First Grade Math Curriculum Overview

Content Area: **Grade 1 Mathematics**
Course(s): **Math**
Time Period: **School Year**
Length: **10 months**
Status: **Published**

Title Page, Table of Contents, Statement of Purpose

The grade one Math Program focuses on many areas to engage students' mathematical thinking.

Students will develop a deep understanding of addition and subtraction by working on “add to,” “put together,” “take from,” “take apart,” and “compare” problems. Students will use strategies to develop accuracy and efficiency with adding and subtracting within 10. Strategies include counting on and counting back, using doubles and near doubles, adding with 5, adding to 10, adding in any order, and thinking addition to subtract. Students will develop the conceptual links between counting and addition. Students will count on or back 1, 2, or 3 to add single-digit numbers with the sum within 20. Students will use strategies that include counting to subtract, making 10 to subtract, and using addition to subtract. Students will determine whether addition and subtraction equations are true or false, and they will find the missing number in addition and subtraction equations. The Associative Property of Addition is also introduced as a way to group numbers flexibly to solve problems with three addends. Students will explore concepts of data analysis involving up to three categories of data. Students will collect, organize, represent, and interpret data. Students will read and write numbers to 120, and represent a number of objects within a written numeral for quantities to 120. Students will use their understanding of place value to compare 2-digit numbers. Students will learn that 2-digit numbers represent amounts of tens and ones. Students will develop an understanding of length by comparing and ordering objects to determine which is shortest and longest. Students will also use different tools to measure the length of objects. Students will develop a conceptual understanding of transitivity and apply it to compare the length of objects. Students will identify and combine values of money in cents up to one dollar and compute the value with combinations of pennies and/or dimes. Students will also be introduced to telling and writing times to the hour and half hour using both analog and digital clocks. Students will develop an understanding of the basic series of coins that make up US currency. They will recognize a coin face up or face down, and they will name each coin, and how many of each coin can make up a dollar. Students will put together various shapes to create composite shapes and then use the composite shapes to create new shapes. Students will understand defining attributes of a certain shape as attributes that apply to all shapes with that name. Students will partition circles and rectangles into two or four equal shares. Students will also understand that decomposing into a greater number of equal shares creates individual shares of smaller size.

Table Of Contents

Topic 1: Understanding Addition and Subtraction

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **1st Trimester**
Length: **11 Days**
Status: **Published**

Summary of the Unit

Topic 1 expands on what students learned in Kindergarten about addition and subtraction. Students develop a deep understanding of addition and subtraction by working on "add to," "put together," "take from," "take apart," and "compare" problems. The main emphasis of Topic 1 is a conceptual understanding of addition and subtraction.

Enduring Understandings

- Adding to is one interpretation of addition. Addition equations can be used to show add to addition situations.
- Putting two parts together to make a whole is one interpretation of addition. Addition equations can be used to show situations in which two parts are out together.
- Decomposing numbers can be used to solve addition word problems in which the total is known, but the parts are unknown.
- Taking away one part from a whole is one interpretation of subtraction. Subtraction equations can be used to show subtraction situations in which one part is taken from the whole.
- Comparing to find how many more is one interpretation of addition and subtraction. Subtraction or addition equations can be used to show situations in which two quantities are compared.
- Comparing two groups to find how many fewer objects are in one group than another group is one interpretation of addition and subtraction. Subtraction or addition equations can be used to show situations in which two quantities are compared.
- "Adding to" is one interpretation of addition. Addition equations can be used to show "add to" addition situations.
- Finding a missing part of a whole is an interpretation of both addition and subtraction. Addition and subtraction equations can be used to show a situation involving a missing part.
- Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Essential Questions

- How can you use an addition equation to solve a problem about adding to one part?
- How can you use an equation to solve a problem about putting two parts together?
- How can you use parts of numbers to solve problems in which both of the addends are unknown?
- How can you use a subtraction equation to show a situation in which one part is taken from the whole?
- How can you write an equation to compare two sets of objects?
- How can you write an equation to compare two sets of objects?
- How can you use an addition to find the missing parts of a whole?
- How can you solve problems by making a math argument using addition and subtraction?
- What are ways to think about addition and subtraction?

Resources

enVision Mathematics

Pearson Success Net Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 1-1 Add To **1 Day**	SWBAT solve addition problems involving situations of adding one part to another part.	**Solve and Share**: Students are asked to create and solve an "add to" word problem situation involving dogs. **Visual Learning**: How can you use an addition equation to solve a problem about adding to one part? **Convince Me:** Extend the activity by having students discuss other tools that would be used to solve the problem. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" • Card game addition and subtraction War • My Math Academy **Technology**: Optional Activities: • St Math • Brain Pop Jr-Repeated Addition • My Math Academy **Optional Activities**: Pick a	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 1-1

		Project Activity pg 3. Students can choose an activity to build. BrainPop Jr. - Repeated Addition My Math Academy	
Lesson 1-2 Put Together **1 Day**	SWBAT Solve addition problems involving situations of putting two parts together.	**Solve and Share**: Students are asked to solve a "put together" word problem situation. **Visual Learning**: How can you use an equation to solve a problem about putting two parts together? **Convince Me**: Have students show their cube models for 4 + 2 and tell you the sum. Have them turn their cube model around for 4 + 2 around. Discuss what the model shows now. **Guided Practice**: portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • hands-on manipulatives • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" **Technology**: Optional Activities: • St Math • Brain Pop Jr-Repeated Addition • My Math Academy **Optional Activities**: Pick a Project, Page 3	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 1-2
Lesson 1-3 Both Addends	SWBAT solve addition word problems by	**Solve and Share**: Students are asked to solve an addition	Guided Practice Independent Practice

Unknown **1 Day**	breaking apart a total number of objects.	problem where the whole is known but both parts are unknown. **Visual Learning**: How can you use parts on numbers to solve problems in which both of the addends are unknown? **Convince Me**: Ask students to support their answer or argument using concrete materials, drawings, or an equation. **Guided Practice**: portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • Hands-on manipulatives • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" **Technology**: Optional Activities: • St Math • My Math Academy • BrainPop Jr **Optional Activities**: Pick a Project Page 3	Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 1-3
Lesson 1-4 **Take From** **1 Day**	SWBAT solves subtraction problems involving taking from a group.	**Solve and Share**: Students solve a take-from subtraction problem, showing the action with cubes or a drawing. **Visual Learning**: How can you use a subtraction equation to show a situation in which one part is taken from the whole?	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice

		Convince Me: Have students discuss other tools that could be used to show and solve the problem. **Guided Practice**: portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • hands-on manipulatives • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" **Technology**: Optional Activities: • St Math • Brain Pop Jr-Repeated Subtraction • My Math Academy **Optional Activities**: Problem-Solving Leveled Reading Mat 1-4	Quick Check 1-4
Lesson 1-5 Compare Situations 1 Day	SWBAT solve problems that involve comparing to find how many more objects are in one group than another.	**Solve and Share**: Students compare two groups to find which group has more and by how many more. **Visual Learning**: How can you write an equation to compare two sets of objects? **Convince Me**: Have students use drawings of objects and an equation to support their arguments. **Guided Practice**: portion of	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 1-5

		"Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • hands-on manipulatives • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" **Technology**: Optional Activities: • St Math • BrainPop Jr. • My Math Academy **Optional Activities**: Have students continue to work on a project introduced on page 3 in the Student's Edition.	
Lesson 1-6 **More Compare Situations** **1 Day**	SWBAT solve problems that involve comparing to find how many fewer objects are in one group than in another group.	**Solve and Share**: Students compare two groups to find which group has fewer and by how many fewer. **Visual Learning**: How can you write an equation to compare two sets of objects? **Convince Me**: How is finding how many fewer like finding how many more? **Guided Practice**: portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 1-6

		groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • Hands-on manipulatives • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" **Technology**: Optional Activities: • St Math • Brain Pop Jr-Repeated Addition • My Math Academy **Optional Activities**: Have the students read the Problem-Solving Leveled Reading Mat for Topic 2 and then complete Problem-Solving Reading Activity 2-9.	
Lesson 1-7 **Change Unknown** **1 Day**	SWBAT solve addition problems by finding a missing addend	**Solve and Share:** Students solve a problem where they know the first part and the sum, but the second addend is unknown. **Visual Learning:** How can you use an addition equation to find the missing part of a whole? **Convince Me:** Have students explain what the numbers in their subtraction equations for the train problem mean. **Guided Practice:** portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • Hands-on manipulatives • "Reteach to Build"	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 1-7

		• "Build Mathematical Literacy" • "Enrichment" • "Problem-Solving Leveled Reading mats" **Technology**: Optional Activities: • St Math • Brain Pop Jr-Repeated Addition • My Math Academy **Optional Activities**: enVision STEM Activity.	
Lesson 1-8 **Practice adding and Subtracting** **1 Day**	SWBAT solve problems involving putting together or taking apart	**Solve and Share:** Students solve a missing part problem. **Visual Learning:** How can you use a model to find the missing part in a problem and write an addition or subtraction equation for this problem? **Convince Me:** Hove students identify how each number in the addition and subtraction equations relates to the problem. **Guided Practice:** portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • Hands-on manipulatives • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" **Technology**: Optional Activities: • St Math • Brain Pop Jr-Repeated Addition	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 1-8

		• My Math Academy **Optional Activities**: enVision STEM Activity.	
Lesson 1-9 Problem Solving: Construct Arguments 1 day	SWBAT construct math arguments to solve addition and subtraction problems.	**Solve and Share:** Students construct an argument to explain how they solved a problem. **Visual Learning:** How can you solve problems by making a math argument using addition and subtraction? **Convince Me:** Have students look at the two math arguments in the Visual Learning Bridge. Ask how they are alike, and how they are different. **Guided Practice:** portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • Hands-on manipulatives • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" **Technology**: Optional Activities: • St Math • Brain Pop Jr-Repeated Addition • My Math Academy **Optional Activities**: enVision STEM Activity.	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 1-9
Review Topic 1: Fluency Review Activity Understand Addition and	SWBAT: practice accurately and efficiently adding and subtracting within 5 during a partner	Fluency Practice Activity: Students practice accurately and efficiently adding and subtracting within 5 during a partner activity.	Reteaching Pages

Subtraction **1 Day**	activity. Review vocabulary words used in the topic. Review addition and subtraction strategies in preparation for assessment.	Vocabulary review: Students review vocabulary words used in the topic. Reteaching Pages: Students will complete reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • additional "Guided Practice" • "Independent Practice" • "Problem solving" • Hands-on manipulatives • "Reteach to Build" • "Build Mathematical Literacy" • "Enrichment" **Technology**: Optional Activities: • St Math • Brain Pop Jr-Repeated Addition • My Math Academy **Optional Activities**: Topic 1 Practice Assessment	
Topic 1 **Assessment** **1 Day**	SWBAT complete Topic 1 assessment independently	**Topic 1 Assessment:** Students will independently complete Topic 1 assessment. **Suggested center activity:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 1 Assessment

Standards

MATH.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.
MATH.1.OA.B.4	Understand subtraction as an unknown-addend problem.
MATH.1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts Practice Center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or the teacher may choose a partner to work with that student who is

comfortable with.

- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real-world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit/reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- Pick a Project Activity
- enVision STEM Activity
- Problem-Solving Leveled Reading Mats

Topic 2: Fluently Add and Subtract Within 10

Content Area: **Grade 1 Mathematics**
Course(s): **Math**
Time Period: **1st Trimester**
Length: **11 Days**
Status**:** **Published**

Summary of the Unit

Topic 2 expands on what students learned related to solving addition and subtraction problems to 10. Students use strategies to develop fluency with adding and subtracting within 10. Strategies include counting on and counting back, using doubles and near doubles, adding with 5, adding to 10, adding in any order, and thinking addition to subtract. The main emphasis of Topic 2 is a conceptual understanding of addition and subtraction.

Enduring Understandings

- You can count on to find the sum for additional facts. A number line can help you count on.
- Doubles facts have the same number for both addends and can be used to solve problems involving real-world situations.
- Basic addition facts that are near doubles can be found using a related doubles fact.
- Facts with sums 6 through 10 can be broken into five plus some more.
- Two numbers can be added in any order and the sum will stay the same.
- You can count back to find the difference for subtraction facts. A number line can help you count back.
- Addition and subtraction have an inverse relationship; this relationship can be used to solve subtraction facts; every subtraction fact has a related addition fact.
- Drawings and equations can help you solve different types of word problems.
- Good math thinkers look for patterns in math to help solve problems.

Essential Questions

- How can you count on to add 1, 2, or 3 to a number?

