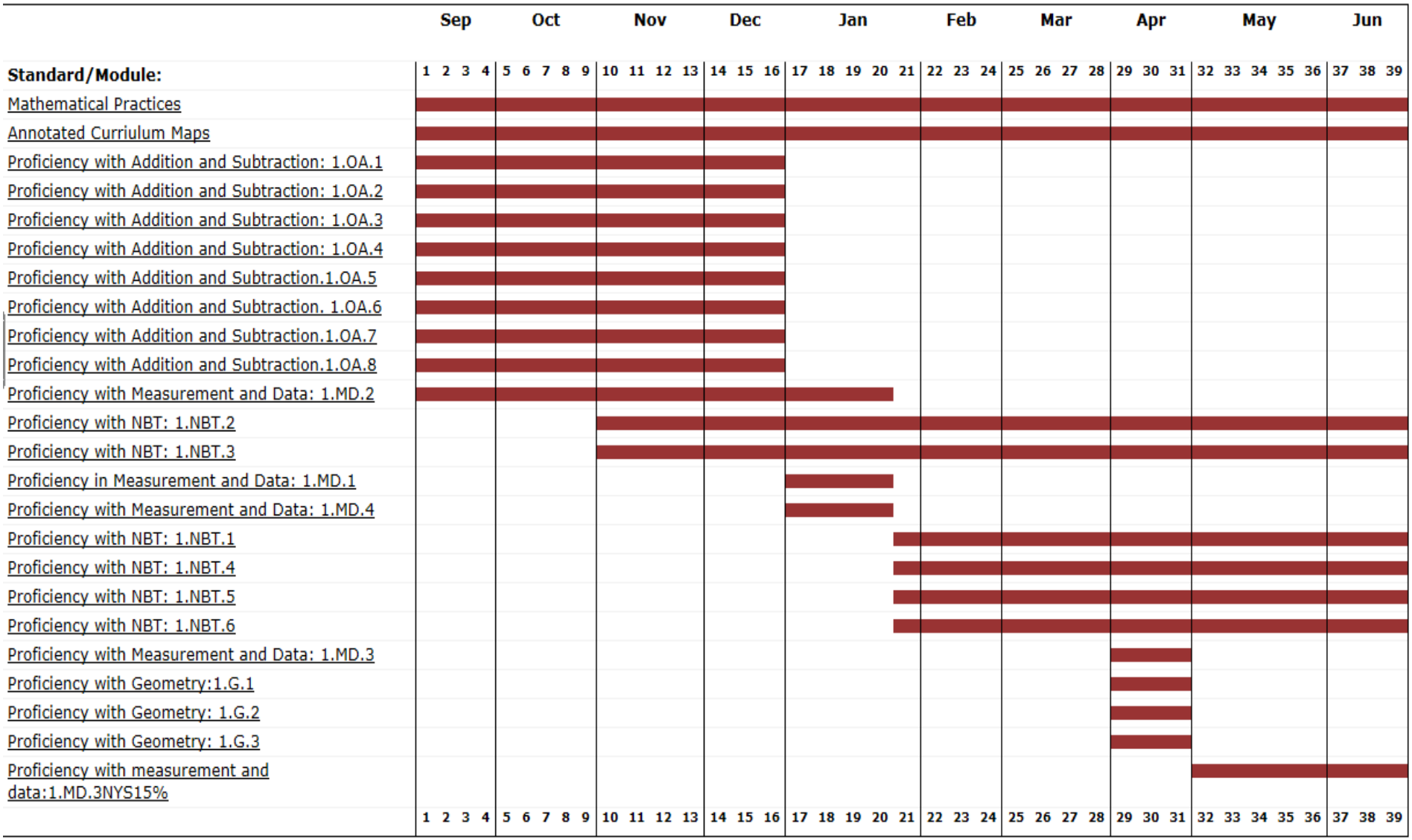


Timeline for 1st Grade Curriculum

1st grade Proficiency Map

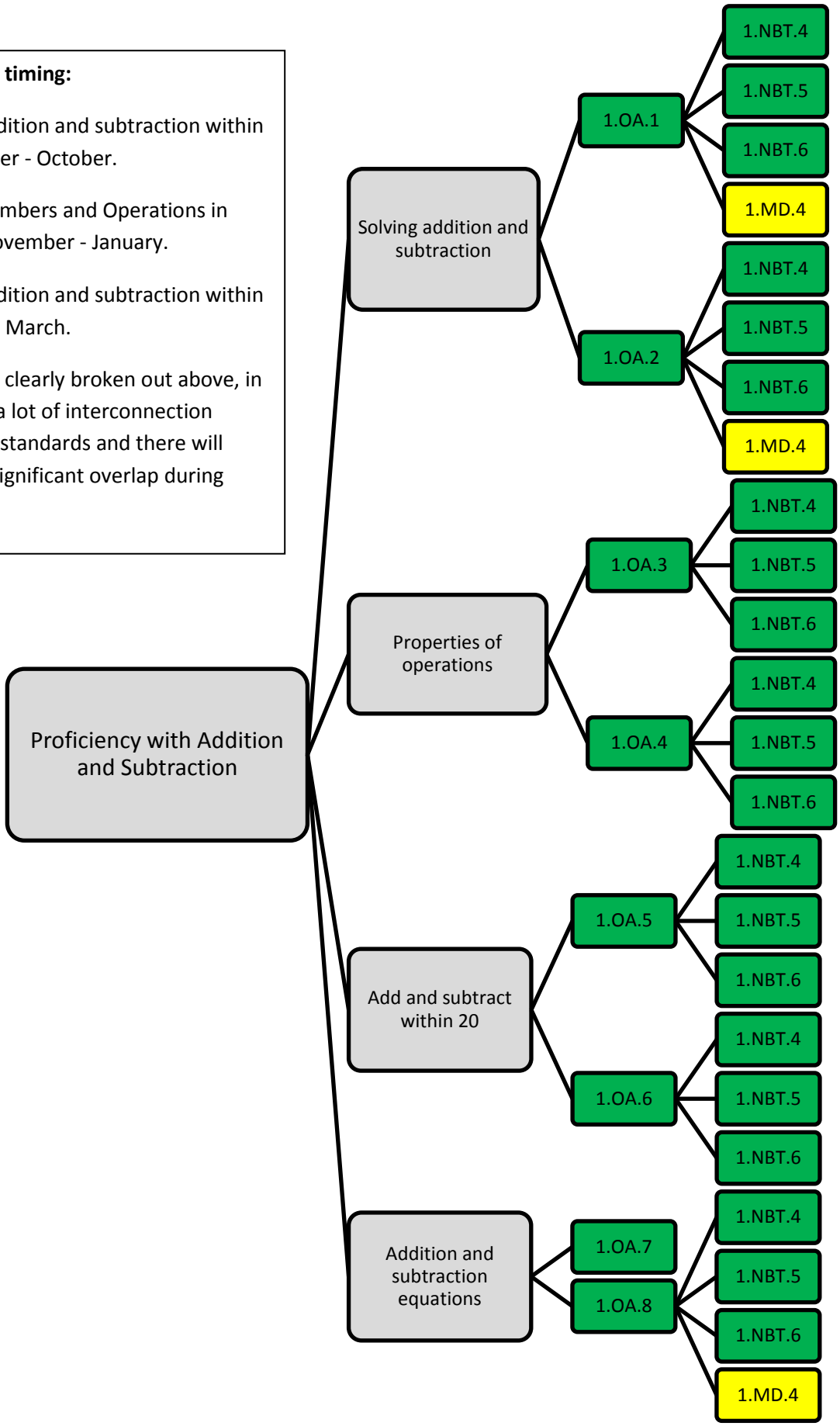
Recommended timing:

9 Weeks for addition and subtraction within 10 for September - October.

8 Weeks for Numbers and Operations in Base Ten for November - January.

8 Weeks for addition and subtraction within 20 for January - March.

Although this is clearly broken out above, in reality there is a lot of interconnection between these standards and there will most likely be significant overlap during instruction.



