Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 11 Days
Domain: Operations and Algebraic Thinking	**Chapter 1: Addition Concepts**		

New Jersey Student Learning Standards (NJSLS)

Represent and solve problems involving addition and subtraction. (Lessons 1.1,1.2,.1.3,1.4, 1.7)	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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Understand and apply properties of operations and the relationship between addition and subtraction. (Lessons 1.5 , 1.6, 1.8)	1.OA.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.)*
	1.OA.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).

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • iPad • Laptops • Projects	• How do pictures show adding to 10? How do you model adding to a group? How do you model putting together? • How do you solve addition problems by making a model? • What happens when you add 0 to a number? • Why can you add addends in any order? • How can you show all the ways to make a number? • Why are some addition facts easy to add?
Knowledge: Students will…	ASSESSEMENTS:
• Use pictures to "add to" and find sums. • Use concrete objects to solve "adding to" addition problems. • Use concrete objects to solve "putting together" addition problems. • Solve adding to and putting together situations using these strategies to make a model. • Understand and apply the Additive Identity Property for Addition.	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review • Grab and Go Centers • Online Assessment System

• Build fluency for addition within 10.	Assessment 1 Assessment 2 Assessment 3 Assessment 4 Assessment 5

RESOURCES

Go Math Resources

- Animated Math Models
- iTools
- Student Workbooks
- Mega Math- Go Math
- Soar to Success- Go Math
- Grab and Go Differentiated Center Kit
- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed
- Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 12 days
Domain: Operations and Algebraic Thinking	**Chapter 2: Subtraction Concepts**		

New Jersey Student Learning Standards (NJSLS)

Represent and solve problems involving addition and subtraction. (Lessons 2.1 2.2, 2.3, 2.4, 2.6, 2.8)	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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Work with addition and subtraction equations. (Lessons 2.5, 2.7)	1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = – 3, 6 + 6 = .
Add and subtract within 20. (Lessons 2.9)	1.OA.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).

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • iPad • Laptops • Projects	• How can you show taking from with pictures? • How do you model taking from a group? • How do you model taking apart? • How do you solve subtraction problems by making a model? • How can you use models to compare and subtract? • What happens when you subtract 0 from a number? • How can you show all the ways to take apart a number? • Why are some subtraction facts easy to subtract?

Knowledge: Students will …	ASSESSEMENTS:
• Use pictures to show "taking from" and find differences. • Use concrete objects to solve "taking from" subtraction problems. • Use concrete objects to solve "taking apart" subtraction problems. • Solve taking from and taking apart subtraction problems using the strategy *make a model.* • Compare pictorial groups to understand subtraction. • Model and compare groups to show the meaning of subtraction.	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review • Grab and Go Centers • Online Assessment Systems

RESOURCES
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Other teacher supplemental resources • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 15 days
Domain: Operations and Algebraic Thinking	**Chapter 3: Addition Strategies**		

New Jersey Student Learning Standards (NJSLS)		
Understand and apply properties and operations and the relationship between addition and subtraction. (Lessons 3.1, 3.10, 3.11)	1.OA.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)
Add and subtract within 20. (Lesson 3.2)	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
	1.OA.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).
Represent and solve problems involving addition and subtraction. (Lesson 3.12)	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.

Differentiated	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • iPad • Laptops • Projects	• What happens if you change the order of the addends when you add? • How do you count on 1,2, or 3? • What are double facts? • How can you use doubles to help you add? • How can you use what you know about doubles to find other sums? • What strategies can you use to solve addition fact problems? • How can you use a ten frame to add 10 and some more? • How do you use the make a ten strategy to add? • How can you make a ten to help you add? • How can you add three addends? • How can you group numbers to add three addends? • How do you solve addition word problems by drawing a picture?

Knowledge: Students will …	ASSESSEMENTS:
• Understand and apply the Commutative Property of Addition for sums within 20. • Use count on 1,2, or 3 as a strategy to find sums within 20. • Use doubles as a strategy to solve addition facts with sums within 20. • Use doubles to create equivalent but easier sums. • Use doubles plus 1 and doubles minus 1 as strategies to find • sums within 20. • Use the strategies count on, doubles, doubles plus 1, and • doubles minus 1 to practice addition facts within 20.	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review • Grab and Go Centers • Online Assessment System
RESOURCES	
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources	

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 9 days
Domain: Operations and Algebraic Thinking	**Chapter 4: Subtraction Strategies**		

New Jersey Student Learning Standards (NJSLS)		
Add and subtract within 20. (Lesson 4.1)	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
Understand and apply properties of operations and the relationship between addition and subtraction. (Lessons 4.2, 4.3)	1.OA.4	Understand Subtraction as an unknown-addend problem.
Add and subtract within 20. (Lessons 4.4, 4.5)	1.OA.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).
Represent and solve problems involving addition and subtraction. (Lesson 4.6)	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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • Soar to Success Math • Mega Math • iPad • Laptops • Projects	• How can you count back 1, 2, or 3? • How can you use an addition fact to find the answer to a subtraction fact? • How can you use addition to help you find the answer to a subtraction fact? • How can you make a ten to help you subtract? • How do you break apart a number to subtract? • How can acting out a problem help you solve the problem?