- How do you know if an addition fact is a doubles fact?
- How can you use a doubles fact to solve a near doubles fact?
- How can you use a ten-frame to show an addition fact that has 5 as one of the addends?
- If the order of addends is changed in an addition equation, does the sum change?
- How can you count back to subtract 0, 1, 2, or 3, from a number?
- How can you use an addition fact to solve a related subtraction fact?
- How can you draw a picture and use an equation to solve a problem?
- How can you use the structure of a table to identify patterns?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection **Timeframe**	**General Objectives**	**Instructional Activities**	**Benchmarks/Assessments**
Lesson 2-1 Count On to	SWBAT add by counting on from a	**Solve and Share**: Students create a problem involving counting on 2	Guided Practice Independent Practice

Add **1 Day**	number.	and discuss strategies for solving the problem. **Visual Learning**: How can you count on to add 1, 2, or 3 to a number? **Convince Me:** Discuss how counting on maybe a shortcut students can use when adding 1 or 2 to another number. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity on pages 55 - 56. Students can choose an activity to build.	Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 2-1
Lesson 2-2 **Doubles** **1 Day**	SWBAT use doubles to solve problems.	**Solve and Share**: students create and solve a doubles fact, a fact where the addends are the same	Guided Practice Independent Practice Problem-Solving

		number. **Visual Learning**: How do you know if an addition fact is a doubles fact? **Convince Me:** Ask students to explain why some addition facts are called doubles facts. Ask students to raise their hands when you say in addition fact that is a doubles fact**.** **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity 2-2	Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 2-2
Lesson 2-3 Near Doubles 1 Day	SWBAT solve problems using near doubles facts.	**Solve and Share**: Students compare and sort doubles and near doubles problems to connect concepts.	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching

		Visual Learning: How can you use a doubles fact to solve a near doubles fact? **Convince Me:** Explain that doubles facts and near doubles facts are closely related. in 3 + 3 and 3 + 4, have students discuss the relationship between the first addends. then have students discuss the relationship of the second Adams to help them answer the question. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity pages 55 - 56. Students can choose an activity to build.	Build Mathematical Literacy Enrichment Additional Practice Quick Check 2-3
Lesson 2-4 -	SWBAT Use a ten-	**Solve and Share**: Students create	Guided Practice

Facts with 5 on a Ten-Frame 1 Day	frame to solve addition facts with 5 and 10.	and solve an addition problem and tell how The benchmark number 10 helps them add. **Visual Learning**: How can you use a ten-frame to show an addition fact that has five as one of the addends? **Convince Me:** Ask students to show you a number from 6 through 10 on a ten-frame. Then have them identify an addition fact with 5 that adds the number in the top row with the number in the bottom row of the ten-frame. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project	Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 2-4

		Activity on pages 55-56. Students can choose an activity to build.	
Lesson 2-5 Add in Any Order 1 Day	SWBAT Use the same addends to write two different equations with the same sum.	**Solve and Share**: Students discuss how changing the order of addends affects the sum. **Visual Learning**: If the order of addends is changed in an addition equation, does the sum change? Explain **Convince Me:** Hold up two fingers on your left hand and three fingers on your right hand. switch and show three fingers on your left hand and two fingers on your right hand. Have students write and solve equations for each model. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 2-5

		Optional Activities: Pick a Project Activity on pages 55-56. Students can choose an activity to build.	
Lesson 2-6 **Count Back to Subtract** **1 Day**	SWBAT Count back to solve subtraction problems.	**Solve and Share**: Students solve a subtraction word problem using any strategy they choose. **Visual Learning**: How can you count back to subtract 0, 1, 2, or 3 from a number? **Convince Me:** What do you notice about the equation that shows counting back by 1? **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Problem-Solving Leveled Reading Mats.	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 2-6

		Have students read the Problem-Solving Leveled Reading Mat for Topic 2 and then complete Problem-Solving Reading Activity 2-6. The reading is leveled on the two sides of the mat.	
L**esson 2-7** **Think Addition to Subtract** **1 Day**	SWBAT use addition facts to 10 to solve subtraction problems.	**Solve and Share**: Students show how to write an addition fact to help solve a subtraction situation. **Visual Learning**: How can you use an addition fact to solve a related subtraction fact? **Convince Me:** Have students use counters or familiar classroom objects to model both parts of a problem and to explain the relationship between the addition fact and the subtraction fact. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 2-7

		• Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity on pages 55-56. Students can choose an activity to build.	
Lesson 2-8 **Solve Word Problems with Facts to 10** **1 Day**	SWBAT Solve word problems by drawing pictures and writing equations.	**Solve and Share**: Students solve a change unknown problem and draw a picture to show their work. **Visual Learning**: How can you draw a picture and use an equation to solve a problem? **Convince Me:** Have a volunteer draw a picture to solve the problem and explain how he or she uses the drawing to find the solution. Have a second volunteer write an equation for the problem, identifying the known hole and the part, and then describe how he or she can use the equation to find the solution. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 2-8

		Technology Activities: • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity This activity revisits the enVision STEM theme, **Protect Yourself**, introduced on page 53 in the Student's Edition.	
Lesson 2-9 Problem Solving: Look For and Use Structure **1 Day**	SWBAT Use structure and identify patterns in order to solve problems.	**Solve and Share**: Students use counters and a bar model to show different ways to make 10. **Visual Learning**: How can you use the structure of a table to identify patterns? **Convince Me:** Have students communicate their knowledge of solving problems and discovering patterns by creating a table. Have students give you all the ways to make 10 by listing them in a table on the board. discuss the mathematical implications. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 2-9

		• Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have the students read the Problem-Solving Leveled Reading Mat for Topic 2 and then complete Problem-Solving Reading Activity 2-9.	
Review Topic 2: Fluency Practice Activity Fluently Add and Subtract Within 10 **1 Day**	SWBAT: practice accurately and efficiently adding and subtracting within 10 during a partner activity. Review vocabulary words used in the topic. Review addition and subtraction strategies in preparation for assessment.	Fluency Practice Activity: Students practice accurately and efficiently adding and subtracting within 10 during a partner activity. Vocabulary review: Students review vocabulary words used in the topic. Reteaching Pages: Students will complete reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy	Reteaching Pages

		Technology Activities: • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Topic 2 Practice Assessment	
Topic 2 Assessment: Fluently Add and Subtract Within 10 **1 Day**	SWBAT complete Topic 2 assessment independently	**Topic 2 Assessment:** Students will independently complete Topic 2 assessment. **Suggested center activity:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 2 Assessment

Standards

MATH.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.
MATH.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MATH.1.OA.D	Work with addition and subtraction equations

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or the teacher may choose a partner to work with that student.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real-world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit/reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic

- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- Pick a Project Activity
- enVision STEM Activity
- Problem-Solving Leveled Reading Mats

Topic 3: Addition Facts to 20: Use Strategies

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **1st Trimester**
Length: **11 Days**
Status**:** **Published**

Summary of the Unit

Lessons 3-1 and 3-2 develop the conceptual links between counting and addition. Students count on or back 1, 2, or 3 to add single-digit numbers with the sum within 20. These lessons support students as they move away from counting all toward efficient strategy use. Counting on from a given number is nicely Illustrated on the number line, providing a solid base for long-term number-line use.

Enduring Understandings

- Students can solve an addition problem by using a number line to count on.
- Students can solve addition problems by counting on an open number line
- Doubles facts have the same number for both addends and can be used to solve problems involving real-world situations.
- Basic addition facts that are near doubles can be found using a related doubles fact.
- Some addition facts can be solved by changing them to an equivalent fact within 10.
- Some addition facts can be solved by changing them to an equivalent fact within 10.
- There are different ways to solve addition facts. certain strategies may be easier to use for different facts.
- Objects, drawings, and equations can help you solve different types of word problems.
- Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.

Essential Questions

- How can you use a number line to count on to solve an equation problem?
- How can you use an open number line to count on to add?
- How do you know if an equation fact is a doubles fact?
- How can you use a related doubles fact to solve a doubles-plus fact?

- How can you solve an addition fact by changing it to an equivalent fact within 10?
- How can you solve an addition fact by changing it to an equivalent fact within 10?
- How can you use different strategies to help you solve addition facts?
- What are some strategies that you can use to solve comparison problems and other kinds of addition problems?
- What can you do to decide if you agree or disagree with someone's thinking about the way he or she solves a problem?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 3-1 Count On to Add	SWBAT count on to add using a number line.	**Solve and Share**: Students solve an addition problem with a sum more than 10.	Guided Practice Independent Practice Problem-Solving

1 Day		**Visual Learning**: How can you use a number line to count on to solve an addition problem? **Convince Me:** Have students show how to add 4 + 7 by using a number line. Discuss the two ways that students could use the number line to count on. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have the students read the Problem-Solving Leveled Reading Mat for Topic 3 and then complete Problem-Solving Reading Activity 3-1.	Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 3-1
Lesson 3-2 Count On to	SWBAT Count on to add using an open	**Solve and Share**: Students use an open number line to solve an	Guided Practice Independent Practice

Add Using an Open Number Line **1 Day**	number line.	addition problem. **Visual Learning**: How can you use an open number line to count on to add? **Convince Me:** Ask students to solve 8 + 4 by placing an 8 on an open number line and breaking apart the four as they count on. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity. This activity revisits the enVision STEM theme, What Do They Eat?, introduced on page 105 in the Student's Edition.	Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 3-2
Lesson 3-3 Doubles	SWBAT memorize doubles facts.	**Solve and Share**: Students create and solve their own doubles facts	Guided Practice Independent Practice

1 Day		for a problem situation. **Visual Learning**: How do you know if an addition fact is a doubles fact? **Convince Me:** Ask students to use connecting cubes to model a doubles fact and a fact that is not a doubles fact. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 35 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity page 107. Students can choose an activity to build.	Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 3-3
Lesson 3-4 Doubles Plus 1 Day	SWBAT use doubles facts to help solve doubles-plus facts.	**Solve and Share**: Students use doubles to explain how to solve a doubles-plus situation. **Visual Learning**: How can you use	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching

		a related doubles fact to solve a doubles-plus fact? **Convince Me:** Students can use counters or familiar classroom objects to help them model and understand how to use a doubles fact to find a doubles-plus fact. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 35 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity on page 107. Students can choose an activity to build.	Build Mathematical Literacy Enrichment Additional Practice Quick Check 3-4
Lesson 3-5 Make 10 to Add 1 Day	SWBAT make 10 to add numbers to 20.	**Solve and Share**: Students show how to solve an addition problem by making 10. **Visual Learning**: How can you solve an addition fact by changing	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical

		it to an equivalent fact within 10? **Convince Me:** Have students use counters and ten-frames to model making 10 to add. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 35 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity on page 3. Students can choose an activity to build.	Literacy Enrichment Additional Practice Quick Check 3-5
Lesson 3-6 **Continue to Make 10 to Add** **1 Day**	SWBAT make 10 to add numbers to 20.	**Solve and Share**: Students make 10 to add using any strategy they choose. **Visual Learning**: how can you solve an addition fact by changing it to an equivalent fact with 10? **Convince Me:** Have students use	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 3-6

		an open number line to help explain how to make 10 in order to find the sum of 7 + 6. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 35 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity on page 3. Students can choose an activity to build.	
Lesson 3-7 **Explain Addition Strategies** **1 Day**	SWBAT solve addition problems using different strategies.	**Solve and Share**: students choose an addition strategy to solve a problem and a way to show and explain their work. **Visual Learning**: How can different strategies help you solve addition facts? **Convince Me:** Have students use counters or familiar classroom	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 3-7

		objects to help them construct an argument as to why the strategy they chose is a good strategy. Have students use counters or familiar classroom objects to help them construct an argument as to why the strategy they chose is a good strategy. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 35 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity on page 3. Students can choose an activity to build.	
Lesson 3-8 Solve Addition Word Problems with Facts to 20 1 Day	SWBAT solve different types of addition word problems.	**Solve and Share**: Students solve a comparison problem where the greater number is unknown. **Visual Learning**: What are some strategies that you can use to solve	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical

		comparison problems and other kinds of addition problems? **Convince Me:** Have students draw pictures of how many books Tanya and Seth each read. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 35 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have the students read the Problem-Solving Leveled Reading Mat for Topic 2 and then complete Problem-Solving Reading Activity 3-8.	Literacy Enrichment Quick Check 3-8
Lesson 3-9 **Problem Solving: Critique Reasoning** **1 Day**	SWBAT critique the reasoning of objects by using known information about addition and subtraction.	**Solve and Share**: Students explain if they agree or do not agree with another student's thinking. **Visual Learning**: What can you do to decide if you agree or disagree	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical

		with someone's thinking about the way he or she solves a problem? **Convince Me:** Critique Reasoning: Sharon wrote the equation 8 - 5 = 3 to solve the problem and said that three more dogs came to play. Do you agree or not agree with her thinking? Explain **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 35 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity This activity revisits the enVision STEM theme, What Do They Eat?, introduced on page 105 in the Student's Edition.	Literacy Enrichment Quick Check 3-9
Review Topic 3: Fluency	SWBAT: practice accurately and	Fluency Practice Activity: Students practice accurately and efficiently	Reteaching Pages

Practice Activity Addition Facts to 20: Use Strategies 1 Day	efficiently adding and subtracting within 10 during a partner activity. Review vocabulary words used in the topic. Review addition and subtraction strategies in preparation for assessment.	adding and subtracting within 10 during a partner activity. Vocabulary review: Students review vocabulary words used in the topic. Reteaching Pages: Students will complete reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 35 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Topic 3 Practice Assessment	
Topic 3 Assessment: Addition Facts to 20: Use Strategies 1 Day	SWBAT complete Topic 3 assessment independently	**Topic 3 Assessment:** Students will independently complete Topic 3 assessment. **Suggested center activity:** • My Math Academy **Technology Activities:** • St Math	Topic 3 Assessment

		• My Math Academy • Brain Pop Jr. Math Category	

Climate Change Activity

1.OA.A.2 Students will begin by viewing the "Introduction to Electrity" video on Discovery Ed. Play "It's Electricity" song: https://google.discoveryeducation.com/learn/player/0a0792c6-d953-4343-97a5-1de203b23261 Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights saves electricity. Students may then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has.