1st grade Proficiency Map

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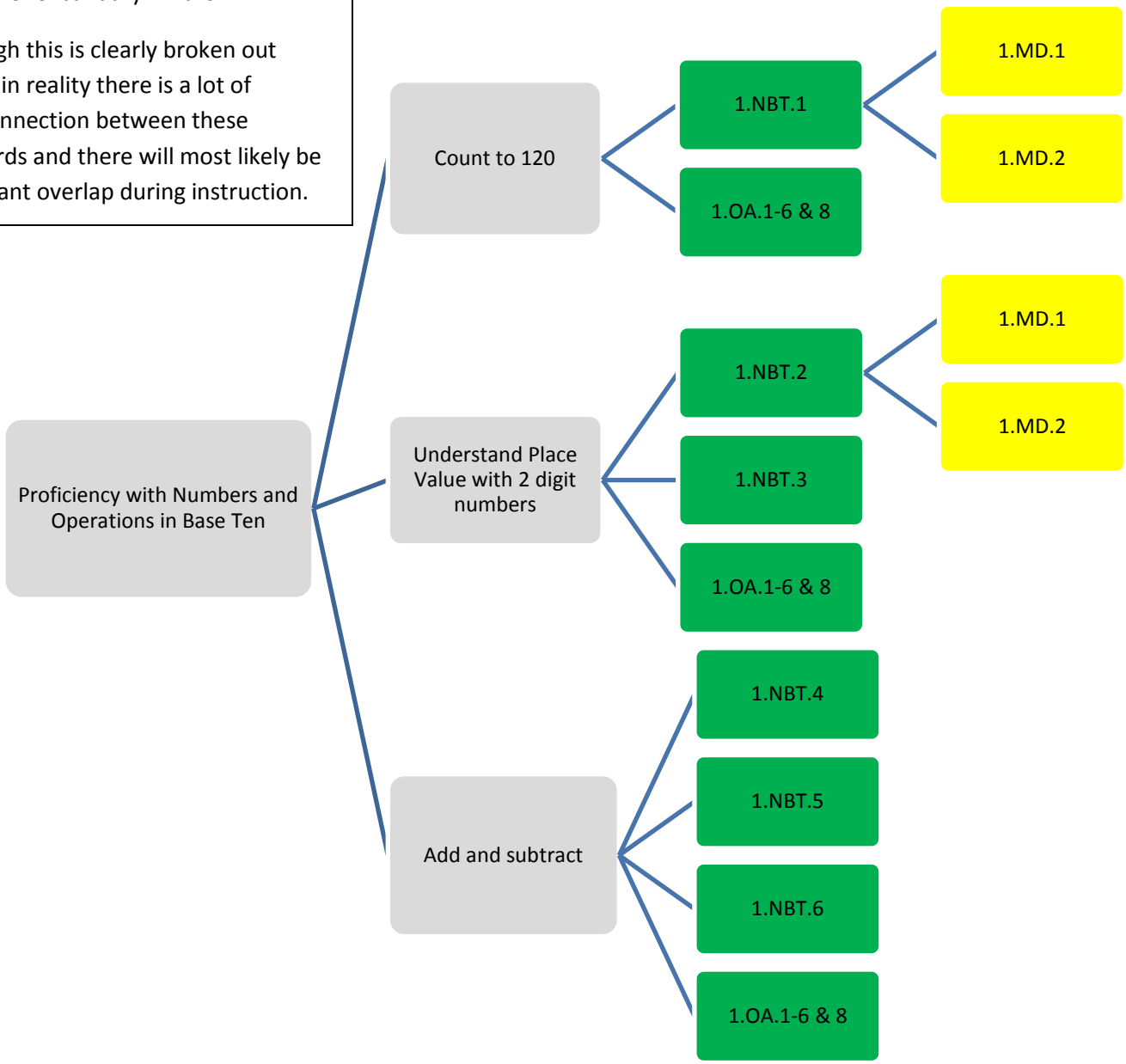


1st grade Proficiency Map

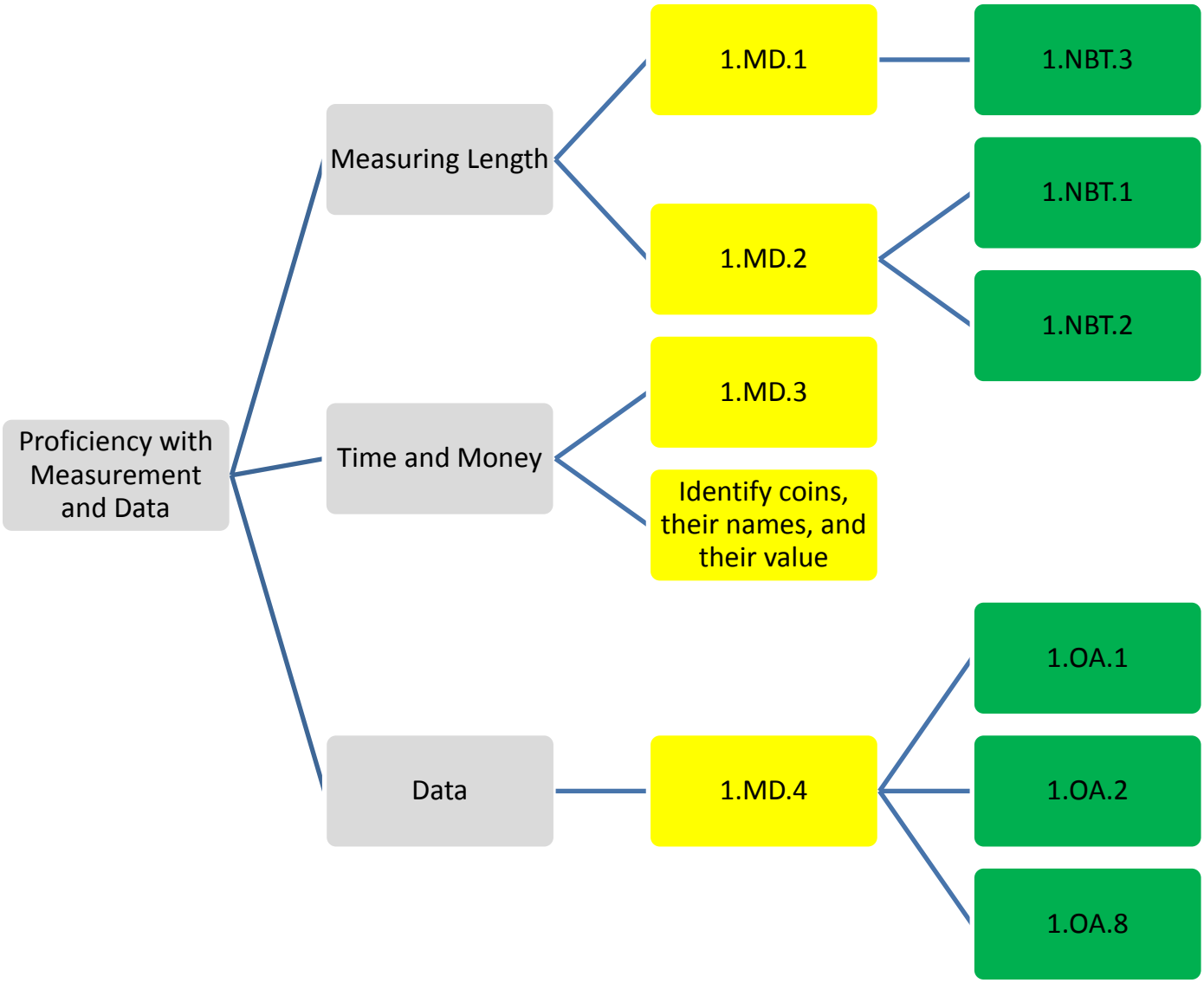
Recommended timing (4 weeks totals):

