Alloway Township School
Home of the Tigers

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Grade 1 Unit 1 — Dates: 9/9/24 - 10/24/24

Rationale for Unit 1 Expectations

The primary focus of Unit 1 is addition and subtraction. Building upon the counting sequence mastered in Kindergarten, learners count on to solve addition and subtraction problems. An essential understanding built in this unit of instruction is how to model a problem. Learners use concrete tools to model the situation presented in the problem, while teachers carefully and accurately record these models. Learners solve word problems using various strategies for addition and subtraction and use equations with an unknown in any position. These strategies are developed by learning that numbers can be broken apart and put back together flexibly to add or subtract.

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.

Unit 1 Description & Expectations

Days of Instruction: 33 days (*1 day has been counted for iReady Diagnostic 1)
Unit Completion Date: 10/24
Unit Topics/Themes: Addition and Subtraction Strategies to Ten (You can Count On to Solve Addition and Subtraction Problems, Knowing how to Read and Model a Problem can Help you Decide if you Have to Add or Subtract, Breaking Apart Numbers to Develop Addition and Subtraction Strategies)

Topic: Lesson 0 - Setting Learning Routines
Topic: Lesson 1 - Number Partners to Ten
Topic: Lesson 2 - Add and Subtract Within Ten

[Topic: Lesson 3 - Use Counting Strategies to Add and Subtract]
[Topic: Lesson 4 - Use Addition to Subtract]
[Topic: Lesson 5 - Solve Word Problems to 10]
[Topic: Unit Review and Assessment]

Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Guidelines		
30-45 minutes of daily instruction using Core Resources	**30-45 minutes of daily differentiation**	
Number Sense Making Routines: (5-10 minutes daily) Number sense is built through experiences. Vary your sense making routines based on the needs of your classroom. They may be a whole group activity, but they also may be done as a small group depending upon the need. Example areas of focus: Verbal Counting, Object Counting, Cardinality, Subitizing, Spatial Relationships, One/Two More & Less, Benchmark Numbers, Part-Part-Whole, Magnitude, etc. **Core Resource for Whole Group Instruction:** Ready Classroom Math (30-45 minutes daily)	**Number of groups to meet with each day: two** When planning for differentiation, it is important to first think about what each student needs. You may have different focuses for different groups of students. Below are suggestions to consider when planning for small group	Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.

Ready Classroom Math design & expectations: ● **Understand Lessons** - Focus on developing conceptual understanding and help students connect new concepts to familiar ones as they learn new skills and strategies. ● **Strategy Lessons** - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple representations through the *Try-Discuss-Connect* routine. Strategy Lessons are taught over multiple days (usually 3-5 days) and consist of different sessions. ○ ***Explore Session***(s) follow the *Try-Discuss-Connect Routine* and draw on students' prior knowledge and make connections to new concepts. ○ ***Develop Session***(s) develop strategies and understanding through problem solving and discourse. ○ ***Refine Session***(s) are when students work independently with a partner, while the teacher monitors performance and differentiates instruction. *Try - Discuss - Connect Routine* is primarily used in Explore and Develop Sessions in Ready Math. Each Step in this routine will have expected Language Routines, Teacher Moves and Conversation Tips. *Language Routines* are predictable, repeatable formats that help students process word problems and communicate their growing understanding. *Teacher Moves* are powerful facilitation techniques to guide conversations in which students talk with each other rather than responding to the teacher. *Conversation Tips* are specific hints that show students what it means to engage in academic discourse. The six tips show students what it means to participate in academic discourse: listening attentively, explaining ideas, justifying, building on the ideas of others, disagreeing respectfully and making connections. ● **Try It** - The teacher displays the *Start* question to draw on prior knowledge to the day's session. The teacher guides students in making	differentiated instruction. **Gifted Students:** When planning for students who are gifted, consider differentiating the content, process or product. **Tier I Remedial Groups:** When planning for remedial work (additional work on grade level concepts), identify your Essential Understandings, Objectives, Standards, skills being taught, and Learner Outcomes, then, anticipate the most <u>common unique needs and common misconceptions</u>. Doing this will help you to plan effectively, and form groups based on daily exit tickets and Ready Unit Prerequisite Report. Support students using scaffolding and/or additional practice for grade level concepts and skills. **Tier II or Tier III Remedial Groups**: When planning your grade level instruction for students that are in Tier II or Tier III considerations of each individual students' Math Intervention Plan need to be taken. Interventions and	

