



Alloway Township School

Home of the Tigers

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Grade 1 Unit 5— Dates: 3/11/25 - 4/11/25

Rationale for Unit 5 Expectations

The major focus of Unit 5 is demonstrating place value understanding by applying that knowledge to addition and subtraction strategies. Learners extend their learning from the previous unit and compose tens through the use of concrete models or drawings, and become more sophisticated in their use of strategies. They add and subtract within 100 (while building fluency within 10) and build efficient strategies through exploration using concrete tools. Learners relate their concrete models and drawings to their strategy and explain the reasoning used.

Unit 5 Description & Expectations

Days of Instruction: 22 days

Unit Completion Date: 4/11

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

[Topic: Lesson 18 - Add and Subtract Tens](#)

[Topic: Lesson 19 - Addition with Two-Digit Numbers](#)

[Topic: Lesson 20 - Add Two-Digit and One-Digit Numbers](#)

[Topic: Lesson 21 - Add Two-Digit Numbers](#)

[Topic: Unit Review & 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	
<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>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</p>	<p>Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.</p>

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 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

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.

<p>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.</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) 	<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 - new site w/ materials being added daily through Oct. 31st. To access the materials from the old site until 10/31 click on the links below. <ul style="list-style-type: none"> ● Practice Books

<ul style="list-style-type: none"> ○ Graham Fletcher (K-6) ○ 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 	<ul style="list-style-type: none"> ● Math Tools ● Online Games
Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Assessments		

<ul style="list-style-type: none"> ● Ready Unit Assessment ● Ready Lesson Quizzes ● CFAs ● Exit Tickets 	<ul style="list-style-type: none"> ● 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 	<p>Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.</p>
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Standards

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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

1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:

****Unit 5 Center Focuses:**

1.OA.C.6 - Building Fluency with Addition and Subtraction Strategies to 20

1.NBT.B.2 - Tens & Ones Place Value

1.NBT.A.1 - Counting by 1s and 10s to 120 (starting at any number)

****Unit 5 RCM Center Library:**

Skill Reviews:

Card 9 - Race to the Finish Line

Card 10 - Roll, Solve, and Cover

Card 27 - Show It

Card 8 - Sort It Out

Fluency:

Card 5 - Target Number

Card 16 - Spin It, Make It, Name It

Card 17 - Let's Move

Card 14 - Write or Show Numbers

Unit 5 Math Pacing Guide

Lesson 18: Topic - Add and Subtract Tens		
Student Learning Standard(s):	<p>1.NBT.C.4</p> <p>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.C.6</p> <p>Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	
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. • MP.8 Look for and express regularity in repeated reasoning. 	
Days: 5 3/11 - 3/17	Focus: (Major Content)	Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <p><i>Sessions 1</i></p> <ul style="list-style-type: none"> • Count tens as 1 ten, 2 tens, 3 tens, ... or as 10, 20, 30 ... <p><i>Sessions 2 - 5</i></p> <ul style="list-style-type: none"> • Use counting on, counting back and strategies based on place value and properties to add and subtract multiples of 10. • Relate adding tens to adding ones. 	

Essential Question(s): How do you make sense of different strategies? How do you determine their strengths and weaknesses?

Core Resources		
Core Whole Group Resources	Core Formative Assessment	
<p>Ready Classroom Math Lessons Lesson 18 Sessions 1 - 5</p> <p><i>*Lesson Materials</i> Per Student - 7 connecting cubes, copy of Start slide (Session 4), copy of Close slide (Sessions 2 -3) Per Pair - base ten blocks (9 ten rods, 40 ones units), 17 connecting cubes, copy of Start slide (Sessions 1, 2, 5), Hundred chart Teacher: base ten blocks, hundred chart, two color counters, connecting cubes, ten frames, number bond mat or digital counters and connecting cubers</p>	<p>-RCM Exit Slips -RCM Lesson Quizzes</p>	
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p>-Anchor Chart Links</p> <p>Number Sense Binder</p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>Add and Subtract Tens</i> -RCM Center Activities: <i>Add and Subtract Tens Match, Subtract Tens Bingo</i> -RCM Enrichment Activities: <i>Boxes of Ten</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lessons 21, 23, 29</i> -RCM Tools for Instruction</p>

