# TOWNSHIP OF UNION PUBLIC SCHOOLS

# Grade 1 - Mathematics

Adopted December 15, 2020

## Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships.  We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners.  Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences.  The school operates as a partner with the home and community.

# Unit 1 - Module A

| Unit Title: Mathematics – Strategies for Addition and Subtraction – Unit 1 – Module A |
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**Grade level:  Grade 1**
**Timeframe: Marking Period 1**

## Rationale

*Grade 1 – Strategies for Addition and Subtraction – Unit 1*

The primary focus of Unit 1 is addition and subtraction. Building upon the counting sequence mastered in Kindergarten, learners begin counting to 120, reading and writing numbers through 50 and representing objects with a written number. Learners build place value understanding as they learn that a ten is a bundle of ten ones and can be used to compose numbers 11 through 19.

An important conceptual understanding for their future work in mathematics is the meaning of the equal sign. Learners use this understanding to determine if addition and subtraction equations are true or false. Learners solve word problems using various strategies for addition and subtraction and use equations with an unknown in any position.

Introducing composite two-dimensional shapes is essential for expanding geometric skills and concepts from kindergarten. Grade 1 learners move beyond describing objects in the environment using two-dimensional shapes to composing new shapes from composite two-dimensional shapes.

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

## Essential Questions

# Standards

## Standards (Taught and Assessed):

■ **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.

■ **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:

    a. 10 can be thought of as a bundle of ten ones — called a "ten."

    b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

■ **1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

■ **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

■ **1.OA.B.3** Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* {Students need not use formal terms for these properties}

■ **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

■ **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? − 3, 6 + 6 = ?.*

**Key**: ■ Major Cluster     ☐ Supporting Cluster     ◎ Additional Cluster

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| **1.NBT.A.1 – WALT** count to 120 | Recall and apply number sequence | ● count to 120 | ● Introduce the 120 chart as a math tool<br>● Count by ones to 120<br>● Count by tens to 120 | *General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan.* |
| **1.NBT.A.1 – WALT** count on from any number within 120 | Recall and apply number sequence | ● count on from any number to 120 | ● Practice counting on from different numbers | |
| **1.NBT.A.1 – WALT** read numbers within 50 | Identify a given number visually and recall its name. | ● Represent a given number between 1 and 50 by drawing a simple picture.<br>● Orally name a given number.<br>● Fill in missing numbers on a 120 number chart (within 50) | ● Identify missing numbers<br>● Identify patterns on the 120 chart | |
| **1.NBT.A.1 – WALT**  write numbers within 50 | Visualize a given number. | | ● Write in  missing numbers on the 120 chart | |
| **1.NBT.A.1 – WALT** represent up to 50 objects with a written number | Count a set of objects and identify the corresponding number. | ● Count a set of objects and write a number to represent each group. | ● Count and record the number of objects in a "mystery bag".<br><br>Virtual 120 Chart<br><br>120 Number Board<br><br>Counting to 120 Video | |

| | | | *Go Math Lessons: 6.1, 6.2* | |
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| **1.NBT.B.2 - WALT** 10 can be thought of as a bundle of ten ones called a "ten" | Count and organize objects in groups of ten. | ● Use objects to create bundles of ten. | ● Introduce base ten blocks<br>● Group ones (units) into groups of ten and exchange each [group of 10] for one ten (rod). | |
| **1.NBT.B.2 – WALT** the numbers 11 to 19 are made up of one ten and one, two, three, four, five, six, seven, eight, or nine ones | Create a model of numbers 11 through 19 using a full ten frame and extra ones. | ● Draw or make a model to show the numbers 11 through 19 as tens and ones | ● Use different ways to write a number as tens and ones<br>● Show a number as tens and ones using objects, pictures, and numbers<br>● Model and name groups of ten using objects, pictures, and numbers<br>● Group cubes to show a number as tens and ones<br>● Group objects to show numbers as tens and ones<br>● Make a model to show numbers in different ways<br><br>Unifix Cubes<br><br>Base Ten<br><br>Didax Base Ten Blocks<br><br>Hand2Mind Number and Operations in Base Ten Resource<br><br>*Go Math Lessons: 6.3, 6.4, 6.5, 6.6, 6.7, 6.8* | |

| 1.OA.A.1 – WALT represent a word problem using objects, drawings, or equations using a symbol for the unknown | Read a word problem and use manipulatives, drawings, models, and equations to "act out" the story to determine the best way to solve. | ● Use pictures, drawings, or symbols to identify the unknown in a given word problem. | ● Use pictures to show adding to or taking from<br>● Make a model to show adding to or taking from<br>● Make a model to show putting together or taking apart<br>● Make a model to solve addition or subtraction problems | |
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| 1.OA.A.1 – WALT solve addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions | | | ● Show all the ways to make a number<br>● Use pictures to compare and subtract<br>● Use models to compare and subtract<br>● Act out a problem to solve it<br>● Make a model to determine whether to add or subtract<br>● Choose an operation<br>● Sort Addition and Subtraction Math Stories<br><br>Red/Yellow Counters in a Ten Frame<br><br>Counters<br><br>Unifex Cubes<br><br>Hand2Mind Operations and Algebraic Thinking Resource<br><br>*Go Math Lessons: 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8* | |

| 1.OA.C.5 – **WALT** relate counting to addition | Use TouchPoints on numbers or a number line to count on. | ● Solve addition problems using the "count on" strategy (Touchpoints, Number Line, etc). | ● Introduce counting on with TouchPoints<br>● Solve addition number sentences by using TouchPoints to count on 1, 2, or 3.<br>● Introduce counting on using a number line.<br>● Solve addition number sentences by counting on 1, 2, or 3 more on a number line.<br>● Count on to add.<br><br>Ten Frame and Counters<br><br>Didax Number Line<br><br>Printable TouchLines<br><br>Hand2Mind Operations and Algebraic Thinking Resource<br><br>*GoMath Lessons: 3.2* | |
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| 1.OA.C.5 – **WALT** relate counting to subtraction | Use TouchPoints on numbers or a number line to count back. | ● Solve subtraction problems using the "count on" strategy (Touchpoints, Number Line, etc). | ● Solve subtraction number sentences by using TouchPoints to count on 1, 2, or 3.<br>● Solve subtraction number sentences by counting back 1, 2, or 3 on a number line.<br>● Count back to subtract<br><br>Didax Number Line<br><br>Printable TouchLines | |

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| | | | [Hand2Mind Operations and Algebraic Thinking Resource](#)<br><br>*Go Math Lessons: 3.2, 4.1* | |
| **1.OA.B.3 – WALT** apply the commutative and identity properties as strategies to add and subtract | Identify the parts and whole in an equation and recognize the relationship between addition and subtraction. | ● Use commutative and identity properties to add and subtract given equations. | ● Use pictures, models, objects, and drawings to demonstrate how adding zero to any number produces a sum that is the same as that number.<br>● Add 0<br>● Use pictures, models, objects, and drawings to demonstrate how changing the order of addends does not change the sum.<br>● Add numbers in any order<br>● Use pictures, models, objects, and drawings to demonstrate how one can group three addends in different ways and still get the same sum.<br>● Add three addends with and without manipulatives<br><br>[Hand2Mind Operations and Algebraic Thinking Resource](#)<br><br>*Go Math Lessons: 1.5, 1.6, 3.1, 3.10, 3.11* | |

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| **1.OA.D.7 – WALT** an equal sign means both sides of the equal sign have the same value in an addition or subtraction equation within 10 | Identify the value of each side of the equal sign in an equation and recognize whether they are the same [value]. | ● Identify equations that represent the same value on either side of the equal sign. | ● Introduce and explain the meaning of the equal sign.<br>● Use a scale and connecting cubes to show that both sides of the equal sign are the same. | |
| **1.OA.D.7 – WALT** determine if equations involving addition and subtraction within 10 are true or false | Draw pictures to represent an addition or subtraction sentence to prove the value is true or false. | | ● Represent both sides of the equal sign using rods and units to show balance.<br>● Represent both sides of the equal sign by drawing a picture.<br>● Decide if a number sentence is true or false<br><br>Number Balance<br><br>Math Balance<br><br>*Go Math Lessons: 5.9* | |
| **1.OA.D.8 – WALT** determine the unknown number that makes an equation involving addition or subtraction within 10 true\*\* | Recall known facts to identify a missing number in an equation.<br><br>Identify the parts and whole in an equation.<br><br>Count up from a given part to the whole to determine an unknown part. | ● Fill in missing numbers in equations to show both sides of the equal sign have the same value. | ● Introduce related facts<br>● Connect related facts to previously taught models (bar models, part-part-whole models, etc).<br>● Use related facts to find unknown numbers<br><br>Addends of Ten Activity (with missing addend cards)<br><br>Hand2Mind Operations and Algebraic Thinking Resource<br><br>*Go Math Lessons: 2.7, 5.5, 5.6* | |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Benchmark Assessment 2**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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# Unit 1 - Module B

| Unit Title: Mathematics – Strategies for Addition and Subtraction – Unit 1 – Module B |
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| **Grade level:  Grade 1**<br>**Timeframe: Marking Period 1** |

## Rationale

*Grade 1 – Strategies for Addition and Subtraction – Unit 1*

The primary focus of Unit 1 is addition and subtraction. Building upon the counting sequence mastered in Kindergarten, learners begin counting to 120, reading and writing numbers through 50 and representing objects with a written number. Learners build place value understanding as they learn that a ten is a bundle of ten ones and can be used to compose numbers 11 through 19.

