

# **Orange Public Schools**

Office of Curriculum & Instruction  
2019-2020 Mathematics Curriculum Guide



## **Newcomers Academy**

Grade 1 Mathematics

Pacing Guide

*2019-2020*

<b><u>Module 1: Sums and Differences</u></b>		
<b>Topic</b>	<b>Lesson</b>	<b>Lesson Objective/ Supportive Videos</b>
<b>Topic A:</b> Embedded Numbers and Decompositions	Lesson 1	Analyze and Describe embedded numbers (to 10) using 5-groups and number bonds <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 2	Reason about embedded numbers in varied configurations using number bonds. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 3	See and describe numbers of objects using 1 more within 5-group configurations. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic B:</b> Counting On from Embedded Numbers	Lesson 4	Represent situations with number bonds. Count from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 5	Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 6	Represent situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 7	Represent situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 8	Represent all the number pairs of 10 as number bond diagrams from a given scenario and generate all expressions equal to 10. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic C:</b> Addition Word Problems	Lesson 9	Solve unknown math stories by drawing, writing equations, and making statements of the solution. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 10	Solve math stories by drawing and using 5-group cards. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 11	Solve add to with change unknown math stories as a context for counting by drawing, writing equations, and making statements of the solution. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

Newcomers Academy Grade 1 Pacing Guide

<b>Topic C:</b> Addition Word Problems	Lesson 12	Solve add to with change unknown math stories using 5-group cards. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 13	Tell put together with result unknown, add to with result unknown, and add to with change unknown stories from equations. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic D:</b> Strategies for Counting On	Lesson 14	Count on up to 3 more using numeral and 5-group cards and fingers to track the change. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 15	Count on up to 3 more using numeral and 5-group cards and fingers to track the change. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 16	Count on to find the unknown part in missing addend equations such as $6 + \underline{\quad} = 9$ . Answer, "How many more to make 6, 7, 8, 9, and 10?" <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic E:</b> The Commutative Property of Addition and the Equal Sign	Lesson 17	Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 18	Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 19	Represent the same story scenario with addends repositioned (the commutative property). <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 20	Apply the commutative property to count on from a larger addend. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic F:</b> Development of Addition Fluency within 10	Lesson 21	Visualize and solve doubles and doubles plus 1 with 5-group cards. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 22	Look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 23	Look for and make use of structure on the addition chart by looking for and coloring problems with the same total. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 24	Practice to build fluency with facts to 10. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

Newcomers Academy Grade 1 Pacing Guide

<p><b>Topic G:</b> Subtraction as an Unknown Addend &amp; <b>Topic H:</b> Subtraction Word Problems</p>	Lesson 25	Solve add to with change unknown math stories with addition and relate to subtraction. Model with materials and write corresponding number sentences. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 30	Solve add to with change unknown math stories with drawings, relating addition and subtraction. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 28/29	Solve take from with result unknown math stories with math drawings, true number sentences and statements, using horizontal marks to cross off what is taken away. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>  Solve take apart with addend unknown math stories with math drawings, equations, and statements, circling the known part to find the unknown. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 31	Solve take from with change unknown math stories with drawings. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 32	Solve put together/take apart with addend unknown math stories. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<p><b>Topic I:</b> Decomposition Strategies for Subtraction</p>	Lesson 33	Model 0 less and 1 less pictorially and as subtraction number sentences. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 34	Model $n - n$ and $n - (n - 1)$ pictorially and as subtraction sentences. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 35	Relate subtraction facts involving fives and doubles to corresponding decompositions. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 36	Relate subtraction from ten to corresponding decompositions. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 37	Relate subtraction from nine to corresponding decompositions. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<p><b>Topic J:</b> Development of Subtraction Fluency Within 10</p>	Lesson 38	Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 39	Analyze the addition chart to create sets of related addition and subtraction facts. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

**Module 2: Introduction to Place Value through  
Addition and Subtraction within 20**

Topic	Lesson	Student Lesson Objective/ Supportive Videos
<b>Topic A:</b> Counting on or Making Ten to Solve Result Unknown and Total Unknown Problems	Lesson 1	Solve word problems with three addends, two of which make ten. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 2	Use the associative and commutative properties to make ten with three addends. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 3 & 4	Make ten when one addend is 9. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 6	Use the commutative property to make ten <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lessons 7 & 8	Make ten when one addend is 8 <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lessons 5 & 9	Compare efficiency of counting on and making ten when one addend is 8 or 9 <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 10	Solve problems with addends of 7, 8 or 9 <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic B:</b> Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems	Lesson 12	Solve word problems with subtraction of 9 from 10 <a href="https://www.youtube.com/watch?v=oo8aEztLMml">https://www.youtube.com/watch?v=oo8aEztLMml</a>
	Lesson 13	Solve word problems with a subtraction of 9 from 10 <a href="https://www.youtube.com/watch?v=8CitSBQQh80">https://www.youtube.com/watch?v=8CitSBQQh80</a>
	Lesson 14	Subtraction of 9 from teen numbers <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 15	Model subtraction of 9 from teen numbers <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