Measuring length 1 week.

Time 1 week.

Money should be embedded within instruction for OA and NBT.

Data should be embeded within solving addition and subtraction problems.



1st grade Proficiency Map

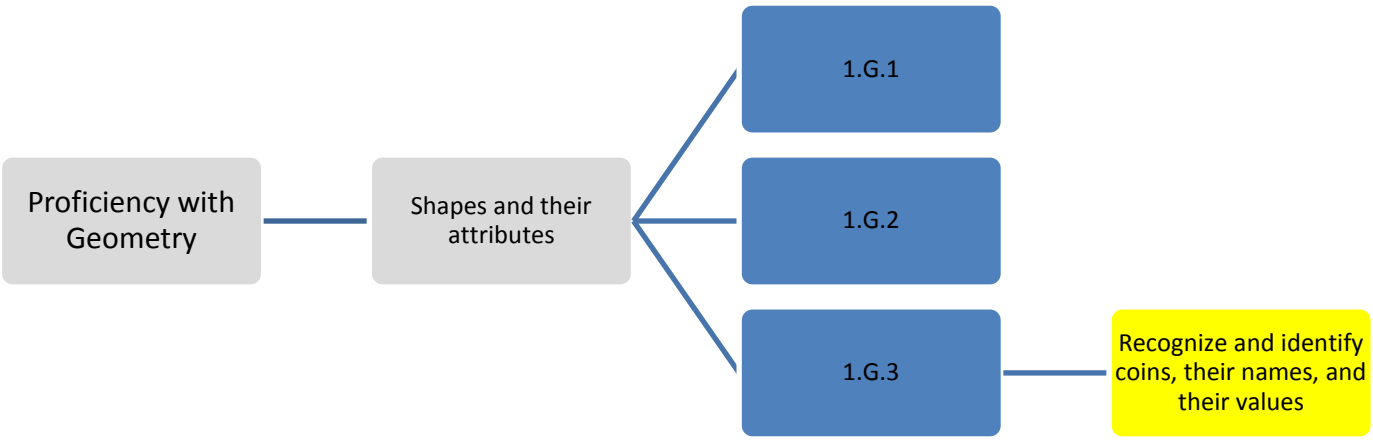
Recommended timing (7 weeks totals):

The seven weeks of instruction for Geometry could be split among the three standards and taught alltogether or dvided up throughout the year.

1.G.1 – 2 weeks

1.G.2 – 3 weeks

1.G.3 – 2 weeks



Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:12AM

Standard/Module: Proficiency with Addition and Subtraction: 1.OA.1 (Week 1, 16 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.NBT.4
  1.NBT.5
  1.NBT.6
  1.MD.4

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Operations & Algebraic Thinking

1.OA Represent and solve problems involving addition and subtraction.

- 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.

Enduring Understandings

- Addition is the combination of groups

  Resulting in a number equal to or greater than

  the largest number

- Subtraction is the separating of groups

  Resulting in a number equal to or less than

  the largest number.

- Specific words in the word problem indicate the type of operation required (addition or subtraction).
- Use of manipulatives and models to represent a given problem.
- Relate pictures, word problems and number sentences
- Use of fact families to find the missing component of an equation

Essential Questions

- How can you use addition to help you solve subtraction problems?
- How can you use subtraction to help you solve addition problems?

Critical Content

- Fact families to twenty
- Word problems
- The relationship between addition and subtraction
- Use of drawings, objects, and equations
- Representation of a symbol for an unknown number

Skills	Vocabulary
▪ Finding the unknown from any position ▪ Solving word problems with addition and subtraction ▪ Using the relationship between fact families to understand addition and subtraction	Tier 2: ▪ Addition, ▪ subtraction, ▪ word problems Tier 3: ▪ Fact families

Stage 2: Assessment Evidence

Assessments

Addition and subtraction with an unknown number
Formative: Test: Written

10 word problems with both addition and subtraction using the unknown number in all positions.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Listen to, read, comprehend and solve word problems with numbers up to 20 ▪ Combine up to three sets of objects in the classroom (chairs, children, fingers, floor tiles, etc.) to find the total (of up to 20) ▪ Use manipulatives, drawings, sounds, and mental images to add and subtract, and solve word problems within 20 ▪ Use number lines, calendar, 100 chart, and manipulatives to add or subtract by counting on or counting back ▪ Tell and write number stories to illustrate and solve number problems using verbal explanations, expressions, and equations within 20 ▪ Show two or more ways to create the same total up to 20 with two addends	Illuminations: Learn those facts http://illuminations.nctm.org/LessonDetail.aspx?ID=U58 National Library of Virtual Manipulatives: Algebra, Grades Pre-K-2 http://nlvm.usu.edu/en/nav/grade_g_1.html

using objects or drawings, and record the equations ▪ Use objects or drawings to find the addend that will make up to 20 when added to a given number, and record the answer with a drawing or equation ▪ Practice (both orally and in writing) facts for addition and ▪ subtraction within 20 ▪ Use fact families and/or fact triangles to practice facts for addition and subtraction within 20 ▪ Read, write, and solve equations using a symbol to represent the unknown number	

Differentiation Opportunities

Heterogeneous student groups

Offer different manipulatives and let students choose what is useful in each situation

Pull small groups while the rest of the class is working

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:15AM

Standard/Module: Proficiency with Addition and Subtraction: 1.OA.2 (Week 1, 16 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.NBT.4
  1.NBT.5
  1.NBT.6
  1.MD.4

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Operations & Algebraic Thinking

1.OA Represent and solve problems involving addition and subtraction.

- 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.

Enduring Understandings	Essential Questions
▪ Addition is the combination of groups Resulting in a number equal to or greater than the largest number ▪ Use of manipulatives and models to represent a given problem. ▪ Relate pictures, word problems and number sentences ▪ Understand commutative property of addition ▪ Strategies to combine multiple numbers. E.g. Finding combinations of 10, doubles facts and related facts.	How does finding the missing number in a math sentence help you to better understand the connection between addition and subtraction?