An important conceptual understanding for their future work in mathematics is the meaning of the equal sign. Learners use this understanding to determine if addition and subtraction equations are true or false. Learners solve word problems using various strategies for addition and subtraction and use equations with an unknown in any position.

Introducing composite two-dimensional shapes is essential for expanding geometric skills and concepts from kindergarten. Grade 1 learners move beyond describing objects in the environment using two-dimensional shapes to composing new shapes from composite two-dimensional shapes.

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

## Essential Questions

# Standards

## Standards (Taught and Assessed):

◎ **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.

**Key**:   ■ Major Cluster   ☐ Supporting Cluster   ◎ Additional Cluster

## Highlighted Career Ready Practices and 21st Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Key:  ■ Major Cluster    ☐ Supporting Cluster    ◉ Additional Cluster

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| **1.G.A.2 – WALT** a composite shape is a shape built by combining other shapes | Visualize and identify individual shapes within a bigger composite shape. | • Identify two dimensional shapes and identify composite shapes. | 🎬 Introduce pattern blocks<br>🎬 Introduce shapes and their attributes<br>🎬 Explain that composite shapes are made up of individual shapes.<br>🎬 Describe shape attributes using formal geometric language.<br>🎬 Introduce and model tangram activities.<br><br>Virtual Pattern Blocks<br><br>Mathigon Tangrams<br><br>ABCYa Tangrams | *General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan.* |

| | | | Hand2Mind Geometry Activities

*GoMath Lesson 12.3, 12.4, 12.5, 12.6, 12.7* | |
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| **1.G.A.2 – WALT** compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape | Use pattern blocks to create a model of a given composite shape. | ● Identify and name the two dimensional shapes that make up a composite shape.<br>● Use two dimensional shapes to create a given composite shape. | ● Put two-dimensional shapes together to make new two-dimensional shapes<br>● Compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way.<br>● Combine two-dimensional shapes to make new shapes<br>● Use pattern blocks and activity cards to create composite shapes.<br>● Combine pattern blocks to form composite shapes.<br><br>● Continue composite shapes to form a pattern or a new shape.<br>● Use the *act it out* strategy to make new shapes from combined shapes<br>● Find shapes in other shapes | |

| 1.G.A.2 – WALT compose new shapes from composite shapes | Visualize and use pattern blocks to identify two-dimensional and composite shapes. | • Combine composite shapes to create new shapes. | • Take apart two-dimensional shapes<br><br>Virtual Pattern Blocks<br><br>Shape Tool<br><br>Mathigon Tangrams<br><br>ABCYa Tangrams<br><br>Hand2Mind Geometry Activities<br><br>*GoMath Lesson 12.3, 12.4, 12.5, 12.6, 12.7* | |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Benchmark Assessment 2**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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# CAR Unit Template

| Unit Title: Mathematics – Place Value and More Strategies for Addition and Subtraction – Unit 2 – Module A |
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**Grade level:  Grade 1**

**Timeframe:**

## Rationale

*Grade 1 – Place Value and More Strategies for Addition and Subtraction – Unit 2*

Continuing the counting sequence of Unit 1, learners read and write numbers up to 120. The major focus of Unit 2 is place value of two digit numbers as students learn to use the conceptual understanding of tens and ones in order to compare two-digit numbers. Learners build upon the properties of operations introduced in Unit 1 as they discover the relationship between addition and subtraction, understanding subtraction as an unknown-addend problem. They use this understanding as a strategy to add and subtract numbers within 20. While students develop their repertoire of addition and subtraction strategies, they use them in context with varied word problem situations including adding three whole numbers within 20. Learners continue to work towards fluency when adding and subtracting within 10, and extend their understanding of the equals sign as they apply its meaning to determine whether equations are true or false.

Building upon kindergarten skills of classifying objects into categories and sorting categories by count, grade 1 learners organize, represent and interpret data in up to three categories. Learners answer questions about the data that they have represented, reinforcing their numeracy skills. Learners also tell and write time to the hour.

## Essential Questions

# Standards

## Standards (Taught and Assessed):

■ **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.

■ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

■ **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 <.

■ **1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

■ **1.OA.B.3** Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* {Students need not use formal terms for these properties}

■ **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 − 8 by finding the number that makes 10 when added to 8.

■ **1.OA.C.6** Add and subtract within 20, demonstrating fluency 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).

■ **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

■ **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine
the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ◆ − 3, 6 + 6 = ◆.*

**Key**:  ■ Major Cluster      ☐ Supporting Cluster      ◎ Additional Cluster

## Highlighted Career Ready Practices and 21ˢᵗ Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of |
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| | | | | Failure, 504) and Reflections |
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| **1.NBT.A.1 – WALT** read numbers up to 120 | Identify a given number visually and recall its name. | ● Count to 120 by pointing and reading numbers on a 120 chart. | 120 chart: Present students with a 120 chart and listen as they point and count starting from a given number.<br><br>Missing numbers on a 120 chart: Students will fill in the missing numbers on a 120 chart. | *General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan.* |
| **1.NBT.A.1 – WALT** write numbers up to 120 | Visualize a given number to 120 and write it on paper.<br><br>Use a 120 chart to help recall and write numbers to 120. | ● Fill in missing numbers on a 120 chart to represent numbers to 120. | *Go Math Lessons 6.1, 6.2, 6.9, 6.10*<br><br>Go Math Interactive Student Activities 6.1, 6.2, 6.9, 6.10<br><br>Go Math Personal Math Trainer 6.1, 6.2, 6.9, 6.10<br><br>Virtual 120 Chart<br><br>120 Number Board | |
| **1.NBT.A.1 – WALT** represent objects with a written number in sets within 120 objects | Use concrete objects such as connecting cubes to count and represent with tens and ones. | ● Count objects in sets and represent with a written number. | Count and Write: present students with an array of objects or pictures. Have them count the objects and represent each group with a written number.<br><br>Draw and write: Present students with a set of objects. Have them count, write, and draw quick pictures to represent the amount of given objects. | |

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| | | | *Go Math Lessons 6.1, 6.2, 6.9, 6.10*<br><br>Go Math Interactive Student Activities 6.1, 6.2, 6.9, 6.10<br><br>Go Math Personal Math Trainer 6.1, 6.2, 6.9, 6.10 | |
| **1.NBT.B.2 – WALT** in a two-digit number, one digit represents the amount of tens and the other digit represents the amount of ones | Use a palace value chart to correctly identify place value of a number in the tens and the ones place. | ● Identify the tens and ones in a given number. | Place Value Chart:Students will use a place value chart to represent numbers within 120. Have students identify and write the numbers that are in the tens place and in the ones place. | |
| **1.NBT.B.2 – WALT** the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 are made up of some tens and 0 ones | Understand that multiples of ten are made up of a number in the tens place and zero ones. | ● Continue counting in a pattern of tens beginning from any number. | Write the Room: present students with cards placed around the room. Each card should have a two digit number written on it. Students should identify and record the number in the tens place and the ones place.<br><br>Students can use unifix cubes to help students count by 10's<br><br>Count straight down on a 120 chart to count by tens starting from any number.<br><br><br><br>*Go Math Lessons 6.6, 6.7* | |

| | | | Go Math Interactive Student Activities 6.6, 6.7<br><br>Go Math Personal Math Trainer 6.6, 6.7 | |
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| **1.NBT.B.3 – WALT** compare two two-digit numbers using the meanings of the tens and ones digits | Identify the groups of ten in a number and use it to compare with other numbers.<br><br>Represent numbers using tens and ones to compare and determine greater or less than another number. | ● Circle the greater number in a given set by identifying the tens and ones.<br>● Represent a number that is greater than a given number by representing tens and ones. | Present students with two two-digit numbers. Have them represent their numbers using tens and ones or by drawing on paper. Students will circle the number that is greater or less than the other number. | |
| **1.NBT.B.3 – WALT** compare two numbers using the symbols <, >, and = | Identify the tens and ones place in given numbers. Understand that if the tens place is greater than the other tens place, that number is greater.<br><br>Understand that if both tens places are the same then they must identify which ones place is greater in order to tell which number is >,<,,=. | ● Use <,>,= symbols to correctly identify numbers that are greater than, less than, or equal to. | Symbols: Present students with two two-digit numbers. They will use the >,<,= symbols to identify the number that is greater, less than, or equal to the other number.<br><br>*Go Math Lesson 6.8*<br><br>Go Math Interactive Student Activity 6.8<br><br>Go Math Personal Math Trainer 6.8 | |
| **1.OA.A.1 – WALT** represent a word problem using objects, drawings, or equations using a symbol for the unknown | Read a word problem and use manipulatives, drawings, models, and equations to "act out" the story to determine the best way to solve. | ● Use pictures, drawings, or symbols to identify the unknown in a given word problem. | Draw: Students will read a word problem and represent their thinking using pictures or tens and ones.<br><br>Write and Solve: Students will create and write their own word problems and demonstrate how to solve | |

