







Trimester	Unit Title	Recommended Instructional Days
1	Subtraction Concepts	8 - 11 Days
Domain		
<p>Strand:</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.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., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); 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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p> 1.0A.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers</p> <p> Major Cluster  Supporting Cluster  Additional Cluster</p>		
<p>Progress Indicator: ◇ Tests ◇ Homework / Classwork ◇ Projects ◇ Formative assessments ◇ Summative assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 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 2.1: How can you show taking from with pictures?

Lesson 2.2: How do you model taking from a group?

Lesson 2.3: How do you model taking apart?

Lesson 2.4: How do you solve subtraction problems by making a model? Lesson 2.5: How can you use pictures to compare and subtract? Lesson 2.6: How can you use models to compare and subtract?

Lesson 2.7: What happens when you subtract 0 from a number? Lesson 2.8: How can you show all the ways to take apart a number? Lesson 2.9: Why are some subtraction facts easy to subtract?

Essential Understandings:

Lesson 2.1: Use pictures to show “taking from” and find differences

Lesson 2.2: Use concrete objects to solve “taking from” subtraction problems

Lesson 2.3: Use concrete objects to solve “taking apart” subtraction problems

Lesson 2.4: Solve taking from and taking apart subtraction problems using the strategy make a model Lesson 2.5: Compare pictorial groups to understand subtraction

Lesson 2.6: Model and compare groups to show the meaning of subtraction

Lesson 2.7: Identify how many are left when subtracting all or 0

Lesson 2.8: Model and record all of the ways to take apart numbers within 10

Lesson 2.9: Build fluency for subtraction within 10

Vocabulary

- Minus
- Difference Subtraction Sentence Subtract
- Compare
- Fewer
- More

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 2, children develop their understanding of subtraction concepts, such as subtraction within 10, word problems, and subtraction equations. 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 2, children connect math and science with the S.T.E.M. Activity Using Force and the accompanying worksheets (pages 93 and 94). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 2 concepts and skills with various subtraction problems, including subtracting from 10. It is recommended that this S.T.E.M. Activity be used after Lesson 2.2.

Science:

1. Discuss with children different birds they might know. Explain that some birds make nests in trees and even on buildings. These birds lay their eggs in their nests and wait for the baby birds to hatch. After the baby birds hatch, they stay in the nest until they are ready to fly. • Have children tell a subtraction story about baby birds in a nest flying away. Then have children use connecting cubes to find the number of baby birds still in the nest.

Social Studies:

1. People of different cultures celebrate the New Year in different ways and at different times. • During the Chinese New Year children receive red envelopes with small amounts of money inside. • Invite children to create addition and subtraction stories about a special tradition they know.

Language Arts:

1. Vocabulary Builder pg. 67 - **Visualize It** Have children sort the review words and record them in the diagram. Have children share how they sorted the words and tell how they decided where to place each one. **Understand Vocabulary** You may want to share the following concepts with children.

- When you subtract, you take from a group.
- When you take 3 apples from 7 apples, there are 4 apples.

2. The Class Party - (From the Grab and Go Differentiated Center Kit)
3. Milk for Sale - (From the Grab and Go Differentiated Center Kit)

Spot Light On: *Ask challenging questions equitably of all students.*

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Grade 1 Mathematics
Unit 2 Subtraction Concepts

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		<ul style="list-style-type: none"> • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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 <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<p>Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Money Management		
	Core Ideas:	To be fiscally responsible, an individual's finances should align with his or her values and goals.	
	Performance Expectation/s:	9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<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.</p>		

Grade 1 Mathematics
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	<p>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>
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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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>