Critical Content

- Fact families to twenty
- Word problems
- Use of drawings, objects, and equations
- Representation of a symbol for an unknown number

- Addition of three numbers in an equation

Skills	Vocabulary
▪ Solving word problems with addition using objects, drawing and equations ▪ Using the relationship between related facts to add three numbers strategically	Tier 2: ▪ Addition, ▪ word problems Tier 3: ▪ Related facts

Stage 2: Assessment Evidence

Assessments

addition & Subtraction word problems
Formative: Test: Written

10 word problems with addition of three whole numbers whose sum is equal or less than 20 using objects, drawings and equations.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Listen to, read, comprehend and solve word problems with numbers up to 20 ▪ Combine up to three sets of objects in the classroom (chairs, children, fingers, floor tiles, etc.) to find the total (of up to 20) ▪ Use manipulatives, drawings, sounds, and mental images to add and subtract, and solve word problems within 20 ▪ Use number lines, calendar, 100 chart, and manipulatives to add or subtract by counting on or counting back ▪ Tell and write number stories to illustrate and solve number problems using verbal explanations, expressions, and equations	Illuminations: Learn those facts http://illuminations.nctm.org/LessonDetail.aspx?ID=U58 National Library of Virtual Manipulatives: Algebra, Grades Pre-K-2 http://nlvm.usu.edu/en/nav/grade_g_1.html

Differentiation Opportunities

Graphic organizers may help students who are struggling with this concept.

Heterogeneous student groups.

Pull small groups while the larger group is working on problems

Advanced students can write/illustrate stories involving addition of three whole numbers, or show their solution paths in at least two different ways.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:16AM

Standard/Module: Proficiency with Addition and Subtraction: 1.OA.3 (Week 1, 16 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.NBT.4
  1.NBT.5
  1.NBT.6

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Operations & Algebraic Thinking
1.OA Understand and apply properties of operations and the relationship between addition and subtraction.

- 3. Apply properties of operations as strategies to add and subtract.

Enduring Understandings	Essential Questions
▪ Associative property of addition ▪ Commutative property of addition	Looking at the commutative property and associative property of addition, why do these not apply to subtraction?

Critical Content

- Properties of operations
- Relationship of properties to addition and subtraction.

Skills	Vocabulary
▪ Understanding commutative property of addition ▪ Understanding associative property of addition	Tier 2: ▪ operation Tier 3: ▪ Commutative property of addition, ▪ associative property of addition,

Stage 2: Assessment Evidence

Assessments

Additin and subtraction of three whole numbers in a word problem
Formative: Test: Written

10 word problems with addition of three whole numbers whose sum is equal or less than 20 using objects, drawings and equations.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use manipulatives, drawings, and number lines to show that regardless of the order in which two groups of objects are added, the total is the same ▪ Use manipulatives, drawings and number lines to show that regardless of the order in which three groups of objects are added, the total is the same ▪ Add three or more numbers by first adding a pair of numbers hat equal 10 (when such a pair exists) as the most efficient strategy ▪ Show two or more ways to create the same total up to 20, using the two or more addends, using objects or drawings, and record the equations	Illuminations: Learn those facts http://illuminations.nctm.org/LessonDetail.aspx?ID=U58 National Library of Virtual Manipulatives: Algebra, Grades Pre-K- 2 http://nlvm.usu.edu/en/nav/grade_g_1.html

Differentiation Opportunities

Dry erase boards may help students who are struggling with this concept.

Put a graphic organizer in a high-gloss plastic page protector and let the student use dry-erase markers to solve problems

Heterogeneous student groups

Advanced students could be challenged to find all the possible combinations of two or more addends to make 20.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:17AM

Standard/Module: Proficiency with Addition and Subtraction: 1.OA.4 (Week 1, 16 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.NBT.4
  1.NBT.5
  1.NBT.6

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Operations & Algebraic Thinking
1.OA Understand and apply properties of operations and the relationship between addition and subtraction.

- 4. Understand subtraction as an unknown-addend problem.

Enduring Understandings	Essential Questions
▪ The missing addend is unique when given an addend and a sum. ▪ There is a direct relationship between a missing addend equation and a subtraction equation.	What is the relationship between a subtraction equation and a missing addend equation?

Critical Content

- The relationship between a subtraction equation and a missing addend addition equation.

Skills	Vocabulary
▪ Convert subtraction equations to missing addend addition equations	Tier 2: ▪ Addition, ▪ subtraction, ▪ equation Tier 3: ▪ Missing addend

Stage 2: Assessment Evidence

Assessments

missing addend addition to solve subtraction
Formative: Test: Written

Use of addition with a missing addend to solve 10 subtraction problems

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use manipulatives, drawings, and number lines to show that regardless of the order in which two groups of objects are added, the total is the same ▪ Use manipulatives, drawings and number lines to show that regardless of the order in which three groups of objects are added, the total is the same ▪ Add three or more numbers by first adding a pair of numbers hat equal 10 (when such a pair exists) as the most efficient strategy ▪ Show two or more ways to create the same total up to 20, using the two or more addends, using objects or drawings, and record the equations ▪ Use fact families and/or fact triangles to practice facts for addition and subtraction within 20 to understand subtraction as and unknown-addend problem.	Illuminations: Learn those facts http://illuminations.nctm.org/LessonDetail.aspx?ID=U58 National Library of Virtual Manipulatives: Algebra, Grades Pre-K- 2 http://nlvm.usu.edu/en/nav/grade_g_1.html

Differentiation Opportunities

Student can create their own fact triangles.

Assign students a number and ask them to create all the possible "missing number" problems then can for that number.

Heterogeneous student groups

Pull small groups for interventions and re-teaching

Refer to these problems as "puzzles" to increase motivation to try

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:20AM

Standard/Module: Proficiency with Addition and Subtraction.1.OA.5 (Week 1, 16 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.NBT.4
  1.NBT.5
  1.NBT.6

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Operations & Algebraic Thinking
1.OA Add and subtract within 20.

- 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Enduring Understandings

- Numbers follow a pattern
- Counting is sequential
- A collection of objects can be represented by a number
- Counting backwards and forwards from a given number can represent addition and subtraction

Essential Questions

How does counting on and counting backwards help you add and subtract?

Critical Content

- Counting on to add
- Counting backwards to subtract

Skills

Understand the relationship between counting on to add and counting backwards to subtract

Vocabulary

Tier 2:

- Addition,
- subtraction,
- counting on,
- counting backwards

Tier 3:

Stage 2: Assessment Evidence

Assessments

Addition and subtraction with counting on and counting backwards
Formative: Test: Written

10 problems to demonstrate counting on and counting backwards

Stage 3: Learning Plan

Learning Activities	Resources
▪ Count up or down from start to end number ▪ Build or decompose tens ▪ Decompose larger numbers into simpler terms (e.g., 8 ▪ becomes 5 and 3 or 4 and 4) ▪ Use manipulatives to model the building and decomposing ▪ of tens ▪ Use number lines to count forward and backward	▪ http://www.mathsisfun.com/numbers/addition.html ▪ http://www.aaastudy.com/add26ax1.htm ▪ http://mathplayground.com/flashcards_01.html

Differentiation Opportunities

Use "open number lines" for more advanced students

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:22AM

Standard/Module: Proficiency with Addition and Subtraction. 1.OA.6 (Week 1, 16 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.NBT.4
  1.NBT.5
  1.NBT.6

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Operations & Algebraic Thinking
1.OA Add and subtract within 20.

- 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).