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| **1.OA.A.1 – WALT** solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions | Read a word problem and use manipulatives, drawings, models, and equations to "act out" the story to determine the best way to solve. | | them by drawing pictures or using tens and ones.<br><br>*Go Math Lessons 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8*<br><br>Go Math Interactive Student Activities 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8<br><br>Go Math Personal Math Trainer 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8 | |
| **1.OA.A.3 – WALT** apply the associative, commutative and identity properties as strategies to add and subtract | Identify the parts and whole in an equation and recognize the relationship between addition and subtraction. | ● Use the associative, commutative and identity properties to add and subtract given number sentences. | Present students with number sentences and have them identify which strategy they used to help them solve the problem.<br><br>Give students an opportunity to practice solving problems using the associative, commutative and identity properties.<br><br><br>*Go Math Lessons 1.5, 1.63.1, 3.10, 3.11*<br><br>Go Math Interactive Student Activities 1.5, 1.63.1, 3.10, 3.11<br><br>Go Math Personal Math Trainer 1.5, 1.63.1, 3.10, 3.11 | |

| | | | **Note: 1.OA.B.3 |
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| **1.OA.A.4 – WALT** subtraction can be thought of as an addition problem with an unknown addend | | | Related Facts: have students write the related facts to a given number sentence. | |
| **1.OA.A.4 – WALT** a related addition problem can be used to solve a subtraction problem | Use related facts to solve a given number sentence. | ● Fill in missing numbers in related facts to complete a fact family. | Write the Room: Place subtraction number sentences with missing subtrahend or difference around the room. Have students record the related addition fact that they could use to help them solve the problem.<br><br>*Go Math Lessons 4.2, 4.3*<br><br>Go Math Interactive Student Activities 4.2, 4.3<br><br>Go Math Personal Math Trainer 4.2, 4.3 | |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as counting on, making ten, and decomposing a number leading to a ten | Use manipulatives, drawings, models, and equations to "act out" an addition or subtraction sentence. | ● Solve addition and subtraction number sentences using strategies such as counting on or decomposing numbers. | Present students with various addition and subtraction sentences and allow them to use any strategy to solve the problem.<br><br>*Go Math Lessons 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10, 8.1*<br><br>Go Math Interactive Student Activities 1.8, 2.9, 3.3, 3.4, | |

| | | | 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10, 8.1 Go Math Personal Math Trainer 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10, 8.1 | |
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| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as relationship between addition and subtraction, and using easier or known sums within 10 | Use doubles facts plus and minus 1 or 2 to add within 20. Use mental math strategies to add and subtract within 10. | ● Solve addition and subtraction number sentences using strategies such as related facts or making a ten. | Number Bonds: Have students complete given number bonds by using addition and subtraction relationships. Fact Families: Students can complete fact families with missing numbers. | |
| **1.OA.C.6 – WALT** working towards accuracy and efficiency for addition and subtraction within 10, use efficient strategies to add and subtract within 20 | Recall simple addition or subtractions facts to help you add or subtract within 20. Use mental math strategies to add or subtract within 20. | ● Answer addition and subtraction sentences. | *Go Math Lessons 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10, 8.1* Go Math Interactive Student Activities 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10, 8.1 Go Math Personal Math Trainer 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10, 8.1 | |
| **1.OA.A.7 – WALT** determine if equations involving addition and subtraction within 20 are | Understand that an equal sign means that both sides are the same. Draw pictures to represent an addition or subtraction | ● Identify equations that represent the same value on either side of the equal sign. | Scale: While students work in groups present them with number sentences that have addition and/or subtraction on both sides of the equal sign. Using connecting cubes have | |

| true or false using the meaning of the equal sign | sentence to prove the value is true or false.<br><br>Identify the value of each side of the equal sign in an equation and recognize whether they are the same value. | | students model both sides of the equal sign on either side of the scale. Students should identify whether the scale is "equal" or "not equal."<br><br>Write the Room: present students with true and false number sentences on cards that are placed around the room. On a recording sheet students will write whether the number sentence is true or false.<br><br>SmartBoard: Show students one number sentence at a time on the SmartBoard. Students will write T for True or F for False on a whiteboard or plastic sleeve.<br><br>*Go Math Lesson 5.9*<br><br>Go Math Interactive Student Activity 5.9<br><br>Go Math Personal Math Trainer 5.9<br><br>1.OA.D.7 | |
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| **1.OA.A.8 – WALT** determine the missing number (in any position) that makes an equation within 20 true | Understand that both sides of the equal sign are the same. | ● Fill in the missing numbers on either side of the equal sign that makes the number sentence true. | Balancing equations: present students with number sentences that have addition or subtraction on either side of the equal. Students will draw pictures to represent both sides. They will fill in | |

| | | | the missing number that makes the numberstence true.<br><br>*Go Math Lessons 2.5, 2.7, 5.5, 5.7*<br><br>Go Math Interactive Student Activities 2.5, 2.7, 5.5, 5.7<br><br>Go Math Personal Math Trainer 2.5, 2.7, 5.5, 5.7<br><br>1.OA.D.8 | |
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**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Benchmark Assessment 2**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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# CAR Unit Template

## Unit Title: Mathematics – Place Value and More Strategies for Addition and Subtraction – Unit 2 – Module B

**Grade level:** Grade 1

**Timeframe:**

## Rationale

*Grade 1 – Place Value and More Strategies for Addition and Subtraction – Unit 2*

Continuing the counting sequence of Unit 1, learners read and write numbers up to 120. The major focus of Unit 2 is place value of two digit numbers as students learn to use the conceptual understanding of tens and ones in order to compare two-digit numbers. Learners build upon the properties of operations introduced in Unit 1 as they discover the relationship between addition and subtraction, understanding subtraction as an unknown-addend problem. They use this understanding as a strategy to add and subtract numbers within 20. While students develop their repertoire of addition and subtraction strategies, they use them in context with varied word problem situations including adding three whole numbers within 20. Learners continue to work towards fluency when adding and subtracting within 10, and extend their understanding of the equals sign as they apply its meaning to determine whether equations are true or false.

Building upon kindergarten skills of classifying objects into categories and sorting categories by count, grade 1 learners organize, represent and interpret data in up to three categories. Learners answer questions about the data that they have represented, reinforcing their numeracy skills. Learners also tell and write time to the hour.

## Essential Questions

# Standards

## Standards (Taught and Assessed):

■ **1.OA.A.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

■ **1.MD.C.4** 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.

□ **1.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks.

**Key**:  ■ Major Cluster    □ Supporting Cluster    ◉ Additional Cluster

## Highlighted Career Ready Practices and 21st Century Themes/Skills

·    9.1.4.A.2 Evaluate available resources that can assist in solving problems.
·    9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
·    9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
·    CRP1. Act as a responsible and contributing citizen and employee.
·    CRP2. Apply appropriate academic and technical skills.
·     CRP4. Communicate clearly and effectively and with reason.
·    CRP6. Demonstrate creativity and innovation.
·    CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
·    CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies

·    Self-Awareness
·    Self-Management
·    Social Awareness
·    Relationship Skills
·    Responsible Decision-Making

# Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| **1.OA.A.2 – WALT** solve addition word problems with three whole numbers with a sum of 20 or less using objects, drawings or equations with symbols for the unknown | Recall the Associative Property or Commutative Property of Addition to add three addends. | ● find sums for addition problems with three addends | Adding 3 Numbers with Snap Cubes- *Students will make a model using three different colored snap cubes to find sums when adding three addends.*<br><br>Roll and Combine to Add (with dice)- *Students roll three dice, write a number sentence using the three numbers they rolled, and solve.*<br><br>Savory Sums- *Students use different colored skittles to model number sentences with three addends and solve.*<br><br>Video: Add 3 Numbers | *General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan.* |

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| | | | *Go Math Lessons 3.10, 3.11* Go Math Interactive Student Activities 3.10, 3.11 Go Math Personal Math Trainer 3.10, 3.11 | |
| **1.MD.C.4 – WALT** organize and represent data with up to three categories | Make picture graphs, bar graphs, and tally charts to answer questions. | ● create a graph (picture, bar, or tally) to represent data | Class Shoe Graph- *As a class, make a graph to show the different types of shoes the students are wearing that day. Record the findings on graph paper. (Use pictures of different kinds of shoes to create a picture graph).* Class Favorite Animal Graph- *As a class, make a favorite animal graph. Guided students to come up with a title and categories. Distribute colored squares of paper (or post its) to represent each category. Have the students place the squares on the appropriate place on the graph to show their favorite animal.* Greater than 50/Less than 50 Class Tally Chart- *Print or write different numbers on small slips of paper. Include a variety of numbers less than 50 and greater than 50. Have* | |

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| | | | *students take turns to draw numbers and identify whether the number is greater than or less than 50. Create a tally chart.*<br><br>Survey/Graph Activity: *As a class pick a question to ask friends and determine four answer choices. Create a survey. Go around the class and have each child respond. Graph the information. (Determine which kind of graph to create as a class). Extend this activity by having the students develop their own surveys with questions and answer choices. Provide them with time to survey their friends and materials to create their own graphs.*<br><br>Go Math iTools Primary-Graphs<br><br>Video: Picture Graphs<br><br>Video: Making Picture Graphs<br><br>Video: Creating Bar Graphs<br><br>Video: Bar Graphs and Tally Charts<br><br>Video: Tally Marks Song<br><br>Video: Counting Tally Marks | |

