

Trimester	Unit Title	Recommended Instructional Days
1	Addition Strategies	9 - 13 Days
<b>Domain</b>		
<p><b>Strand:</b></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> 1.0A.A.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.</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> 1.0A.B.3 Apply properties of operations as strategies to add and subtract.</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> 1.0A.C.5 Relate counting to addition and subtraction</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> 1.0A.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.0A.A.2 Solve word problems that call for addition of three whole numbers whose or equal to 20.</li> </ul> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #008000; margin-right: 5px;"></span> <b>Major Cluster</b>                <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid #008000; margin-right: 5px;"></span> <b>Supporting Cluster</b>                <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid #008000; border-radius: 50%; margin-right: 5px;"></span> <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 NJSL-CLKS within Unit**

**Essential Questions:**

Lesson 3.1: What happens if you change the order of the addends when you add? Lesson 3.2: How do you count on 1,2, or 3?  
Lesson 3.3: What are double facts?  
Lesson 3.4: How can you use doubles to help you add?  
Lesson 3.5: How can you use what you know about doubles to find other sums? Lesson 3.6: What strategies can you use to solve addition fact problems? Lesson 3.7: How can you use a ten frame to add 10 and some more?  
Lesson 3.8: How do you use the make a ten strategy to add?  
Lesson 3.9: How can you make a ten to help you add?  
Lesson 3.10: How can you add three addends?  
Lesson 3.11: How can you group numbers to add three addends?  
Lesson 3.12: How do you solve addition word problems by drawing a picture?

**Essential Understandings:**

Lesson 3.1: Understand and apply the Commutative Property of Addition for sums within 20 Lesson 3.2: Use count on 1,2, or 3 as a strategy to find sums within 20  
Lesson 3.3: Use doubles as a strategy to solve addition facts within sums within 20  
Lesson 3.4: Use doubles to create equivalent but easier sums  
Lesson 3.5: Use doubles plus 1 and doubles minus 1 as strategies to find sums within 20  
Lesson 3.6: Use the strategies count on, doubles, doubles plus 1, and doubles minus 1 to practice addition facts within 20  
Lesson 3.7: Use a ten frame to add 10 and an addend less than 10  
Lesson 3.8: Use make a ten as a strategy to find sums within 20  
Lesson 3.9: Use numbers to show how to use the make a ten strategy to add Lesson 3.10: How can you add three addends?  
Lesson 3.11: How can you group numbers to add three students?  
Lesson 3.12: How do you solve addition word problems by drawing a picture?

**Vocabulary**

- Count on
- Doubles
- Doubles minus one
- Doubles plus one
- Make a ten

**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 3, children develop their understanding of addition strategies, such as doubles facts and making a 10. 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 3, children connect math, science, and engineering with the S.T.E.M. Activity Play Your Part and the accompanying worksheets (pages 95 and 96). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 3 concepts and skills with various addition problems, including using doubles to add. 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 3.11.

**Science:**

1. Divide the class into two groups. Have each group choose a few small items they think will float, test them in a tub of water, count the items that float, and share the number with the class. • Discuss the similarities between all of the items that float. Repeat for all of the items that sink. • Have each child add the results from both groups to find the total number of items in the water. Invite children to share their addition sentences and discuss whether or not the order of the addends in the addition sentences affected the sum.
2. Display pictures of different insects such as ants, butterflies, dragonflies, beetles, and crickets. Have children observe and describe matching parts on each side, such as legs, wings, and antennae. • Have children write doubles facts to describe the matching parts.

**Social Studies:**

1. • Using a picture of the American flag, ask children to count and record the number of white stripes. 6 white stripes Repeat with the red stripes. 7 red stripes • Have children add to find the total number of stripes. Ask them to change the order of the numbers and add again. Tell children that these 13 stripes represent the original 13 colonies.
2. Have children look through books and magazines for pictures showing different things that have been produced for us to buy. In particular, have children look for items that have two parts that are the same, such as a carton of 12 eggs or a car with four tires. • Have volunteers give doubles facts to describe the number of parts in any object with matching parts.

**Language Arts:**

1. Vocabulary Builder pg. 129 - **Visualize It** Look at the model. Discuss with children that using an addition sentence is one way to add. Have children record each number from the addition sentence to tell whether it is an addend or the sum. Have children share how they decided where to place each number. **Understand Vocabulary** You may want to share the following with children.
  - When you add, you join groups, or parts, together.
  - Addends are the numbers in an addition sentence that you use to find the sum.
2. Join Us - (From the Grab and Go Differentiated Center Kit)

3. Doubles Fun on the Farm - (From the Grab and Go Differentiated Center Kit)  
4. Funny Bunny Hats - (From the Grab and Go Differentiated Center Kit)

**Spot Light On:** *Use multiple ways of assessing student understanding.*

Social and Emotional Learning: <i>Competencies</i>		Social and Emotional Learning: <i>Sub-Competencies</i>	
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making		<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>Formative Assessments:</b> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		<b>Benchmarks &amp; Summative Assessments:</b> Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
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	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,	ST Math special projects, G& T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments

**Grade 1 Mathematics**  
**Unit 3 Addition Strategies**

September  
2022

Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos		Linguistic Support	
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**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 <i>IEP/504/At-Risk/ESL</i>	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

	<b>Disciplinary Concept(s): Career Awareness and Planning</b>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Core Ideas:</b>	Different types of jobs require different knowledge and skills
	<b>Performance Expectation/s:</b>	<b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job.
	<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>