Knowledge: Students will …	ASSESSEMENTS:
• Use count back 1, 2, or 3 as a strategy to subtract. • Recall addition facts to subtract numbers within 20. • Use addition as a strategy to subtract numbers within 20. • Use make a 10 as a strategy to subtract. • Subtract by breaking apart to make a 10. • Solve subtraction problem situations using the strategy *act it out.*	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review • Grab and Go Centers • Online Assessment System

RESOURCES

Go Math Resources

- Animated Math Models
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- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed
- Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 13 days
Domain: Operations and Algebraic Thinking	**Chapter 5: Addition and Subtraction Relationships**		

New Jersey Student Learning Standards (NJSLS)

Represent and solve problems involving addition and subtraction relationships. (Lessons 5.1, 5.7)	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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Add and subtract within 20. (Lessons 5.2, 5.3, 5.4, 5.8, 5.10)	1.OA.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).
Work with addition and subtraction equations. (Lessons 5.5, 5.6, 5.9)	1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
	1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = – 3, 6 + 6 = 12.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • iPad • Laptops • Projects	• How can making a model help you solve a problem? • How do related facts help you find missing numbers? • How do you know if addition and subtraction facts are related? • How can you use addition to check subtraction? • How can you use a related fact to find a missing number? • How do you choose when to add and when to subtract to solve a problem? • How can you add and subtract in different ways to make the same number? • How can you decide if a number sentence is true or false? • How can addition and subtraction strategies help you find sums and differences?
Knowledge: Students will …	**ASSESSEMENTS:**

• Solve addition and subtraction problem situations using the strategy *make a model.*
• Record related facts within 20.
• Identify related addition and subtraction facts within 20.
• Apply the inverse relationship of addition and subtraction.
• Use related facts to determine unknown numbers.
• Use a related fact to subtract.
• Choose an operation and strategy to solve an addition
  o or subtraction word problem.
• Represent equivalent forms of numbers using sums and
  o differences within 20.
• Determine if an equation is true or false.
• Add and subtract facts within 20 and demonstrate
  o fluency for addition and subtraction within 10.
	• Teacher observations
	• Student Assessments—Go Math Chapter tests
	• Unit Test
	• Enrichment test
	• Basic facts review
	• Grab and Go Centers
	• Online Assessment System

RESOURCES

Go Math Resources

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- Reteach Lessons- as needed
- RTI Lessons-as needed
- Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 13 days
Domain: Number and Operations in Base Ten	**Chapter 6: Count and Model Numbers**		

New Jersey Student Learning Standards (NJSLS)		
Extend the counting sequence. (Lessons 6.1, 6.2, 6.9, 6.10)	1.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.
Understand place value (Lessons 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)	1.NBT.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 nineones. **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).
	1.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 <.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher madegames • Chapter Literature • Grab and Go Activity Cards • iPad • Laptops • Projects	• How can knowing a counting pattern help you count to 120? • How do numbers change as you count by tens to 120? • How can you use different ways to write a number as tens and ones? • How can you show a number ten and ones? • How can you model and name groups of ten? • How can you group cubes to show a number as tens and ones? • How can you show numbers to 100 as tens and ones? • How can making a model help you show a number in different ways? • How can you model, read, and write numbers from 100 to 110? • How can you model, read, and write numbers from 110 to 120?
Knowledge: Students will …	**ASSESSEMENTS:**

• Count by ones to extend a counting sequence up to 120? • Count by tens from any number to extend a counting sequence up to 120. • Use models and write to represent equivalent forms of ten and ones. • Use objects, pictures, and numbers to represent a ten and one • Use objects, pictures, and numbers to represent tens. • Group objects to show numbers to 50 as tens and ones. • Group objects to show numbers to 100 as tens and ones. • Solve problems using the strategy *make a model.* • Read and write numerals to represent a number of 100 to 110 • objects. • Read and write numerals to represent a number of 100 to 120 • objects.	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review • Grab and Go Centers • Online Assessment System

RESOURCES
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 8 Days
Domain: Numbers and Operations in Base Ten	**Chapter 7: Compare Numbers**		

New Jersey Student Learning Standards (NJSLS)

Understand Place Value (Lessons 7.1 – 7.4)	1.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 <.
Use place value understanding and properties of operations to add and subtract. (Lesson 7.5)	1.NBT.5	Given a two-digit number, mentally find 10 more and 10 less than the number, without having to count: explain the reasoning used.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • Teacher Projects	• How can you compare two numbers to find which is greater? • How can you compare two numbers to find which is less? ∅ How can you use symbols to show how numbers compare? ∅ How can making a model help you compare numbers? • How can you identify numbers that are 10 less or 10 more than a given number?