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| | | | *Go Math Lessons 10.2, 10.4, 10.6* |
| | | | Go Math Interactive Student Activities 10.2, 10.4, 10.6 |
| | | | Go Math Personal Math Trainer 10.2, 10.4, 10.6 |
| **1.MD.C.4 – WALT** interpret data with up to three categories by stating observations about the data | Identify what the pictures in a picture graph show by locating and reading the key.<br><br>Read a bar graph to find the number that the bar shows. (Find the end of the bar graph to determine the number).<br><br>Count the tallies on a tally chart. Recognize that a bundle represents 5. | ● respond to questions about a given graph (picture, bar, or tally)<br>● generate questions that can be answered with a given graph | Understanding Graphs- *Revisit previously made class graphs. Have students share noticings and observations.*<br><br>Analyzing Graphs- *Revisit previously made class graphs. Have students generate, write, and answer three questions they can answer about each graph. *Have students write their own questions then meet with a partner and see if their partner can answer their questions using the graph.* |
| **1.MD.C.4 – WALT** ask and answer questions about the total number of data points, the number in each category, and how many more or less are in one category than in another | Analyze and compare data shown in picture graphs, bar graphs, and tally charts.<br><br>Look at a graph and think about what can be learned by looking at it- *what does the graph or chart tell us?* Recall that subtraction can be used to compare and find how many more or less are in one category than another. | | Video: Picture Graphs<br><br>Video: Making Picture Graphs<br><br>Video: Creating Bar Graphs<br><br>Video: Bar Graphs and Tally Charts |

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| | | | <br><br><br><br><br><br>*Go Math Lessons 10.1, 10.3, 10.5*<br><br>Go Math Interactive Student Activities 10.1, 10.3, 10.5<br><br>Go Math Personal Math Trainer 10.1, 10.3, 10.5 | |
| **1.MD.B.3 – WALT** tell and write time to the hour using analog and digital clocks | Identify the location of the hour hand and the minute hand in order to tell and write times to the hour shown on analog clocks. Recall that clocks showing time to the hour have the hour hand pointing directly to a number and the minute hand pointing directly to the 12. | ● identify the time shown on an analog clock (to the hour) and write the time on a matching digital clock<br>● identify the time shown on a digital clock (to the hour) and draw hands on a matching analog clock | Write the Room Activity- *Place cards around the room with analog clocks with time to the hour around the classroom. Have students walk around and record the digital times on a corresponding recording sheet. (Consider providing some analog clocks with just the hour hand and some with both the hour hand and minute hand).*<br><br>Flash Cards- *Display flash cards with analog clocks (with time to the hour) and have students practice quickly and accurately identifying the time.*<br><br>Paper Plate Clocks- *Guide students to make analog clocks using paper plates,* | |

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| | | | *arrows cut out of colored paper, and brads. Display a time on a digital clock and have students use the paper plate clock to show the time. (You can also do this with small Judy Clocks if you have a class set).*<br><br>Plastic Sleeve Practice- *Provide students with a blank analog clock sheet in a plastic sleeve. Say and/or show a time on a digital clock. Have them use dry erase markers to draw the hands on the sleeve to match. (You can also do the opposite and show an analog clock and have students write the time on a digital clock printout to match).*<br><br>Go Math iTools Primary- Measurement → Clocks<br><br>Digital Clock Manipulative<br><br>Video: Let's Learn About the Clock<br><br>Video: Rock and Tell Time on the Clock<br><br>Video: Hip Hop Around the Clock<br><br>Video: Telling Time to the Hour | |

| | | | [Video: Telling Time for Kids](#)

*Go Math Lesson 9.6*

Go Math Interactive Student Activity 9.6

Go Math Personal Math Trainer 9.6 | |
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**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Benchmark Assessment 2**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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# CAR Unit Template

**Unit Title: Mathematics – Place Value and Two Digit Addition and Subtraction Strategies – Unit 3 –Module A**

**Grade level:  Grade 1**

**Timeframe:**

## Rationale

*Grade 1 – Place Value and Two Digit Addition and Subtraction Strategies - Unit 3, Module A*

The major focus of Unit 3 is demonstrating place value understanding through addition and subtraction strategies. Learners demonstrate understanding of the composition of tens through the use of concrete models or drawings, and become more sophisticated in their use of strategies. They add and subtract within 100, working towards fluency within 10. Learners relate their concrete models and drawings to their strategy and explain the reasoning used.

Learners, knowing from Kindergarten that length is a measurable attribute of shapes, measure lengths of objects. They compare the lengths of two objects indirectly and lay multiple copies of a shorter object to measure a longer object. These concrete experiences with measurement build a foundation for measurement in second grade.

## Essential Questions

## Standards

**Standards (Taught and Assessed):**

- **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.
- **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.
- **1.NBT.C.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models 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.
- **1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- **1.OA.C.6** Add and subtract within 20, demonstrating fluency 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 $6 + 6 + 1 = 12 + 1 = 13$).

**Key**:  ■ Major Cluster    □ Supporting Cluster    ◉ Additional Cluster

## Highlighted Career Ready Practices and 21st Century Themes/Skills

- · 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- · 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- · 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- · CRP1. Act as a responsible and contributing citizen and employee.
- · CRP2. Apply appropriate academic and technical skills.
- · CRP4. Communicate clearly and effectively and with reason.
- · CRP6. Demonstrate creativity and innovation.
- · CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- · CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies

- · Self-Awareness

- [Self-Management](#)
- [Social Awareness](#)
- [Relationship Skills](#)
- [Responsible Decision-Making](#)

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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|  |  |

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| **1.NBT.C.4 – WALT** sometimes it is necessary to compose tens when adding | Recognize when there are more than 9 ones when adding numbers. | ● Add numbers with regrouping. | How to Book- *Have students write a story about how to add a two-digit number and a one-digit number. Have partners read and compare stories.*<br><br>Draw this Problem- | *General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan.* |
| **1.NBT.C.4 – WALT** compose tens when adding two-digit numbers, if necessary | Exchange ten ones for one ten when adding two-digit numbers (if needed). |  | *Distribute dry erase boards and dry erase markers to students. Read a story problem requiring regrouping aloud to students. Have students draw a quick picture* |  |

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|  |  |  | *to solve. Remind them to find and circle groups of ten ones to regroup.*<br><br>To Regroup or Not to Regroup?- *Write a variety of numbers from 10 to 100 on index cards. Have students draw two cards and create an addition problem using them. Have them draw a quick picture or use base ten blocks to solve and determine if regrouping is necessary. (You can place this activity in a center with a recording sheet for students to complete independently or with a partner).*<br><br>Video: Addition with Regrouping<br><br>*Go Math Lessons 8.6, 8.7, 8.8*<br><br>Go Math Interactive Student Activities 8.6, 8.7, 8.8<br><br>Go Math Personal Math Trainer 8.6, 8.7, 8.8 |  |
| **1.NBT.C.4 – WALT** when adding two-digit numbers, one adds tens and tens, ones and ones | Identify the digit in the tens place and the digit in the ones place in order to add tens to tens and ones to ones. | ● Add two digit numbers. | Base Ten Block Practice-*Provide students with an addition problem. Have them use base ten blocks to model it. Have them group the tens together and the ones together and count the tens by tens and the ones by ones to find the sum.* |  |

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| | | | Highlight Place Value- *Provide students with a sheet of two digit numbers and two different colored highlighters. Have them use one highlighter to highlight all the digits in the tens place and the other highlighter to highlight all the digits in the ones place. Have them draw quick pictures using the highlighters (or matching markers) to match each number.* <br><br> Video: Double-Digit Addition <br><br> *Go Math Lessons 8.2, 8.5, 8.7* <br><br> Go Math Interactive Student Activities 8.2, 8.5, 8.7 <br><br> Go Math Personal Math Trainer 8.2, 8.5, 8.7 | |
| **1.NBT.C.4 – WALT** 10, 20, 30, 40, 50, 60, 70, 80, and 90 are multiples of 10 | Recall that 10, 20, 30, 40, 50, 60, 70, 80, and 90 are counted when counting by tens from 10. Recognize that 10, 20, 30, 40, 50, 60, 70, 80, and 90 have zero in the ones place. | ● Count by tens from the number 10. | Hundred Chart Practice- *Have students color the multiples of 10 on a number chart. Have them practice counting by tens (forward and backward).* <br><br> Card Search- *Provide students with a deck of cards with a variety of numbers between 10 and 100. Have the kids go through the numbers and find the multiples of 10.* <br><br> Multiples of 10 Book- *Fold or staple blank pieces of paper to make a booklet.* | |

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| | | | *Have students write a multiple of ten at the top of each page. Then, have them draw a quick picture to match on each page. Alternatively, you can have the students cut tens (rods) from colored paper and paste them on each page.* | |
| **1.NBT.C.4 – WALT** add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings | Use concrete models (base ten blocks) or drawings (quick pictures) to represent a two-digit number and a one-digit number. Line the representations up so that tens are above tens and ones are above ones. Find sums by first counting all tens by tens and then all ones by ones. | ● Add two-digit numbers to one-digit numbers (within 100)  using concrete models or drawings. | Base Ten Block Practice-*Provide students with an addition problem involving adding a two-digit number to a one-digit number. Have them use base ten blocks to model it. Then, have them record their work with quick pictures on a recording sheet. You can also place this activity with number cards in a center.*<br><br>Hands On Practice- *Have the students practice making concrete models to solve adding two-digit numbers and one-digit numbers by providing them with different materials to use such as pretzel sticks (tens) and marshmallows (ones).*<br><br>*Go Math Lessons 8.5, 8.6*<br><br>Go Math Interactive Student Activities 8.5, 8.6<br><br>Go Math Personal Math Trainer 8.5, 8.6 | |