-RCM Interactive Tools: *Add Multiples of Ten to Multiples of Ten, Subtract Multiples of Ten from Multiples of Ten, Fluently Add and Subtract within 10.*

Vocabulary for Students

Mentor Text List

**Review*

- tens

1.NBT.4

A Fair Bear Share by Stuart J. Murphy
Hershey's Kisses Addition Book by Jerry Pallotta
Mission: Addition by Loreen Leedy
Safari Park by Stuart J. Murphy
Count by Tens by Jerry Pallotta

1.NBT.6

Count by Tens by Jerry Pallotta
The Action of Subtraction by Brian Cleary
Subtraction Action by Loreen Leedy
The Subtraction Book by Jerry Pallotta
Hershey's Kisses Subtraction Book by Jerry Pallotta
The M&M's Subtraction Book by Barbara McGrath

Lesson 19: Topic - Addition with Two-Digit Numbers

Student Learning Standard(s):	1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
Math 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. • MP.7 Look for and make use of structure 	
Days: 5 3/18 - 3/25	Focus: (Major Content)	Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <p><i>Sessions 1 - 5</i></p> <ul style="list-style-type: none"> • Add multiples of 10 to any two-digit number within 100 <p><i>Sessions 2 - 5</i></p> <ul style="list-style-type: none"> • Apply a strategy based on place value to add a two-digit number and a multiple of 10 and relate it to a written method. • Model adding a two-digit number and a multiple of 10 using place value understanding. 	
Essential Question(s):	How do you make sense of different strategies? How do you determine their strengths and weaknesses?	

Core Resources

Core Whole Group Resources	Core Formative Assessment
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<p>Ready Classroom Math Lessons Lesson 19 Sessions 1 - 5</p> <p><i>*Lesson Materials</i> Per Student - base ten blocks (3 tens rods, 14 ones units), copy of Start slide (Sessions 1 - 4), copy of Close slide (Sessions 2-3), 120 chart, place value mat, number cards 0 to 11 Teacher: base ten blocks, hundred chart, two color counters, connecting cubes, ten frames, number bond mat 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</p> <p>-Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: <i>Add Multiples of Ten to Any Two-Digit Number</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>Add Tens to Any Number</i> -RCM Center Activities: <i>Add Tens to Any Number</i> -RCM Enrichment Activities: <i>Build with Tens</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lessons 26, 29</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"> - ones - tens 	<p><i>A Fair Bear Share</i> by Stuart J. Murphy <i>Hershey's Kisses Addition Book</i> by Jerry Pallotta <i>Mission: Addition</i> by Loreen Leedy <i>Safari Park</i> by Stuart J. Murphy <i>Count by Tens</i> by Jerry Pallotta</p>	

Lesson 20: Topic - Add Two-Digit and One-Digit Numbers

Student Learning Standard(s):	1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	
Math 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. • MP.7 Look for and make use of structure 		
Days: 5 3/26 - 4/1	Focus: (Major Content)		Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills			
Objective:	<p>We are learning to:</p> <p><i>Sessions 1 - 5</i></p> <ul style="list-style-type: none"> • Add two-digit and one-digit numbers with and without regrouping. <p><i>Sessions 2 - 5</i></p> <ul style="list-style-type: none"> • Compose a ten when adding ones that total 10 or more. 		
Essential Question(s):	How do you make sense of different strategies? How do you determine their strengths and weaknesses?		

