







Trimester	Unit Title	Recommended Instructional Days
1	Numbers	7-10 days
<b>Domain</b>		
<p><b>Strand:</b></p> <p> 1.0A.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.</p> <p> 1.0A.B.3 Apply properties of operations as strategies to add and subtract.</p> <p> 1.0A.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., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p> <b>Major Cluster</b>       <b>Supporting Cluster</b>       <b>Additional Cluster</b></p>		
<p><b>Progress Indicator:</b> ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments</p>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		

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

**Essential Questions:**

Lesson 1.1: How do pictures show adding to?

Lesson 1.2: How do you model adding to a group?

Lesson 1.3: How do you model putting together?

Lesson 1.4: How do you solve addition problems by making a model? Lesson 1.5: What happens when you add 0 to a number?

Lesson 1.6: Why can you add addends in any order?

Lesson 1.7: How can you show all the ways to make a number? Lesson 1.8: Why are some addition facts easy to add?

**Essential Understandings:**

Lesson 1.1: Use pictures to “add to” and find sums

Lesson 1.2: Use concrete objects to solve “adding to” addition problems

Lesson 1.3: Use concrete objects to solve “putting together” addition problems

Lesson 1.4: Solve adding to and putting together situations using the strategy make a model Lesson 1.5: Understand and apply the Additive Identity Property for Addition

Lesson 1.6: Explore the Commutative Property of Addition

Lesson 1.7: Model and record all the ways to put together numbers within 10

Lesson 1.8: Build fluency for addition within 10

**Vocabulary**

- addition sentence
- is equal to (=)
- plus (+)
- sum
- add
- zero
- addends
- order

**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 1, children develop their understanding of addition concepts, such as drawing pictures to represent an addition problem and writing addition sentences. These same topics are used often in the development of various science concepts and process skills. Help children make the connection between math, science, and engineering through the S.T.E.M. activities and activity worksheets found at [www.thinkcentral.com](http://www.thinkcentral.com).

In Chapter 1, children connect math, science, and engineering with the S.T.E.M. Activity Kinds of Energy and the accompanying worksheets (pages 91 and 92). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 1 concepts and skills with various forms of energy, including finding the total number of turbines or solar panels. Children will also discover the overall role that math plays in science. It is recommended that this S.T.E.M. Activity be used after Lesson 1.3.

**Science:**

1. Explain that rocks are part of the ground. Rocks can look very different from one another. Some rocks have stripes. Others have speckles, and still others look like glass. • Supply children with a hand lens and 3 rocks with different appearances. Have children study and draw each rock. • Give children 2 more rocks. Have them study and draw these new rocks. • Have children use their pictures to show 3 1 2.

2. Have children share what they know about birds and other animals that migrate or hibernate during the winter.

- Make a list on the board of the animals' names.
- Have children draw a picture of animals in hibernation or migration that tells an addition story. Have them write the addition sentence to match.

**Social Studies:**

1. Begin a discussion with children about rules that they follow at school. For example, children must attend school and listen to the teacher. • Ask children to name the kinds of jobs that people have at school in which they can make or enforce these rules. • Write the name of each job on the board. For example, write teacher, librarian, and nurse. • Then tell addition stories about the school workers for children to solve.

2. Discuss supermarkets, farmstands, and other places where people can buy food.

- Encourage children to share their experiences with food shopping.
- Then ask them to make shopping lists that have 4, 5, or 6 items.
- Have children tell addition story problems using the items on their lists.

**Language Arts:**

1. Vocabulary Builder pg. 11 - **Visualize It** Discuss how the pictures show the meaning of the review words. Have children draw their own pictures in the boxes. **Understand Vocabulary** Invite children to tell how they decided what pictures to draw. You may want to share the following example with children.

- 5 is 1 more than 4.

<ul style="list-style-type: none"> <li>• If you have 2 red marbles and 3 green marbles, you can add to find how many marbles there are.</li> </ul> <p>2. The Class Party - (From the Grab and Go Differentiated Center Kit)          3. Math Club - (From the Grab and Go Differentiated Center Kit)          4. Join us - (From the Grab and Go Differentiated Center Kit)          5. Busy Bugs - (From the Grab and Go Differentiated Center Kit)</p> <p><b>Spot Light On:</b> Define "include" with examples.</p>	
<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>
SEL Competencies: <ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<b><u>Formative Assessments:</u></b> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	<b><u>Benchmarks &amp; Summative Assessments:</u></b> Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments
<b>Differentiated Student Access to Content:</b>	

<b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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
<b>Supplemental Resources</b>			
<p><b>Technology:</b> • Chromebooks • Online math manipulatives</p> <p><b>Other:</b> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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	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	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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	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.	and/or rubric.	
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s): Money Management</b>		
	<b>Core Ideas:</b>	To be fiscally responsible, an individual's finances should align with his or her values and goals	
	<b>Performance Expectation/s:</b>	9.1.2.FP.2: Differentiate between financial wants and needs.	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<p>Act as a responsible and contributing community member and employee.            Attend to financial well-being.            Consider the environmental, social and economic impacts of decisions.            Demonstrate creativity and innovation.            Utilize critical thinking to make sense of problems and persevere in solving them.            Model integrity, ethical leadership and effective management.            Plan education and career paths aligned to personal goals.            Use technology to enhance productivity, increase collaboration and communicate effectively.            Work productively in teams while using cultural/global competence.</p>		

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