Enduring Understandings

- Adding and subtracting within 10 fluently
- Adding and subtracting within 20 using multiple strategies

Essential Questions

Critical Content

- Counting on to add
- Counting backwards to subtract
- Making 10
- Decomposing a number leading to 10
- Related facts of addition and subtraction
- Using properties to construct and deconstruct to make an easier equation

Skills

- Fluency of addition and subtraction within 10
- Using multiple strategies to add and subtract within 20

Vocabulary

Tier 2:

- Addition,
- subtraction,
- counting on,
- counting backwards

	Tier 3:

Stage 2: Assessment Evidence

Assessments

Fluency of addition and subtraction
Formative: Performance: Skill Demonstration

- Timed assessment to demonstrate fluency of facts within 10
- 10 equations to demonstrate knowledge of addition and subtraction within 20

Stage 3: Learning Plan

Learning Activities	Resources
▪ Count up or down from start to end number ▪ Build or decompose tens ▪ Decompose larger numbers into simpler terms (e.g., 8 ▪ becomes 5 and 3 or 4 and 4) ▪ Use manipulatives to model the building and decomposing ▪ of tens ▪ Use number lines to count forward and backward	▪ http://www.mathsisfun.com/numbers/addition.html ▪ http://www.aaastudy.com/add26ax1.htm ▪ http://mathplayground.com/flashcards_01.html

Differentiation Opportunities

Use the "sprints" from the State Ed (Common Core Inc.) math modules. Create tiered sprints so that every kid is successful ands every kids has a challenge.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:23AM

Standard/Module: Proficiency with Addition and Subtraction.1.OA.7 (Week 1, 16 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Operations & Algebraic Thinking
1.OA Work with addition and subtraction equations.

- 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

Enduring Understandings	Essential Questions
▪ The equal sign means that the value on one side of the equation is the same as the value on the other side of the equation.	What is equality?

Critical Content

- Meaning of the equal sign
- Meaning of true and false

Skills	Vocabulary
▪ Compare numbers, quantities, and number sentences ▪ Determine if a number sentence containing addition or subtraction and an equal sign is true or false.	Tier 2: ▪ Addition, ▪ subtraction, ▪ equal, ▪ true, ▪ false Tier 3:

Stage 2: Assessment Evidence

Assessments

Comparing numbers and quantities
Formative: Test: Written

10 statements comparing numbers, quantities and number sentences.

Stage 3: Learning Plan

Learning Activities	Resources
• Use a balance to demonstrate equality (e.g. see-saw) • Model equivalency through manipulatives • Categorize equations as true or false • Apply prior knowledge of addition and subtraction rules to identify an unknown number (e.g., counting, making 10, modeling) • Apply the basic concepts of inverse operations, (e.g., 5 + ? = 9 can be rewritten as 9 – 5 = ?) • ensure that students see examples where the difference or sum is first: for example, 4 = 9- ? or 9 = 5 + ? • Interpret the equal sign to mean "the same as"	**http://www.aaastudy.com/add.htm** **http://www.mathsisfun.com/algebra/introduction.html** **http://mathplayground.com/AlgebraEquations.html**

Differentiation Opportunities

Use dry erase boards or high-gloss plastic page protectors with s graphic organizer inserted inside and dry-erase markers

Illustrate how the equal sign is like a "see-saw" for students who are struggling

Give advanced students more difficult numbers or three addends problems

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:25AM

Standard/Module: Proficiency with Addition and Subtraction.1.OA.8 (Week 1, 16 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.NBT.4
  1.NBT.5
  1.NBT.6
  1.MD.4

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Operations & Algebraic Thinking

1.OA Work with addition and subtraction equations.

- 8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Enduring Understandings

- The equal sign means that the value on one side of the equation is the same as the value on the other side of the equation.
- Use of fact families to find the missing component of an equation.

Essential Questions

- How can you use addition to help you solve subtraction problems?
- How can you use subtraction to help you solve addition problems?

Critical Content

- Fact families
- The relationship between addition and subtraction
- Use of drawings, objects, and equations
- Representation of a symbol for an unknown number
- meaning of the equal sign

Skills

- Solving for the unknown number

Vocabulary

Tier 2:

- Addition,
- subtraction,
- missing addend,
- equal,
- total

	Tier 3:

Stage 2: Assessment Evidence

Assessments

Addition and subtraction with unknown numbers
Formative: Test: Written

10 equations with both addition and subtraction using the unknown number in all positions.

Stage 3: Learning Plan

Learning Activities	Resources
• Use a balance to demonstrate equality (e.g. see-saw) • Model equivalency through manipulatives • Categorize equations as true or false • Apply prior knowledge of addition and subtraction rules to identify an unknown number (e.g., counting, making 10, modeling) • Apply the basic concepts of inverse operations (e.g., 5 + ? = 9 can be rewritten as 9 – 5 = ?) • Interpret the equal sign to mean "the same as", for example, 4 + 3 = 5 + 2, is interpreted as "4 + 3 is the same as 5 + 2"	**http://www.aaastudy.com/add.htm** **http://www.mathsisfun.com/algebra/introduction.html** **http://mathplayground.com/AlgebraEquations.html**

Differentiation Opportunities

Use dry erase boards or high-gloss plastic page protectors with s graphic organizer inserted inside and dry-erase markers

Illustrate how the equal sign is like a "see-saw" for students who are struggling

Give advanced students more difficult numbers or three addends problems

<< Previous Year

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:25AM

Standard/Module: Proficiency with Measurement and Data: 1.MD.2 (Week 1, 20 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%) 1.NBT.1, 1.NBT.2

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Measurement & Data

1.MD Measure lengths indirectly and by iterating length units.

- 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Enduring Understandings

- use of non-standard units of measure can be used to measure objects.
- In order to measure accurately, non-standard unit of measures must be laid end to end with no gaps or overlaps.

Essential Questions

- How does learning to use non-standard units of measure help you to understand the use of other tools to measure?

Critical Content

- non-standard units of measure
- length of objects
-

Skills

- Understand that the number of units used, represents the length of the object.
- express the length of objects using a non-standard unit of measure.
- Learn to use a non-standard unit of measure to measure objects by placing them end to

Vocabulary

Tier 2:

- length
- end to end
- overlaps
- gaps

Tier 3:

end without gaps or overlaps.	▪ non-standard unit of measure

Stage 2: Assessment Evidence

Assessments

measuring length with non-standard units
Formative: Test: Written

Student will use non-standard units of measure to measure the length of objects.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Measure a length of tape on the floor with three different nonstandard units of measure, i.e., craft sticks, color tiles, baby steps (template of a baby's foot), basketball step (template of a basketball player's foot) ▪ Measure an object drawn on paper using color tiles ▪ Place three objects of different lengths in order of size and ▪ compare the lengths of two of the objects by using the third object. For example, the blue stick is longer than the pencil but shorter than the string of yarn.	http://kids.aol.com/KOL/2/HomeworkHelp/Archive/homeworkhelp-jr-measurement http://pbskids.org/clifford/games/measuring_up.html http://www.zoodles.com/free-online-kids-games/first-1st-grade

Differentiation Opportunities

<< Previous Year

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:26AM

Standard/Module: Proficiency with NBT: 1.NBT.2 (Week 10, 30 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.MD.1
  1.MD.2

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Number & Operations in Base Ten
1.NBT Understand place value.

- 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 2a. 10 can be thought of as a bundle of ten ones — called a "ten."
- 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Enduring Understandings

- In our number system, numbers are grouped into tens
- The location of the digit in a number effects the value of the number.
- Numbers in different place values represent different amounts

Essential Questions

- How do the patterns in numbers assist when counting?
- Why do we group larger numbers into tens?
- What benefits are there to grouping objects by tens?

