



BOE Approved 8/18

Cliffside Park Public Schools

Grade 1

Mathematics:

Topic Name: Topic 7: Extend the Counting Sequence

Topic 8: Understand Place Value

Topic 9: Compare Two-Digit Numbers

Resource: enVision Math 2.0, Pearson, 2016

Duration: January

Topic 7 (continued)

Topic 8 (8 days)

Topic 9 (7 days)

Enduring Understandings

Topic 8

- Numbers can be used to tell how many. Numbers 11 - 19, can be shown as a group of 10 and up to 9 more; they can be written as a number word.
- The decade numbers to 100 are built on groups of 10. When there are only tens, counting by 10s can be used to find how many there are in all.
- When objects are grouped in sets of ten and leftovers (ones), counting the groups of ten and adding ones can tell you how many there are in all. Numbers can be used to tell how many. In a standard numeral, the tens are written to the left of the ones.
- In a standard numeral, the tens are written to the left of the ones. A drawing can show how many tens and ones are in a number.
- Good math thinkers look for patterns in math to help them solve problems.

Topic 9

- 1 more, 1 less, 10 more, and 10 less express a relationship between two numbers.



- Place-value relationships can be represented on a hundred chart.
- For two-digit numbers, the number with more tens is greater. If the two numbers have the same amount of tens, then the number with more ones is greater.
- For any two-digit number shown on a number line, the number to its left is less than the number, and the number to its right is greater than the number.
- Good math thinkers know what the problem is about. They have a plan to solve it. They keep trying if they get stuck.

Essential Questions

Topic 8

- How would you show 13 as a ten and ones?
- How would you count 5 groups of connecting cubes that have ten cubes in each group?
- How do you know how many tens and how many leftovers are in a number?
- What do the digits on the left and right sides of a two-digit number tell you?
- How can you use a drawing to show how many tens and ones are in a number
- How can you use a pattern to show all the different ways to make a number using tens and ones?

Topic 9

- How does a number change when you find the number that is 1 more, 1 less, 10 more, or 10 less than the number?
- How do you find the number that is 1 more, 1 less, 10 more, or 10 less than a number on a hundreds chart?
- How can you compare 2 two-digit numbers to tell which ones is greater?
- How would you compare two numbers using symbols?
- How can you use a number line to compare two numbers?
- How does making a list help you find a secret number when you are given clues about comparing numbers?



Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Topic 8</p> <ul style="list-style-type: none"> ● I can show groups of 10 with connecting cubes ● I can group tens to solve problems. ● I can count tens and ones to find a two-digit number. ● I can use drawings to solve problems with tens and ones. ● I can use tens and ones to make numbers in different ways. <p>Topic 9</p> <ul style="list-style-type: none"> ● I can find numbers that are more or less than a given number. ● I can use a hundred chart to find 1 more, 1 less, and 10 more, 10 less. ● I can use place-value blocks to compare 2 two-digit numbers. ● I can compare two numbers using greater 	<ul style="list-style-type: none"> ● Solving problems ● Understanding concepts ● Reasoning 	<p>Formative</p> <ul style="list-style-type: none"> ● Diagnostic assessment ● Exit tickets ● Round robin group work ● Analysis of homework ● Class polls <ul style="list-style-type: none"> ○ Show of hands: 1 for all set, 2 for just ok, 3 for help ● One thing I learned/One thing I need work on 	<p>Texts</p> <ul style="list-style-type: none"> ● enVision math 2.0 <p>Digital</p> <ul style="list-style-type: none"> ● Student/Teacher eText ● Interactive math story ● Home-school connection <p>Classroom Math Materials</p> <ul style="list-style-type: none"> ● Counters ● Double ten-frame ● Number cards 11-19 ● Connecting cubes ● Zipper-top plastic



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<p>than, less than, or an equal to sign.</p> <ul style="list-style-type: none"> • I can compare and write two-digit numbers that are greater than or less than the other two-digit numbers. • I can make sense of a problem and find the best way to solve it. 		<p>Summative</p> <ul style="list-style-type: none"> • End topic tests • Post group topic • EOY tests • SGO tests <p>Benchmark</p> <ul style="list-style-type: none"> • Diagnostic Assessment • Pearson benchmark tests <p>Alternative</p> <ul style="list-style-type: none"> • Math diagnosis and intervention system 2.0 • Reteaching Set • Online Learning <ul style="list-style-type: none"> ◦ Games • Higher Order Thinking Problems • Leveled homework and practice • Center games • One on one conferencing 	<p>bags</p> <ul style="list-style-type: none"> • Pencils • Rubber bands • Clear plastic bags • 2 sets of number cards 1-9 • Index cards • 4 clear plastic cups • Place value blocks • Hundred chart • Tens and ones chart
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<p>Vocabulary Topic 8 ten, ones Topic 9 less, compare, greater than, less than</p>



NJ Student Learning Standards: Mathematics

1.NBT.B.2a Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.”

1.NBT.B.2b Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.B.3 Compare two two-digit numbers based on meanings 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.

Standards for Mathematical Practice

MP1. Make sense of problems and persevere in solving them.

MP2. Reason abstractly and quantitatively.

MP3. Construct viable arguments and critique the reasoning of others.

MP4. Model with mathematics.

MP5. Use appropriate tools strategically.

MP6. Attend to precision.

MP7. Look for and make use of structure.

MP8. Look for and express regularity in repeated reasoning.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.



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NJSLS Technology Standards

8.1 Educational Technology

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2 Technology Education, Engineering, Design, and Computational Thinking

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

Interdisciplinary Connections

NJSLS for ELA and Science are introduced, developed, and practiced in the context of learning math content and engaging in mathematical practices.

ELA

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Science

- 1-PS4-1 Scientists use different ways to study the world.
- 1-LS1-2 Scientists look for patterns and order when making observations about the world.

NJSLS: 21st Century Life and Careers

Key Subjects and 21st Century: Themes Mastery of key subjects and 21st century themes is essential to student success. Key subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In



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addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy

9.1.4.A.2 Identify potential sources of income

9.1.4.C.5 Determine the relationship among income, expense and interest

9.1.4.D.2 Explain what it means to “invest”.



Integrated Differentiation/Accommodations/Modifications <i>(Alternate Modes of Instruction and Support)</i>		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Front Load and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p>



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		Basic Skills Intensive individual intervention
<p>Sources New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/math/standards.pdf New Jersey Student Learning Standards: Technology (2014) - http://www.state.nj.us/education/cccs/2014/tech/8.pdf New Jersey Student Learning Standards: ELA (2014) - https://www.state.nj.us/education/cccs/2016/ela/g01.pdf New Jersey Science and Engineering Practices - https://www.state.nj.us/education/aps/cccs/science/resources/QRk2.pdf 21st Century Life and Careers: https://www.state.nj.us/education/cccs/2014/career/91.pdf Pearson enVision 2.0 (2016) https://www.pearsonrealize.com/index.html#/</p>		