Knowledge: Students will know…	ASSESSEMENTS:
• Model and compare two-digit numbers to determine which is greater. • Model and compare two-digit numbers to determine which is less. • Use symbols for *is less than " <", is greater than " >", and is equal to " ="* to compare numbers. • Solve problems using the strategy *make a model.* • Identify numbers that are 10 less or 10 more than a given number.	* Teacher observations • Student Assessments—Chapter tests – Go Math • Unit Test • Enrichment test • Basic facts review • Grab and Go Centers • Online Assessment System

RESOURCES

Go Math Resources

- Animated Math Models
- iTools
- Student Workbooks
- Mega Math- Go Math
- Soar to Success- Go Math
- Grab and Go Differentiated Center Kit
- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed
- Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 1	Pacing:12 Days
Domain: Operations and Algebraic Thinking; Number and Operations in Base Ten	**Unit 8: Two-Digit Addition and Subtraction**		

New Jersey Student Learning Standards (NJSLS)		
Add and Subtract within 20. (Lesson 8.1)	1.OA.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=10); 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).
Use place value understanding and properties of operations to add and subtract. (Lessons 8.2, 8.4 - 8.9)	1.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 bet ween addition and subtraction; relate the strategy to a written method of 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.
Use place value understanding and properties of operations to add and subtract. (Lessons 8.3, 8.9)	1.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.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher madegames • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • “Soar to Success” (Go Math) • Mega Math (Go Math) • Teacher Projects	• What strategies can you use to add and subtract? • How can you add tens? • How can you subtract tens? • How can you use a hundred chart to count on by ones or tens? • How can models help you add ones or tens to a two-digit number? • How can making a ten help you add a two-digit number and a one-digit number? • How can you model tens and ones to help you add two-digit numbers? • How can drawing a picture help you explain how to solve an addition problem? • What different ways can you use to add and subtract?
Knowledge: Students will know…	**ASSESSEMENTS:**

• Add and subtract within 20. • Draw a model to add tens. • Draw a model to subtract tens. • Use a hundred chart to find sums. • Use concrete models to add ones or tens to a two-digit number. Make a ten to add a two-digit number and a one-digit number. ∅ Use tens and ones to add two-digit numbers. • Solve and explain two-digit addition word problems using the • strategy *draw a picture*. • Add and subtract within 100, including continued practice with • facts within 20.	• Teacher observations • Student Assessments—Chapter tests – Go Math • Unit Test • Enrichment test • Basic facts review • Grab and Go Centers • Online Assessments
RESOURCES	
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources	

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 12 Days
Domain: Measurement and Data	**Chapter 9: Measurement**		

New Jersey Student Learning Standards (NJSLS)

Measure lengths indirectly and by iterating length units. (Lessons 9.1, 9.2)	1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
Measure lengths indirectly and by iterating length units. (Lessons 9.3 – 9.5)	1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a short 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.
Tell and write times. (Lessons 9.6 - 9.9)	1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.

Differentiated Instruction

- Enrichment Activities
- Reteach Activities
- Grab and Go and Teacher made games
- Chapter Literature
- Chapter Activity Cards
- I-Pad Apps
- Laptops
- "Soar to Success" (Go Math)
- Mega Math (Go Math)
- Teacher Projects

Essential Questions

- How do you order objects by length?
- How can you compare lengths of three objects to put them in order?
- How do you measure length using nonstandard units?
- How do you use a nonstandard measuring tool to measure length?
- How can acting it out help you solve measurement problems?
- How do you tell time to the hour on a clock that has only an hour hand?
- How do you tell time to the half hour on a clock that has only an hour hand?
- How are the minute hand and hour hand different for time to the hour and time to the half hour?
- How do you know whether to draw and write time to the hour or half hour?

Knowledge: Students will know…

- Order objects by length.
- Use the Transitivity Principle to measure indirectly.
- Measure length using nonstandard units.
- Make a nonstandard measuring tool to measure length.
- Solve measurement problems using the strategy *act it out.*
- Write times to the hour shown on analog clocks.
- Write times to the half hour shown on analog clocks.
- Tell times to the hour and half hour using analog and digital clocks.
- Use the hour hand to draw and write times on analog and digital clocks.