Critical Content

- 2-digit numbers

  *Tens and ones

- Number names
- teen numbers
- decade numbers
- ones

Skills

Vocabulary

▪ Bundling of ten ones to create a "ten"/Unbundle to show ten as ten "ones" ▪ Decompose a number into tens and ones ▪ Compose a number from a collection of tens and ones ▪ Limit numbers to two-digit numbers	Tier 2: ▪ Tens, ▪ ones, ▪ bundle, ▪ number names, ▪ decade numbers, ▪ two-digit numbers Tier 3:

Stage 2: Assessment Evidence

Assessments

composing and decomposing two-digit numbers
Formative: Test: Written

Demonstrate an understanding of composing and decomposing two-digit numbers using tens and ones through a drawing, model, manipulatives, or explanation

Stage 3: Learning Plan

Learning Activities	Resources
▪ Group unifix cubes into sets of tens and ones ▪ Match unifix cubes to corresponding numbers (11-19)—making sure they represent the "sets of tens" and the ones ▪ Count by tens while matching the set of "tens" to the corresponding number - i.e. 30= 3 sets of tens ▪ Use manipulatives to compare sets of objects as greater than, less than, or equal to	http://mrsgebauer.com/mathsites.html http://www.mathwire.com/numbersense/placevalue.html http://www.mathwire.com/numbersense/morepv.html

Differentiation Opportunities

Students often struggle with 11, 12, 13 because these numbers semantically, don't follow the same pattern as the rest of the teens (eg. four-teen, fif-teen, six-teen, etc.). Focus on these numbers more often in routines and practice.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:27AM

Standard/Module: Proficiency with NBT: 1.NBT.3 (Week 10, 30 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Number & Operations in Base Ten
1.NBT Understand place value.

- 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Enduring Understandings

- In our number system, numbers are grouped into tens
- The location of the digit in a number effects the value of the number.
- Numbers in different place values represent different amounts
- Two numbers can always be compared using the symbols >,=, and <.

Essential Questions

How does place value assist you to compare numbers quickly?

Critical Content

- 2-digit numbers
  - Tens and ones
- Number names
- Teen number
- decade numbers
- ones
- >,+, and <

Skills

- Decompose a number into tens and ones
- Understand the location of the digit in the number effects the value of the number

Vocabulary

Tier 2:

- <,
- =,

▪ Compare numbers using >,=, and <	▪ >, ▪ compare, ▪ tens, ▪ ones, ▪ digit Tier 3:

Stage 2: Assessment Evidence

Assessments

comparing numbers
Formative: Test: Written

Assess students' understanding of comparing numbers using <,=, and <

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use manipulatives to compare sets of objects as greater than, less than, or equal to ▪ Explain which of two two-digit numbers is *greater than, less than, or equal to* using hundreds chart, number line, place value mats, base ten blocks, number cards, unifix cubes, ten frames ▪ Write math sentences representing the relationship of the numbers from the activity above using the symbols greater than, less than or equal to (>,<,=)	http://mrsgebauer.com/mathsites.html http://www.mathwire.com/numbersense/placevalue.html http://www.mathwire.com/numbersense/morepv.html

Differentiation Opportunities

Use ten frames with different amounts to help students with comparisons. Create a mat where students can put ten frames on either side of a >, <, or =.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:28AM

Standard/Module: Proficiency in Measurement and Data: 1.MD.1 (Week 17, 4 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%) 1.NBT.3

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Measurement & Data
1.MD Measure lengths indirectly and by iterating length units.

- 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Enduring Understandings	Essential Questions
▪ The length of two objects can be compared by using a third object.	▪ How can a third object help you to indirectly measure the length of two objects?

Critical Content

- length of objects
- order based on length

Skills	Vocabulary
▪ comparing of objects based on length ▪ ordering of objects based on length	Tier 2: ▪ Ordering ▪ length ▪ compare Tier 3:

Stage 2: Assessment Evidence

Assessments

comparing objects based on length
Formative: Performance: Skill Demonstration

Students will compare the length of two objects by using a third object.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Measure a length of tape on the floor with three different nonstandard units of measure, i.e., craft sticks, color tiles, paper clips, baby steps (template of a baby's foot), basketball step (template of a basketball player's foot) ▪ Measure an object drawn on paper using color tiles ▪ Place three objects of different lengths in order of size and ▪ compare the lengths of two of the objects by using the third object. For example, the blue stick is longer than the pencil but shorter than the string of yarn.	http://kids.aol.com/KOL/2/HomeworkHelp/Archive/homeworkhelp-jr-measurement http://pbskids.org/clifford/games/measuring_up.html http://www.zoodles.com/free-online-kids-games/first-1st-grade

Differentiation Opportunities

Let students measure the same item with three different nonstandard units and generalize about the relationships between them.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:30AM

Standard/Module: Proficiency with Measurement and Data: 1.MD.4 (Week 17, 4 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%) 1.OA.1
  1.OA.2
  1.OA.8

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Measurement & Data

1.MD Represent and interpret data.

- 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Enduring Understandings

- Graphs and tables can be created to represent data.
- Graphs and tables can help you to interpret data easily

Essential Questions

- How can graphs help people interpret data?

Critical Content

- Graphs with three categories
- data points
- more and less in categories

Skills

- Create graphs and tables
- interpret graphs and tables
- ask and answer questions about data
- determining more and less when interpreting the graph or table

Vocabulary

Tier 2:

- Graph
- table
- data
- more
- less

Tier 3:

- pictographs
- bar graphs

Stage 2: Assessment Evidence

Assessments

Graphing
Formative: Test: Written

Students will organize, represent and interpret data with a graph consisting of up to three categories.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Given a data set, figure out ways to understand and represent the data ▪ Respond to a survey question and figure out ways to represent the data with tally marks, cubes, drawings, or other materials ▪ Develop their own survey questions and make a plan for gathering the data. They collect and record classmates' responses to their surveys.	http://www.zoodles.com/free-online-kidsgames/kindergarten_probability--statistics?source=nav_subjects http://nces.ed.gov/nceskids/createagraph/ http://kids.aol.com/KOL/2/HomeworkHelp/Archive/homeworkhelp-jr-math-graphs

Differentiation Opportunities

Use physical or pictoral representations that directly represent data to help students. For example, if the student takes a survey of how many dogs versus cats students in the class own, use stickers to represent the dogs and the cats. This may be easier for students to conceptualize at this age rather than only using numbers.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:31AM

Standard/Module: Proficiency with NBT: 1.NBT.1 (Week 21, 19 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 1.MD.1
  1.MD.2

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Number & Operations in Base Ten
1.NBT Extend the counting sequence.

- 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Enduring Understandings

- Numbers follow a pattern
- Counting is sequential
- Numbers in different place values represent different amounts
- Counting can begin from any number

Essential Questions

How does understanding the patterns in numbers assist when counting?

Critical Content

Numbers less than 120

Skills

Read, write and count numbers less than 120.

Vocabulary

Tier 2:

- Numeral names,

Tier 3:

Stage 2: Assessment Evidence

Assessments

read, write and count to 120
Formative: Performance: Skill Demonstration

- Assess student's ability to read, write and count to 120.