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| **1.NBT.C.4 – WALT** add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | Line two-digit numbers up neatly in order to add tens to tens and ones to ones. Analyze the numbers in the tens place and in the ones place to determine the best strategy for adding. | ● Add two-digit numbers to one-digit numbers (within 100). | Strategy Discussion- *Display an equation involving the addition of a two-digit number and a one-digit number. Have students solve. Call on volunteers to come up and teach the class the strategy they used to solve the problem. Try to have several students show different ways to solve the same equation. Discuss what is the same and what is different.*<br><br>*Go Math Lessons 8.5, 8.6*<br><br>Go Math Interactive Student Activities 8.5, 8.6<br><br>Go Math Personal Math Trainer 8.5, 8.6 | |
| **1.NBT.C.4 – WALT** relate strategies for adding a two-digit and a one-digit number within 100 to a written method and explain the reasoning used to solve | Identify the best strategy for solving an addition problem involving a two-digit number and a one-digit number. Explain the strategy that was used in writing and provide a reason to support their thinking. | ● Add two-digit numbers to one-digit numbers (within 100) and write to explain the process/reasoning. | Two-Digit Addition Project-*Have students draw two number cards- one for a two-digit number and one for a one-digit number. Have them write an equation and draw a quick picture to match. Provide them with writing paper and ask them to write the steps they followed to find the sum.*<br><br>How To Book- *Have students write manuals for how to add two-digit numbers to one-digit numbers. Have them number and write each step on a different page and add* | |

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| | | | *an illustration with labels to accompany it. Allow them to share their manuals with a friend.* | |
| **1.NBT.C.4 – WALT** add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings | Use concrete models (base ten blocks) or drawings (quick pictures) to represent a two-digit number and a multiple of 10. Line the representations up so that tens are above tens and ones are above ones. Find sums by first counting all tens by tens and then all ones by ones. | ● Add two-digit numbers to multiples of 10 (within 100) using concrete models or drawings. | Base Ten Block Practice- *Provide students with an addition problem involving adding a two-digit number to a multiple of ten. Have them use base ten blocks to model it. Then, have them record their work with quick pictures on a recording sheet. You can also place this activity with number cards in a center.*<br><br>*Go Math Lessons 8.5*<br><br>Go Math Interactive Student Activity 8.5<br><br>Go Math Personal Math Trainer 8.5 | |
| **1.NBT.C.4 – WALT** add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | Line two-digit numbers up neatly in order to add tens to tens and ones to ones. Analyze the numbers in the tens place and in the ones place to determine the best strategy for adding. | ● Add two-digit numbers to multiples of 10 (within 100). | Strategy Discussion- *Display an equation involving the addition of a two-digit number to a multiple of 10. Have students solve. Call on volunteers to come up and teach the class the strategy they used to solve the problem. Try to have several students show different ways to solve the same equation. Discuss what is the same and what is different.* | |

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| **1.NBT.C.4 – WALT** relate strategies for adding a two-digit number and a multiple of 10, within 100, to a written method and explain the reasoning used to solve | Identify the best strategy for solving an addition problem involving a two-digit number and a multiple of 10. Explain the strategy that was used in writing and provide a reason to support their thinking. | ● Add two-digit numbers to multiples of 10 (within 100) and write to explain the process/reasoning. | Two-Digit Addition Project- *Have students draw two number cards- one for a two-digit number and one for a multiple of ten. Have them write an equation and draw a quick picture to match. Provide them with writing paper and ask them to write the steps they followed to find the sum.*<br><br>How To Book- *Have students write manuals for how to add two-digit numbers to multiples of ten. Have them number and write each step on a different page and add an illustration with labels to accompany it. Allow them to share their manuals with a friend.* | |
| **1.NBT.C.5 – WALT** mentally find 10 more or 10 less than any given two-digit number, without having to count | Visualize a given number as tens and ones and change it by adding or subtracting a ten to determine the new number (10 more or 10 less). | ● Use mental math to find 10 more or 10 less than given two-digit numbers. | Game- *Divide the class into two teams. Line the teams up. Display a two digit number. One student from each team should try to tell you the number that is ten less or ten more than the number you displayed. The student that says the correct answer first earns their team a point and both students move to the end of the line. Repeat with additional numbers so that students have multiple opportunities to practice.* | |
| **1.NBT.C.5 – WALT** explain how to mentally find 10 more or 10 less than any given two-digit number | Describe the visualization process created to find 10 more or 10 less than a given two-digit number. | ● Orally explain the process of finding 10 more or 10 less than a given two-digit number. | | |

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| | | | Number Books- *Provide each student with a sheet of paper folded in half to make a booklet. Assign each student a different two-digit number and have them write it on the cover. Inside, have them create a page to tell what number is 10 more and a page to tell what number is 10 less. Underneath, have them write the explain how they used mental math to find the numbers.*<br><br>Thought Bubble Drawings- *Have each student write a different two-digit number in the middle of a sheet of paper held lengthwise. On either side, have them draw thought bubbles. In each thought bubble, have them visualize and write the number that is ten less or ten more than the given number. Ask them to add a drawing of their visualization in each bubble. On the other side, they can write sentences to explain the process they used.*<br><br>How to Video- *Have students film a video using an iPad or other device to show others how to mentally find 10 more or less than a given number. Provide them with whiteboards and dry erase markers they can use in the* | |

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| | | | *video to demonstrate their visualizations.*<br><br>*Go Math Lesson 7.5*<br><br>Go Math Interactive Student Activity 7.5<br><br>Go Math Personal Math Trainer 7.5 | |
| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using concrete models or drawings (multiples of 10 less than or equal to 90) | Use concrete models (base ten blocks) or drawings (quick pictures) to represent a multiple of ten and then take a multiple of ten from the group by removing it or crossing it out. | ● Subtract multiples of 10 from multiples of 10 using concrete models or drawings. | Quick Picture Practice-<br>*Display an equation involving the subtraction of a multiple of 10 from a multiple of ten. Have students use plastic sleeves or dry erase boards and dry erase markers to draw a quick picture to solve the problem. Have children compare models.*<br><br>Base Ten Block Practice-<br>*Provide students with equations involving the subtraction of a multiple of 10 from a multiple of ten. Have them use base ten blocks to "act it out".*<br><br>*Go Math Lesson 8.3, 8.10*<br><br>Go Math Interactive Student Activities 8.3, 8.10<br><br>Go Math Personal Math Trainer 8.3, 8.10 | |

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| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) | Line two multiple of ten up neatly in order to subtract tens from tens and ones from ones. Analyze the numbers in the tens place and in the ones place to determine the best strategy for subtracting. | ● Subtract multiples of 10 from multiples of 10. | Strategy Discussion- *Display an equation involving the subtraction of a multiple of 10 from a multiple of ten. Have students solve. Call on volunteers to come up and teach the class the strategy they used to solve the problem. Try to have several students show different ways to solve the same equation. Discuss what is the same and what is different.* | |
| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using the relationship between addition and subtraction (multiples of 10 less than or equal to 90) | Locate multiples of 10 on a hundred chart and recognize that subtracting tens requires moving up the hundred chart while adding tens requires the opposite- moving down the chart. | | | |
| **1.NBT.C.6 – WALT** relate the strategy used to subtract multiples of 10 from multiples of 10 to a written method | Visualize subtracting multiples of 10 from multiples of 10 and then orally explain what was seen. Then, use written words to express the strategy. | ● Explain the process of subtracting multiples of 10 from multiples of 10 in writing. | Subtraction Project- *Have students draw two number cards- both multiples of ten. Have them write an equation involving subtraction of the numbers they drew and draw a quick picture to match. Provide them with writing paper and ask them to write the steps they followed to find the difference.*<br><br>How To Book- *Have students write manuals for how to subtract multiples of ten. Have them number and write each step on a different page and add an illustration with labels to accompany it. Allow them to share their manuals with a friend.* | |

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| **1.NBT.C.6 – WALT** explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90) | Visualize subtracting multiples of 10 from multiples of 10 and then orally explain what was seen. | ● Orally explain the reasoning when subtracting multiples of 10 from multiples of 10. | Video Creation- *Have students film "How To" videos using an iPad or other device to teach others how to subtract multiples of 10 from multiples of ten. Provide them with whiteboards, dry erase markers, and base ten blocks to use as needed.* | |
| **1.OA.A.1 – WALT** represent a word problem using objects, drawings, or equations using a symbol for the unknown | Read a word problem and identify the important information and what needs to be found. Visualize the story and write a number sentence to be solved. Use objects and/or drawings to model the number sentence and find the answer. | ● Use pictures, drawings, or symbols to identify the unknown in a given word problem. | Story Problem Writing- *Have students write their own word problems involving the addition or subtraction of two-digit numbers. Have them switch papers with a partner. Then, allow the students to solve the problems by writing a matching equation, using base-ten blocks to solve, and then drawing a quick picture to solve. Have partners share their stories and solutions with the class.* | |
| **1.OA.A.1 – WALT** solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions | Read a word problem and use manipulatives, drawings, models, and equations to "act out" the story to determine the best way to solve. | | *Go Math Lesson 8.8*<br><br>Go Math Interactive Student Activities 8.8<br><br>Go Math Personal Math Trainer 8.8 | |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as counting on, making ten, decomposing a number | Analyze an addition or subtraction problem to determine which strategy would be the best way to solve. Recall that counting on or back works best when an | ● Solve addition and subtraction problems within 20 and identify the strategy that was used. | Math Talk- *Display a story problem or equation involving two digit addition or subtraction. Distribute dry erase boards and markers. Have students solve the* | |