Newcomers Academy Grade 1 Pacing Guide

<p><b>Topic B:</b> Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems</p>	Lesson 16	Relate counting on to making ten and taking from ten <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 17	Model subtraction of 8 from teen numbers <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 18	Model subtraction of 8 from teen numbers <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 19	Compare the counting on technique and the take from 10 technique <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 20	Subtract 7, 8, and 9 from teen numbers <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 21	Share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<p><b>Topic C:</b> Strategies for Solving Change or Addend Unknown Problems</p>	Lesson 22	Solve word problems with unknown addends and relate counting on to the take from ten technique <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 23	Solve word problems with unknown changes involving addition and subtraction <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 25	Use understanding of the equal sign to find two different addends that add up to the same number <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<p><b>Topic D:</b> Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones</p>	Lesson 26	Using one ten as a unit to describe teen numbers using the format: one ten, (?) ones <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 27	Solve addition and subtraction problems by thinking of teen numbers as 1 ten and some ones <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 28	Solve addition problems using ten as a unit, write two-step solutions <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 29	Solve subtraction problems using ten as a unit, write two-step solutions <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

**Module 3: Ordering and Comparing Length Measurements as Numbers**

Topic	Lesson	Student Lesson Objective/ Supportive Videos
<b>Topic A:</b> Indirect Comparison in Length Measurement	Lesson 1	Compare length directly and consider the importance of aligning end-points  <a href="https://www.youtube.com/watch?v=47MnZV6jo74&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC">https://www.youtube.com/watch?v=47MnZV6jo74&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC</a>
	Lesson 2	Compare length using indirect comparison by finding objects longer than, shorter than, and equal in length to that of a string  <a href="https://www.youtube.com/watch?v=n6h8qNI9K0s&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=2">https://www.youtube.com/watch?v=n6h8qNI9K0s&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=2</a>
	Lesson 3	Order three lengths using indirect comparison.  <a href="https://www.youtube.com/watch?v=t_WQWtPLfHI&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=3">https://www.youtube.com/watch?v=t_WQWtPLfHI&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=3</a>
<b>Topic B:</b> Standard Length Units	Lesson 4	Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps.  <a href="https://www.youtube.com/watch?v=AvoB3V0zwGA&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=4">https://www.youtube.com/watch?v=AvoB3V0zwGA&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=4</a>
	Lesson 5	Rename and measure with centimeter cubes, using their standard unit name of centimeters  <a href="https://www.youtube.com/watch?v=eYKOcSGpXLI&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=5">https://www.youtube.com/watch?v=eYKOcSGpXLI&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=5</a>
	Lesson 6	Order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving compare with difference unknown word problems.  <a href="https://www.youtube.com/watch?v=Rv8zVuajJFY&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=6">https://www.youtube.com/watch?v=Rv8zVuajJFY&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=6</a>

Newcomers Academy Grade 1 Pacing Guide

<b>Topic C:</b> Non-Standard and Standard Length Units	Lesson 7	Measure the same objects from Topic B with different nonstandard units simultaneously to see the need to measure with a consistent unit.  <a href="https://www.youtube.com/watch?v=OCI6erDDryM&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=7">https://www.youtube.com/watch?v=OCI6erDDryM&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=7</a>
	Lesson 8	Understand the need to use the same units when comparing measurements with others  <a href="https://www.youtube.com/watch?v=07KPutIHkYw&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=8">https://www.youtube.com/watch?v=07KPutIHkYw&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC&amp;index=8</a>
	Lesson 9	Answer compare with difference unknown problems about lengths of two different objects measured in centimeters  <a href="https://www.youtube.com/watch?v=iyagzy05G8c&amp;index=9&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC">https://www.youtube.com/watch?v=iyagzy05G8c&amp;index=9&amp;list=PLvolZqLMhJmk7mcZ7SxjWhYG1YISZ4oYC</a>



