

Grade 1:	Unit: Operations and Algebraic Thinking Envisions Topics 1-6		Time:	
Critical Skills: (Student Outcomes)	NJ Learning Standards:	Samples/Exemplars:	Resources:	Assessments:
A. Represent and solve problems involving addition and subtraction.	1.OA.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.	How Many? Using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Text(Units/Pages) 1-1 through 1-6, 1-8 2-4 through 2-8, 2-11 , 4-10, 5-4, 6-7 Technology/Open Resources Sharing Markers Twenty Tickets	Assessment 1 Assessment 2 Assessment 3 Assessment 4 Assessment 5
	1.OA.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.	How Many?	Text(Units/Pages) 5-9 Technology/Open Resources Daises in Vases	
B. Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.3. Apply properties of operations as strategies to add and subtract.	<i>Flip the number cube</i> <i>If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.</i>	Text(Units/Pages) 1-7, 5-8, 4-1,	

		<i>(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.)</i>	Technology/Open Resources Domino Addition Cave Game Subtraction Doubles?	
	1.OA.4. Understand subtraction as an unknown-addend problem.	<i>Subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i> Unknown addends	Text(Units/Pages) 2-1 through 2-3, 3-4, 4-7 through 4-9, 6-3 through 6-5 Technology/Open Resources	
C. Add and subtract within 20.	1.OA.5. Relate counting to addition and subtraction	By counting on 2 to add. Counting forward and backwards	Text(Units/Pages) 3-1, 3-2, 4-6 Technology/Open Resources	
	1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	Addition and subtraction across 10 Use strategies such as	Text(Units/Pages) 2-9,3-3, 3-5, 4-2 through 4-5, 5-1	

		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 $6 + 6 + 1 = 12 + 1 = 13$).	through 5-3, 5-5 through 5-7, 6-1, 6-2 Technology/Open Resources Dot Map Making A Ten	
D. Work with addition and subtraction equations.	1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	<i>True and False</i> <i>Which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	Text(Units/Pages) 2-10, Technology/Open Resources Equality Number Sentences Valid Equalities?	
	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	<i>Missing whole</i> <i>Determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, 5</i>	Text(Units/Pages) 6-6 Technology/Open Resources	

		$= -3, 6 + 6 = .$	Kiri's Match Game Find the Missing Number	
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Grade 1:	Unit: Number and Operations in Base Ten Envisions 9-11	Time:		
Critical Skills: (Student Outcomes)	NJ Learning Standards:	Samples/Exemplars:	Resources:	Assessments:
A. Extend the counting sequence.	NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Missing numbers Popcorn Popcorn Revisited	Text(Units/Pages) 9-5, Technology/Open Resources Start, Stop, Counting Two Hundred Chart Digit Game Where Do I Go?	
B. Understand place value.	NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Count how many	Text(Units/Pages) 8-3 through 8-6 Technology/Open Resources Roll & Build School Supplies	
	NBT.2.a 10 can be thought of as a bundle of ten ones — called a “ten.”	Count how many	Text(Units/Pages) 8-1 Technology/Open Resources Ordering Numbers	
	NBT.2.b The numbers from 11 to 19 are composed of a ten and one, two, three,	Count how many	Text(Units/Pages) 8-1 through 8-3	

	four, five, six, seven, eight, or nine ones.		Technology/Open Resources	
	NBT.2.c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Decomposing numbers	Text(Units/Pages) 8-2, 8-3, 8-5, 8-6 Technology/Open Resources	
	NBT. 3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Greater than, less than, or equal	Text(Units/Pages) 9-3, 9-4 Technology/Open Resources	
C. Use place value understanding and properties of operations to add and subtract.	NBT.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.	Adding and subtracting with tens and ones Adding within 100	Text(Units/Pages) 9-2, 10-1 through 10-6 Technology/Open Resources Ford and Logan	
	NBT.5 Given a two-digit number,	Ten more or ten less	Text(Units/Pages)	

	mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		9-1, Technology/Open Resources Number Square	
	NBT.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.	Subtraction Cards	Text(Units/Pages) 11-1 through 11-6 Technology/Open Resources	

Grade 1:	Unit: Measurement and Data Envisions Units 12-14		Time:	
Critical Skills: (Student Outcomes)	NJ Learning Standards:	Samples/Exemplars:	Resources:	Assessments:
A. Measure lengths indirectly and by iterating length units.	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Compare	Text(Units/Pages) 12-1, 12-2, Technology/Open Resources	
	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	Measurement	Text(Units/Pages) 12-3 through 12-6 Technology/Open Resources Measuring Blocks Growing Beans Measure Me	
B. Tell and write time.	1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	Telling Time	Text(Units/Pages) 13-1, 13-4 Technology/Open Resources Making A Clock	
C. Represent and interpret data.	1.MD.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.	Favorite Pizza	Text(Units/Pages) 14-1 through 14-7 Technology/Open Resources	

Grade 1:	Unit: Geometry Envisions units 15 and 16		Time:	
Critical Skills: (Student Outcomes)	NJ Learning Standards:	Samples/Exemplars:	Resources:	Assessments:
A. Reason with shapes and their attributes.	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Shapes and Attributes	Text(Units/Pages) 15-1, 15-3, 15-6, 15-7, 15-8, 15-10 Technology/Open Resources All Versus Only Some Shape Sort	
	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Puzzles	Text(Units/Pages) 15-2, 15-4, 15-5, 15-9 Technology/Open Resources Make Your Own Puzzles Overlapping Rectangles	
	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more	Equal shares	Text(Units/Pages) 16-1 through 16-4 Technology/Open Resources	

	equal shares creates smaller shares.			
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