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| leading to a ten, relationships within addition and subtraction, and using easier or known facts within 10 | addend or subtrahend is 1, 2, 3; making ten works best when an addend or subtrahend is lesser but close to 10; etc. | | *problem and then share their strategies with the class. Try to call on as many kids as possible to share various strategies that can be used.*<br><br>*Go Math Lessons 8.1, 8.10*<br><br>Go Math Interactive Student Activities 8.1, 8.10<br><br>Go Math Personal Math Trainer 8.1, 8.10 | |
| **1.OA.C.6 – WALT** working towards accuracy and efficiency for addition and subtraction within 10, use efficient strategies to add and subtract within 20 | Recall simple addition or subtractions facts to help you add or subtract within 20.<br><br>Use mental math strategies to add or subtract within 20. | • Answer addition and subtraction sentences. | Flash Card Practice- *Have students work on fluency in addition and subtraction using flash cards. Provide them with time to make cards that they can take home and practice with.*<br><br>Around the World- *Play around the world with addition and subtraction problems.*<br><br>*Go Math Lessons 8.1, 8.10*<br><br>Go Math Interactive Student Activities 8.1, 8.10<br><br>Go Math Personal Math Trainer 8.1, 8.10 | |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Benchmark Assessment 2**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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# CAR Unit Template

## Unit Title: Mathematics – Place Value and Two Digit Addition and Subtraction Strategies – Unit 3 – Module B

**Grade level:  Grade 1**

**Timeframe:**

## Rationale

*Grade 1 – Place Value and Two Digit Addition and Subtraction Strategies - Unit 3, Module A*

The major focus of Unit 3 is demonstrating place value understanding through addition and subtraction strategies. Learners demonstrate understanding of the composition of tens through the use of concrete models or drawings, and become more sophisticated in their use of strategies. They add and subtract within 100, working towards fluency within 10. Learners relate their concrete models and drawings to their strategy and explain the reasoning used.

Learners, knowing from Kindergarten that length is a measurable attribute of shapes, measure lengths of objects. They compare the lengths of two objects indirectly and lay multiple copies of a shorter object to measure a longer object. These concrete experiences with measurement build a foundation for measurement in second grade.

## Essential Questions

## Standards

**Standards (Taught and Assessed):**

■ **1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.

■ **1.MD.A.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

**Key**:    ■ Major Cluster    ☐ Supporting Cluster    ◉ Additional Cluster

## Highlighted Career Ready Practices and 21st Century Themes/Skills

· 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
· 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
· 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
· CRP1. Act as a responsible and contributing citizen and employee.
· CRP2. Apply appropriate academic and technical skills.
· CRP4. Communicate clearly and effectively and with reason.
· CRP6. Demonstrate creativity and innovation.
· CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
· CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies

· Self-Awareness
· Self-Management
· Social Awareness
· Relationship Skills
· Responsible Decision-Making

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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| **1.MD.A.1 – WALT** length is measured from one endpoint to another | Identify the endpoints of a given length and the space between those endpoints. | ● find and mark the endpoints of an object on paper | Measuring Length- *Provide students with a variety of objects from around the classroom. Ask them to identify the endpoints of each object. Demonstrate how to cut a length of ribbon or yarn from endpoint to endpoint.* | *General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan.* |
| **1.MD.A.1 – WALT** use a third object to compare lengths of two objects that may not be moved | Use the Transitivity Principle to measure indirectly. | ● compare the lengths of three objects to put them in order on paper | Go Math Interactive Student Activity 9.2<br><br>*Go Math Lesson 9.2*<br><br>Go Math Interactive Student Activity 9.2<br><br>Go Math Personal Math Trainer 9.2 | |
| **1.MD.A.1 – WALT** order three objects by length | Look at three objects and determine which is the longest (having the most length) and which is the shortest (having the least length) and put the objects in order from longest to shortest *or* from shortest to longest. | ● put objects in order from longest to shortest and shortest to longest | Ordering Length Activity- *Provide students with sets of three objects. Have them compare the lengths and put them in order from shortest to longest and longest to shortest. Use a variety of objects from around the classroom including snap cube trains, Cuisenaire rods, crayons, pencils, etc. (You* | |

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| | | | *can also use sets of colored strips of paper or ribbon).*<br><br>Go Math Interactive Student Activity 9.1<br><br>*Go Math Lesson 9.1*<br><br>Go Math Interactive Student Activity 9.1<br><br>Go Math Personal Math Trainer 9.1 | |
| **1.MD.A.2 – WALT** the length of an object is the number of same-size length units that span it with no gaps or overlaps | Count how many same-size length units span the length of an object (without gaps or overlaps). | ● identify how many nonstandard units span the length of an object | Measurement Activity-<br>*Provide students with a variety of objects they can measure. (Choose objects of varying lengths). Provide students with a variety of materials (in sets of the same length) they can choose from to measure the lengths. (Some ideas: snap cubes, foam squares, paperclips, erasers, pennies, etc). Have students record the lengths on a recording sheet.*<br><br>Measurement Activity #2-<br>*Provide students with one object to be measured. Have them use different kinds of nonstandard units to measure the length and record the lengths on a recording sheet. (Provide sets of nonstandard units that have different lengths such as a set of large paperclips and a set of small paper clips). Have them* | |
| **1.MD.A.2 – WALT** express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end | Measure length using same-size length units by placing them along the span of an object (without gaps or overlaps), end to end. | ● measure the length of various objects using nonstandard units | | |

| | | | compare their findings and reason why the numbers are different if they are measuring the same object.

[Video: Nonstandard Measurement](#)

[Video: Using Paperclips to Measure Length](#)

*Go Math Lessons 9.3, 9.4, 9.5*

Go Math Interactive Student Activities 9.3, 9.4, 9.5

Go Math Personal Math Trainer 9.3, 9.4, 9.5 | |
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**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Benchmark Assessment 2**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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# CAR Unit Template

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| **Unit Title: Mathematics – Place Value Strategies and Composite Shapes – Unit 4 – Module A** |
| **Grade level:  Grade 1** |
| **Timeframe:** |
| **Rationale** |

*Grade 1 – Place Value Strategies and Composite Shapes - Unit 4, Module A*

The focus of unit 4 is solidifying learners place value understanding for addition within 100, as well as the use of various strategies to efficiently add and subtract within 20. They apply addition and subtraction strategies to solve word problems and become fluent with adding and subtracting within 10. Learners tell and write time to the half-hour, and partition shapes to develop a foundation for understanding fractions.

Learners extend their geometric understanding from Kindergarten as they identify defining and non-defining attributes of shapes. They extend their understanding of composite two-dimensional shapes to create composite three-dimensional shapes and to compose new shapes from composite three-dimensional shapes.

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| **Essential Questions** |

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| **Standards** |

**Standards (Taught and Assessed):**

- ■ **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.

■ **1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

■ **1.OA.C.6** Add and subtract within 20, demonstrating fluency 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 $6 + 6 + 1 = 12 + 1 = 13$).

**Key**:     ■ Major Cluster          ☐ Supporting Cluster          ◉ Additional Cluster

## Highlighted Career Ready Practices and 21st Century Themes/Skills

·        9.1.4.A.2 Evaluate available resources that can assist in solving problems.
·        9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
·        9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
·        CRP1. Act as a responsible and contributing citizen and employee.
·        CRP2. Apply appropriate academic and technical skills.
·        CRP4. Communicate clearly and effectively and with reason.
·        CRP6. Demonstrate creativity and innovation.
·        CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
·        CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies

·        Self-Awareness
·        Self-Management
·        Social Awareness
·        Relationship Skills
·        Responsible Decision-Making

# Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|---|---|---|
| **1.NBT.C.4 – WALT** add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings | Use concrete models (base ten blocks) or drawings (quick pictures) to represent a two-digit number and a one-digit number. Line the representations up so that tens are above tens and ones are above ones. Find sums by first counting all tens by tens and then all ones by ones. | ● Add two-digit numbers to one-digit numbers (within 100) using concrete models or drawings. | Spinning equation game: Students will have two spinners. One spinner with a two digit number within 100 and another spinner with a one digit number. Students will spin both and add them together and record their number sentence.<br><br>Write the room: Students will use a recording sheet to answer number sentences placed around the room. Each number sentence should have a two digit number and a one digit number addition sentence. | *General and Special Education teachers will work together to provide students with the support they need as written in their individualized education plan.* |

| | | | Go Math Interactive Student *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10*<br><br>Go Math Personal Math Trainer *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10*<br><br>*Go Math Lesson: 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10* | |
|---|---|---|---|---|
| **1.NBT.C.4 – WALT** add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | Line two-digit numbers up neatly in order to add tens to tens and ones to ones. Analyze the numbers in the tens place and in the ones place to determine the best strategy for adding. | ● Add two-digit numbers to multiples of 10 (within 100). | 120's Chart: Students will use a 120's chart to help them add two digit numbers plus a multiple of ten.<br><br>Place Value Mat: students will use a place value mat and connecting cubes or base ten sticks to model and record addition sentences with two digit numbers plus a multiple of ten.<br><br>Go Math Interactive Student *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10*<br><br>Go Math Personal Math Trainer *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10*<br><br>*Go Math Lesson: 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10* | |

