



Alloway Township School

Home of the Tigers

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Grade 1 Unit 3— Dates: 12/12/24 - 1/29/25

Rationale for Unit 3 Expectations

In Unit 3, 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 3 Description & Expectations

Days of Instruction: 23 days

Unit Completion Date: 1/29

Unit Topics/Themes: (Themes are listed in the TG Table of Contents)

[Topic: Lesson 11 - Solve Word Problems to 20](#)

[Topic: Lesson 12 - Solve Compare Word Problems](#)

[Topic: Lesson 13 - Collect and Compare Data](#)

[Topic: Lesson 14 - True and False Equations](#)

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	
<p>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.</p> <p>Core Resource for Whole Group Instruction: Ready Classroom Math (30-45 minutes daily)</p> <p>Ready Classroom Math design & expectations:</p>	<p>Number of groups to meet with each day: two</p> <p>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.</p>	<p>Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.</p>

- **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 common unique needs and common misconceptions. 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, Rework, 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.

<p>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.</p>		
<p>Whole Group Instruction</p>	<p>Differentiation: Teacher Table</p>	<p>Differentiation: Independent Practice/Small Group Center</p>
<p>Unit Resources</p>		
<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Gr 1 ● Achieve the Core Coherence Map ● You Cubed ● Illustrative Mathematics ● San Francisco Unified School District (SFUSD) <ul style="list-style-type: none"> ○ Gr1 ● Three Act Tasks: <ul style="list-style-type: none"> ○ Ms. Castillo's Math (K-5) ○ Graham Fletcher (K-6) 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ K6-ThinkCentral - counters, base ten blocks, number line, 100s chart, graphs, fractions, measurement ○ TheMathLearningCenter - ten frames, counters, 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ Gr 1 ● Math At Home - <ul style="list-style-type: none"> ● Practice Books ● Math Tools ● Online Games

<ul style="list-style-type: none"> ○ Robert Kaplinsky (K-6) ● Sense Making Routines: <ul style="list-style-type: none"> ○ 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 	<p>time, number line, math rack, geoboards</p> <ul style="list-style-type: none"> ○ SplatSquare-InteractiveHundredsChart ○ Dreambox Teacher Tools 	
Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Assessments		
<ul style="list-style-type: none"> ● Ready Unit Assessment ● Mid-Unit Assessment 	<ul style="list-style-type: none"> ● Daily log of small group instruction ● Anecdotal Notes 	<p>Examples of accountability measures: Recording sheets,</p>

<ul style="list-style-type: none"> ● Ready Lesson Quizzes ● CFAs ● Exit Tickets 	<ul style="list-style-type: none"> ● 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 	<p>Fluency Practice Pages, exit tickets, rubrics, reflections, etc.</p>
<p>Standards</p>		
<p>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</p> <p>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.</p> <p>1.OA.B.3 Apply properties of operations as strategies to add and subtract. <i>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</i></p> <p>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 1</p>	<p>In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:</p> <p>**Unit 3 Center Focuses:</p> <p>1.OA.C.6 - Building Fluency with Addition and Subtraction Strategies to 20</p> <p>**Unit 3 RCM Center Library:</p> <p><u>Skill Reviews:</u></p> <p>Card 3 - Tell Me a Story Card 25 - Dare to Compare Card 26 - Counting Collections Card 8 - Sort It Out</p> <p><u>Fluency:</u></p> <p>Card 6 - Memory Card 4 - Race to the Finish Line Card 12 - Show It Card 15 - Race to the Finish Line</p>	

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 $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.* *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.

Unit 3 Pacing Guide

Lesson 11: Topic - Solve Word Problems to 20		
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:	<ul style="list-style-type: none"> • 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 12/12 - 12/18	Focus: (Major Content)	Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills		
Objective:	We are learning to: <i>Session 1 - 5</i> <ul style="list-style-type: none"> • Relate addition and subtraction equations to word problems and choose strategies to solve them. • Solve addition and subtraction word problems within 20 with unknowns in all positions. 	
Essential Question(s):	What questions can be answered using addition and/or subtraction?	

Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons Lesson 11 Sessions 1 - 5 <i>*Lesson Materials</i> Per Student - 12 two-color counters, ten frames, number paths Teacher: two color counters, connecting cubes, ten frames, number paths or digital counters and connecting cubers	-RCM Exit Slips -RCM Lesson Quizzes

Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p>-Anchor Chart Links Problem Solving Anchor Chart Example 2 , Example 3</p> <p>-Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: “Add to Start Unknown” Word Problems, “Take from Start Unknown” Word Problems, “More Compare Bigger Unknown” Word Problems, “More Compare Smaller Unknown” Word Problems, “Add to” and “Put together” Word Problems, “Add to Change Unknown” Word Problems, “Take from” Word Problems, “Take from Change Unknown” Word Problems, “Put Together/Take Apart Addend Unknown” Word Problems, “Compare Difference Unknown” Word Problems, “Compare Bigger Unknown” Word Problems, “Compare Smaller Unknown” Word Problems</p>	<p>-iReady Individual Path</p> <p>-iReady Teacher Assigned Lessons</p> <p>-RCM Interactive Practice: <i>Word Problems to 20</i></p> <p>-RCM Center Activities: <i>I Went Shopping...</i></p> <p>-RCM Enrichment Activities: <i>Robot Addition</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lesson 24</i></p> <p>-RCM Tools for Instruction</p>
Vocabulary for Students		Mentor Text List
*Review		<i>The Hershey’s Kisses Addition Book</i> by Jerry Pallotta

- count on
- doubles

The Hershey's Kisses Subtraction Book by Jerry Pallotta

One Duck Stuck by Phyllis Root

The Very Hungry Caterpillar by Eric Carle

One Hunter by Pat Hutchins

Rooster's Off to See the World by Eric Carle

Two of Everything by Lily Toy Hong

Mouse Count by Ellen Stoll Walsh

Ten Flashing Fireflies by Philemon Sturges

Lesson 12: Topic -Solve Compare Word Problems		
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)	<ul style="list-style-type: none"> • 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 1/2 - 1/8	Focus: (Major Content)	Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <p><i>Session 1 , 2</i></p> <ul style="list-style-type: none"> • Understand a comparison problem situation as subtraction and/or related addition. <p><i>Session 2 - 5</i></p> <ul style="list-style-type: none"> • Compare two quantities, determining which is greater or lesser and identifying how many more or how many fewer one quantity is than the other. • Write and solve subtraction and addition equations to solve comparison word problems. 	
Essential Question(s):	What questions can be answered using addition and/or subtraction?	

Core Whole Group Resources	Core Formative Assessment
<p>Ready Classroom Math Lessons Lesson 12 Sessions 1-5</p> <p>*Lesson Materials: Per Student: 11 two color counters, 8 counters</p>	<p>-RCM Exit Slips -RCM Lesson Quizzes</p>

<p>Teacher: 4 umbrellas or 4 pictures of umbrellas, two color counters, connecting cubes, number bond, ten frames or digital version of each</p>		
<p>Additional Leveled Resources</p>		
<p>Activities and Additional Resources for Whole Group</p>	<p>Differentiated Independent Activities/Center Ideas</p>	<p>Teacher Table Differentiated Resources</p>
<p>-Anchor Chart Links Comparison Anchor Chart, Example 2 Problem Solving Anchor Chart Example 2</p> <p>-Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: <i>Count on to Subtract</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>Subtract to Compare in Word Problems</i> -RCM Center Activities: <i>Subtract to Compare</i> -RCM Enrichment Activities: <i>Animal Differences</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lesson 24</i> -RCM Tools for Instruction</p>
<p>Vocabulary for Students</p>		<p>Mentor Text List</p>
<ul style="list-style-type: none"> - compare - fewer - more, more than <p><i>*Review</i></p> <ul style="list-style-type: none"> - subtract - subtraction equation 		<p><i>The Hershey’s Kisses Addition Book</i> by Jerry Pallotta <i>The Hershey’s Kisses Subtraction Book</i> by Jerry Pallotta <i>One Duck Stuck</i> by Phyllis Root Activity <i>The Very Hungry Caterpillar</i> by Eric Carle Activity <i>One Hunter</i> by Pat Hutchins Activity <i>Rooster’s Off to See the World</i> by Eric Carle Activity <i>Two of Everything</i> by Lily Toy Hong Activity <i>Mouse Count</i> by Ellen Stoll Walsh Activity <i>Ten Flashing Fireflies</i> by Philemon Sturges Activity</p>