sense of the problem, and to slow down to recognize and understand important information in the problem before beginning to solve. Teacher displays the problem and uses: ○ *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way ○ *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*) Students apply what they have learned while making sense of the problem to represent the situation using a Part-Part-Whole model and begin solving. ● **Discuss It** - Students work in pairs to share their thinking - even incomplete thinking. Students should analyze their representations and strategies while using sentence frames when appropriate. The teacher strategically selects and sequences students' representations and strategies based upon the learning goal of the lesson. While circulating the teacher should use: ○ *Language Routines* - Compare & Contrast and Collect & Display ○ *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs (*Repeat, Reword, Rephrase, Record*) Selected students present and explain their solution methods and listen to critiques of others. The teacher facilitates the discussion and the class looks at highlighted strategies in the *Picture It* and *Model It* sections. ● **Connect It** - The teacher and students connect representations and strategies using a combination of individual work time and partner and whole-class discourse. Carefully selected questions lead students to recognize important mathematical ideas that were initially presented in the **Try It** problem. The teacher should use: ○ *Language Routines* - Collect & Display and Compare & Connect ○ *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs **Closing: (2-5 minutes daily)** The closure should be directly related to the goal of the lesson. Formal	number sense relationships should be leveraged to support students with grade level content (bridging foundational concepts to support students' work at grade level content). Resources should be aligned to core content instructional resources (ie, Tools for Instruction, Fluency Skills & Practice pages, Prerequisite Lessons, Reteach Activities, Vocabulary pages, etc.), while a direct explicit connection between intervention strategies and grade level content is built.	

closure to lessons may consist of synthesizing information learned during the lesson that relates to the objective. For example, students could share with the class something new that they learned that day (the question should be detailed and related to the goal/objective), complete an exit ticket (related to the goal/objective), reflect on what challenged them (related to the goal/objective), etc.		
Whole Group Instruction	**Differentiation: Teacher Table**	**Differentiation: Independent Practice/Small Group Center**
Unit Resources		
● Suggested Pacing Guide ● Ready Unit Flow and Progression Video ● Ready Math Background: Models, Progressions, and Teaching Tips ● Ready Interactive Tutorials ● Ready Unit Self Reflection ● Ready Unit Review ● Ready Discourse Cards/Cube ● Ready Digital Math Tools ● Ready Daily Session Slides ● Silent Hand Signals ● Georgia Frameworks (K-5) ● Howard County, MD: ○ Gr 1 ● Achieve the Core Coherence Map ● You Cubed ● Illustrative Mathematics ● San Francisco Unified School District (SFUSD) ○ Gr1 ● Three Act Tasks:	● Scheduling Small Groups and Rotations ● CFAs ● RCM Fluency Practice Pages ● RCM Prerequisite Lessons ● RCM Tools for Instruction Lessons ● RCM Discourse Bookmarks ● K-5 Math Teaching Resources (no direct links to free documents!) ● Virtual Manipulatives: ○ K6-ThinkCentral - counters, base ten blocks, number line, 100s chart, graphs, fractions, measurement ○ TheMathLearningCenter - ten frames, counters,	● Scheduling Small Groups and Rotations ● RCM Unit Game ● RCM Literacy Connections Activities ● RCM Discourse Bookmarks ● K-5 Math Teaching Resources (no direct links to free documents!) ● Howard County, MD: ○ Gr 1 ● **Math At Home** - • Practice Books • Math Tools • Online Games

○ Ms. Castillo's Math (K-5) ○ Graham Fletcher (K-6) ○ Robert Kaplinsky (K-6) ● Sense Making Routines: ○ Subitizing Slides (Steve Wyborney) ○ Estimation 180 (Andrew Stadel) ○ Esti-Mysteries (Steve Wyborney) ○ Even More Esti-Mysteries (Steve Wyborney) ○ Estimation Clipboard (Steve Wyborney) ○ Which One Doesn't Belong (Christopher Danielson) ○ Math Visuals (Berkley Everett) ○ Would You Rather...? (John Stevens) ○ Numberless Word Problems (Brian Bushart) ○ Number Talk Images (Tracey Zager & Pierre Tranche) ○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive) ○ Clothesline Math (Dan Kaufmann) ○ Math Spy (Dan Kaufmann) ○ Same or Different (Brian Bushart) ○ Same But Different (Sue Looney) ○ Splat (Steve Wyborney) ○ Open Middle (Robert Kaplinsky) ● PBS Learning Media - instructional videos, interactive	time, number line, math rack, geoboards ○ SplatSquare-InteractiveHundredsChart ○ Dreambox Teacher Tools	
Whole Group Instruction	**Differentiation: Teacher Table**	**Differentiation: Independent Practice/Small Group Center**
Assessments		