ASSESSEMENTS:

- Teacher Observations
- Student Chapter Assessments
- Unit test
- Enrichment test
- Timed tests
- Basic facts review
- Grab and Go Centers
- Online Assessments

RESOURCES
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 10 Days
Domain: Measurement and Data	**Chapter 10: Represent Data**		

New Jersey Student Learning Standards (NJSLS)

Represent and interpret data. (Lessons 10.1 – 10.7)	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.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • "Soar to Success" (Go Math) • Mega Math (Go Math) • Teacher Projects	• What do the pictures in a picture graph show? • How do you make a picture graph to answer a question? • How can you read a bar graph to find the number that a bar shows? • How does a bar graph help you compare information? • How do you count the tallies on a tally chart? • What is a tally chart a good way to show information that you have collected? • How can showing information in a graph help you solve problems?
Knowledge: Students will …	**ASSESSEMENTS:**
• Analyze and compare data shown in a picture graph where a symbol represents one. • Make a picture graph where each symbol represents one and interpret the information. • Analyze and compare data shown in a bar graph. ∅ Make a bar graph and interpret the information. ∅ Analyze and compare data shown in a tally chart. ∅ Make a tally chart and interpret the information.	• Teacher Observations • Student Chapter Assessments • Unit test • Enrichment test • Timed tests • Basic facts review
RESOURCES	

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 8 Days
Domain: Geometry	**Chapter 11: Three-Dimensional Geometry**		

New Jersey Student Learning Standards (NJSLS)

Reason with shapes and their attributes. (Lessons 11.1, 11.5)	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.
Reason with shapes and their attributes. (Lessons 11.2 – 11.4)	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.

Differentiated Instruction:

- Enrichment Activities
- Reteach Activities
- Grab and Go and Teacher made games
- Chapter Literature
- Chapter Activity Cards
- I-Pad Apps
- Laptops
- "Soar to Success" (Go Math)
- Mega Math (Go Math)
- Teacher Projects

Essential Questions:

- How can you identify and describe three-dimensional shapes?
- How can you combine three-dimensional shapes to make new shapes?
- How can you use a combined shape to build new shapes?
- How can acting it out help you take apart combined shapes?
- What two-dimensional shapes do you see on the flat surfaces of three-dimensional shapes?

Knowledge: Students will …

- Identify and describe three-dimensional shapes according to defining attributes.
- Compose a new shape by combining three-dimensional shapes.
- Use composite three-dimensional shapes to build new shapes.
- Identify three-dimensional shapes used to build a composite shape using the strategy *act it out.*
- Identify two-dimensional shapes on three-dimensional shapes.

ASSESSEMENTS:

- Teacher Observations
- Student Chapter Assessments
- Unit test
- Enrichment test
- Timed tests
- Basic facts review
- Grab and Go Centers
- Online Assessments

Resources
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 1	Pacing: 13 days
Domain: Geometry	**Chapter 12: Two-Dimensional Geometry**		

New Jersey Student Learning Standards (NJSLS)

Reason with shapes and their attributes. (Lessons 12.1, 12.2)	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.
Reason with shapes and their attributes. (Lessons 12.3 – 12.10)	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.
	1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher madegames • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • "Soar to Success" (Go Math) • Mega Math (Go Math) • Teacher Projects	• How can you use attributes to sort two-dimensional shapes? • What attributes can you use to describe two-dimensional shapes? • How can you put two-dimensional shapes together to make new two dimensional shapes? • How can you combine two-dimensional shapes to make new shapes? • How can acting it out help you make new shapes from combined shapes? • How can you find shapes in other shapes? • How can you take apart two-dimensional shapes? • How can you identify equal and unequal parts in two-dimensional shapes? • How can a shape be separated into two equal shares? • How can a shape be separated into four equal shares?
Knowledge: Students will …	• **ASSESSEMENTS:**

• Use defining attributes to sort shapes. • Describe attributes of two-dimensional shapes. • Use objects to compose new two-dimensional shapes. • Compose a new shape by combing two-dimensional shapes. • Make new shapes from composite two-dimensional shapes using the strategy *act it out.* • Decompose combined shapes into shapes. • Decompose two-dimensional shapes into parts. • Identify equal and unequal parts (or shares) in two-dimensional shapes. • Partition circles and rectangles into two equal shares. • Partition circles and rectangles into four equal shares.	• Teacher Observations • Student Chapter Assessments • Unit test • Enrichment test • Timed tests • Grab and Go Centers • Online Assessments

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Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks, Model Curriculum Assessment & Resources
21st Century Skills and Career Integration	Informational sources, text features, appropriate financial literacy skills
Technology Integration	Digital tools; iPads, computers, Splash Math, Teach Me, Illustrated Mathematics, Learn Zillion
Interdisciplinary Connections	Social Studies and Science- Informational Text
Core Instructional and Supplemental Materials	Core Instruction: Go Math Series, GoMath Support / Intervention Materials, Model Curriculum Resources, Curriculum Resources Folder
Modifications/Accommodations	ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk Special Education: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group