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| **1.NBT.C.4 – WALT** relate strategies for adding a two-digit and a one-digit number within 100 to a written method and explain the reasoning used to solve | Identify the best strategy for solving an addition problem involving a two-digit number and a one-digit number. Explain the strategy that was used in writing and provide a reason to support their thinking. | ● Add two-digit numbers to one-digit numbers (within 100) and write to explain the process/reasoning. | Matching Game: Students will match models of addition sentences with tens and ones to the written form of the addition sentence. Students will find the sum and record their work on a recording sheet. Place Value Mat: Students will represent a written number sentence with tens and one and draw a quick picture to record their thinking. Go Math Interactive Student *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10* Go Math Personal Math Trainer *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10* *Go Math Lesson: 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10* | |
| **1.NBT.C.4 – WALT** relate strategies for adding a two-digit number and a multiple of 10, within 100, to a written method and explain the reasoning used to solve. | Identify the best strategy for solving an addition problem involving a two-digit number and a multiple of 10. Explain the strategy that was used in writing and provide a reason to support their thinking. | ● Add two-digit numbers to multiples of 10 (within 100) and write to explain the process/reasoning. | Matching Game: Students will match models of addition sentences with tens and ones to the written form of the addition sentence. Students will find the sum and record their work on a recording sheet. Place Value Mat: Students will represent a written number sentence with tens and one and draw a quick | |

| | | | picture to record their thinking.<br><br>[Video: Adding 10 to a Two Digit Number](link)<br><br>Go Math Interactive Student *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10*<br><br>Go Math Personal Math Trainer *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10*<br><br>*Go Math Lesson: 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10* | |
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| **1.NBT.C.4 – WALT** when adding two-digit numbers, one adds tens and tens, ones and ones | Identify the digit in the tens place and the digit in the ones place in order to add tens to tens and ones to ones. | ● Add two digit numbers. | Place Value Mat: Students will represent two two-digit numbers on a place value mat. They will then group the tens together and the ones together to add. They will draw quick pictures to show grouping tens with tens and ones with ones. | |
| **1.NBT.C.4 – WALT** sometimes it is necessary to compose tens when adding | Recognize when there are more than 9 ones when adding numbers. | ● Add numbers with regrouping. | Ten Frames and Counters: Students will use ten frames to represent addends. They will manipulate the counters to make a ten to help them add.<br><br>[Video: Adding two Digit Number](link) | |
| **1.NBT.C.4 – WALT** compose tens when adding two-digit numbers, if necessary | Exchange ten ones for one ten when adding two-digit numbers (if needed). | | | |

| | | | Go Math Interactive Student *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10*<br><br>Go Math Personal Math Trainer *8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10*<br><br>*Go Math Lesson: 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10* | |
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| **1.OA.A.1 – WALT** represent a word problem using objects, drawings, or equations using a symbol for the unknown | Read a word problem and identify the important information and what needs to be found. Visualize the story and write a number sentence to be solved. Use objects and/or drawings to model the number sentence and find the answer. | ● Use pictures, drawings, or symbols to identify the unknown in a given word problem. | Draw: Students will read a word problem and represent their thinking using pictures or tens and ones.<br><br>Write and Solve: Students will create and write their own word problems and demonstrate how to solve them by drawing pictures or using tens and ones.<br><br>Go Math Interactive Student *4.6, 5.1*<br><br>Go Math Personal Math Trainer *4.6, 5.1*<br><br>*Go Math Lesson: 4.6, 5.1* | |
| **1.OA.A.1 – WALT** solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions | Read a word problem and use manipulatives, drawings, models,  and equations to "act out" the story to determine the best way to solve. | | | |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as counting on, making ten, decomposing a number leading to a ten, relationships within addition and subtraction, | Analyze an addition or subtraction problem to determine which strategy would be the best way to solve. Recall that counting on or back works best when an addend or subtrahend is 1, 2, 3; making ten works best when an addend or | ● Solve addition and subtraction problems within 20 and identify the strategy that was used. | Solve in two ways: Present students with addition and subtraction sentences within 20. Have students solve each problem using two different strategies.<br><br>Video: Counting On | |

| and using easier or known facts within 10 | subtrahend is lesser but close to 10; etc. | | Video: Make a Ten <br><br> Go Math Interactive Student 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10 <br><br> Go Math Personal Math Trainer 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10 <br><br> *Go Math Lesson:* 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10 | |
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| **1.OA.C.6 – WALT** add and subtract within 10 with accuracy and efficiency | Recall sums and differences within 10. | ● Solve addition and subtraction problems during a timed test (math drill). | Flash Cards: Show students flash cards and have them write their sum or difference on a white board. Students will hold up their answers for a quick  formative assessment. <br><br> Fluency and Fitness: Create a PowerPoint that represents some addition and some subtraction sentences on separate slides. Have the students quickly write their answers on a white board or hold up their hands to answer the number sentence. Every few slides can show an activity on it such as "jumping jacks" or  "run in place." <br><br> Knock Out: Students can be broken up into two groups. | |

| | | | | Show two different number sentences on the smartboard. The first student (of 2) to shout the correct answer wins and reports to the back of the line. The student who missed will sit down until the next round.<br><br>Go Math Interactive Student 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10<br><br>Go Math Personal Math Trainer 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10<br><br>*Go Math Lesson:* 1.8, 2.9, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4, 4.5, 5.2, 5.3, 5.4, 5.8, 5.10 | |
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**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Benchmark Assessment 2**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Unit Title: Mathematics – Place Value Strategies and Composite Shapes – Unit 4 – Module B**

**Grade level:  Grade 1**

**Timeframe:**

**Rationale**

*Grade 1 – Place Value Strategies and Composite Shapes - Unit 4, Module A*

The focus of unit 4 is solidifying learners place value understanding for addition within 100, as well as the use of various strategies to efficiently add and subtract within 20. They apply addition and subtraction strategies to solve word problems and become fluent with adding and subtracting within 10. Learners tell and write time to the half-hour, and partition shapes to develop a foundation for understanding fractions.

Learners extend their geometric understanding from Kindergarten as they identify defining and non-defining attributes of shapes. They extend their understanding of composite two-dimensional shapes to create composite three-dimensional shapes and to compose new shapes from composite three-dimensional shapes.

## Essential Questions

## Standards

**Standards (Taught and Assessed):**

☐ **1.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks.

◉ **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.

◉ **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.

◉ **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.

**Key**:   ■ Major Cluster   ☐ Supporting Cluster   ◉ Additional Cluster

## Highlighted Career Ready Practices and 21st Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

· CRP4. Communicate clearly and effectively and with reason.
· CRP6. Demonstrate creativity and innovation.
· CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
· CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies
· Self-Awareness
· Self-Management
· Social Awareness
· Relationship Skills
· Responsible Decision-Making

## Instructional Plan

**Pre-Assessment and Reflection**

| Pre-Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

| SLO – WALT<br><br>We are learning to/that | Student Strategies | Formative Assessment<br><br>(Quick Checks, Exit Tickets, Math Notebooks, Personal Math Trainer Activities, etc). | Activities and Resources | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
|---|---|---|---|---|
| **1.MD.B.3 – WALT** tell and write time to the hour using analog and digital clocks | Identify the location of the hour hand and the minute hand in order to tell and write times to the hour shown on analog clocks. Recall that clocks showing time to the hour have the hour hand | ● identify the time shown on an analog clock (to the hour) and write the time on a matching digital clock<br>● identify the time shown on a digital clock (to the hour) | Write the Room Activity- *Place cards around the room with analog clocks with time to the hour around the classroom. Have students walk around and record the digital times on a* | *General and Special Education teachers will work together to provide students with the support they need as written in their* |

| | pointing directly to a number and the minute hand pointing directly to the 12. | and draw hands on a matching analog clock | *corresponding recording sheet. (Consider providing some analog clocks with just the hour hand and some with both the hour hand and minute hand).* | *individualized education plan.* |
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| | | | Flash Cards- *Display flash cards with analog clocks (with time to the hour) and have students practice quickly and accurately identifying the time.* | |
| | | | Paper Plate Clocks- *Guide students to make analog clocks using paper plates, arrows cut out of colored paper, and brads. Display a time on a digital clock and have students use the paper plate clock to show the time. (You can also do this with small Judy Clocks if you have a class set).* | |
| | | | Plastic Sleeve Practice- *Provide students with a blank analog clock sheet in a plastic sleeve. Say and/or show a time on a digital clock. Have them use dry erase markers to draw the hands on the sleeve to match. (You can also do the opposite and show an analog clock and have students write the time on a digital clock printout to match).* | |