Core Resources

Core Whole Group Resources	Core Formative Assessment
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<p>Ready Classroom Math Lessons Lesson 20 Sessions 1 - 5 <i>*Lesson Materials</i> Per Student - base ten blocks (3 tens rods, 15 ones units), 14 two-color counters, copy of Start slide (Sessions 3 - 4) Per Pair - 4 two-color counters, crayons Teacher: 31 shells, small objects, or pictures of shells, base ten blocks, hundred chart, two color counters, connecting cubes, ten frames, number bond mat or digital counters and connecting cubers</p>	<p>-RCM Exit Slips -RCM Lesson Quizzes</p>	
Additional Levelled Resources		
Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
<p>-Anchor Chart Links -Number Sense Lessons/Resources Number Sense Binder -Interactive Tools: <i>Add Two-Digit and One-Digit Numbers, Add More Two-Digit and One-Digit Numbers, Build Two-Digit Numbers</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>Add Two-Digit and One-Digit Numbers</i> -RCM Center Activities: <i>Race to ...</i> -RCM Enrichment Activities: <i>Make a Ten to Make the Target</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lessons 21, 27</i> -RCM Tools for Instruction <i>*Can use L29 Materials for differentiation for Gifted/Talented Learners.</i></p>
Vocabulary for Students		Mentor Text List
<p><i>*Review</i></p> <ul style="list-style-type: none"> - digit - ones - tens 		<p><i>A Fair Bear Share</i> by Stuart J. Murphy <i>Hershey's Kisses Addition Book</i> by Jerry Pallotta <i>Mission: Addition</i> by Loreen Leedy <i>Safari Park</i> by Stuart J. Murphy</p>

Lesson 21: Topic: Add Two-Digit Numbers

Student Learning Standard(s):	1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
Math 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. • MP.7 Look for and make use of structure • MP.8 Look for and express regularity in repeated reasoning. 	
Days: 5 4/2 - 4/8	Focus: (Major Content)	Benchmarked Standard: N Fluency Standard: N
Critical Knowledge & Skills		
Objective:	<p>We are learning to:</p> <p><i>Sessions 1 - 5</i></p> <ul style="list-style-type: none"> • Add 2 two-digit numbers with and without regrouping <p><i>Sessions 2 - 5</i></p> <ul style="list-style-type: none"> • Compose a new ten when adding ones that total 10 or greater <p><i>Sessions 3 - 5</i></p> <ul style="list-style-type: none"> • Develop strategies based on place value for adding two-digit numbers 	
Essential Question(s):	How do you make sense of different strategies? How do you determine their strengths and weaknesses?	

Core Resources

Core Whole Group Resources	Core Formative Assessment
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<p><u>Ready Classroom Math Lessons</u></p> <p><i>*Lesson Materials</i> Per Student - base ten blocks (7 tens rods, 7 ones units), 2 crayons, copy of Start slide (Sessions 4) Per Pair - 40 pennies or two-color counters, copy of Start slide (Sessions 4), hundred chart Teacher: 40 pennies, base ten blocks, hundred chart, two color counters, connecting cubes, ten frames, number bond mat 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 -Number Sense Lessons/Resources</p> <p>Number Sense Binder</p> <p>-RCM Interactive Tools: <i>Add Two-Digit Numbers, Add More Two-Digit Numbers, Add Two-Digit and One-Digit Numbers</i></p>	<p>-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: <i>Add Two-Digit Numbers</i> -RCM Center Activities: <i>Add and Regroup</i> -RCM Enrichment Activities: <i>Reach the Target</i></p>	<p>-RCM Prerequisite Lessons: <i>Grade K Lesson 29</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"> - digit - ones - place value - tens 	<p><i>A Fair Bear Share</i> by Stuart J. Murphy <i>Hershey's Kisses Addition Book</i> by Jerry Pallotta <i>Mission: Addition</i> by Loreen Leedy <i>Safari Park</i> by Stuart J. Murphy</p>	

Topic: Unit Review and Unit Assessment	
Days: 2	Review Date: 5/9 Unit Assessment Date: 5/10
Scoring Submission in LinkIt: 5/17	Data Review Date: 5/29

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.	9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives 9.4.2.Cl.2: Demonstrate originality and inventiveness in work

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.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

- Literature connections (math mentor texts identified in “Resources and Activities”)
- Math journals
- Math word wall
- Literacy Connections & Activities Ready Classroom Math

Technology Integration and Literacy

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
<i>*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.</i>	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize	<i>*Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.</i> Differentiating instruction based on: ● Content: <i>What</i> is taught or the material used	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students

<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>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>	<ul style="list-style-type: none"> ● Process: How 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) ● Using a menu of options (each item is assigned a point value and students select the route to take) 	<ul style="list-style-type: none"> ● 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