Lesson 13: Topic - Collect and Compare Data		
Student Learning Standard(s):	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.
Math Practices:	<ul style="list-style-type: none"> • 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 1/9 - 1/15	Focus: (Major Content)	Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <p><i>Session 1</i></p> <ul style="list-style-type: none"> • Define meaningful categories for a given set of objects and sort the objects according to the categories. • Count to find the number of objects in each category. <p><i>Session 2</i></p> <ul style="list-style-type: none"> • Represent categorical data using tally charts, charts with numbers, and picture graphs. <p><i>Session 3</i></p> <ul style="list-style-type: none"> • Answer questions about data in charts and graphs. <p><i>Session 4 - 5</i></p> <ul style="list-style-type: none"> • Compare quantities represented in charts and graphs. 	
Essential Question(s):	How do we determine how much something is worth?	

Core Whole Group Resources	Core Formative Assessment
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<p>Ready Classroom Math Lessons Lesson 13 Sessions 1 - 5</p> <p><i>*Lesson Materials</i> Per Student - 20 connecting cubes, 20 two-color counters, copy of Start slide (Sessions 2, 4) Per Pair - 25 connecting cubes (12 of one color, 13 of a different color), 11 two-color counters Teacher: 20 two color counters, connecting cubes, ten frames, number paths or digital counters and connecting cubers</p>	<p>-RCM Exit Slips -RCM Lesson Quizzes</p>	
<p>Additional Levelled Resources</p>		
<p>Activities and Additional Resources for Whole Group</p>	<p>Differentiated Independent Activities/Center Ideas</p>	<p>Teacher Table Differentiated Resources</p>
<p>-Anchor Chart Links Collect Data, Picture Graph, Tally Chart, Tally Marks</p> <p>-Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: <i>n/a</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>n/a</i> -RCM Center Activities: <i>Make a Tally Chart, Picture Graph Questions</i> -RCM Enrichment Activities: <i>Data Collecting in Action</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lesson 9</i> -RCM Tools for Instruction</p>
<p>Vocabulary for Students</p>	<p>Mentor Text List</p>	
<ul style="list-style-type: none"> - data - picture graph - sort - tally chart 	<p><i>Giraffe Graphs</i> by Melissa Stewart <i>The Great Graph Contest</i> by Loreen Leedy <i>Jellybeans</i> by Charlotte Stadler</p>	

- tally marks
- *Review*
- compare

Lemonade for Sale by Stuart J. Murphy
Tally O'Malley by Stuart J. Murphy
Tiger Math: Learning to Graph from a Baby Tiger by Ann Whitehead Nagda
Tim's Ice Cream Store by Rachel Griffiths

Lesson 14: Topic - True / False Equations

Student Learning Standard(s):	1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i>	
Math Practices:	<ul style="list-style-type: none"> • 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 		
Days: 5 1/16 - 1/24	Focus: (Major Content)		Benchmarked Standard: Y Fluency Standard: N
Critical Knowledge & Skills			
Objective:	<p>We are learning to:</p> <p><i>Session 1 - 3</i></p> <ul style="list-style-type: none"> • Find the missing number in an addition or subtraction equation (missing number in all positions). • Use familiar number facts and strategies to help find a missing number in an addition or subtraction equation. <p><i>Session 4 - 5</i></p> <ul style="list-style-type: none"> • Use related addition and subtraction facts to solve for an unknown number in an equation. 		
Essential Question(s):	<ul style="list-style-type: none"> • How do you find the missing piece? • What questions can be answered using addition and/or subtraction? 		