Standards

MATH.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.
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MATH.1.OA.D	Work with addition and subtraction equations
MATH.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts Practice Center (Zap-It)

- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or the teacher may choose a partner to work with that student.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 3030)
- Game Center (Envision 3030)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- Pick a Project Activity
- enVision STEM Activity
- Problem-Solving Leveled Reading Mats

Topic 4: Subtraction Facts to 20: Use Strategies

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **1st Trimester**
Length: **11 Days**
Status**:** **Published**

Summary of the Unit

Topic 4 introduces students to several key strategies for solving subtraction facts to 20. These strategies include counting to subtract, making 10 to subtract, and using addition to subtract. these strategies will serve students well by encouraging a deeper and more conceptual understanding of the relationship between addition and subtraction.

Enduring Understandings

- When using a number line to subtract, you can count back the number of spaces you are subtracting or find the distance between two numbers.
- Some subtraction facts can be simplified by making use of the numbers' relationships to 10.
- Make addition and subtraction facts using the same three numbers.
- Use addition facts to find subtraction facts.
- Use addition facts to find subtraction facts.
- There are different ways to solve subtraction facts. Certain strategies may be easier to use for certain facts.
- Objects, drawings, and equations can help you solve different types of word problems.
- Good math thinkers know how to think about words and numbers to solve problems.

Essential Questions

- What are two ways you can use a number line to subtract?
- How can making 10 help you subtract?
- How can counting up to 10 make subtraction easier?
- How can a fact families help you solve addition and subtraction problems?
- How can you use addition facts you know to help you solve subtraction facts?
- How can you use addition facts you know to help you solve subtraction facts?
- What are some different ways to solve subtraction facts? How do you decide which strategy to

use?

- How can objects, drawings, and equations help you solve different types of word problems?
- How can you write a word problem for an equation?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 4-1 Count to Subtract 1 Day	SWBAT use a number line to subtract by counting on or counting back.	**Solve and Share**: Students solve a subtraction problem with a whole more than 10. **Visual Learning**: What are two ways you can use a number line to subtract?	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice

		Convince Me: Have students use a number line as a tool to demonstrate both counting back and counting on to find the difference. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity This activity revisits the enVision STEM theme, introduced on page 157 in the Student Edition.	Quick Check 4-1
Lesson 4-2 **Make 10 to Subtract** **1 Day**	SWBAT make subtraction Easier by making 10 to subtract.	**Solve and Share**: Students show and explain how to use 10, a benchmark number when subtracting. **Visual Learning**: How can making 10 help you subtract?	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment

		Convince Me: Would finding 14 - 4 also help you solve 14 - 9? Why or why not? **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have the students read the Problem-Solving Leveled Reading Mat for Topic 4 and then complete Problem-Solving Reading Activity 4-2	Additional Practice Quick Check 4-2
Lesson 4-3 **Continue to Make 10 to Subtract** **1 Day**	SWBAT count on to subtract using 10 as a landmark.	**Solve and Share**: Students explain how to count on to make 10 to subtract. **Visual Learning**: How can counting up to 10 make subtraction easier?	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment

		Convince Me: Would counting on to make 10 also help you find 12 - 8? Explain **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 159 - 160 in the Student's Edition.	Additional Practice Quick Check 4-3
Lesson 4-4 Fact Families **1 Day**	SWBAT Make addition and subtraction facts using the same three numbers.	**Solve and Share**: Students write related facts given a whole and two parts. **Visual Learning**: How can fact families help you solve addition and subtraction problems? **Convince Me:** Have students	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 4-4

		make a bar model using the numbers 6, 9, and 15. remind students that all three numbers are used to show a subtraction fact. point out that a subtraction fact is made by subtracting a part from the hole to get the other part. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 159 - 160 in the Student's Edition.	
Lesson 4-5 Use Addition to Subtract **1 Day**	SWBAT Use addition facts to find subtraction facts.	**Solve and Share**: Students write a related addition fact to help solve a subtraction fact. **Visual Learning**: How can you	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching

		use addition facts you know to help you solve subtraction facts? **Convince Me:** If needed, have students use counters and a bar model to show how addition could be used to solve 16 - 9. Have students explain why these are good tools for showing the relationship between addition and subtraction. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity pages 159-160. Students can choose an activity to build.	Build Mathematical Literacy Enrichment Additional Practice Quick Check 4-5
Lesson 4-6 Continue to	SWBAT use addition facts to find	**Solve and Share**: Students match and complete related	Guided Practice Independent Practice

Use Addition to Subtract 1 Day	subtraction facts	addition and subtraction facts. **Visual Learning**: How can you use addition fax you know to help you solve subtraction facts? **Convince Me:** Have students draw and display a bar model to represent the equation 6 + 9 = 15. Point out that a fact family of 2 related addition facts and 2 related subtraction facts can be made by using the completed bar model. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity pages 159 - 160. Students can choose an activity	Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 4-6

		to build.	
Lesson 4-7 **Explain Subtraction Strategies** **1 Day**	SWBAT explain strategies used to solve subtraction problems.	**Solve and Share**: Students explore different ways to solve a subtraction problem and communicate their thinking. **Visual Learning**: What are some different ways to solve subtraction facts? How do you decide which strategy to use? **Convince Me:** Have students explain how the number line helps them count on to solve the problem and why it was a good tool to use for this problem. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Problem-	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 4-7

		Solving Leveled Reading Mats	
Lesson 4-8 **Solve Word Problems With Facts to 20** **1 Day**	SWBAT solve different types of addition and subtraction problems with unknowns in different positions.	**Solve and Share**: Students solve an add to, start a known problem. **Visual Learning**: How can objects, drawings, and equations help you solve different types of word problems? **Convince Me:** Have students use precise language to explain their thinking. see if they communicate their answers clearly to others. Have them tell which operation symbol they would use to solve the problem after deciding to add or subtract. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 4-8

		Category **Optional Activities**: Pick a Project Activity on pages 159-160. Students can choose an activity to build.	
Lesson 4-9 **Problem Solving: Reasoning** **1 Day**	SWBAT use reasoning to write and solve number stories.	**Solve and Share**: Students write a number story for a subtraction fact and then write an equation to match their story. **Visual Learning**: How can you write a word problem for an equation? **Convince Me:** Ask students to tell a story for 12 - 7 and a story for five plus seven. then have other students describe how the stories are alike and how they are different. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 4-9

		• My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity. This activity revisits The Envision STEM theme, Pattern of the Day and Night, introduced on page 157 in the Student's Edition.	
Review Topic 4: Fluency Practice Activity Subtraction Facts to 20: Use Strategies 1 Day	SWBAT: practice accurately and efficiently adding and subtracting within 20 during a partner activity. Review vocabulary words used in the topic. Review addition and subtraction strategies in preparation for assessment.	Fluency Practice Activity: Students practice accurately and efficiently adding and subtracting within 20 during a partner activity. Vocabulary review: Students review vocabulary words used in the topic. Reteaching Pages: Students will complete reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math	Reteaching Pages

		Category **Optional Activities**: Topic 4 Practice Assessment	
Topic 4 Assessment Subtraction Facts to 20: Use Strategies 1 Day	SWBAT complete Topic 4 assessment independently	**Topic 4 Assessment:** Students will independently complete the Topic 4 assessment. **Suggested center activity:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 4 Assessment

Climate Change Activity

1.OA.A.2 Students will begin by viewing the "Energy Conservation" video on Discovery Ed. With support, students may ask and answer questions about how unplugging electronics saves electricity. Students will solve word problems with a partner based on unplugging a certain number of electronic devices (e.g. On Monday, Sam unplugs two elctronic devices. On Tuesday, he unplugs five electronic devices. On Wednesday, he unplugs four electronic devices. How many electronic devices does Sam unplug in all?)

Standards

MATH.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.
MATH.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.
MATH.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Modifications for Special Education, ELL, and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts Practice Center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or the teacher may choose a partner to work that student.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic

- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- Pick a Project Activity
- enVision STEM Activity
- Problem-Solving Leveled Reading Mats

Topic 5: Work with Addition and Subtraction Equations

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **1st Trimester**
Length: **9 Days**
Status**:** **Published**

Summary of the Unit

Topic 5 focuses on the understanding that the equal sign indicates that both sides of an equation represent the same value. Students determine whether addition and subtraction equations are true or false, and they find the missing number in addition and subtraction equations. The Associative Property of Addition is also introduced as a way to group numbers flexibly to solve problems with three addends.

Enduring Understandings

- Models and the relationship between addition and subtraction can be used to solve equations with an unknown part.
- An addition or subtraction equation is true if the values on each side of the equal sign are the same. In addition or subtraction equation is false if the values on each side of the equal sign are not the same.
- An addition or subtraction equation is true if the values on each side of the equal sign are the same. models, addition facts, and subtraction facts can be used to solve equations with an unknown part.
- Three numbers can be grouped and added in any order.
- Numbers can be grouped in different ways to solve word problems with three addends.
- Objects, drawings, models, and equations can help you solve different types of word problems..
- Good math thinkers are careful about what they write and say, so their ideas about math are clear.

Essential Questions

- How can you use models or the relationship between addition and subtraction to solve equations with an unknown part?
- How can you decide if an equation is true or false?
- How can you find the missing number in an equation in order to make the equation true?
- What are some strategies that you can use to help add three numbers?
- Why can you group numbers in different ways in order to solve a word problem with three addends?

- How can you solve comparison problems?
- How can you use Precision in order to find the missing number or symbol that will make an equation true?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson Success Net Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessment
Lesson 5-1 Find the Unknown Numbers **1 Day**	SWBAT find the unknown number in an equation.	**Solve and Share**: Students find the missing number in an addition equation. **Visual Learning**: How can you use models or the relationship between addition and subtraction to solve equations with an unknown part? **Convince Me:** Students can use counters to explain that 5	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 5-1

		is the missing number in the addition equation. They could start with 4 counters and then add 5 more counters as they count on 5, 6, 7, 8, 9. They should explain that since they counted on five more, they found that 5 + 4 = 9. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Problem-Solving Leveled Reading Mats Have students read the Problem-Solving Leveled Reading Mat for Topic 5 and then complete the Problem-Solving Reading Activity 5-1.	
Lesson 5-2 True or False Equations 1 Day	SWBAT determine if addition and subtraction equations are true	**Solve and Share**: Students determine if equations are true and show why.	Guided Practice Independent Practice Problem-Solving Practice Buddy

	or false.	**Visual Learning**: How can you decide if the equation is true or false? **Convince Me:** Make sure students understand that both sides of the equation must have exactly the same value for the equation to be true. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Underwater Communication, introduced on page 209 in the Student's Edition	Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 5-2
Lesson 5-3 Make True Equations 1 Day	SWBAT find the missing numbers in equations to make them true.	**Solve and Share**: Students find a missing number to make an equation true.	Guided Practice Independent Practice Problem-Solving Practice Buddy

		Visual Learning: how can you find the missing number in an equation in order to make the equation true? **Convince Me:** Students can use counters. Students can show two groups each with 6 counters for the side of the equation with 6 + 6. Then they can move 2 counters from one group to the other group to show that 8 + 4 has the same value as 6 + 6. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Problem-Solving Leveled Reading Mats Have students read the problem-solving leveled reading mat for Topic 5 and	Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 5-3

		then complete the problem-solving reading activity 5-3.	
Lesson 5-4 Add Three Numbers 1 Day	SWBAT Use different strategies to add three numbers.	**Solve and Share**: Students explore strategies for adding three numbers. **Visual Learning**: What are some strategies that you can use to help you add three numbers? **Convince Me:** Have students use counters or familiar classroom objects to model finding the sum of three numbers. Have them write and complete equations like 3 + 6 + 3 = ____ and 3 + 5 + 5 = ____. Since the numbers could be added in any order, encourage students to first look for two numbers that are easy to add. These might include doubles facts or sums of 10. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 5-4