| | | | Go Math Interactive Student Activity 9.6<br><br>Go Math Personal Math Trainer 9.6<br><br>*Go Math Lesson 9.6* | |
|---|---|---|---|---|
| **1.MD.B.3 – WALT** tell and write time to the half-hour using analog and digital clocks | Identify the location of the hour hand and the minute hand in order to tell and write times to the hour and half hour shown on analog clocks. Recall that clocks showing time to the hour have the hour hand pointing directly to a number and the minute hand pointing directly to the 12; recall that clocks showing time to the half hour have the hour hand pointing directly between two numbers and the minute hand pointing directly to the 6. | ● identify the time shown on an analog clock (to the hour and half hour) and write the time on a matching digital clock<br>● identify the time shown on a digital clock (to the hour and half hour) and draw hands on a matching analog clock | Write the Room Activity- *Place cards around the room with analog clocks with time to the hour and half hour around the classroom. Have students walk around and record the digital times on a corresponding recording sheet. (Consider providing some analog clocks with just the hour hand and some with both the hour hand and minute hand).*<br><br>Flash Cards- *Display flash cards with analog clocks (with time to the hour and half hour) and have students practice quickly and accurately identifying the time.*<br><br>Paper Plate Clocks- *Guide students to make analog clocks using paper plates, arrows cut out of colored paper, and brads. Display a time on a digital clock and have students use the paper plate clock to show the time. (You can also do this with* | |

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|---|---|---|---|---|
| | | | *small Judy Clocks if you have a class set).* | |
| | | | Plastic Sleeve Practice- *Provide students with a blank analog clock sheet in a plastic sleeve. Say and/or show a time on a digital clock. Have them use dry erase markers to draw the hands on the sleeve to match. (You can also do the opposite and show an analog clock and have students write the time on a digital clock printout to match).* | |
| | | | [Video: Telling Time to the Half Hour](#) | |
| | | | [Video: Tell Time to the Half Hour](#) | |
| | | | [Video: Telling Time to the Half Hour](#) | |
| | | | [Video: Telling Time to the Half Hour](#) | |
| | | | Go Math Interactive Student Activities 9.7, 9.8, 9.9 | |
| | | | Go Math Personal Math Trainer 9.7, 9.8, 9.9 | |
| | | | *Go Math Lessons 9.7, 9.8, 9.9* | |

| **1.G.A.3 – WALT** partition means to split a shape into smaller parts, also called shares | Recall the meaning of *partition* and recall where to put lines or cuts to split a shape into fair shares. | ● draw lines on shapes to make smaller parts that are equal<br>● identify whether a shape cut into parts shows fair shares | My Little Book of Shapes-*Have students fold or staple paper together to make booklets. On the top of each page, have students write "Equal", "Unequal", or "Whole". Next, have students cut several circles and/or rectangles from colored paper. Then, have students cut the paper shapes they made into equal parts and paste them onto a page labeled "Equal". Next, have students cut the paper shapes into unequal parts and paste them onto a page labeled "Unequal". Last, have them paste shapes without cutting into them on a page marked as "Whole".*<br><br>Equal or Unequal- *Prior to starting the activity with your students, take a stack of cards and draw a shape on each card. Draw lines to divide the shapes into equal or unequal parts. With your students, display each card and have students identify if the parts are equal (fair) or unequal. You can put the stack of cards in a center with a recording sheet for the kids to work on independently or with a partner.* | |

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| | | | <br><br>Video: Equal Parts<br><br>Video: Cookie Monster Helps Prairie Dawn Get Equal<br><br>Video: Equal Parts<br><br>Go Math Interactive Student Activity 12.8<br><br>Go Math Personal Math Trainer 12.8<br><br>*Go Math Lesson 12.8* | |
| **1.G.A.3 – WALT** partition circles and rectangles into two equal shares and describe each share using the word "halves" or the phrase "half of" | Recall how to draw one line through the middle of a circle or rectangle horizontally, vertically, or diagonally to make halves. | ● draw lines on different sized circles and rectangles to show halves and write a sentence to explain what was done using the word "halves" or the phrase "half of" | My Little Book of Shapes (Halves)- *Have students add a page to the previously made booklet. On the top of the page, have the students write "Halves". Next, have students cut a circle and/or rectangle from colored paper. Then, have students cut the paper shapes they made into halves and paste them onto the page labeled "Halves".*<br><br>Video: Give me Half!<br><br>Video: Understanding Halves and Fourths<br><br>Video: Halves, Wholes, and Quarters<br><br>Video: Halves & Fourths | |

| | | | Go Math Interactive Student Activity 12.9 Go Math Personal Math Trainer 12.9 *Go Math Lesson 12.9* | |
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| **1.G.A.3 – WALT** partition circles and rectangles into four equal shares and describe each share using the word "fourths" or the phrase "fourth of" | Recall how to draw lines through a circle or rectangle horizontally, vertically, diagonally, or intersecting to make fourths. | ● draw lines on different sized circles and rectangles to show fourths and write a sentence to explain what was done using the word "fourths" or the phrase "fourth of" | My Little Book of Shapes (Fourths)- *Have students add a page to the previously made booklet. On the top of the page, have the students write "Fourths". Next, have students cut a circle and/or rectangle from colored paper. Then, have students cut the paper shapes they made into fourths and paste them onto the page labeled "Fourths".* [Video: Understanding Halves and Fourths](#) [Video: Halves, Wholes, and Quarters](#) [Video: Halves & Fourths](#) Go Math Interactive Student Activity 12.10 Go Math Personal Math Trainer 12.10 *Go Math Lesson 12.10* | |

| 1.G.A.1 – WALT distinguish between defining and non-defining attributes | Recall that defining attributes are always true of a shape and cannot be changed without changing the shape. Recall that non-defining attributes can change without changing the shape. | ● sort a variety of given shapes into groups using defining attributes only | Name that Shape Game- *Display a variety of shapes cut out from colored paper. Have the students name each shape. Then, provide students with clues describing the defining attributes of a specific shape in your head. Have them find the shape you are thinking of and name the shape.*<br><br>Matching Center- *Place a set of cards with shapes drawn on each in a center. Add a set of cards with defining attributes from a specific shape written on each of them. Have students match the cards and record on a recording sheet.*<br><br>Shape Sort- *Cut different shapes out from colored paper. Display the shapes for the class. Have the students come up with different ways to sort the shapes. Have them explain if the rule they chose is defining or non-defining. (Put the shapes in a center for students to sort on their own or with a partner. Add a recording sheet onto which they can draw the shapes into the groups and label them with the rule).* |  |

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| | | | Video: Shape Attributes<br><br>Go Math Interactive Student Activities 12.1, 11.1<br><br>Go Math Personal Math Trainer 12.1, 11.1<br><br>*Go Math Lesson 12.1, 11.1* | |
| **1.G.A.1 – WALT** build and draw shapes that have particular defining attributes | Recall the defining attributes of different shapes. Visualize the shapes and use various materials to build or draw them. | ● respond to clues describing the attributes of a given shape by identifying the shape name, drawing it on paper, and/or building it | My Shape Book- *Have students fold or staple paper to make a booklet. On each page, have them draw a shape (or cut and paste a shape out of colored paper). Have them label each shape with its name and its defining attributes.*<br><br>Draw My Shape- *Distribute white boards or plastic sleeves and dry erase markers to students. Name defining attributes of a given shape and have students draw the shape that matches.*<br><br>Go Math Interactive Student Activities 12.2, 11.5<br><br>Go Math Personal Math Trainer 12.2, 11.5<br><br>*Go Math Lessons 12.2, 11.5* | |

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| **1.G.A.2 – WALT** a composite shape is a shape built by combining other shapes | Analyze a composite shape and recognize the shapes that were used to compose it. | ● use three dimensional objects to build a given composite shape | Build This Shape- *Create a composite shape using three-dimensional shape blocks. Display it for your students. Have them copy the shape you made using their own set of blocks.* | |
| **1.G.A.2 – WALT** compose three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders) to create a composite shape | Analyze a composite shape and recognize the shapes that were used to compose it. Put shapes together to create a composite shape. | | Go Math Interactive Student Activities 11.2, 11.4 <br><br> Go Math Personal Math Trainer 11.2, 11.4 <br><br> *Go Math Lessons 11.2, 11.4* | |
| **1.G.A.2 – WALT** compose new shapes from composite shapes | Analyze a new composite shape and recognize the composite shapes that were used to compose it. Put composite shapes together to create a *new* composite shape. | ● use three-dimensional composite shapes to build a given new shape | Build This Composite Shape- *Create a composite shape using two or more three-dimensional composite shapes. Display it for your students. Have them copy the shape you made using their own set of blocks. (Consider having students work in groups or with a partner if you don't have enough blocks for each student to do this activity).* <br><br> Go Math Interactive Student Activity 11.3 <br><br> Go Math Personal Math Trainer 11.3 <br><br> *Go Math Lesson 11.3* | |

**Benchmark Assessment 1**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Benchmark Assessment 2**

| Benchmark Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Summative Assessments (add rows as needed)**

| Summative Assessment | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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**Interdisciplinary Connections**

| Interdisciplinary Connections | Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections |
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