Alloway Township School
Home of the Tigers

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Grade 1 Unit 2— Dates: 10/25/24 - 12/10/24

Rationale for Unit 2 Expectations

In Unit 2, 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. They build upon their knowledge of making a ten, the relationship between addition and subtraction and decomposing and composing numbers to add and subtract within 20. Learners represent their strategies using concrete tools and pictorial models while recording the equations. Learners then use this to model equations with concrete tools and pictorial models to find the unknown number in an equation. 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. The unit concludes with learners representing data in graphs in order to answer questions about data.

Unit 2 Description & Expectations

Days of Instruction: 27 days
Unit Completion Date: 12/10
Unit Topics/Themes: (Themes are listed in the TG Table of Contents)

Topic: Lesson 6 - Teen Numbers
Topic: Lesson 7 - Add 3 Numbers
Topic: Lesson 8 - Make a Ten to Add
Topic: Lesson 9 - Use a Ten to Subtract
Topic: Lesson 10 - Doubles and Near Doubles - old L2

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) Ready Classroom Math design & expectations:	**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 differentiated instruction.	Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.

● **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 sense of the problem, and to slow down to recognize and understand	**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 number sense relationships	

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 closure to lessons may consist of synthesizing information learned during the	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.	

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 ● 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: ○ Ms. Castillo's Math (K-5) ○ Graham Fletcher (K-6)	● 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: ○ TheMathLearningCenter - ten frames, counters, time, number line, math rack, geoboards ○ SplatSquare-InteractiveHundredsChart ○ Dreambox Teacher Tools	● 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

○ 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		
Whole Group Instruction	**Differentiation: Teacher Table**	**Differentiation: Independent Practice/Small Group Center**
Assessments		
● Ready Unit Assessment ● Mid-Unit Assessment	● Daily log of small group instruction	Examples of accountability measures: Recording sheets,

● Ready Lesson Quizzes ● CFAs ● Exit Tickets	● 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	Fluency Practice Pages, exit tickets, rubrics, reflections, etc.
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 1* 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.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 1* 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	In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below: ****Unit 2 Center Focuses:** **1.OA.C.6 -** Building Fluency with Addition and Subtraction Strategies to 20 ****Unit 2 RCM Center Library:** **Skill Reviews:** **Card 24** - Build to Compare **Card 27** - Show It **Card 1** - Shake and Spill **Card 2** - Go FIsh **Card 19** - Board Game **Fluency:** **Card 5** - Target Number	

or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **BENCHMARKED Unit 1* 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 1* 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: **BENCHMARKED Unit 3* 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.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.	**Card 16** - Spin It, Make It, Name It **Card 11** - Counting Collections **Card 14** - Write or Show Numbers **Card 25** - Dare to Compare

Unit 2 Pacing Guide

Lesson 6: Topic - Teen Numbers		
Student Learning Standard(s):	**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.
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.
Days: 5 10/25 - 10/31	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Session 1* • Recognize that 10 ones and 1 ten represent the same quantity. *Session 2 - 5* • Understand that numbers between 10 and 20 are composed of 1 ten and some ones. • Model teen numbers.	
Essential Question(s):	Why do we represent quantities in multiple ways?	

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

Ready Classroom Math Lessons **Lesson 6 Sessions 1 -5** ***Lesson Materials*** **Per Student -** 20 connecting cubes (10 each of two different colors) **Per Pair -** 20 connecting cubes (10 each of two different colors), ten frames **Teacher:** two color counters, connecting cubes, ten frames or digital counters and connecting cubers	-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 Teen Numbers , Example 2 , Example 3 -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools: *Identify Teen Numbers, Build Teen Numbers*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: *Understand Teen Numbers* -RCM Center Activities: *Make Teen Numbers, Teen Number Match* -RCM Enrichment Activities: *Two to Make Teens*	-RCM Prerequisite Lessons: *Grade K Lessons 26,27,28* -RCM Tools for Instruction