**Module 4: Place Value, Comparison,  
Addition and Subtraction to 40**

Topic	Lesson	Student Lesson Objective/ Supportive Videos
<b>Topic A:</b> Tens and Ones	Lesson 1	Compare the efficiency of counting by ones and counting by tens <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 2	Use the place value chart to record and name tens and ones within a two-digit number <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 3	Interpret two-digit numbers as either tens and some ones or as all ones. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 4	Write and interpret two-digit numbers as addition sentences that combine tens and ones <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 5	Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 6	Use dimes and pennies as representations of tens and ones <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic B:</b> Comparison of Two-Digit Numbers	Lesson 7	Compare two quantities, and identify the greater or lesser of the two given numerals. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 8	Compare quantities and numerals from left to right <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 9 & 10	Use the symbols $>$ , $=$ , and $<$ to compare quantities and numerals <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic C:</b> Addition and Subtraction of Tens	Lesson 11	Add and subtract tens from a multiple of 10. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 12	Add tens to a two-digit number. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

Newcomers Academy Grade 1 Pacing Guide

<p><b>Topic D:</b> Addition of Tens or Ones to a Two-Digit Number</p>	Lesson 13 &14	Use counting on and the make ten strategy when adding across a ten.  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 15	Use single-digit sums to support solutions for analogous sums to 40  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 16 &17	Add ones and ones or tens and tens  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 18	Share and critique peer strategies for adding two-digit numbers.  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<p><b>Topic E:</b> Varied Problem Types within 20</p>	Lesson 19	Use tape diagrams as representations to solve put together/take apart with total unknown and add to with result unknown word problems.  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 20 &21	Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 22	Write word problems of varied types  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 22	Write word problems of varied types  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<p><b>Topic F:</b> Addition of Tens and Ones to a Two-Digit Number</p>	Lesson 23	Interpret two-digit numbers as tens and ones, including cases with more than 9 ones  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 24 &25	Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

Newcomers Academy Grade 1 Pacing Guide

<b>Topic F:</b> Addition of Tens and Ones to a Two-Digit Number	Lesson 26 &27	Add a pair of two-digit numbers when the ones digits have a sum greater than 10  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 26 &27	Add a pair of two-digit numbers when the ones digits have a sum greater than 10  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 28-29	Add a pair of two-digit numbers with varied sums in the ones  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

**Module 5: Identifying, Composing, and Partitioning Shapes**

<b>Topic</b>	<b>Lesson</b>	<b>Student Lesson Objective/ Supportive Videos</b>
<b>Topic A:</b> Attributes of Shapes	Lesson 1	Classify shapes based on defining attributes using examples, variants, and non-examples. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 2	Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 3	Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic B:</b> Part–Whole Relationships Within Composite Shapes	Lesson 4	Create composite shapes from two-dimensional shapes <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 5	Compose a new shape from composite shapes <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 6	Create a composite shape from three-dimensional shapes and describe the composite shape using shape names and positions <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic C:</b> Halves and Quarters of Rectangles and Circles	Lesson 7	Name and count shapes as parts of a whole, recognizing relative sizes of the parts <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 8 & 9	Partition shapes and identify halves and quarters of circles and rectangles <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic D:</b> Application of Halves to Tell Time	Lesson 10	Construct a paper clock by partitioning a circle and tell time to the hour <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 11	Recognize halves within a circular clock face and tell time to the half-hour <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 12	Recognize halves within a circular clock face and tell time to the half-hour <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 13	Recognize halves within a circular clock face and tell time to the half-hour <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

**Module 6: Place Value, Comparison Addition and Subtraction to 10**

Topic	Lesson	Student Lesson Objective/ Supportive Videos
<b>Topic A:</b> Comparison Word Problems	Lesson 1	Solve compare with difference unknown problem types.  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 2	Solve compare with bigger or smaller unknown problem types  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
<b>Topic B:</b> Numbers to 120	Lesson 3	Use the place value chart to record and name tens and ones within a two-digit number up to 100. Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 4	Write and interpret two-digit numbers to 100 as addition sentences that combine tens and ones  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 5 & 6	Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number within 100. Use the symbols $>$ , $=$ , and $<$ to compare quantities and numerals to 100.  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 7	Count and write numbers to 120. Use Hide Zero cards to relate numbers 0 to 20 to 100 to 120.  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 8	Count to 120 in unit form using only tens and ones. Represent numbers to 120 as tens and ones on the place value chart.  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 9	Represent up to 120 objects with a written numeral.  <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>