● Ready Unit Assessment ● Mid-Unit Assessment ● Ready Lesson Quizzes ● CFAs ● Exit Tickets	● Daily log of small group instruction ● Anecdotal Notes ● Grade Level Math Interview ● CFAs ● RCM Fluency Practice Pages ● RCM Prerequisite Lessons ● RCM Tools for Instruction Lessons ● Exit Tickets ● Achieve the Core Coherence Map ● Illustrative Mathematics	Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.
Whole Group Instruction	**Differentiation: Teacher Table**	**Differentiation: Independent Practice/Small Group Center**
Standards		
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. **BENCHMARKED Unit 2* 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} **BENCHMARKED Unit 2* 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.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add	In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below: 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).	

2). 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). **BENCHMARKED Unit 2* 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 = □. *BENCHMARKED Unit 2*	****Unit 1 Center Focuses:** **K.CC.A.2** - Counting On starting at any number other than one **K.CC.A.3** - Writing Numbers 0-20 **K.OA.A.3** - Decompose Numbers up to 10 (in more than one way) **K.OA.A.4** - Partners of 10 **K.OA.A.5** - Addition & Subtraction Fact Fluency to 5 ****Unit 1 RCM Center Library:** **Skill Reviews:** **Card 1** - Shake and Spill **Card 21** - Sort It Out **Card 13** - Go Fish **Card 3** - Tell Me a Story **Card 18** - Sort It Out **Fluency:** **Card 12** - Show It **Card 11** - Counting Collections **Card 14** - Write and Show Numbers **Card 23** - Board Game **Card 7** - Dominoes

Unit 1 Math Pacing Guide

Topic: Lesson 0: Setting Learning Routines		
Student Learning Standard(s):	**K.OA.A.2** **K.OA.A.4**	-Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. -For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
Math Practices:	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.7 Look for and make use of structure. • MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision. • MP.8 Look for and express regularity in repeated reasoning	
Days: 5 9/9 - 9/13	**Focus**: (Major Content)	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: think and talk like mathematicians.	
Essential Question(s):	How do routines help us learn?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**

Ready Classroom Math Lessons *This lesson's materials are ONLY online on the Teacher Toolbox. Setting Number Talk & Sense Making Expectations Introducing and practicing Silent Hand Signals	

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Mindset Resources: Week of Inspirational Math (WIM) Videos to Watch: -Believe in Yourself -Brains Grow and Change -Speed is Not Important -Strategies for Learning Mathematics -The Importance of Struggle Activities: -And I'm a Mathematician -Dot Card and Number Talks -Good Group Work -My Keychain **Resources listed below are from Gr K Unit 4 Guidance Doc:** -Interactive Tools: What Numbers Make 10 | Learn to Add | Kindergarten Addition Song | Math for Kids | Jack Hartmann	***Remember to practice the higher doubles. Students have only seen 1+1, 2+2, 3+3, 4+4, and 5+5 in Kindergarten.*** **Resources listed below are from Gr K Unit 2 Guidance Doc:** -K-5 Math Teaching Resources: K.OA.A.3 Domino Addition K.OA.A.4 Make 10 on a 10 frame (v.1) K.OA.A.4 Towers of 10 **Resources listed below are from Gr K Unit 4 Guidance Doc:** -Illustrative Mathematics: K.OA.A.2 Dice Addition 1 K.OA.A.2 Dice Addition 2	-BOY Interview During Teacher Table Time -RCM Prerequisite Lessons for K.OA.2 and K.OA.4 -RCM Tools for Instruction for K.OA.2 and K.OA.4

I Can Say My Number Pairs 10 | Math Song for Kids | Number Bonds | Jack Hartmann How Many More to Make 10? (song for kids about "how many more" you need to make a "10") I Like to Make 10! (song for kids about number combinations that make 10) Number bonds for 10		

Vocabulary for Students	Mentor Text List

Lesson 1: Topic - Number Partners to Ten		
Student Learning Standard(s):	**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 together to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of Addition)*
	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.8	Determine the unknown whole number in an addition or subtraction equation relating 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 = ?.*
Math Practices:	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics.