Core Resources

Core Whole Group Resources	Core Formative Assessment
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<p>Ready Classroom Math Lessons Lesson 14 Sessions 1 - 5</p> <p><i>*Lesson Materials</i> Per Student - 20 two-color counters, 20 connecting cubes (10 of one color, 10 of another color), copy of Start slide (Session 3), copy of Close slide (Sessions 2, 3) Per Pair - 9 two-color counters, number paths, ten frames, number bond Teacher: 9 pencils, two color counters, connecting cubes, ten frames, or digital counters and connecting cubers</p>	<p>-RCM Exit Slips -RCM Lesson Quizzes</p>	
<p>Additional Levelled Resources</p>		
<p>Activities and Additional Resources for Whole Group</p>	<p>Differentiated Independent Activities/Center Ideas</p>	<p>Teacher Table Differentiated Resources</p>
<p>-Anchor Chart Links Missing Addend, Example 2</p> <p>-Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: <i>Think Addition to Subtract</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: n/a -RCM Center Activities: <i>Find the Missing Number</i> -RCM Enrichment Activities: <i>Using What You Know to Solve Other Problems</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lesson 22</i> -RCM Tools for Instruction</p>
<p>Vocabulary for Students</p>		<p>Mentor Text List</p>
<p><i>*Review</i></p> <ul style="list-style-type: none"> - equal sign (=) - equation 		<p>-<i>Domino Addition</i> by Lynette Long</p>

Topic: Unit Review and Unit Assessment	
Days: 2	Review Dates: 1/27 Unit Assessment Date: 1/28
Scoring Submission in LinkIt: 2/7	Data Review Date: 2/11

Computer Science (8.1) and Design Thinking (8.2)	
<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p> <p>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.</p> <p>8.1.2.NI.4: Explain why access to devices need to be secured.</p> <p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs.</p> <p>8.1.2.AP.4: Break down a task into a sequence of steps</p> <p>8.1.2.AP.5: Describe a program’s sequence of events, goals, and expected outcomes.</p>	<p>8.2.2.ED.1: Communicate the function of a product or device.</p> <p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p> <p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p> <p>8.2.2.ITH.3: Identify how technology impacts or improves life.</p> <p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p> <p>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</p>

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
<ul style="list-style-type: none"> Literature connections (math mentor texts identified in “Resources and Activities”) Math journals Math word wall Literacy Connections & Activities Ready Classroom Math 	<p>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.</p>

Possible Modifications and Accommodations

Special Education/504 Plans	At-Risk	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student’s IEP. Teachers must then select the appropriate modifications and/or accommodations</i></p>	<p>The possible list of modifications/accommodations identified for Special Education</p>	<p><i>*Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.</i></p>	<ul style="list-style-type: none"> Continue practicing vocabulary Demonstrate that vocabulary can have multiple meanings

<p><i>necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● 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 ● Tiered lessons and assignments 	<p>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.</p> <p><i>*Refer to the individual student Math Plan for specific interventions.</i></p>	<p>Differentiating instruction based on:</p> <ul style="list-style-type: none"> ● Content: <i>What</i> is taught or the material used ● Process: <i>How</i> it is taught or support given or student grouping or environment ● Product: What students produce <p>To differentiate content consider:</p> <ul style="list-style-type: none"> ● 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) <ul style="list-style-type: none"> ○ For Example: tiering problem solving scenarios making a gifted learner’s scenario more complex ○ 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 <i>individualized</i> 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) <p>To differentiate the process consider:</p> <ul style="list-style-type: none"> ● How students are grouped ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level) <ul style="list-style-type: none"> ○ For Example: <i>Below-Grade-Level Question:</i> ●●●●● + ? = ●●●●●●●●●● <i>On-Grade-Level Question (Grade 1):</i> 6 + ? = 10 <i>Above-Grade-Level Question:</i> Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy? <p>To differentiate the product consider:</p> <ul style="list-style-type: none"> ● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels) 	<ul style="list-style-type: none"> ● 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
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Individualized Learning Opportunities

Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. iReady