- Counting may need to be assessed one on one

Stage 3: Learning Plan

Learning Activities	Resources
▪ Group a collection of up to 120 objects into tens and ones ▪ Chant number sequences forward beginning at any number ▪ Write the corresponding numeral to develop an understanding of place value ▪ Use the number grid chart to see the position of numbers relative to each other ▪ Count from 0 to 120 and write the corresponding numerals	**http://mrsgebauer.com/mathsites.html** SMART lessons- masking the hundreds board

Differentiation Opportunities

Use hundreds boards to identify patterns across the number system

Place hundreds boards in high-glass plastic page protectors and have student mark off numbers for a given pattern

Use "masks" on the hundreds board to hide numbers so students have to figure out what numbers are missing in the hundreds board through logical reasoning.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:35AM

Standard/Module: Proficiency with NBT: 1.NBT.4 (Week 21, 19 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Number & Operations in Base Ten

1.NBT Use place value understanding and properties of operations to add and subtract.

- 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Enduring Understandings	Essential Questions
▪ In our number system, numbers are grouped into tens ▪ The location of the digit in a number effects the value of the number. ▪ Numbers in different place values represent different amounts ▪ When operating on two-digit numbers, ones are added to ones and tens are added to tens and sometimes it is necessary to compose a ten. ▪ Models and drawing enhance the understanding of addition and subtraction.	How does your knowledge of our number system help you to add groups of ten?

Critical Content

- 2-digit numbers

  *Tens and ones

- Number names
- teen numbers
- decade numbers
- ones
- representing the number with groups of ten in multiple ways using models, drawing and

manipulatives

Skills	Vocabulary
▪ Decompose a number into tens and ones ▪ Decomposing and composing a ten ▪ Understand the location of the digit in the number effects the value of the number ▪ Fluency with single digit arithmetic	Tier 2: ▪ tens, ▪ ones, ▪ digit, Tier 3: ▪ Making a ten,

Stage 2: Assessment Evidence

Assessments

adding and subtracting with two-digit numbers
Formative: Test: Written

Assess students' understanding of adding a two-digit number with a one-digit number and a two-digit number with a decade number

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use unifix cubes to add a two-digit number to a one-digit number and record the number sentence and new number ▪ Use unifix cubes to show subtraction of numbers with multiples of ten (i.e. 90-20, 70-30). Show the relationship of these numbers using manipulatives and pictures and then match it with numbers ▪ Using pictures or manipulatives, show the addition of a two-digit number and a one-digit number. Write or explain the thinking behind the work ▪ Use the number grid to add or subtract ten to any given number ▪ Orally express ten more or ten less than a given two-digit number ▪ Continue to count forward and backward by ones from any given number to develop fluency of numbers ▪ Continue to count forward by twos, fives, and tens to develop fluency of numbers	http://mrsgebauer.com/mathsites.html http://www.mathwire.com/numbersense/placevalue.html http://www.mathwire.com/numbersense/morepv.html

Differentiation Opportunities

Use place value chips, blocks, or mats. Also use hundreds boards and hundreds boards masks.

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Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:40AM

Standard/Module: Proficiency with NBT: 1.NBT.5 (Week 21, 19 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Number & Operations in Base Ten

1.NBT Use place value understanding and properties of operations to add and subtract.

- 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Enduring Understandings

- Finding 10 more or 10 less than a number is done by looking at the tens place of a two-digit number.
-

Essential Questions

- How does your knowledge of the tens place in a two-digit number help you to add and subtract 10 more and 10 less quickly?

Critical Content

- Ten more and ten less
- tens place
- mental math

Skills

- mentally find ten more and ten less
- explain how this was done

Vocabulary

Tier 2:

- mentally,
- tens,
- more
- less,
- two-digit number,
- explain

Tier 3:

Stage 2: Assessment Evidence

Assessments

ten more and ten less
Formative: Other: Teacher Observation

Students will demonstrate an understanding of finding ten more and ten less mentally and explain their reasoning.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use unifix cubes to add a two-digit number to a one-digit number and record the number sentence and new number ▪ Use unifix cubes to show subtraction of numbers with multiples of ten (i.e. 90-20, 70-30). Show the relationship of these numbers using manipulatives and pictures and then match it with numbers ▪ Using pictures or manipulatives, show the addition of a two-digit number and a one-digit number. Write or explain the thinking behind the work ▪ Use the number grid to add or subtract ten to any given number ▪ Orally express ten more or ten less than a given two-digit number ▪ Continue to count forward and backward by ones from any given number to develop fluency of numbers ▪ Continue to count forward by twos, fives, and tens to develop fluency of numbers	http://mrsgebauer.com/mathsites.html http://www.mathwire.com/numbersense/placevalue.html http://www.mathwire.com/numbersense/morepv.html

Differentiation Opportunities

Use a hundreds board so students can see the vertical and horizontal movement of adding or subtracting a given amount.

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Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:41AM

Standard/Module: Proficiency with NBT: 1.NBT.6 (Week 21, 19 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Number & Operations in Base Ten

1.NBT Use place value understanding and properties of operations to add and subtract.

- 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Enduring Understandings

- In our number system, numbers are grouped into tens
- The location of the digit in a number effects the value of the number
- Numbers in different place values represent different amounts
- Models and drawings enhance the understanding of addition and subtraction

Essential Questions

- How does your knowledge of our number system help you to subtract groups of ten?

Critical Content

- Multiple of ten
- decade numbers
- place value
- properties of operations
- Representing the number with groups of ten in multiple ways using models, drawings, and manipulatives.

Skills

- subtracting multiples of ten
- fluency with adding and subtracting with ten
- understanding properties of operations

Vocabulary

Tier 2:

place value, multiples of ten, decade numbers, ones, tens,

	Tier 3:

Stage 2: Assessment Evidence

Assessments

Subtracting Multiples of ten
Formative: Test: Written

Assess students understanding of subtracting multiples of ten from two-digit numbers including explanations of the strategies used.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use unifix cubes to add a two-digit number to a one-digit number and record the number sentence and new number ▪ Use unifix cubes to show subtraction of numbers with multiples of ten (i.e. 90-20, 70-30). Show the relationship of these numbers using manipulatives and pictures and then match it with numbers ▪ Using pictures or manipulatives, show the addition of a two-digit number and a one-digit number. Write or explain the thinking behind the work ▪ Use the number grid to add or subtract ten to any given number ▪ Orally express ten more or ten less than a given two-digit number ▪ Continue to count forward and backward by ones from any given number to develop fluency of numbers ▪ Continue to count forward by twos, fives, and tens to develop fluency of numbers	http://mrsgebauer.com/mathsites.html http://www.mathwire.com/numbersense/placevalue.html http://www.mathwire.com/numbersense/morepv.html

Differentiation Opportunities

Use hundreds boards so students can see the vertical and horizontal changes. This may work better for some students if each row of the hundreds board is a different color.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:43AM

Standard/Module: Proficiency with Measurement and Data: 1.MD.3 (Week 29, 3 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Measurement & Data

1.MD Tell and write time and money.

- 3. Tell and write time in hours and half-hours using analog and digital clocks.

Enduring Understandings	Essential Questions
▪ Time is measured in hour and half hour units ▪	▪ How does knowing how to tell time help you in everyday life?