(add 7 & 8 as needed)	• MP.5 Use appropriate tools strategically. • MP.7 Look for and make use of structure reasoning.	• MP.6 Attend to precision. • MP.8 Look for and express regularity in repeated
Days: 5 9/16 - 9/20	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: Y
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Session 1* • Fluently add and subtract number partners for 10. *Session 2* • Apply the commutative property as a strategy for adding and subtracting number partners for 10 *Sessions 3 & 4* • Understand the relationship between addition and subtraction to determine the unknown whole number in an addition or subtraction equation.	
Essential Question(s):	• Does order matter? • How do you make sense of different strategies? How do you determine their strengths and weaknesses? • What questions can be answered using addition and/or subtraction? • How do you find the missing piece?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons *Lesson Materials: **Per Student:** 10 two color counters, 10 connecting cubes, whiteboard, markers	-RCM Exit Slips RCM Lesson Quizzes -CFA

(two different colors), copy of Start slide (Session 1), Activity Sheets: Number cards 0 to 11, Number bond mat, 10-frames **Teacher:** two color counters, connecting cubes, number bond, ten frames or digital version of each	

Additional Leveled Resources

Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Anchor Chart Links Example 1 Unknown Number Part Part Whole Make a Ten Strategy Addition Strategies *Review Anchor Charts from Previous Lessons* -Example 2 Missing Addend Problems Anchor Chart Example 3 Commutative Property Anchor Chart, Example 4 -Example 5 Associative Property Anchor Chart, Example 6 -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools - *Number Partners for 10*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: *Number Partners for 10* -RCM Center Activities: *Match to Make 10* -RCM Enrichment Activities: *Addition Grids to 10* -**Math At Home** - • Practice Books • Math Tools • Online Games	-RCM Prerequisite Lessons: *Grade K Lessons 10, 22* -RCM Tools for Instruction

Vocabulary for Students	**Mentor Text List**

*Review - doubles - number bond - total	-*Domino Addition* by Lynette Long

Lesson 2: Topic - Add and Subtract within 10		
Student Learning Standard(s):	**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).
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. • MP.7 Look for and make use of structure reasoning. • MP.8 Look for and express regularity in repeated	
Days: 5 9/23 - 9/27	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: Y
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Sessions 1 - 5* • Fluently add and subtract within 10. *Sessions 2 - 5* • Use strategies such as counting on, using the relationship between addition and subtraction, and using a known sum or difference to find an unknown sum or difference to add and subtract.	
Essential Question(s):	• How do you make sense of different strategies? How do you determine their strengths and weaknesses? • What questions can be answered using addition and/or subtraction?	

Core Resources

Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons *Lesson Materials: **Per Student:** 10 two-color counters, 10 connecting cubes **Per Pair:** 20 two-color counters **Teacher:** two color counters, connecting cubes, number bond, ten frames or digital version of each	-RCM Exit Slips -RCM Lesson Quizzes -CFAs

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Anchor Chart Links Addition Strategies, Example 2 -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools: *n/a*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: *Use Strategies for Addition and Subtraction* -RCM Center Activities: *Number Bond Facts* -RCM Enrichment Activities: *10 Square*	-RCM Prerequisite Lessons: *Grade K Lessons 21 and 23* -RCM Tools for Instruction

Vocabulary for Students	Mentor Text List
- column - row **Review* - addend	N/A

Lesson 3: Topic - Add in Any Order		
Student Learning Standard(s):	**1.OA.C.5** **1.OA.C.6**	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) 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).
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.7 Look for and make use of structure repeated reasoning.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision. • MP.8 Look for and express regularity in
Days: 5 9/30 - 10/4	**Focus**: (Major Content)	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Sessions 1 - 3* • Add within ten • Apply the counting on strategy Sessions 4-5 • Analyze counting strategies	
Essential Question(s):	• How does counting help us add or subtract?	

