

GRADE 1– Unit 2

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 2, students will learn to:</p> <ul style="list-style-type: none"> · Students will learn various strategies to solve addition and subtraction problems through 20. <p>Unit skills include:</p> <ul style="list-style-type: none"> · Compose and decompose teen numbers · Add three numbers · Make a ten to add · Use a ten to subtract · Use doubles facts to solve near doubles facts

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

Swedesboro-Woolwich School District's MathCurriculum Guidance Document

1.OA.A. Represent and solve problems involving addition and subtraction

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.C Add and subtract within 20

6. Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction

Learning Targets	Essential Questions
<ul style="list-style-type: none"> • Use doubles facts to solve near doubles facts • Add three numbers • Compose and decompose teen numbers • Make a ten to add • Use a ten to subtract 	<ul style="list-style-type: none"> • How can I use different strategies to add and subtract within 20?

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
5 Days	1.OA.A.1 1.OA.C.6	Obj. We are learning to: <ul style="list-style-type: none"> • Compose and decompose teen numbers Suggested Formative Assessment(s): <ul style="list-style-type: none"> • My Learning Path weekly progress • Diagnostic Assessments • Lesson Quizzes • End of Unit Tests 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 6 • Materials <ul style="list-style-type: none"> ○ Ready Math Program ○ Math Games ○ Counters ○ 100s chart

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		<ul style="list-style-type: none"> ● Teacher Observations ● Exit Tickets ● Independent activities 	<ul style="list-style-type: none"> ○ Connecting cubes ○ Ten Frames ○ Whiteboards ○ iReady Learning Path ○ iReady Math Centers ○ iReady Math book
5 Days	1.OA.A.1 1.OA.C.6	Obj. We are learning to: <ul style="list-style-type: none"> ● Add three numbers Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● My Learning Path weekly progress ● Diagnostic Assessments ● Lesson Quizzes ● End of Unit Tests ● Teacher Observations ● Exit Tickets ● Independent activities 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 7 ● Materials <ul style="list-style-type: none"> ○ Ready Math Program ○ Math Games ○ Counters ○ 100s chart ○ Connecting cubes ○ Ten Frames ○ Whiteboards ○ iReady Learning Path ○ iReady Math Centers ○ iReady Math book
5 Days	1.OA.A.1 1.OA.C.6	Obj. We are learning to: <ul style="list-style-type: none"> ● Make a ten to add Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● My Learning Path weekly progress ● Diagnostic Assessments ● Lesson Quizzes ● End of Unit Tests ● Teacher Observations ● Exit Tickets ● Independent activities 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 8 ● Materials <ul style="list-style-type: none"> ○ Ready Math Program ○ Math Games ○ Counters ○ 100s chart ○ Connecting cubes ○ Ten Frames ○ Whiteboards ○ iReady Learning Path

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			<ul style="list-style-type: none"> ○ iReady Math Centers ○ iReady Math book
5 Days	1.OA.A.1 1.OA.C.6	Obj. We are learning to: <ul style="list-style-type: none"> ● Use a ten to subtract Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● My Learning Path weekly progress ● Diagnostic Assessments ● Lesson Quizzes ● End of Unit Tests ● Teacher Observations ● Exit Tickets ● Independent activities 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 9 ● Materials <ul style="list-style-type: none"> ○ Ready Math Program ○ Math Games ○ Counters ○ 100s chart ○ Connecting cubes ○ Ten Frames ○ Whiteboards ○ iReady Learning Path ○ iReady Math Centers ○ iReady Math book
5 Days	1.OA.A.1 1.OA.C.6	Obj. We are learning to: <ul style="list-style-type: none"> ● Use doubles facts to solve near doubles facts Suggested Formative Assessment(s): <ul style="list-style-type: none"> ● My Learning Path weekly progress ● Diagnostic Assessments ● Lesson Quizzes ● End of Unit Tests ● Teacher Observations ● Exit Tickets ● Independent activities 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Ready Math - Lesson 10 ● Materials <ul style="list-style-type: none"> ○ Ready Math Program ○ Math Games ○ Counters ○ 100s chart ○ Connecting cubes ○ Ten Frames ○ Whiteboards ○ iReady Learning Path ○ iReady Math Centers ○ iReady Math book

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](#)