		Technology Activities: • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Activity on page 211. Students can choose an activity to build.	
Lesson 5-5 Word Problems with Three Addends **1 Day**	SWBAT use different strategies to solve word problems with three addends.	**Solve and Share**: Students apply different strategies to solve a word problem with three addends. **Visual Learning**: Why can you group numbers in different ways in order to solve a word problem with three addends? **Convince Me:** Display equations like 5 + 2 + 5 =? emphasize that the sum of 5 + 4 + 6 equals? is the same whether 5 + 4 is added first or 4 + 6 is added first. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 5-5

		• My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: • Pick a Project Activity on page 211. Students can choose an activity to build.	
Lesson 5-6 Solve Addition and Subtraction Word Problems **1 Day**	SWBAT solve word problems involving comparisons.	**Solve and Share**: Students solve a comparison word problem in which the smaller amount is unknown. **Visual Learning**: How can you solve comparison problems? **Convince Me:** You may wish to have students create a bar model or write an addition or subtraction equation to make sense of this problem. students can write the numbers that they know in the model or the equation and then preserve them to find the missing number. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 5-6

		• Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: • Pick a Project Activity on page 211. Students can choose an activity to build	
Lesson 5-7 **Problem Solving: Precision** **1 Day**	SWBAT use Precision to determine the missing number or symbol in an equation.	**Solve and Share**: students use Precision to write a true equation with given parameters. **Visual Learning**: how can you use Precision in order to find the missing number or symbol that will make the equation true? **Convince Me:** guide students to find the value of each side of the equation in order to construct an argument as to whether the equation is true or false. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 5-7

		• Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Underwater Communication, introduced on page 209 in the Student's Edition	
Review Topic 5: Fluency Practice Activity Work with Addition and Subtraction Equations 1 Day	SWBAT: practice accurately and efficiently adding and subtracting within 10 during a partner activity. Review vocabulary words used in the topic. Review addition and subtraction strategies in preparation for assessment.	Fluency Practice Activity: Students practice accurately and efficiently adding and subtracting within 10 during a partner activity. Vocabulary review: Students review vocabulary words used in the topic. Reteaching Pages: Students will complete reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power	Reteaching Pages

		House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Topic 5 Practice Assessment	
Topic 5 Assessment Work With Addition and Subtraction Equations 1 Day	SWBAT complete Topic 5 assessment independently	**Topic 5 Assessment:** Students will independently complete Topic 5 assessment. **Suggested center activity:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 5 Assessment

Standards

MATH.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.
MATH.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.
MATH.1.OA.B.4	Understand subtraction as an unknown-addend problem.
MATH.1.OA.C	Add and subtract within 20
MATH.1.OA.D	Work with addition and subtraction equations

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg. 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Envision Enrichment printable
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts Practice Center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or the teacher may choose a partner to work them.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real-world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit/reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary

- “Listen and Look For” when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Pick a Project

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 6: Represent and Interpret Data

Content Area: **Grade 1 Mathematics**
Course(s): **Math**
Time Period: **1st Trimester**
Length: **8 Days**
Status: **Published**

Summary of the Unit

Topic 6, students explore concepts of data literacy and analysis involving up to three categories of data. Students collect, organize, represent, and interpret data. Many of the problems about data are structured to represent a variety of addition situations (total number of data points, how many in each category) and subtraction situations (how many more, how many fewer).

Enduring Understandings

- Tally charts are useful for recording and organizing some kinds of data.
- A picture graph uses pictures to show and organize data.
- Some problems can be solved by making, reading, and analyzing a tally chart or picture graph.
- Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck

Essential Questions

- How can you use a tally chart to record different types of data?
- How can you use the data collected in a tally chart to make a picture graph?
- How can you use the information in a tally chart or picture graph to answer questions?
- How can you use a tally chart or a picture graph to solve a word problem?
- How can you make sense of a problem about data and use perseverance to solve it?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson Success Net Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 6-1 Organize Data Into Three Categories 1 Day	SWBAT organize data into categories.	**Solve and Share**: Students organize information in a way that makes it easier to understand and count. **Visual Learning**: How can you use a tally chart to record different types of data? **Convince Me:** Draw a group of circles, squares, and triangles on the board. Next to the drawing make a tally chart showing the number of each shape with tally marks. Ask students how the tally marks make it easier to count. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice"	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 6-1

		• Independent Practice • Problem-Solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Problem-Solving Leveled Reading Mats Have students read the Problem-Solving Leveled Reading Mat for Topic 6 and then complete the Problem-Solving Reading activity 6-1 the reading is leveled on the two sides of the mat.	
Lesson 6-2 **Collect and Represent Data** **1 Day**	SWBAT collect and organize information using a picture graph.	**Solve and Share**: Students collect data from classmates and create a tally chart. **Visual Learning**: How can you use the data collected in a tally chart to make a picture graph? **Convince Me:** Discuss with students how they could find the sport that Joey's friends like least using the picture graph. Help students to construct arguments that the sport with the fewest pictures is the sport that Joey's friends like least. To deepen understanding, have students compare the tally marks to the picture totals in the graph.	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 6-2

		Guided Practice: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-Solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Problem-Solving Leveled Reading Mats Have students read the Problem-Solving Leveled Reading Mat for Topic 6 and then complete the Problem-Solving Reading activity 6-2 the reading is leveled on the two sides of the mat.	

Lesson 6-3 Interpret Data 1 Day	SWBAT interpret organized data.	**Solve and Share**: Students complete a tally chart and a picture graph to organize given information. **Visual Learning**: How can you use the information in a tally chart or picture graph to answer questions? **Convince Me:** Point out to students that the data shown in a graph May often provide answers to many questions, not just one or two. encourage students to ask additional questions. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-Solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 6-3

		Optional Activities: • Pick a Project Have students continue to work on a project introduced on pages 251-252 in the Student's Edition. • Climate Change Example: Students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may organize used objects into those categories, and ask and answer questions about the total number of objects, how many are in each category, and how many more or fewer are in one category than in another.	
Lesson 6-4 Continue to Interpret Data 1 Day	SWBAT use a picture graph to interpret data.	**Solve and Share**: Students complete a table to solve a problem about an unknown part. **Visual Learning**: How can you use a tally chart or picture graph to solve a word problem? **Convince Me:** What equations could Abby use to find how many students chose carrots [5 + 7 = 12; 12 - 5 = 7.] Discuss with students how the numbers in both equations represent the same information in the word problem and in the tally chart. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 6-4

		instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-Solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity This activity revisits The Envision STEM theme, Different Types of Phones, introduced on page 249 in the Student's Edition.	
Lesson 6-5 Problem-Solving: Make Sense and Persevere 1 Day	SWBAT use perseverance to solve problems about sets of data.	**Solve and Share**: Students use perseverance in order to solve a problem about data given in a tally chart. **Visual Learning**: How can you make sense of a problem about data and use perseverance to solve it? **Convince Me:** What do you need to find out how many people chose football and how many people chose baseball? **Guided Practice**: Portion of "Guided Practice" for the whole group.	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 6-5

		Suggested center activities: • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-Solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity This activity revisits The Envision STEM theme, Different Types of Phones, introduced on page 249 in the Student's Edition.	
Review Topic 6: Fluency Practice Activity Represent and Interpret Data 1 Day	SWBAT: practice fluently adding and subtracting within 10 during a partner activity. Review vocabulary words used in the topic. Review addition and subtraction strategies in preparation for assessment.	Fluency Practice Activity: Students practice fluency adding and subtracting within 10 during a partner activity. Vocabulary review: Students review vocabulary words used in the topic. Reteaching Pages: Students will complete reteaching pages with teacher support as needed. **Suggested center activities:**	Reteaching Pages

		• Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-Solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Topic 6 Practice Assessment	
Topic 6 Assessment Represent and Interpret Data 1 Day	SWBAT successfully complete Topic 6 assessment independently	**Topic 6 Assessment:** Students will independently complete Topic 6 assessment. **Suggested center activity:** • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category	Topic 6 Assessment

Climate Change Activity

1.DLA.1 Students will begin by viewing "Humans and the Environment" via BrainPop or "Reduce, Reuse, Recycle" via BrainPop Jr. Students will then discuss the 3 R's (Reduce, Reuse, Recycle) and brainstorm ways that they can work to help conserve the Earth's environment.Students may ask and answer questions about objects that may be reused, objects that may be recycled, and objects that must be placed in the trash. Students may organize used objects into those catagories, and ask and answer questions about the total number of objects, how many are in each category, and how many more or fewer are in one category than in another.

Standards

MATH.1.DL.A	Represent and interpret data
MATH.1.DL.A.1	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Suggested Modifications for Special Education, ELL and Gifted Students

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg. 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Envision Enrichment printable
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts Practice Center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or the teacher may choose a partner to work with them.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math

- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 7: Extend the Counting Sequence

Content Area: **Mathematics**
Course(s):
Time Period: **1st Trimester**
Length: **9 Days**
Status: **Awaiting Review**

Summary of the Unit

Topic 7 focuses on counting to 120, starting at any number less than 120, by 10s and 1s, reading and writing numbers to 120, and representing a number of objects within a written numeral for quantities to 120. Counting by 10s and 1s builds an understanding of two-digit numbers that will prove useful in later topics involving place value.

- The decade numbers are built on groups of 10. The oral names are similar, but not the same as the number of tens counted.
- Counting forward by 1s to 120 follows the same place-value counting rules as counting forward by 1s to two-digit numbers.
- Counting and place-value patterns can be seen on a number chart.
- An open number line can be used to show counting by tens and ones.
- The number of objects in a group is determined by the last number said when they are counted. A written numeral represents the number of objects in a group. Counting objects by tens and then ones can help you count objects faster than counting by just ones.
- Good math thinkers look for things that repeat in a problem. Then they use what they learn from one problem to help them solve other problems.
-

Essential Questions

- How can you use patterns to count by tens?
- How is counting forward from 100 to 120 like counting forward to a two-digit number? How is it different?
- What number is one more than a number at the end of a row?
- What patterns do you see on a number chart when you count by tens and ones
- How can you use an open number line to count on by ones and tens?
- How can you write a number to show how many objects are in a group?
- How can you use what you learned from one problem to solve another problem?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 7-1 **Count by 10s to 120** **1 Day**	SWBAT Count by 10s to 120.	**Solve and Share**: Students find a way to count a set of counters without counting each one. **Visual Learning**: How can you use patterns to count by tens? **Convince Me:** Discuss with students why it is faster to count by 10s rather than by 1s to find the total number of counters in Items 1 and 2. Ask students to explain why they do not need to count by 1s when they know that each 10 frame has 10 counters. Remind students that counting by 1s and counting by 10s gives the same results. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 7-1

		House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Have students continue to work on a project introduced on page 283 in the Student's Edition.	
Lesson 7-2 **Count by 1s to 120** **1 Day**	SWBAT Count by 1s to 120.	**Solve and Share**: Students count by 1s starting with 100. **Visual Learning**: How is counting forward from 100 to 120 like counting forward to a two-digit number? How is it different? **Convince Me:** Have students use a hundreds flat, a tens-rod, and a ones unit to show and explain their answers. If needed, show how the tens-rod represents a ten. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 7-2

		• Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Have students continue to work on a project introduced on page 283 in the Student's Edition.	
Lesson 7-3 Count on a Number Chart to 120 1 Day	SWBAT Count on a number chart to 120.	**Solve and Share**: Students count by 1s on a number chart. **Visual Learning**: What number is one more than a number at the end of a row? **Convince Me:** Explain and point out on a number chart that the number that is 1 more is to the right of a number. What number is 1 more than a number at the end of a row? [The first number in the row below that number] **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice"	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 7-3

		• Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Problem-Solving Leveled Reading Mats Have students read the Problem-Solving Leveled Reading Mat for Topic 7 and then complete Problem-Solving Reading Activity 7-3. The reading is leveled on the two sides of the mat.	
Lesson 7-4 **Count by 1s or 10s to 120** **1 Day**	SWBAT Find number patterns on a number chart.	**Solve and Share**: Students find number patterns on a number chart. **Visual Learning**: what patterns do you see on a number chart when you count by 10s and 1s? **Convince Me:** Make it clear that even though some of the numbers in the patterns are the same, counting by 1s and 10s is different. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:**	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 7-4

		• Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity This activity revisits the enVision STEM theme, Project: Parents and Babies, introduced on page 281 in the Student's Edition.	
Lesson 7-5 Count on an Open Number Line **1 Day**	SWBAT Count to 120 using an open number line.	**Solve and Share**: Students use an open number line to demonstrate counting on by 1s. **Visual Learning**: How can you use an open number line to count by 1s and 10s? **Convince Me:** Discuss with students when they count on by 1s from 109, the next number, 110, would have 10 ones and so the tens digit would be 1 and the ones digit would return to 0. **Guided Practice**: Portion of "Guided Practice" for the whole	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 7-5

		group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Pick a Project Have students continue to work on a project introduced on page 283 in the Student's Edition.	
Lesson 7-6 Count and Write Numerals 1 Day	SWBAT write numerals to show how many objects are in a group.	**Solve and Share**: Students count how many objects are in a group and write the number that tells how many. **Visual Learning**: How can you write a number to show how many objects are in a group? **Convince Me:** Suggest that students write down the numbers as they count on by 1s from 19 so that they know when they have counted on 6 more. What numbers did you count and write?	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 7-6