Core Resources

Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons ***Slide Decks are linked above and for all lessons that follow in the same way - note, if you want to edit the slides make a copy first.*** *Lesson Materials: **Per Student -** 10 connecting cubes (9 of one color, 1 of a different color), 10 two-color counters **Teacher -** 10 counters, 1 plastic cup, 3 sticky notes, digital counters or connecting cubes	-RCM Exit Ticket -RCM Lesson Quizzes -CFAs

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Anchor Chart Links Example Counting to Add Anchor Chart -Example Counting to Add Anchor Chart -Unit 1 Digital Anchor Charts -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools - *Count on to Add Interactive Tutorial, Understand Addition*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: *Count on to Add* -RCM Center Activities: *Counting on Cube Trains, Counting on Match* -RCM Enrichment Activities - *Robot Maker*	-RCM Prerequisite Lessons - Grade K Lessons 1, 6, 16 -RCM Tools for Instruction

Vocabulary for Students	Mentor Text List

- -add - -addition equation - -count on - -total	*Double the Ducks* by Stuart J. Murphy *Quack and Count* by Keith Baker *Domino Addition* by Lynette Long *Jack the Builder* by Stewart Murphy

Lesson 4: Topic - Use Addition to Subtract		
Student Learning Standard(s):	**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.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)
	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)
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.8 Look for and express regularity in repeated reasoning.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 5 10/7 - 10/11	**Focus**: (Major Content)	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Sessions 1 - 4* • Understand the relationship between addition and subtraction. *Session 2* • Write a missing addend equation for a corresponding subtraction equation. • Connect addition and subtraction equations to a number bond. *Sessions 3 & 4* • Relate subtraction equations and missing addend equations to a problem situation.	
Essential Question(s):	• How can I work backward effectively? • How do I recognize what strategy to use for a specific problem?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons *Lesson Materials: **Per Student:** 8 two color counters, 10 counters, cup, Activity Sheet: *Dot Cards*, number bond mat, ten frames **Teacher:** two color counters, connecting cubes, number bond, ten frames or digital version of each	- RCM Exit Slips - RCM Lesson Quizzes - CFAs

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Anchor Chart Links -Example 1 Missing Addend Problems Anchor Chart -Unit 1 Digital Anchor Charts -Number Sense Lessons/Resources Number Sense Binder - RCM Interactive Tools *Make Ten*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: n/a -RCM Center Activities: *Missing Addend Number Bonds, Missing Addend Trains* -RCM Enrichment Activities: *Find All the Ways* - Google Drive	-RCM Prerequisite Lessons: *Grade K Lessons 21, 22, 23* -RCM Tools for Instruction - Google Drive

Vocabulary for Students	Mentor Text List
- equation - subtract	N/A

- subtraction equation **Review** - addend - total	

Lesson 5: Topic - Solve Word Problems to 10		
Student Learning Standard(s):	**1.OA.A.1**	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision.	
Days: 5 10/15 - 10/21	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Sessions 1 - 3* • Use strategies including counting on, doubles, doubles +1, and missing addend equations to solve addition and subtraction word problems. *Sessions 4 - 5* • Complete addition and subtraction equations to solve word problems.	
Essential Question(s):	• What questions can be answered using addition and/or subtraction?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**

Ready Classroom Math Lessons *Lesson Materials: **Per Student:** 10 two color counters, 10 connecting cubes, 10 counters, number paths **Per Pair:** 4 counters **Teacher:** two color counters, connecting cubes, number bond, ten frames or digital version of each	-RCM Exit Slips -RCM Lesson Quizzes -CFAs:

Additional Leveled Resources

Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
-Anchor Chart Links Problem Solving Anchor Chart Example 2 -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools: *n/a*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: *Add and Subtract in Word Problems* -RCM Center Activities: *Solve Addition and Subtraction Problems* -RCM Enrichment Activities: *Getting to Know 12* -Google Drive	-RCM Prerequisite Lessons: *Grade K Lesson 24* -RCM Tools for Instruction -Google Drive

Vocabulary for Students	Mentor Text List
- **Review* - -addend - -count on - -number bond	*The Hershey's Kisses Addition Book* by Jerry Pallotta *The Hershey's Kisses Subtraction Book* by Jerry Pallotta *One Duck Stuck* by Phyllis Root Activity *The Very Hungry Caterpillar* by Eric Carle Activity

	One Hunter by Pat Hutchins Activity *Rooster's Off to See the World* by Eric Carle Activity *Two of Everything* by Lily Toy Hong Activity *Mouse Count* by Ellen Stoll Walsh Activity *Ten Flashing Fireflies* by Philemon Sturges Activity

