| Trimester | Unit Title | Recommended Instructional Days |
|---|---|---|
| **2** | **Compare Numbers** | **6 - 10 Days** |

**Domain**

***Strand:***

1.NBT.B.3 Compare two two-digit numbers based on the meaning of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

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.

**Major Cluster** **Supporting Cluster** **Additional Cluster**

***Progress Indicator:*** ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊Summative assessments

**Mathematical Practices:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reason of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit**

**Essential Questions:**
Lesson 7.1: How can you compare two numbers to find which is greater?
Lesson 7.2: How can you compare two numbers to find which is less?
Lesson 7.3: How can you use symbols to show how numbers compare?
Lesson 7.4: How can making a model help you compare numbers?
Lesson 7.5: How can you identify numbers that are 10 less or 10 more than a number?

**Essential Understandings:**
Lesson 7.1: Model and compare two digit numbers to determine which is greater
Lesson 7.2: Model and compare two digit numbers to determine which is less
Lesson 7.3: Use symbols for is less than "<", is greater than ">" and is equal to "=" to compare numbers
Lesson 7.4: Solve problems using the strategy make a model
Lesson 7.5: Identify numbers that are 10 more or 10 less than a given number

**Vocabulary**
- Is greater than >
- Is less than <

**Suggested Activity Description**:
Personal Math Trainer, Tutorial Videos, Vocabulary Game, Reading Grab and Go Activity, Explore and Guided/Independent Practice related to the NJSLS, Evaluation Online Activity, Essential Question Discussion and Check –In, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Success for English Learners Activity, Performance Task

**Interdisciplinary Connections:**
**STEM Activity:** In Chapter 7, children extend their understanding of comparing numbers by understanding inequality symbols and modeling a number comparison situation. These same topics are used often in the development of various science concepts and process skills. Help children make the connection between math and science through the S.T.E.M. activities and activity worksheets found at www.thinkcentral.com.

In Chapter 7, children connect math and science with the S.T.E.M. Activity What's It Like? and the accompanying worksheets (pages 103 and 104). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 7 concepts and skills with various object characteristics including solving word problems involving number comparison. It is recommended that this S.T.E.M. Activity be used after Lesson 7.4.

**Science:**
1. Take children on a walk to collect fallen leaves or other small items such as rocks or shells. • Have small groups of children sort their collections by color, shape, or size. • Then have children count the number of items in each group and use the words is greater than and is less than to compare the groups.

**Social Studies:**
1. Discuss fruits and vegetables you might find for sale at a roadside stand or a farmer's market. • Pose this problem: Jenny and Cindy went to a farmer's market. Jenny bought 25 apples. Cindy bought 18 apples. Who bought fewer apples? Explain. Cindy; 18 is less than 25. • Give children similar problems to solve. Have them explain their solutions, using the words is less than in their explanations.

**Language Arts:**
1. Vocabulary Builder pg. 397 - **Visualize It** Discuss what is meant by the words more, same, and fewer. Then, have children use the boxes to draw pictures to show more than 3, to show the same as 3, and to show fewer than 3. Invite children to share how they chose an amount to draw
**Understand Vocabulary** You may want to share the following examples with children.
- 4 pencils is fewer than 6 pencils.
- 6 pencils is more than 4 pencils.
- There are two groups of 4 pencils. Both groups have the same number of pencils.

2. Name That Number - (From the Grab and Go Differentiated Center Kit)

**Spot Light On:** Acknowledge every students comment or response even if it's incorrect

| **Social and Emotional Learning:** ***Competencies*** | **Social and Emotional Learning:** ***Sub-Competencies*** |
|---|---|
| SEL Competencies:<br>• Self- awareness<br>• Social Awareness<br>• Self- Management<br>• Relationship Skills<br>• Responsible Decision-Making | • Recognizing the importance of self-confidence in handling daily tasks and challenges.<br>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.<br>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.<br>• Identify and apply ways to persevere through alternative methods to achieve goals.<br>• Utilize positive communication and social skills to interact effectively with others.<br>•Develop, implement, and model effective problem solving and critical thinking skills. |

| **Assessments (Formative)**<br>***To show evidence of meeting the standard/s, students will successfully engage within:*** | **Assessments (Summative)**<br>***To show evidence of meeting the standard/s, students will successfully complete:*** |
|---|---|
| **Formative Assessments:**<br>• Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments | **Benchmarks & Summative Assessments:**<br>Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments |

**Differentiated Student Access to Content:**
**Teaching and Learning *Resources/Materials***

| **Core Resources** | **Alternate Core Resources** ***IEP/504/At-Risk/ESL*** | **ELL Core Resources** | **Gifted & Talented Core Resources** |
|---|---|---|---|
| Go Math Workbook, IXL,ST MATH 60 minutes a week, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos, | Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets | Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support | ST Math special projects, G& T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments |

**Supplemental Resources**

**Technology:**
• Chromebooks • Online math manipulatives
**Other:**
• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives

| **Differentiated Student Access to Content: Recommended *Strategies & Techniques*** | | | |
|---|---|---|---|
| **Core Resources** | **Alternate Core Resources** ***IEP/504/At-Risk/ESL*** | **ELL Core Resources** | **Gifted & Talented Core** |
| Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat | Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. | Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related |

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| **NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS** | **Disciplinary Concept(s): Critical Thinking and Problem-Solving** | |
| | ***Core Ideas:*** | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| | ***Performance Expectation/s:*** | **9.4.2.CT.1** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem |
| | **Career Readiness, Life Literacies, & Key Skills Practices** | |
| | **Act as a responsible and contributing community member and employee.**<br>**Attend to financial well-being.**<br>**Consider the environmental, social and economic impacts of decisions.**<br>**Demonstrate creativity and innovation.** | |

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| | **Utilize critical thinking to make sense of problems and persevere in solving them.**<br>**Model integrity, ethical leadership and effective management.**<br>**Plan education and career paths aligned to personal goals.**<br>**Use technology to enhance productivity, increase collaboration and communicate effectively.**<br>**Work productively in teams while using cultural/global competence.** |

| New Jersey Legislative Statutes and Administrative Code<br>(place an "X" before each law/statute if/when present within the curriculum map) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Amistad Law:<br>*N.J.S.A. 18A 52:16A-88* | | Holocaust Law:<br>*N.J.S.A. 18A:35-28* | | LGBT and Disabilities Law:<br>*N.J.S.A. 18A:35-4.35* | **X** | Diversity & Inclusion:<br>*N.J.S.A. 18A:35-4.36a* | | Standards in Action:<br>*Climate Change* |