

Trimester	Unit Title	Recommended Instructional Days
1	Subtraction Strategies	7 - 10 Days
Domain		
<p>Strand:</p> <ul style="list-style-type: none"> ■ 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ■ 1.0A.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. ■ 1.0A.C.5 Relate counting to addition and subtraction ■ 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.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. <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 4.1: How can you count back 1,2, or 3

Lesson 4.2: How can you use an addition fact to find the answer to a subtraction fact? Lesson 4.3: How can you use addition to help you find the answer to a subtraction fact? Lesson 4.4: How can you make a ten to help you subtract?

Lesson 4.5: How do you break apart a number to subtract?

Lesson 4.6: How can acting out a problem help you solve a problem?

Essential Understandings:

Lesson 4.1: Use count back 1,2,or 3 as a strategy to subtract

Lesson 4.2: Recall addition facts to subtract numbers within 20

Lesson 4.3: Use addition as a strategy to subtract numbers within 20 Lesson 4.4: Use make 10 as a strategy to subtract

Lesson 4.5: Subtract by breaking apart to make a ten

Lesson 4.6: Solve subtraction problem situations using the strategy act it out

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 4, children develop their understanding of subtraction strategies, such as using 10 to subtract. 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 4, children connect math and science with the S.T.E.M. Activity Move It! and the accompanying worksheets (pages 97 and 98). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 4 concepts and skills with various subtraction strategies, including using 10 to subtract. It is recommended that this S.T.E.M. Activity be used after Lesson 4.4.

Science:

1. Discuss chicken eggs. Explain that female chickens, or hens, may lay many eggs in one year. A hen may lay one or two eggs per day. • Show children a cut egg carton. Tell them that eggs usually come in groups of 12, but this carton has 10 sections. • Have children work together to use two cut egg cartons and connecting cubes to make a ten to solve $12 - 8$ and $12 - 9$.

2. Show children pictures of a spider and a beetle. Ask children to describe and compare the two. • Guide children to notice that a spider has 8 legs and a beetle has 6 legs. Suggest that children find the difference for the number of spider and beetle legs. Write on the board: $8 - 6 = \underline{\quad}$. Have children use connecting cubes, or counters to solve.

Social Studies:

1. Mention that some cities or counties have sports leagues for children. Say that in one city, soccer teams have 15 players and baseball teams have 13 players. If fewer than that number of children sign up, more children are needed to fill up the team. • Present this problem to children. Invite children to use ten frames and two-color counters to solve. Laura and 7 of her friends want to form a baseball team. A full team has 13 players. How many more children do they need to make a full team? 5 children

2. Explain that there is one star on the flag for every state in the United States. • Have children count orally as you point to each star. • How many states are in the United States? 50 states • Explain that there are 9 rows of stars. Have a volunteer count the number of stars in each of the rows. Some rows have 6 stars and some rows have 5 stars. • Compare the rows of stars. What is the difference for the number of 6 stars and 5 stars? 1 star What subtraction sentence can you write? $6 - 5 = 1$

Language Arts:

1. Vocabulary Builder pg. 209- **Visualize It** Discuss the headings in the chart and help children understand how to mark their answers. Children will decide which words they know, which words they may have heard but do not fully understand, and which words are new and they need to learn. You may wish to come back to this chart at the end of the chapter and have children fill it out again, using a different symbol, to track their vocabulary growth. **Understand Vocabulary** You may want to use the following examples to review the words from the list.

- The answer to a subtraction problem is called the difference.
- A subtraction sentence is a number sentence in which one number is subtracted from another.

- When you subtract, you take away part of a group from a whole group.
2. Math Club - (From the Grab and Go Differentiated Center Kit)
 3. Miss Bumble’s Garden - (From the Grab and Go Differentiated Center Kit)

Spot Light On: *Seek multiple perspectives and different answers to questions.*

Social and Emotional Learning: Competencies		Social and Emotional Learning: Sub-Competencies	
SEL Competencies: <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 		<ul style="list-style-type: none"> • 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. • 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	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice	Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Leveled	ST Math special projects, G& T tasks, Enrichment worksheets, Art

**Grade 1 Mathematics
Unit 4 Subtraction Strategies**

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Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos	worksheets	Strategies for English Learners, Linguistic Support	of Problem Solving, Leveled assessments
Supplemental Resources			
<p>Technology: • Chromebooks • Online math manipulatives</p> <p>Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p>			
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
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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Creativity and Innovation	
	Core Ideas:	Brainstorming can create new, innovative ideas.
	Performance Expectation/s:	9.4.2.CI.1 Demonstrate openness to new ideas and perspectives
	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. 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>	

<p>New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)</p>						
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>