		[20, 21, 22, 23, 24, 25] So, what number did you end on? [25] **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: enVision STEM Activity This activity revisits the enVision STEM theme, Project: Parents and Babies, introduced on page 281 in the Student's Edition.	
Lesson 7-7 Problem Solving: Repeated Reasoning 1 Day	SWBAT Find better and faster ways to solve problems.	**Solve and Share**: Students find the total number of objects in a group and explain their shortcut for counting them. **Visual Learning**: How can you use what you learned from one problem to solve another problem?	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 7-7

		Convince Me: Why do you circle the groups of 10 before you count a group of objects? **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Problem-Solving Leveled Reading Mats Have students read the Problem-Solving Leveled Reading Mat for Topic 7 and then complete Problem-Solving Reading Activity 7-7. The reading is leveled on the two sides of the mat.	
Review Topic 7: Fluency Practice Activity	SWBAT: practice accurately and efficiently adding and subtracting	Fluency Practice Activity: Students practice accurately and efficiently adding and subtracting within 10 during a partner activity.	Reteaching Pages

Extend the Counting Sequence **1 Day**	within 10 during a partner activity. Review vocabulary words used in the topic. Review addition and subtraction strategies in preparation for assessment.	Vocabulary review: Students review vocabulary words used in the topic. Reteaching Pages: Students will complete reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Topic 7 Practice Assessment	
Topic 7 Assessment **Extend the Counting Sequence** **1 Day**	SWBAT successfully complete Topic 7 assessment independently	**Topic 7 Assessment:** Students will independently complete Topic 7 assessment. **Suggested center activity:** • My Math Academy **Technology Activities:** • ST Math • My Math Academy • Brain Pop Jr. Math	Topic 7 Assessment

		Category	

MATH.1.NBT.A.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.
MATH.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”
MATH.1.NBT.B.2.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).

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today’s Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts Practice Center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or the teacher may choose a partner to work with that student.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify the amount of vocabulary words used
- Read word problems and directions aloud

- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real-world examples
- Daily lesson Visual Learning Bridge (enVision) and Model with Math
- Envision Intervention kit/reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- enVision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (enVision 2020)
- Game Center (enVision 2020)
- My Math Academ

Suggested Technological Innovations/Use

- ST Math
- Tools (enVision 2020)
- Game Center (enVision 2020)
- My Math Academy

Topic 8: Understand Place Value

Content Area: **Grade 1 Mathematics**
Course(s): **Math**
Time Period: **2nd Trimester**
Length: **9 Days**
Status**:** **Published**

Summary of the Unit

Topic 8 develops the concept of tens and ones, which is a key foundation of the base-10 number system. This topic strengthens students' understanding of the place-value system and prepares them for 2-digit addition and subtraction. Students learn that 2-digit numbers represent amounts of tens and ones. They transition from understanding "10" as a group of 10 ones to understanding it as both 10 ones and 1 ten. This transition is an important step to understanding the structure of the base-10 number system.

Enduring Understandings

- Numbers can be used to tell how many. Numbers 11 through 19 can be shown as a group of 10 and up to 9 more; they can be written as a number word
- The decade numbers to 100 are built on groups of ten. When there are only tens, counting by 10s can be used to find how many there are in all.
- When objects are grouped in sets of tens and leftovers (ones), counting the groups of tens and adding ones tell how many there are in all. Numbers can be used to tell how many. In a standard numeral, the tens are written to the left of the ones.
- When objects are grouped in sets of tens and leftovers (ones), counting the groups of tens and adding ones tell how many there are in all. Numbers can be used to tell how many. In a standard numeral, the tens are written to left of the ones.
- In a standard numeral, the tens are written to the left of the ones. A drawing can show how many tens and ones are in a number.
- Numbers can be named in many ways.
- Good math thinkers look for patterns in math to help solve problems.

Essential Questions

Essential Questions

- How would you show thirteen as a ten and ones?
- How would you count 5 groups of connecting cubes that have 10 cubes in each group?
- How do you know how many tens and how many leftovers are in a number?
- What do the digits on the left and right sides of a two-digit number tell you?

- How can you use a drawing to show how many tens and ones are in a number?
- How can you make a two-digit number with different numbers of tens and ones?
- How can you use a pattern to find all the ways to make a number by using tens and ones?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 8-1 Make Numbers 11 to 19 1 Day	SWBAT read and write numbers 11 to 19.	**Solve and Share**: Students show different numbers using counters and a ten-frame. They tell how the numbers are alike and different. **Visual Learning**: How would you show thirteen as a ten and ones? **Convince Me:** Have students demonstrate how to make the number 13 using two ten-	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 8-1

		frames and counters. Tell them to completely fill the first ten-frame before they put counters in the second ten-frame. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 323-324 in the Student's Edition.	
Lesson 8-2 **Numbers Made with Tens** **1 day**	SWBAT show groups of 10 with connecting cubes.	**Solve and Share**: Students use cubes to show that 2 tens is alike and different from 20 and explain how they know. **Visual Learning**: How would you count 5 groups of connecting cubs that have 10 cubes in each group? **Convince Me:** Have students count by 10s on their fingers until they reach 90. Help then understand that there are 9	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 8-2

		tens in 90. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 323-324 in the Student's Edition.	
Lesson 8-3 Count with Groups of Tens and Ones 1 day	SWBAT group tens to solve problems.	**Solve and Share**: Students divide 34 cubes **Visual Learning**: How do you know how many tens and how many leftovers are in a number? **Convince Me:** Have 4 students hold up enough fingers to show 37. Ask students to name the number that their fingers show and explain how many tens and ones are shown. **Guided Practice**: Portion of "Guided Practice" for the whole group.	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 8-3

		Suggested center activities: • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Daylight Throughout the Year, introduced on page 321 in the Student's Edition.	
Lesson 8-4 **Tens and Ones** **1 day**	SWBAT count tens and ones to find a two-digit number.	**Solve and Share**: Students guess how many cubes are in a bag and then count them to write the total number of cubes. **Visual Learning**: What do the digits on the left and right sides of a two-digit number tell you? **Convince Me:** Have students use connecting cubes to represent their numbers. Ask them to talk about the similarities and differences between the numbers. **Guided Practice**: Portion of	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 8-4

		"Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 8 and then complete Problem-Solving Reading Activity 8-4. The reading is leveled on the two sides of the mat.	
Lesson 8-5 Continue with Tens and Ones **1 day**	SWBAT Use drawings to solve problems with tens and ones.	**Solve and Share**: Students make a drawing to show an easy way to count to 28. **Visual Learning**: How can you use a drawing to show how many tens and ones are in a number: **Convince Me:** Have students write the numbers 23 and 32. Then ask them to tell how many lines and dots they would draw for each number. Have students draw the tens and ones for each number and then compare their drawings.	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 8-5

		Guided Practice: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Daylight Throughout the Year, introduced on page 321 in the Student's Edition.	
Lesson 8-6 Different Names for the Same Number 1 day	SWBAT decompose numbers in multiple ways.	**Solve and Share**: Students use objects to show two different ways to show a two-digit number. Their work shows prior and emerging understandings you can build on during The Visual Learning Bridge. **Visual Learning**: How can you make a two-digit number with different numbers of tens and ones? **Convince Me:** Have students use connecting cubes, as needed, to model their	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 8-6

		method. Ask them to back their claim by counting to prove their method shows 24. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 323-324 in the Student's Edition.	
Lesson 8-7 Problem Solving: Look For Use Structure 1 day	SWBAT Use tens and ones to make numbers in different ways.	**Solve and Share**: Students explore different ways to make the same number. **Visual Learning**: How can you use a pattern to find all of the ways to make a number by using tens and ones? **Convince Me: Point out to students that once they have reached 0 in the tens column, the pattern will go no further and they have found all of the combinations of tens and ones.**	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 8-7

		Guided Practice: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading mat for Topic 8 and then complete Problem-Solving Reading Activity 8-7. The reading is leveled on the two sides of the mat.	
Review Topic 8: Fluency Practice Activity: Understand Place Value 1 day	SWBAT practice accurately and efficiently adding to 10 during a partner activity. Students review vocabulary words used in the topic.	Fluency Practice Activity: Students practice accurately and efficiently adding to 10 during a partner activity. Vocabulary Review: Students review vocabulary words used in the topic. Reteaching pages: Students will complete Reteaching pages with teacher support as	Reteaching pages

	Review strategies in preparation for assessment.	needed. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	

Topic 8 Assessment: Understand Place Value 1 day	SWBAT complete Topic 8 Assessment independently.	Topic 8 Assessment: Students will independently complete Topic 8 Assessment.
		Suggested center activities:
		• My Math Academy
		• **Technology Activities:**
		  • St Math
		  • My Math Academy
		  • Brain Pop Jr. Math Category
			Topic 8 Assessment

Standards

MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.C	Add and subtract within 20
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 –

	1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MATH.1.NBT.A.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.
MATH.1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg. 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printable
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations

Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used

- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular /Career Readiness, Life Literacies and Key Skill Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 9: Compare Two-Digit Numbers

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **2nd Trimester**
Length: **8 Days**
Status**:** **Published**

Summary of the Unit

In topic 9, students use their understanding of place value to compare 2-digit numbers. This topic, along with Topic 8, s for 2-digit addition and subtraction. Students learn that 2-digit numbers represent amounts of tens and ones. They tra ones and 1 ten. This transition is an important step in understanding the structure of the base-10 number system.

Enduring Understandings

- 1 more, 1 less, 10 more, and 10 less express a relationship between 2 numbers.
- Place-value relationships can be represented on a hundred chart.
- For 2 two-digit numbers, the number with more tens is greater. If the 2 numbers have an equal number of tens, then the number with more ones is greater.
- For 2 two-digit numbers, the number with more tens is greater. If the 2 numbers have an equal number of tens, then the number with more ones is greater.
- For any two-digit number shown on a number line, the numbers to its left are less than the number and the numbers to its right are greater than the number.
- Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.

Essential Questions

- How does a number change when you find the number that is 1 more, 1 less, 10 ore, and 10 less than that number?
- How do you find the number that is 1 more, 1 less, 10 more, and 10 less than a number on a hundred chart?
- How can you compare 1 two-digit number to tell which one is greater?
- How would you compare two numbers using symbols?
- How can you use a number line to compare two numbers?
- How does making a list help you to find a secret number when you are given clues about comparing numbers?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 9-1 **1 More, 1 Less; 10 More, 10 Less** **1 Day**	SWBAT find numbers that are more or less than a given number.	**Solve and Share**: Students solve a problem finding 1 more and 10 more than a number. Their work shows prior and emerging understandings you can build on during the Visual Learning Bridge. **Visual Learning**: How does a number change when you find the number that is 1 more, 1 less, 10 more, and 10 less than that number? **Convince Me:** Write several two-digit numbers on the board. Have students find the number that is 10 more than each number. Point out that with each number, the tens digit increases by 1.	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 9-1

		Guided Practice: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme. Light and Objects, introduced on page 361 in the Student's Edition.	
Lesson 9-2 **Find Numbers on a Hundred Chart** **1 day**	SWBAT use a hundred chart to find 1 more,1 less, and 10 more, 10 less.	**Solve and Share**: Students use a hundred chart to help them find 1 more, 1 less, 10 more, and 10 less than a number. **Visual Learning**: How do you find the number that is 1 ore, 1 less, 10 more, 10 less than a number on a hundred chart? **Convince Me:** Have students explain how numbers change when they show 10 more. **Guided Practice**: Portion of "Guided Practice" for the whole group.	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 9-2

		Suggested center activities: • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on page 363 in the Student's Edition.	
Lesson 9-3 **Compare Numbers** **1 day**	SWBAT use place-value blocks to compare 2 -digit numbers.	**Solve and Share**: Students compare two 2-digit numbers using place-value blocks. **Visual Learning**: How can you compare 2 two-digit numbers to tell which one is greater? **Convince Me:** Have students explain how to compare the 2 numbers. By comparing the tens, students can justify that 38 is greater. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:**	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 9-3

		• Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 9 and then complete Problem-Solving Reading activity 9-3. The reading is leveled on the two sides of the mat.	
Lesson 9-4 Compare Numbers with Symbols (>,<,=) 1 day	SWBAT **c**ompare two numbers using a greater than a less than, or an equal to sign.	**Solve and Share**: Students compare 2 numbers using greater than, and less than. **Visual Learning**: How would you compare two numbers using symbols? **Convince Me:** Which digits should you compare first? (the tens digits) Does comparing the tens digits tell which number is greater? (No the tens digits are the same. I have to compare the ones digits to see which number is greater. **Guided Practice**: Portion of "Guided Practice" for the whole group.	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 9-4

