in Current Unit/Module
Related Standards and Learning Goals

Swedesboro-Woolwich School District's MathCurriculum Guidance Document

1.NBT.C Use place value understanding and properties of operations to add and subtract

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.

Learning Targets	Essential Questions
<ul style="list-style-type: none"> ● Add 2 digit and 1 digit numbers ● Add 2 digit numbers ● Add and subtract tens 	<ul style="list-style-type: none"> ● What strategies can I use to explain how I can add two-digit and one-digit numbers? ● Why is it important to understand that two digits of a two digit number represent amounts of tens and ones?

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
5 Days	1.NBT.C.4	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Add and subtract tens <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 18 ● Materials <ul style="list-style-type: none"> ○ iReady Math book ○ Base-10 blocks ○ 100s chart ○ Whiteboards ○ iReady Learning Path components ○ iReady Math Centers

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5 Days	1.NBT.C.4	Obj. We are learning to: <ul style="list-style-type: none"> ● Add 2 digit numbers Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 19 ● Materials <ul style="list-style-type: none"> ○ iReady Math book ○ Base-10 blocks ○ 100s chart ○ Whiteboards ○ iReady Learning Path components ○ iReady Math Centers
5 Days	1.NBT.C.4	Obj. We are learning to: <ul style="list-style-type: none"> ● Add 2 digit and 1 digit numbers Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 20 ● Materials <ul style="list-style-type: none"> ○ iReady Math book ○ Base-10 blocks ○ 100s chart ○ Whiteboards ○ iReady Learning Path components ○ iReady Math Centers
5 Days	1.NBT.C.4	Obj. We are learning to: <ul style="list-style-type: none"> ● Add 2 digit numbers Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● My Learning Path weekly progress ● Diagnostic Assessments ● Unit Tests ● Teacher Observation ● Exit Tickets ● Independent practice pages 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 21 ● Materials <ul style="list-style-type: none"> ○ iReady Math book ○ Base-10 blocks ○ 100s chart ○ Whiteboards ○ iReady Learning Path components ○ iReady Math Centers

Technology Integration	21st Century Skills
<ul style="list-style-type: none"> • My Path • Reflex • iReady Math Online Program <ul style="list-style-type: none"> • 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 	<ul style="list-style-type: none"> • CRP1. Act as a responsible and contributing citizen and employ • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason • CRP6. Demonstrate creativity and innovation • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP10. Plan education and career paths aligned to personal goal • CRP11. Use technology to enhance productivity. <p>WRK.9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job.</p> <p>TECH.9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>TECH.9.4.2.TL.3 Enter information into a spreadsheet and sort the information.</p> <p>TECH.9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.</p> <p>TECH.9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</p> <p>TECH.9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</p>

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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)