Vocabulary for Students	Mentor Text List
- ones - teen number - tens	*Bears at the Beach Counting 10 to 20* by Niki Yektai *The Butterfly Counting Book* by Jerry Pallotta *From One to One Hundred* by Teri Sloat *100 Ways to Get 100* by Jerry Pallotta *17 Kings and 42 Elephants* by Margaret Mahy *Snowbear's Christmas Countdown* by Theresa Smythe

Lesson 7: Topic - Add Three Numbers		
Student Learning Standard(s):	**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.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).*
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.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 11/1 - 11/11	**Focus**: (Major Content)	**Benchmarked Standard:** Y (1.OA.B.3) **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Sessions 1* • Write addition expressions with three addends to represent word problems. *Sessions 2 - 3* • Find the total of three addends, using strategies such as making a ten and using doubles by grouping any two addends. *Sessions 4 - 5* • Use the associative and commutative properties to group addends strategically in order to use known facts.	
Essential Question(s):	• What questions can be answered using addition and/or subtraction? • Does order matter?	

Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons **Lesson 7 Sessions 1 - 5** *****_Lesson Materials_ **Per Student -** 17 connecting cubes, 20 two-color counters **Per Pair -** 14 connecting cubes (at least 6 red, 4 blue, 2 green) **Teacher:** 14 pencils, two color counters, connecting cubes, ten frames, or digital counters and connecting cubers	-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 -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools - *Add Three Numbers in Word Problems*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: n/a -RCM Center Activities: *Add Three Numbers, Three Addends* -RCM Enrichment Activities: *Ways to Make 12*	-RCM Prerequisite Lessons: *Grade K Lesson 21* -RCM Tools for Instruction

Vocabulary for Students	Mentor Text List
**Review* - addend	*Domino Addition* by Lynette Long *How Many Snails?* by Paul Giganti, Jr. *Pizza Counting* by Christina Dobson

Lesson 8: Topic - Make Ten To Add		
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:	• 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.
Days: 5 11/12 - 11/19	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: Y
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Session 1* • When adding 2 one-digit numbers, understand the rationale for decomposing one addend to make ten. *Session 2 - 5* • Use the strategy of making ten to add numbers within 20. • Use and articulate mental math strategies to add.	
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 8 Sessions 1-5** ***Lesson Materials*** **Per Student -** 20 two color counters, copy of Close slide (Session 2-3) **Per Pair -** 20 two-color counters **Teacher:** 13 chairs or Xs taped to the floor, two color counters, connecting cubes, ten frames or digital counters and connecting cubers	-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 Resour
-Anchor Chart Links Make a Ten Then Add On, Example 2 -Unit 2 Digital Anchor Charts -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools: *Build Teen Numbers, Make a Ten to Add*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: *Make a Ten to Add* -RCM Center Activities: *Make a Ten to Add* -RCM Enrichment Activities: *Can you Prove It?*	-RCM Prerequisite Lessons: *Grade K Less* *22* -RCM Tools for Instruction

Vocabulary for Students	Mentor Text List
- make a ten **Review* - tens	*Elevator Magic* by Stuart J. Murphy *The Hershey's Kisses Addition Book* by Jerry Pallotta *The Hershey's Kisses Subtraction Book* by Jerry Pallotta *Double the Ducks* by Stuart J. Murphy *Ten Flashing Fireflies* by Philemon Sturges Activity

	How Many Snails? by Paul Giganti, Jr.