		Suggested center activities: • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 9 and then complete Problem-Solving Reading activity 9-4. The reading is leveled on the two sides of the mat.	
Lesson 9-5 Compare Numbers on a Number Line. 1 day	SWBAT **C**ompare and write two-digit numbers that are greater than or less than other two-digit numbers.	**Solve and Share**: Students use a number line to find a number that is greater than a number e that is less than a given number. **Visual Learning**: **Convince Me:** How can you use a number line to compare two numbers? **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 9-5

		instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on page 363 in the Student's Edition.	
Lesson 9-6 Problem Solving: Make Sense and Persevere 1 day	SWBAT make sense of a problem and find the best way to solve it.	**Solve and Share**: Students solve a riddle by comparing numbers and identifying the number of sides that shapes have. **Visual Learning**: How does making a list help you to find a secret number when you are given clues about comparing numbers? **Convince Me:** Present students with 2 clues about another secret number. Tell students to solve the problem without making a list. Discuss the advantages of using a list. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:**	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 9-6

		• Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: This activity revisits the enVisionSTEM theme Light and Objects, introduced on page 361 in the Students' Edition	
Review Topic 9 Fluency Practice Activity: Compare Two-digit Numbers 1 day	SWBAT practice accurately and efficiently adding and subtracting within 10 during a partner activity. Students review vocabulary words used in the topic. Review strategies in preparation for assessment.	Fluency Practice Activity: Students practice accurately and efficiently adding to 10 during a partner activity. Vocabulary Review: Students review vocabulary words used in the topic. Reteaching pages: Students will complete Reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice"	Reteaching pages

		• Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category	
Topic 9 Assessment Compare Two-Digit Numbers 1 day	SWBAT complete Topic 9 Assessment independently.	Topic 9 Assessment: Students will independently complete Topic 9 Assessment. **Suggested center activities:** • My Math Academy • **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 9 Assessment

Standards

MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.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.
MATH.1.OA.C	Add and subtract within 20
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printable
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples

- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching
- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skill Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 10: Use Models and Strategies to Add Tens and Ones

Content Area: **Grade 1 Mathematics**
Course(s): **Math**
Time Period: **3rd Trimester**
Length: **10 Days**
Status**:** **Published**

Summary of the Unit

Topic 10 focuses on adding a 2-digit number to a 1-digit or 2-digit number as students add within 100. Students find answers using concrete models, drawings, properties of operations, and strategies based on place value. Written methods are related to strategies, with an exception that students can explain the reasoning used. In Topic 10, addition strategies that use place-value blocks allow students to physically count a sum. Strategies that use a hundred chart generalize the representation of the blocks to numbers arranged in a pattern. Strategies that use an open number line provide another way of representing what the digits in a number line mean. These strategies all build towards understanding that in adding two-digits numbers, one adds tens and tens, one and ones, and sometimes it is necessary to compose a ten

Enduring Understanding

- Adding groups of 10 is similar to adding numbers less than 10.
- When adding tens to a two-digit number, the tens digit changes. The ones digit remains unchanged.
- When a two-digit number is added to a one-digit number, the ones are added to the ones. When a two-digit number is added to a multiple of ten, the tens are added to the tens.
- When a two-digit number is added to a one-digit number, the ones are added to the ones. When a two-digit number is added to a multiple of the tens are added to the tens.
- When a two-digit number is added to a one-digit number, the ones are added to the ones. When a two-digit number is added to a multiple of ten, the tens are added to the tens.
- When a two-digit number is added to a one -digit number, the ones are added to the ones and sometimes it is necessary to compose a ten.
- When a two-digit number is added to another two-digit number, the ones are added to the ones and sometimes it is necessary to compose a ten**.** The tens are added to the tens.
- You can use different strategies to solve addition problems.
- Good math thinkers use math they know to show and solve problems.

Essential Questions

- How is adding groups of ten like adding numbers less than 10?
- How can you mentally add 10 to a number?
- How do you use a hundred chart to add a two-digit number to a one-digit number and a two-digit number to
- How do you use a number line to add a two-digit number to a one-digit number and a two-digit number to a
- How do you use blocks to add a two-digit number to a one-digit number and a two-digit number to a multip
- How does making a ten help you add?
- How can you use drawings of place-value blocks to add 2 two-digit numbers?
- What are some different tools or strategies that you could use to solve an addition problems?
- How does showing the problem help you solve the problem?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 10-1 Add Tens Using Models 1 Day	SWBAT add 2 multiples of 10.	**Solve and Share**: Students explain how they can use the sum of 2 one-digit numbers to find the sum of two multiples of ten.	Guided Practice Independent Practice Problem-Solving Practice Buddy

		Visual Learning: How is adding groups of ten like adding numbers less than 10? **Convince Me:** Have students use a scrap of paper to cover the ones digits in 60 and 30 and find the sum of 6+3. Then have them uncover the ones digits to find the sum, and compare. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 399-400 in the Student's Edition.	Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 10-1
Lesson 10-2 **Mental Math: Ten More Than a Number** **1 day**	SWBAT use mental math to add tens to two-digit numbers.	**Solve and Share**: Students add 10 to three different numbers and look for a pattern in their sums. **Visual Learning**: How can you mentally add 10 to a number? **Convince Me:** Remind students	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical

		that they can use basic facts to help them add. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 10 and then complete Problem-Solving Reading activity 10-2. The reading is leveled on the two sides of the mat.	Literacy Enrichment Additional Practice Quick Check 10-2
Lesson 10-3 **Add Tens and Ones Using a Hundred Chart** **1 day**	SWBAT use a hundred chart to add tens and ones.	**Solve and Share**: Students use a hundred chart to add a number to a multiple of 10. **Visual Learning**: How do you use a hundred chart to add a two-digit number to a one-digit number and a two-digit number to a multiple of 10?	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice

		Convince Me: If needed, have students look at the hundred chart on page 409. Ask students what the larger number is. Ask students how they will add 6 to 50. Tell students that by moving to the start of the next row, and then 5 columns to the right. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Watch the Stars, introduced on page 397 in the Student's Edition.	Quick Check 10-3
Lesson 10-4 Add Tens and Ones Using an Open Number Line	SWBAT use a number line to solve addition problems.	**Solve and Share**: Students use an open number line to add one- and two-digit numbers. **Visual Learning**: How do you use a number line to add a two-digit	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching

1 day		number to a one-digit number and a two-digit number to a multiple of 10? **Convince Me:** Have students use open number lines to find the sum first by starting with 20, and then by starting with 17. Point out to students that if they start at 17, they can add 20 by making 2 hops as they count on by tens. If they start at 20, they would need to make 17 hops to add 17 as they count on by ones. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 10 and then complete Problem-	Build Mathematical Literacy Enrichment Additional Practice Quick Check 10-4

		Solving Reading activity 10-4. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 10-5 **Add Tens and Ones Using Models** **1 da**y	SWBAT **s**olve addition problems by using blacks or drawings.	**Solve and Share**: Students use place-value blocks to add 5 to a multiple of 10. **Visual Learning**: How do you use blocks to add a two-digit number to a one-digit number and a two-digit number to a multiple of 10? **Convince Me:** Remind students that they have used a hundred chart to count on by 10s and ask a volunteer to show how they would solve this problem using a hundred chart. Then ask another volunteer to solve this problem by using place value blocks to count on by 10s. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:**	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 10-5

		• St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Watch the Stars, introduced on page 397 in the Student's Edition.	
Lesson 10-6 **Make a Ten to Add** **1 day**	SWBAT make a ten to help solve addition problems.	**Solve and Share**: Students connect work with an addition fact to adding a two- and one-digit number. **Visual Learning**: How does making a ten help you add? **Convince Me:** You may wish to have students use or draw place-value blocks in order to answer this question. How many ones do you need to make a 10? **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 10-6

		• Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 399-400 in the Student's Edition.	
Lesson 10-7 **Add Using Place Value** **1 day**	SWBAT add 2 two-digit numbers.	**Solve and Share**: Students use drawings to show how to complete a problem. **Visual Learning**: How can you use drawings of place-value blocks to add 2 two-digit numbers? **Convince Me: You may wish to have students use place value blocks to show 23 and 15.** **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 10-7

		students continue to work on a project introduced on pages 399-400 in the Student's Edition.	
Lesson 10-8 Practice Adding Using Strategies 1 day	SWBAT solve addition problems using different strategies.	**Solve and Share**: Students add two-digit numbers by using a strategy that they have previously learned. **Visual Learning**: What are some different tools or strategies you could use to solve an addition problem? **Convince Me:** You may wish to have students solve the same problem in two different ways to explain how they can use any strategy that correctly shows and solves the problem. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 10-8

		Category **Optional Activities**: Have students continue to work on a project introduced on pages 399-400 in the Student's Edition.	
Lesson 10-9 **Problem Solving: Model with Math** **1 day**	SWBAT model and solve problems by drawing a picture and writing an equation.	**Solve and Share**: Students create a model to solve a word problem. **Visual Learning**: How does showing the problem help you solve the problem? **Convince Me:** Remind students that they will only need to draw 3 tens for 30 and that they do not need to draw any ones since 30 has zero ones. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 399-	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 10-9

		400 in the Student's Edition.	
Review Topic 10: **Fluency Practice Activities: Use Models and Strategies to Add Tens and Ones** **1 day**	SWBAT practice accurately and efficiently adding to 10 during a partner activity. Students review vocabulary words used in the topic. Review strategies in preparation for assessment.	Fluency Practice Activity: Students practice accurately and efficiently adding to 10 during a partner activity. Vocabulary Review: Students review vocabulary words used in the topic. Reteaching pages: Students will complete Reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Reteaching pages
Topic 10 Assessment: Understand Place Value **1 day**	SWBAT complete Topic 10 Assessment independently.	Topic 10 Assessment: Students will independently complete Topic 10 Assessment. **Suggested center activities:** • My Math Academy	Topic 10 Assessment

		Technology Activities: • St Math • My Math Academy • Brain Pop Jr. Math Category	

Standards

MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.C	Add and subtract within 20
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MATH.1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
MATH.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”
MATH.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.
MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today’s Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)

- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)

- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skill Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 11: Use Models and Strategies to Subtract Tens

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **3rd Trimester**
Length: **9 Days**
Status**:** **Published**

Summary of the Unit

Topic 11 focuses on subtracting multiples of 10 less than 100. Students find answers using concrete models, drawings, properties of operations, and strategies based on place value. Written methods are related to strategies, with an exception that students can explain the reasoning used.

Enduring Understandings

In Topic 11, subtraction strategies that use place-value blocks allow students to physically count a difference. Strategies that use a hundred chart generalize the representation of the blocks to numbers arranged in a pattern. Strategies that use an open number line provide another way of representing what the digits in a number mean.

Essential Questions

- How is subtracting groups of ten like subtracting numbers less than 10?
- How can you use a hundred chart to subtract by tens from numbers that end in zero?
- How is subtracting 70-30 like subtracting 7-3?
- How can you use addition to help you solve subtraction problems?
- How can you mentally subtract 10 from a two-digit number?
- What are some different strategies that you could use to solve a subtraction problem?
- How does modeling your thinking help you to solve a word problem?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 11-1 **1 Day**	SWBAT use models to subtract tens.	**Solve and Share**: Students explain how they can use the difference of 2 one-digit numbers to find the difference of 2 multiples of ten. **Visual Learning**: How is subtracting groups of ten like subtracting numbers less than 10? **Convince Me:** Point out to students that because both 40 and 10 have zero ones, there are ones to subtract when you find the difference of 40-10. Therefore, the ones digit remains as zero. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 11-1

		House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on page 451 in the Student's Edition.	
Lesson 11-2 Subtract Tens Using a hundred Chart 1 day	SWBAT use a hundred chart to subtract a multiple of 10 from another multiple of 10.	**Solve and Share**: Students use a hundred chart to subtract a multiple of 10 from another multiple of 10. **Visual Learning**: How can you use a hundred chart to subtract by ten from numbers that end in zero? **Convince Me:** Have students try several examples where they count back by 10s, so that they can see the pattern. Make sure students understand that the number of rows that they move up when they subtract is equal to the number of tens that they are subtracting. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice"	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 11-2

		• Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on page 451 in the Student's Edition.	
Lesson 11-3 Subtract Tens Using an Open Number Line **1 day**	SWBAT use an open bummer line to solve subtraction problems.	**Solve and Share**: Students use an open number line to subtract a multiple of 10 from another multiple of 10. **Visual Learning**: How is subtracting 70-30 like subtracting 7-3? **Convince Me:** Ask students what does it means to subtract tens. Take away groups of tens. Ask students how they can use an open number line to show that. First, make the number you are subtracting from. Then show a hop of 10 backwards for each group of ten you are subtracting. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 11-3

		differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Tools Solve Problems, introduced on page 449 in the Students' edition.	
Lesson 11-4 Use Addition to Subtract Tens **1 day**	SWBAT use addition to subtract tens.	**Solve and Share**: Students use addition as a strategy to subtract a multiple of 10 from another multiple of 10. **Visual Learning**: How can you use addition to help you solve subtraction problems? **Convince Me:** Ask students to give an example using addition and subtraction equations, such as: If I want to solve 40-30=? I can count on by 10 to solve the addition equation, 30+10-40, I know that 40-30=10. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:**	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 11-4

		• Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 11 and then complete Problem-Solving Reading activity 11-4. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 11-5 **Mental math: Ten less Than a Number** **1 day**	SWBAT use mental math to subtract ten from a two-digit number	**Solve and Share**: Students add 10 to and subtract 10 from a two-digit number. **Visual Learning**: How can you mentally subtract 10 from a two-digit number? **Convince Me:** Have students demonstrate their understanding by using mini ten-frames to show the subtraction. **Guided Practice**: Portion of	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 11-5

		"Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Tools Solve Problems, introduced on page 449 in the Students' edition.	
Lesson 11-6 Use Strategies to Practice Subtraction 1 day	SWBAT use different strategies to subtract.	**Solve and Share**: Students subtract a multiple of 10 from another multiple of 10 by using a strategy that they have previously learned. **Visual Learning**: What are some different strategies that you could use to solve a subtraction problem? **Convince Me:** You may wish to have students solve the same problem two different ways in order to help them see more clearly why they would choose	Guided Practice Independent Practice Problem-Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 11-6

		one strategy over another and to help strengthen their argument. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 11 and then complete Problem-Solving Reading activity 11-6. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 11-7 Problem-Solving: Model with	SWBAT model thinking to solve problems.	**Solve and Share**: Students model and solve a subtraction word problem. **Visual Learning**: How does	Guided Practice Independent Practice Problem-Solving Practice Buddy

Math **1 day**		modeling your thinking help you to solve a word problem? **Convince Me:** Write the following problem on the board: Eng has 80 white beans. He has 50 brown beans. How many more white beans than brown means does Eng have? Model the problem? **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Tools Solve Problems, introduced on page 449 in the Students' edition.	Reteaching Build Mathematical Literacy Enrichment Quick Check 11-7
Review Topic 11: Fluency	SWBAT practice accurately and	Fluency Practice Activity: Students practice accurately and efficiently adding to 10 during a	Reteaching pages

Practice Activity: Use Models and Strategies to Subtract Tens **1 day**	efficiently adding to 10 during a partner activity. Students review vocabulary words used in the topic. Review strategies in preparation for assessment.	partner activity. Vocabulary Review: Students review vocabulary words used in the topic. Reteaching pages: Students will complete Reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	
Topic 11 Assessment: Use Models and Strategies to Subtract Tens **1 day**	SWBAT complete Topic 11 Assessment independently.	Topic 11 Assessment: Students will independently complete Topic 11 Assessment. **Suggested center activities:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 11 Assessment

Standards

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

MATH.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.
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.B.4	Understand subtraction as an unknown-addend problem.
MATH.1.OA.C	Add and subtract within 20
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MATH.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.
MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg. 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printable
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.

- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skill Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 12: Measure Lengths

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **2nd Trimester**
Length: **6 Days**
Status: **Published**

Summary of the Unit

Topic 12 focuses on just one measurable attribute of an object: length. Students develop an understanding of length by comparing and ordering objects to determine which is shortest and longest. Students also use different tools to measure the length of objects. Throughout Topic 12, students develop a conceptual understanding of transitivity and apply it to compare the length of objects. They understand that if A is longer than B, and B is longer than C, then A must also be longer than C.

Enduring Understandings

- 1 more, 1 less, 10 more, and 10 less express a relationship between 2 numbers.
- Place-value relationships can be represented on a hundred chart.
- For 2 two-digit numbers, the number with more tens is greater. If the 2 numbers have an equal number of tens, then the number with more ones is greater.
- For 2 two-digit numbers, the number with more tens is greater. If the 2 numbers have an equal number of tens, then the number with more ones is greater.
- For any two-digit number shown on a number line, the numbers to its left are less than the number and the numbers to its right are greater than the number.
- Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.

Essential Questions

- How can you put three objects in order from shortest to longest?
- How can you compare the lengths of 2 objects by using a third object?
- How can you measure the length of an object?
- How do you use tools to measure the light of a curvy object?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 12-1 Compare and Order by Length 1 Day	SWBAT order objects by length.	**Solve and Share**: Students use precision to order 3 objects by length from longest to shortest and explain how they can tell if one object is longer than another. **Visual Learning**: How can you put three objects in order from shortest to longest? **Convince Me:** Invite students to share their answers to the Convince Me activity. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 12-1

		House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Now You See Me, Now You Don't' introduced on page 489 in the Students' Edition.	
Lesson 12-2 Indirect Measurement 1 day	SWBAT indirectly compare objects by length.	**Solve and Share**: Students share how they can compare the lengths of two objects that are not aligned. **Visual Learning**: How can you compare the lengths of 2 objects by using a third object? **Convince Me:** Remind students they can use comparison words they know such as shorter, shortest, longer, longest, to help make their arguments clear. They can also draw pictures to help explain. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem-solving • Hands-on manipulatives	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 12-2

		• Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 12 and then complete Problem-Solving Reading activity 12-2. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 12-3 **Use Units to Measure Length** **1 day**	SWBAT use small same-size objects to measure length.	**Solve and Share**: Students use two different sizes of paper clips to measure the length of an object. **Visual Learning**: How can you measure the length of an object? **Convince Me:** Demonstrate to students how the measure would be different if the left edge of the length unit were not lined up with the left edge of the marker. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided Practice"	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 12-3

		• Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 491-492 in the Student's Edition.	
Lesson 12-4 Problem Solving: Use Appropriate Tools **1 day**	SWBAT choose an appropriate tool and use it to measure the length of a given object.	**Solve and Share**: Students choose tools to measure a curved object. **Visual Learning**: How do you use tools to measure the length of a curvy object? **Convince Me:** Point out to students that after they use string to match the length of a curvy object, they still do not know what the length of the object is. Therefore, they must straighten the string and measure its length with copies of another object in order to determine its length. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional "Guided	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 12-4

		Practice” • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 12 and then complete Problem-Solving Reading activity 12-4. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Review Topic 12: **Fluency Practice Activity:** **Measure Lengths** **1 day**	SWBAT practice accurately and efficiently adding to 10 during a partner activity. Students review vocabulary words used in the topic. Review strategies in preparation for assessment.	Fluency Practice Activity: Students practice accurately and efficiently adding to 10 during a partner activity. Vocabulary Review: Students review vocabulary words used in the topic. Reteaching pages: Students will complete Reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher-led small group instruction with differentiated groupings • Additional “Guided	reteaching pages

		Practice” • Independent Practice • Problem-solving • Hands-on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	
Topic 12 Assessment: Measure Lengths **1 day**	SWBAT complete Topic 12 Assessment independently.	Topic 12 Assessment: Students will independently complete Topic 12 Assessment. **Suggested center activities:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category	Topic 12 Assessment

Standards

MATH.1.M.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg. 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printable
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation,

Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend

- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curriculum/Career Readiness, Life Literacies and Key Skill Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 13: Time and Money

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **3rd Trimester**
Length: **8 Days**
Status**:** **Published**

Summary of the Unit

Topic 13 focuses on two major concepts: money and time. Students identify and combine values of money in cents up to one dollar and compute the value with combinations of pennies and/or dimes and solve problems in financial terms. Students are also introduced to telling and writing times to the hour and half hour using both analog and digital clocks. In Lesson 13-1, students develop an understanding of the basic series of coins that make up US currency. They recognize a coin face up or face down, and they can name each coin, and how many of each coin can make up a dollar.

Enduring Understandings

- The value of each coin varies. Each coin has a different value. The different values mean that it takes a different combination of each coin to make one dollar.
- The value of a group of pennies and dimes can be found by counting on by 10s and 1s.
- The hour hand tells the hour, and the minute hand tells the number of minutes before or after the hour when telling time on a clock.
- Time to the hour can be shown on an analog clock or on a digital clock and can be written in two ways: ___o'clock or ___:00.
- Time can be given to the half hour.
- Good math thinkers know how to think about words and numbers to solve problems.

Essential Questions

- What is the value of each kind of coin?
- How can you find the value of a group of coins?
- How do the hands on a clock show that it is 5 o'clock?
- How do the two different types of clocks show time to the hour?
- How can you show time to the half hour of two different types of clocks?
- How do you use reasoning to solve problems about a schedule?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 13-1 **Tell the Value of Coins** **1 Day**	SWBAT tell the value of penny, nickel, dime, quarter.	**Solve and Share**: Students consider how two groups of coins compare between two people. **Visual Learning**: What is the value of each kind of coin? **Convince Me:** Have students examine both sides of a penny and nickel. Explain that they can compare the color, shape, size and images that they see in order to find ways the coins are alike and ways they are different. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 13-1

		• Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on page 519 in the Student's Edition.	
Lesson 13-2 **Find the value of a Group of Coins** **1 day**	SWBAT tell how much a group of coins is worth.	**Solve and Share**: Students find the number of items, each worth 1 cent, that Julia can buy with 1 dime and 2 pennies. **Visual Learning**: How can you find the value of a group of coins? **Convince Me:** Point out that when counting on with dimes and pennies or with numbers, students can count by 10s and then by 1s to follow the pattern and get the correct total amount. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 13-2

		• Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced to page 519 in the Student's Edition.	
Lesson 13-3 Understand the hour and Minute Hands 1 day	SWBAT tell time to the hour.	**Solve and Share**: Students determine the time on an analog clock. **Visual Learning**: How do the hands on a clock show you that it is 5 o'clock? **Convince Me:** Have students demonstrate that they know the difference between the hour and minute hands by telling what number each is pointing to on an analog clock. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 13-3

		House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 13 and then complete Problem-Solving Reading activity 13-3. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 13-4 Tell and Write Time to the Hour **1 day**	SWBAT tell time to the hour using analog and digital clocks.	**Solve and Share**: Students read the time on analog and digital clocks and compare the two styles. **Visual Learning**: How do the two different types of clocks show time to the hour? **Convince Me:** After students answer the Convince Me question ask them how could the clocks show the same time. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 13-4

		• Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, The Sound Of Vibration, introduced on page 517 in the Student's Edition.	
Lesson 13-5 **Tell and Write Time to the Half Hour** **1 day**	SWBAT tell time to the half hour.	**Solve and Share**: Students represent a half hour on an analog clock. **Visual Learning**: How can you show time to the half hour on two different types of clocks? **Convince Me:** Remind students that 6:30 is halfway between the hour of 6 and 7. Because of this, the hour hand falls halfway between 6 and 7 on the clock. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 13-5

		House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • BrainPop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 13 and then complete Problem-Solving Reading activity 13-5. The reading is leveled on the two sides of the mat. See the problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 13-6 Problem - Solving 1 day	SWBAT use reasoning to tell and write time.	**Solve and Share**: Students to solve a word problem involving time. **Visual Learning**: How do you use reasoning to solve problems about a schedule? **Convince Me:** Help students connect adding 1 hour to adding 1 to the hour shown on the clocks. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 13-6

		• Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, The Sound Of Vibration, introduced on page 517 in the Student's Edition.	
Topic 13 Review: Fluency Practice Activity and Vocabulary Review: Time and Money **1 day**	SWBAT practice accurately and efficiently adding and subtracting to 10 during a partner activity. Students review vocabulary words used in the topic. Review strategies in preparation for assessment.	Fluency Practice Activity: Students practice accurately and efficiently adding and subtracting to 10 during a partner activity. Vocabulary Review: Students review vocabulary words used in the topic. Reteaching pages: Students will complete Reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical	reteaching pages

		Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	
Topic 13 Assessment: Time and Money **1 day**	SWBAT complete Topic 13 Assessment independently.	Topic 13 Assessment: Students will independently complete Topic 13 Assessment. **Suggested center activities:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 13 Assessment

Standards

MATH.1.M.B	Tell and write time
MATH.1.M.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
MATH.1.M.C	Work with money
MATH.1.M.C.4	Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).
MATH.1.M.C.5	Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways.
MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.C	Add and subtract within 20
MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg. 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic

- Envision reteach/intervention ki

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skill Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 14: Reason with Shapes and Their Attributes

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **3rd Trimester**
Length: **8 Days**
Status: **Published**

Summary of the Unit

Topic 14 deepens' students' understanding of defining and non-defining attributes of two-dimensional and three-dimensional shapes. Students put together various shapes to create composite shapes and then use the composite shapes to create new shapes. Students informally understand defining attributes of a certain shape as attributes that apply to all shapes with that name. Some attributes can vary among all shapes with that name. Some attributes can vary among all shapes with a certain name. These non-defining attributes include color, size, and orientation.

