

GRADE 1– Unit 4

Mission Statement

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.

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.

Unit/Module Overview

In unit 4, students will learn to:

- Students will learn using tens and ones to organize and count.

Unit skills include:

- Understand tens and ones
- Count and write to 120
- Find 10 more and 10 less than a number
- Compare two digit numbers, using tens and ones

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

1.NBT.A Extend the counting sequence

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 Understand place value

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - 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).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Learning Targets

- Count by grouping tens and then count by ones, using objects and base ten blocks
- Count by tens
- Find 10 more and 10 less of a number within 120
- Read, write, and count from any number up to 120
- Represent two digit numbers using objects and numbers
- Understand the meaning of the symbols $<$ and $>$
- Use place value to compare two-digit numbers
- Write the symbols $<$, $>$, and $=$ to compare two-digit numbers

Essential Questions

- Why is it important to understand that two digits of a two digit number represent amounts of tens and ones?
- How can I compare two digit numbers based on tens and ones and what are the correct symbols to compare them?

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
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5 Days	1.NBT.B.2	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Represent two digit numbers using objects and numbers ● Count by grouping tens and then count by ones, using objects and base ten blocks ● Count by ten <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 15 ● 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.A.1	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Find 10 more and 10 less of a number within 120 ● Read, write, and count from any number up to 120 <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 16 ● 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.B.3	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Write the symbols $<$, $>$, and $=$ to compare two-digit numbers ● Understand the meaning of the symbols $<$ and $>$ ● Use place value to compare two-digit 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 17 ● Materials <ul style="list-style-type: none"> ○ iReady Math book ○ Base-10 blocks

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		<p>numbers</p> <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"> ○ 100s chart ○ Whiteboards ○ iReady Learning Path components ○ iReady Math Centers
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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>

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	<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](#)