Lesson 9: Topic - Use a Ten to Subtract		
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:	• 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 11/18 - 11/26	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: Y
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Session 1 - 5* • Recognize that teen numbers can be decomposed and composed to subtract. • Choose strategies to subtract single-digit numbers from teen numbers • Make a ten to subtract single-digit numbers from teen numbers.	
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 Whole Group Resources	Core Formative Assessment

Ready Classroom Math Lessons **Lesson 9 Sessions 1 - 5** ***Lesson Materials*** **Per Student -** 13 two-color counters **Per Pair -** 16 two-color counters **Teacher:** 16 markers, transparent bag, two color counters, connecting cubes, ten frames, or digital counters and connecting cubers	-RCM Exit Slips -RCM Lesson Quizzes

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Anchor Chart Links: -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools: *Make a Ten to Subtract*	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: *Make a Ten to Subtract* -RCM Center Activities: *Make a Ten to Subtract* -RCM Enrichment Activities: *Sticker Giveaway*	-RCM Prerequisite Lessons: *Grade K Lesson 22* -RCM Tools for Instruction

Vocabulary for Students	**Mentor Text List**
**Review* - teen number	*Elevator Magic* by Stuart J. Murphy *The Hershey's Kisses Addition Book* by Jerry Pallotta *The Hershey's Kisses Subtraction Book* by Jerry Pallotta *Double the Ducks* by Stuart J. Murphy *Ten Flashing Fireflies* by Philemon Sturges Activity

Lesson 10: Topic - Doubles and Near Doubles		
Student Learning Standard(s):	**1.OA.C.6**	Add ~~and subtract~~ within 20 demonstrating fluency for addition ~~and subtraction~~ within 10. Use strategie such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to 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:	• 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 • MP.8 Look for and express regularity in repeated reason	
Days: 5 12/2 - 12/6	**Focus**: (Major Content)	**Benchmarked Standard:** Y **Fluency Standard**: Y
Critical Knowledge & Skills		
Objective:	**We are learning to**: *Session 1* • Use strategies including counting on, doubles, doubles +1, and make a ten to solve addition problems. *Session 2 - 3* • Recognize different ways that addends can be decomposed and composed. *Session 4 - 5* • Write addition equations for doubles and doubles plus one facts. • Use properties to write a doubles plus one expression (3 addends) as an expression with 2 addends.	
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 10 Sessions 1 - 5** ***Lesson Materials*** **Per Student -** 10 connecting cubes (5 each of two different colors, 27 counters **Per Pair -** 20 connecting cubes (10 each of two different colors) **Teacher:** two pictures of 6 balloons, two color counters, connecting cubes, ten frames, number bond mat or digital counters and connecting cubers	-RCM Exit Slips -RCM Lesson Quizzes

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Anchor Chart Links Doubles +1, Example 2 -Number Sense Lessons/Resources Number Sense Binder -RCM Interactive Tools: *Make a Ten to Add*	***Remember to practice the higher doubles. Students have only seen 1+1, 2+2, 3+3, 4+4, and 5+5 in Kindergarten.*** -iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: *Totals Greater than 10* -RCM Center Activities: *Partners for Teen Numbers* -RCM Enrichment Activities: *What Does That Work?*	-RCM Prerequisite Lessons: *Grade K Lessons 10, 22* -RCM Tools for Instruction

Vocabulary for Students	Mentor Text List
**Review* - count on - doubles	*Elevator Magic* by Stuart J. Murphy *The Hershey's Kisses Addition Book* by Jerry Pallotta *The Hershey's Kisses Subtraction Book* by Jerry Pallotta *Double the Ducks* by Stuart J. Murphy *Ten Flashing Fireflies* by Philemon Sturges Activity

	How Many Snails? by Paul Giganti, Jr.

Topic: Unit Review and Unit Assessment	
Days: 2	**Review Dates**: 12/9 **Unit Assessment Date**: 12/10
Scoring Submission in LinkIt: 12/20	**Data Review Date**: 1/7

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.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

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 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	The possible list of modifications/accommodations identified for Special 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**.*	**Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.* 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?	● Continue practicing vocabulary ● 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

● Offer small and large graph paper options ● Provide visual aids and anchor charts ● Tiered lessons and assignments		To differentiate the **product** consider: ● 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			