Enduring Understandings

- Two-dimensional shapes have attributes that define them and make them different from one another.
- Two-dimensional shapes have attributes that define them and make them different from one another.
- Two-dimensional shapes have attributes that define them and make them different from one another. These properties can be used to create shapes.
- Two-dimensional shapes can be combined to make new two-dimensional shapes.
- Two-dimensional shapes can be combined to make new two-dimensional shapes.
- Three-dimensional shapes have attributes that define them and make them different from one another.
- Three-dimensional shapes have attributes that define them and make them different from one another.
- Three-dimensional shapes can be combined to form other three-dimensional shapes to form other three-dimensional shapes or the shapes of common, everyday objects.
- Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.

Essential Questions

- How can you define a two-dimensional shape?
- What attributes do and do not define a shape?
- What information can help you to make a shape?

- How can you make a new shape by using other shapes?
- How can you use shapes to make a picture of an object?
- How do you define three- dimensional shapes?
- What attributes do and do not define a three-dimensional shape?
- How can you put 3-D shapes together to make another 3-D shape?
- How can you find the differences among various shapes?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 14-1 Use Attributes	SWBAT use attributes to	**Solve and Share**: Students find similarities and differences	Guided Practice Independent Practice

to Define Two-Dimensional (2D) Shapes 1 Day	describe shapes.	among 4 shapes. **Visual Learning**: How can you define a two-dimensional shape? **Convince Me:** If students describe some, but not all of the defining attributes of a triangle, draw a shape with only those attributes. Ask if that figure is a triangle. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Use shapes to Build, introduced on page 553 in the Student's Edition.	Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 14-1
Lesson 14-2 Defining and Non-Defining	SWBAT define 2-D shapes by their attributes.	**Solve and Share**: Students find similarities and differences among 5 shapes.	Guided Practice Independent Practice Problem Solving

Attributes of 2-D Shapes **1 day**		**Visual Learning**: What attributes do not define a shape? **Convince Me:** Be sure that students' arguments focus on defining attributes of squares. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 555-556 in the Student's Edition.	Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 14-2
Lesson 14-3 **Build and Draw 2-D Shapes by Attributes** **1 day**	SWBAT use different materials to make shapes.	**Solve and Share**: Students identify square corners in real-world objects. **Visual Learning**: What information can help you to make a shape? **Convince Me:** Have students count the number of sides and	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice

		vertices of the 2 shapes. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 14 and then complete Problem-Solving Reading activity 14-3 The reading is leveled on the two sides of the mat.	Quick Check 14-3
Lesson 14-4 **Compose 2-D Shapes** **1 day**	SWBAT put shapes together to make another shape.	**Solve and Share**: Students compose a two-dimensional shape. **Visual Learning**: How can you make a new shape by using other shapes? **Convince Me:** Have students provide suggestions for using smaller shapes, such as squares,	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 14-4

		to make a larger shapes, such as a rectangle. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Use Shapes to Build, introduced on page 553 in the Student's Edition.	
Lesson 14-5 Compose New 2-D Shapes from 2-D Shapes **1 day**	SWBAT use shapes to make different shapes.	**Solve and Share**: Students compose a picture of a boat by using exactly 10 pattern blocks. **Visual Learning**: How can you use shapes to make a picture of an object? **Convince Me:** Have students make a picture of a tree. Remind them that not all trees look the same.. Discuss different ways to	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 14-5

		make a tree with pattern blocks. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 555-556 in the Student's Edition.	
Lesson 14-6 Use Attributes to Define Three-Dimensional (3D) Shapes 1 day	SWBAT define 3-D shapes by their number of edges, vertices, and faces or flat surfaces.	**Solve and Share**: Students identify classroom objects that have the same attributes as 3-D shapes. **Visual Learning**: How do you define three-dimensional shapes? **Convince Me:** Have students name which 3-D shapes have both flat surfaces and vertices. **Guided Practice**: Portion of	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 14-6

		"Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 14 and then complete Problem-Solving Reading activity 14-6. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 14-7 Defining and Non-Defining Attributes of 3-D Shapes 1 day	SWBAT choose the defining attributes of 3- D shapes.	**Solve and Share**: Students measure the lengths of 5 cylinders and consider how they can stack. **Visual Learning**: What attributes do and do not define a three dimensional shape?? **Convince Me:** Have students	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 14-7

		draw 3 different colored and different-sized rectangular prisms. Discuss what attributes do and do not define the shapes. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 555-556 in the Student's Edition.	
Lesson 14-8 Compose with 3- D Shapes 1 day	SWBAT put 3- D shapes together to make another 3- D shapes.	**Solve and Share**: Students use ones cubes to build rectangular prisms. **Visual Learning**: How can you put 3-D shapes together to make another 3-D shape? **Convince Me:** Have students use 3-D shapes as they explain their answers. through the	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Quick Check 14-8

		appropriate use of collections of 3-D shapes to model larger 3-D shapes and objects. Students can first understand concretely and later abstractly, how 3- D shapes can be combined. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 555-556 in the Student's Edition.	
Lesson 14-9 Problem Solving: Make Sense and Persevere 1 day	SWBAT find differences among various shapes.	**Solve and Share**: Students use what they learned about 2-D and 3-D shapes to determine which objects have flat surfaces that are circle. **Visual Learning**: How can you find the differences among	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment

		various shapes? **Convince Me: How can you find words that are always used to describe rectangular prisms?** **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on pages 555-556 in the Student's Edition.	Quick Check 14-9
Topic 14 Review: Reason with Shapes and Their Attributes 1 day	SWBAT practice accurately and efficiently adding and subtracting to 10 during a partner activity. Students review vocabulary words used in the topic. Review	Fluency Practice Activity: Students practice accurately and efficiently adding and subtracting to 10 during a partner activity. Vocabulary Review: Students review vocabulary words used in the topic.	Reteaching Pages

	strategies in preparation for assessment.	Reteaching pages: Students will complete Reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	
Topic 14 Assessment: Reason with Shapes and Their Attributes 1 day	SWBAT complete Topic 14 Assessment independently.	Topic 14 Assessment: Students will independently complete Topic 8 Assessment. **Suggested center activities:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 14 Topic Assessment

Standards

MATH.1.G.A	Reason with shapes and their attributes
MATH.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

MATH.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.C	Add and subtract within 20
MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used

- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math
- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention kit

Cross Curricular/Career Readiness, Life Literacies and Key Skill Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats

Topic 15: Equal Shares of Circles and Rectangles

Content Area: **Grade 1 Mathematics**
Course(s**):** **Math**
Time Period: **3rd Trimester**
Length: **6 Days**
Status**:** **Published**

Summary of the Unit

Topic 15 begins with a conceptual foundation for fractions. It focuses on partitioning circles and rectangles into two or four equal shares. Partitioning a circle or rectangle into 2 or 4 equal shares builds a foundation for understanding part-whole relationships in fractions. Students also understand that decomposing into a greater number of equal shares creates individual shares of smaller size.

Enduring Understandings

- A shape can be divided into equal-sized shares in different ways.
- Shapes can be divided into equal shares called halves and quarters, or fourths.
- When dividing a whole into equal pieces, the smaller the pieces, the greater the number of pieces, the larger the pieces the fewer the number of pieces.
- Good math thinkers use math they know to show and solve problems.

Essential Questions

- How do you know when a shape is divided into equal shapes?
- When you divide a shape into 2 or 4 equal shares, how do you describe the shares?
- What can you say about the number of equal shares and the size of the equal shares of the same whole?
- How can drawing a picture help you solve a problem about equal share?

Summative Assessment and/or Summative Criteria

Topic Test

Quick Checks

Performance Task

Resources

enVision Mathematics

Pearson SuccessNet Math Series (digital and offline)

Math Notebook

ST Math online digital platform

Discovery Education math resources

Brain Pop online digital platform

K-5 Math Teaching Resources https://www.k-5mathteachingresources.com/

My Math Academy

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 15-1 Make Equal Shares 1 Day	SWBAT determine whether shapes are divided into equal shares.	**Solve and Share**: Students use circles to create representations of equal shares. **Visual Learning**: How do you know when a shape is divided into equal shares? **Convince Me:** To further students' understanding of equal shares, have them draw a diagonal line from one corner of a per square to the opposite corner. Then have students cut along that line and place one share on top of the other. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 15-1

		• Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 15 and then complete Problem-Solving Reading activity 15-1. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 15-2 Make halves and Fourths of Rectangles and Circles **1 day**	SWBAT divide shapes into 2 and 4 equal shares and use words to describe those shares.	**Solve and Share**: Students divide shapes into 2 and 4 equal shares. **Visual Learning**: When you divide a shape into 2 or 4 equal shares, how do describe the shares? **Convince Me:** Remind students to check how many equal shares the rectangle is divided into, and then use this information to help them find the correct words to describe the amount colored. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 15-2

		• Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: This activity revisits the enVision STEM theme, Wheels and Shapes, introduced on page 605 in the Student's Edition.	
Lesson 15-3 understand Halves and Fourths **1 day**	SWBAT understand that more equal shares of the same whole create smaller shares.	**Solve and Share**: Students analyze the relationships between halves, fourths and the whole, as they compare equal shares. **Visual Learning**: What can you say about the number of equal shares and the size of the equal shares of the same whole? **Convince Me:** Have students explain why half a sandwich is more than one fourth of the sandwich. We encourage students to draw pictures to help visualize and compare the sizes of the pieces. **Guided Practice**: Portion of "Guided Practice" for the whole group. **Suggested center activities:** • Teacher led small group	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 15-3

		instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students read the Problem-Solving Leveled Reading Mat for Topic 15 and then complete Problem-Solving Reading activity 15-3. The reading is leveled on the two sides of the mat. See the Problem-Solving Leveled Reading Activity Guide for other suggestions on how to use this mat.	
Lesson 15-4 problem-Solving: Model with Math 1 day	SWBAT make a drawing or diagram to show a problem about equal shares.	**Solve and Share**: Students use a drawing to represent a problem that involves describing a real-world object divided into 2 equal shares. **Visual Learning**: How can drawing a picture help you solve a problem about equal shares? **Convince Me:** Would drawing a picture help you solve the problem? **Guided Practice**: Portion of "Guided Practice" for the whole	Guided Practice Independent Practice Problem Solving Practice Buddy Reteaching Build Mathematical Literacy Enrichment Additional Practice Quick Check 15-4

		group. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings • Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category **Optional Activities**: Have students continue to work on a project introduced on page 607 in the Student's Edition.	
Topic 15 Review: **Equal Shares of Circles and Rectangles** **1 day**	SWBAT practice accurately and efficiently adding and subtracting to 10 during a partner activity. Students review vocabulary words used in the topic. Review strategies in preparation for assessment.	Fluency Practice Activity: Students practice accurately and efficiently adding to 10 during a partner activity. Vocabulary Review: Students review vocabulary words used in the topic. Reteaching pages: Students will complete Reteaching pages with teacher support as needed. **Suggested center activities:** • Teacher led small group instruction with differentiated groupings	Reteaching pages

		• Additional "Guided Practice" • Independent Practice • Problem solving • Hands on manipulatives • Pearson Realize Power House-Equal Groups to 25 Math Game • Reteach to Build • Build Mathematical Literacy • Enrichment • Card game addition and subtraction War • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	
Topic 15 Assessment: Equal Shares of Circles and Rectangles **1 day**	SWBAT complete Topic 15 Assessment independently.	Topic 15 Assessment: Students will independently complete Topic 15 Assessment. **Suggested center activities:** • My Math Academy **Technology Activities:** • St Math • My Math Academy • Brain Pop Jr. Math Category	Topic 15 Assessment

Standards

MATH.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.C	Add and subtract within 20
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

MATH.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Gifted Learners

- Today's Challenge before each lesson
- Topic Performance Task Masters pg 36A
- Enrichment Sheet for each lesson
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Envision Enrichment printables
- Organize and offer flexible small group learning activities (Pick a Project- Envision)
- Facts practice center (Zap-It)
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Special Education

- Alter assignment lengths if necessary.
- Allow additional time when in full class discussing for processing and discussion.
- Check for understanding by conferencing with the teacher during small group instruction
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read word problems and directions aloud
- Daily review of facts, skip counting songs, etc.
- Use of manipulatives and real world examples
- Daily lesson Visual Learning Bridge (Envision) and Model with Math

- Envision Intervention kit / reteaching

ELL

- Teach vocabulary (Envision- My Word Cards)- Add, Plus, Sum, Equals, Parts, Whole, Equation, Subtract, Minus, Difference, Equation, More, Compare, Fewer, Addend
- Use visuals/visual learning videos/"Another Look" videos and the Animated glossary
- "Listen and Look For" when beginning the topic
- Envision reteach/intervention k

Suggested Technological Innovations/Use

- ST Math
- Tools (Envision 2020)
- Game Center (Envision 2020)
- My Math Academy

Cross Curricular/Career Readiness, Life Literacies and Key Skill Practice

Pick A Project Activity

enVision STEM Activity

Problem-Solving Leveled Reading Mats