Critical Content

- hours
- half hours
- analog clocks
- digital clocks

Skills	Vocabulary
▪ Telling time to the hour ▪ Telling time to the half hour ▪ Learn to read analog clocks ▪ Learn to read digital clocks ▪ Learn to write digital time	Tier 2: ▪ hours ▪ half hours ▪ minutes ▪ time Tier 3: ▪ analog clocks ▪ digital clocks

Stage 2: Assessment Evidence

Assessments

Telling time to the hour and half hour
Formative: Test: Written

Students will tell time to the hour and half hour

Stage 3: Learning Plan

Learning Activities	Resources
• Connect lines to match a digital clock and an analog clock that show the same time (to the hour or half hour) • Represent a time on an analog clock (to the hour or half hour). • Given a time on an analog clock write the time as it would be represented on a digital clock (to the hour or half hour)	**http://kids.aol.com/KOL/2/HomeworkHelp/Archive/homeworkhelp-jr-measurement** **http://www.zoodles.com/free-online-kids-games/first-1st-grade**

Differentiation Opportunities

Show students how a clock is like a curved number line that counts by 5's.

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Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:47AM

Standard/Module: Proficiency with Geometry:1.G.1 (Week 29, 3 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Geometry

1.G Reason with shapes and their attributes.

- 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.

Enduring Understandings

- Shapes can be identified by their defining and non-defining attributes
- Shapes can be drawn to illustrate their defining attributes.
- Shapes may look different, but may be the same shape

Essential Questions

- What can you change about a shape without changing its name?

Critical Content

- Defining attributes of shapes

  triangles are closed and have three sides

- Non-defining attributes of shapes

  color, orientation, and overall size

Skills

- Distinguish between defining and non-defining attributes of shapes
- build, draw, and compose shapes that possess defining attributes

Vocabulary

Tier 2:

- circle
- square
- rectangle
- triangle

	▪ hexagon Tier 3: ▪ defining attributes ▪ non-defining attributes

Stage 2: Assessment Evidence

Assessments

defining and non-defining attributes
Formative: Performance: Skill Demonstration

Students will demonstrate an understanding of defining and non-defining attributes

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use models of plane shapes to compare them to everyday ▪ objects ▪ Use attributes of shapes to sort them ▪ Identify shapes in a piece of art ▪ Use pattern blocks to combine shapes to make a new shape ▪ Use pattern blocks to identify how shapes can be broken apart to make smaller shapes and described by halves and fourths/quarters	http://www.mathcats.com/explore/polygonplayground.html http://www.mathplayground.com/geoboard.html

Differentiation Opportunities

Show students three shapes that have the same property and one that does not. Ask students to figure out which one doesn't belong and articulate why. Have students sort shapes by one particular attribute, then sort by another attribute and articulate which shapes have two categories, one category, and shapes that do not belong to either category.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:55AM

Standard/Module: Proficiency with Geometry: 1.G.2 (Week 29, 3 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Geometry

1.G Reason with shapes and their attributes.

- 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Enduring Understandings

- Shapes can be combined to create other shapes

Essential Questions

- When is it beneficial to see the whole shape and when is it beneficial to see the pieces that make up the larger shape?

Critical Content

- two-dimensional shapes
- three-dimensional shapes
- composite shapes
- properties of shapes
-

Skills

- compose two-dimensional and three-dimensional shapes
- Create composite from other shapes
- compose new shapes from composite shapes
-

Vocabulary

Tier 2:

- rectangle
- square
- trapezoid
- triangle
- half circle
- quarter circle

	▪ cube ▪ prism ▪ cone ▪ cylinder ▪ two-dimensional ▪ three-dimensional ▪ composite

Stage 2: Assessment Evidence

Assessments

Building shapes
Formative: Performance: Skill Demonstration

Students will create a given composite shape from a given set of two- and three-dimensional shapes

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use models of plane shapes to compare them to everyday ▪ objects ▪ Use attributes of shapes to sort them ▪ Identify shapes in a piece of art ▪ Use pattern blocks to combine shapes to make a new shape ▪ Use pattern blocks to identify how shapes can be broken apart to make smaller shapes and described by halves and fourths/quarters	http://www.mathcats.com/explore/polygonplayground.html http://www.mathplayground.com/geoboard.html

Differentiation Opportunities

Show students pictures of buildings, and other objects in the community or in nature and have them determine what shapes they can see. Put the photos in a high-gloss plastic page protector and outline the shapes with a dry-erase marker.

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 10:57AM

Standard/Module: Proficiency with Geometry: 1.G.3 (Week 29, 3 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%) 1.MD.NYS15% (Identify Coins, their names, and their value)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Geometry

1.G Reason with shapes and their attributes.

- 3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Enduring Understandings

- Wholes can be divided into equal shares
- Terminology can be used to describe equal shares such as quarters, halves and fourths
- The more shares you have, the smaller they become

Essential Questions

- How is the world of geometry connected to the world of numbers?

Critical Content

- Equal shares
- dividing a whole
- Part/whole relationships

Skills

- Divide circles and rectangles into two and four equal shares
- Describe the shares using the words halves, fourths and quarters
- Use phrases such as half of, fourth of and quarter of.

Vocabulary

Tier 2:

- half of
- quarter of
- fourth of
- halves
- fourths
- quarters
- equal
- shares

	▪ whole Tier 3:

Stage 2: Assessment Evidence

Assessments

Dividing shapes into equal shares
Formative: Test: Written

Students will demonstrate an understanding of equal shares by using terms such as half of, quarter of and fourth of.

Students will divide circles and rectangles into halves, fourths, and quarters.

Stage 3: Learning Plan

Learning Activities	Resources
▪ Use models of plane shapes to compare them to everyday ▪ objects ▪ Use attributes of shapes to sort them ▪ Identify shapes in a piece of art ▪ Use pattern blocks to combine shapes to make a new shape ▪ Use pattern blocks to identify how shapes can be broken apart to make smaller shapes and described by halves and fourths/quarters	http://www.mathcats.com/explore/polygonplayground.html http://www.mathplayground.com/geoboard.html

Differentiation Opportunities

Bring in concepts of symmetry to help (if it's half, one side must look like the other, for example).

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Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 1* / Grade 1 (Math Regional Curriculum)

Friday, October 12, 2012, 11:00AM

Standard/Module: Proficiency with measurement and data:1.MD.3NYS15% (Week 32, 8 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%)

1st grade proficiency map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 1st Grade , Measurement & Data

1.MD Tell and write time and money.

- Recognize and identify coins, their names, and their value.

Enduring Understandings

- Identify coins and their value

Essential Questions

- How does knowing the coin values help you in every day life?
- Why does the quantity of coins not reflect the value of the coins? (e.g. 1 quarter is worth more than 5 pennies)

Critical Content

- coin names
- coin values

Skills

- Identify coin names and their values

Vocabulary

Tier 2:

- quarter
- penny
- nickel
- dime
- dollar
- cents
- cent

Tier 3:

- $
- cent sign

Stage 2: Assessment Evidence

Assessments

coins
Formative: Test: Written

Students will identify coin names and their values

Stage 3: Learning Plan

Learning Activities	Resources
▪ Sort coins by their values ▪ Sort coins by size ▪ Count by 5's to count the value of nickels ▪ Count by 10's to count the value of dimes	www.ixl.com/**math** **www.aaamath.com/grade1.html** www.apples4theteacher.com › Math Games › Money United States Mint website: http://www.usmint.gov/education/

Differentiation Opportunities

Help students to determine which coin and the value by teaching them to look at the "tails" side which has features that are easier to distinguish than the"heads" side.

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