Topic: Unit Review and Unit Assessment	
Days: 2	**Review Date**: 10/22 **Unit Assessment Date**: 10/23
Scoring Submission in LinkIt: 12/13	**Data Review Date**: 10/31

Computer Science (8.1) and Design Thinking (8.2)	
8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.3: Identify and describe patterns in data visualizations. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.	8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Preparation for College, Careers, and Beyond	
Career Ready Practices	**Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), Life Literacies and Key Skills (9.4)**

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
9.4.2.CI.2: Demonstrate originality and inventiveness in work
9.4.2.CT.2: Identify possible approaches and resources to execute a plan
9.4.2.CT.3: Use a variety of types of thinking to solve problems

Personal Financial Literacy (Standard 9.1)	
Strand A	**Income and Careers**
Strand B	**Money Management**
Strand C	**Credit and Debt Management**
Strand D	**Planning, Saving, and Investing**
Strand E	**Becoming a Critical Consumer**
Strand F	**Civic and Financial Responsibility**
Strand G	**Insuring and Protecting**
Career Awareness, Exploration, and Preparation (Standard 9.2)	
Strand A	**Career Awareness (by end of Grade 4)**
Strand B	**Career Exploration (by end of Grade 8)**
Strand C	Career Preparation (by end of Grade 12)

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy
● Literature connections (math mentor texts identified in "Resources and Activities") ● Math journals ● Math word wall ● Literacy Connections & Activities Ready Classroom Math	Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.

Possible Modifications and Accommodations

Special Education/504 Plans	At-Risk	Gifted	English Language Learners
**All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate*	The possible list of modifications/accommodations identified for Special	**Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.*	● Continue practicing vocabulary

modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum. **Possible Modifications/Accommodations** ● Number line on desk ● Extra time on timed calculation assessments ● Use of a calculator or chart of basic facts for computation ● Use of a graphic organizer to plan ways to solve math problems ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Basic computation – use counters ● Differentiated center-based small group instruction ● Fractions – use fraction blocks ● Provide a copy of mathematical equations, class notes, and examples for math notebooks ● Highlight or underline key words in word problems ● If a manipulative is used during instruction, allow its use on a test ● Place value – use place value blocks ● Provide graph paper for arrays ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Offer small and large graph paper options ● Provide visual aids and anchor charts	Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. **Refer to the individual student Math Plan for **specific interventions**.*	Differentiating instruction based on: ● **Content:** *What* is taught or the material used ● **Process:** *How* it is taught or support given or student grouping or environment ● **Product:** What students produce To differentiate **content** consider: ● Using different resources that have less explicit information (e.g., tiering assignments - consider what would make the content more complex to digest for gifted students) o **For Example**: tiering problem solving scenarios making a gifted learner's scenario more complex o **For Example**: gifted students could work on deriving the procedure for an abstract concept ● Organizing ideas through graphic organizers ● Using a learning contract (learning contracts are *individualized* and allow students to participate in designing their own learning which is motivating for gifted students) ● Using jigsaws ● Using orbital studies (differ from independent investigations and is meant as an extension of the topics covered in class into specific fields of study e.g., manufacturing) To differentiate the **process** consider: ● How students are grouped ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level) ○ **For Example**: *Below-Grade-Level Question*: ●●●●●● **+ ? =** ●●●●●●●●●● *On-Grade-Level Question* (Grade 1): 6 **+ ? =** 10 *Above-Grade-Level Question*: Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy? To differentiate the **product** consider:	● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students ● Provide visual cues, graphic representations, gestures, and pictures ● Rephrase math problems when appropriate ● Build knowledge from real-world examples ● Provide manipulatives and symbols ● Have students estimate each other's heights ● Have students measure themselves and one another ● Have students relate an object they know with a unit of measure ● Encourage peer discussions regarding how students are thinking about math ● RCM Unit Connect Language Development to Mathematics

● Tiered lessons and assignments		● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels) ● Using a menu of options (each item is assigned a point value and students select the route to take) ● Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer) o **For Example**: (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement. ⬜⬜ – ⬜⬜ = ⬜⬜ + ⬜⬜ (Open Middle Link) o **For Example:** (Grade 3) Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1000 as possible. ⬜⬜⬜ + ⬜⬜⬜ + ⬜⬜⬜ (GeoGebra Link)	
Individualized Learning Opportunities			
Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. iReady			