<p><b>Topic C:</b> Addition to 100 using Place Value Understanding</p>	Lesson 11	Add a multiple of 10 to any two-digit number within 100. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 12	Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10 <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 13 &14	Add a pair of two-digit numbers when the ones digits have a sum greater than 10 using decomposition. <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a> <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a>
	Lesson 15-17	Add a pair of two- digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below.
	Lesson 16-17	Add a pair of two- digit numbers when the ones digits have a sum greater than 10 with drawing. Record the total below.
<p><b>Topic D:</b> Varied Place Value Strategies for Addition to 100</p>	Lesson 18	Add a pair of two-digit numbers with varied sums in the ones and compare the results of different recording methods.
	Lesson 19	Solve and share strategies for adding two-digit numbers with varied sums.
<p><b>Topic E:</b> Coins and Their Values</p>	Lesson 20	Identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels.
	Lesson 21	Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes.
	Lesson 22	Identify varied coins by their image, name, or value. Add one cent to the value of any coin.
	Lesson 23	Count on using pennies from any single coin.
	Lesson 24	Use dimes and pennies as a representation of numbers to 120.

Newcomers Academy Grade 1 Pacing Guide

<b>Topic F:</b> Varied Problem Types Within 20	Lesson 25-26	Solve compare with bigger or smaller unknown problem types.
	Lesson 27	Share and critique peer strategies for solving problems of varied types.
<b>Topic G:</b> Culminating Experiences	Lesson 28-29	Celebrate progress in fluency with adding and subtracting within 10 (and 20).
	Lesson 30	Create folder covers for work to be taken home illustrating the year's learning.

<b>Modifications</b>	
<b>Special Education/ 504:</b>	<b>English Language Learners:</b>
<ul style="list-style-type: none"> <li>-Adhere to all modifications and health concerns stated in each IEP.</li> <li>-Give students a Menu, allowing students to pick assignments from different levels based on difficulty.</li> <li>-Accommodate Instructional Strategies: reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), handouts, definition list with visuals, extended time</li> <li>-Allow students to demonstrate understanding of a problem by drawing the picture of the answer and then explaining the reasoning orally and/or in writing , such as Read-Draw-Write</li> <li>-Provide breaks between tasks, use positive reinforcement, use proximity</li> <li>-Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum by using manipulatives</li> <li>-Common Core Approach to Differentiate Instruction: Students with Disabilities (<a href="#">pg 17-18</a>)</li> <li>-<a href="#">Strategies for Students with 504 Plans</a></li> </ul>	<ul style="list-style-type: none"> <li>- Use manipulatives to promote conceptual understanding and enhance vocabulary usage</li> <li>- Provide graphic representations, gestures, drawings, equations, realia, and pictures during all segments of instruction</li> <li>- During i-Ready lessons, click on “Español” to hear specific words in Spanish</li> <li>- Utilize graphic organizers which are concrete, pictorial ways of constructing knowledge and organizing information</li> <li>- Use sentence frames and questioning strategies so that students will explain their thinking/ process of how to solve word problems</li> <li>- Utilize program translations (if available) for L1/ L2 students</li> <li>- Reword questions in simpler language</li> <li>- Make use of the ELL Mathematical Language Routines (click <a href="#">here</a> for additional information)</li> <li>-Scaffolding instruction for ELL Learners</li> <li>-Common Core Approach to Differentiate Instruction: Students with Disabilities (<a href="#">pg 16-17</a>)</li> </ul>
<b>Gifted and Talented:</b>	<b>Students at Risk for Failure:</b>
<ul style="list-style-type: none"> <li>- Elevated contextual complexity</li> <li>- Inquiry based or open ended assignments and projects</li> <li>- More time to study concepts with greater depth</li> <li>- Promote the synthesis of concepts and making real world connections</li> <li>- Provide students with enrichment practice that are imbedded in the curriculum such as:                             <ul style="list-style-type: none"> <li>● Application / Conceptual Development</li> <li>● Are you ready for more?</li> </ul> </li> <li>- Common Core Approach to Differentiate Instruction: Students with Disabilities (<a href="#">pg. 20</a>)</li> <li>- Provide opportunities for math competitions</li> <li>- Alternative instruction pathways available</li> </ul>	<ul style="list-style-type: none"> <li>- Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum</li> <li>- Modify Instructional Strategies, reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), inclusion of more visuals and manipulatives, Field Trips, Google Expeditions, Peer Support, one on one instruction</li> <li>- Assure constant parental/ guardian contact throughout the year with successes/ challenges</li> <li>- Provide academic contracts to students/ guardians</li> <li>- Create an interactive notebook with samples, key vocabulary words, student goals/ objectives.</li> <li>- Always plan to address students at risk in your learning tasks, instructions, and directions. Try to anticipate where the needs will be and then address them prior to lessons.</li> <li>-Common Core Approach to Differentiate Instruction: Students with Disabilities (<a href="#">pg 19</a>)</li> </ul>



### 21st Century Life and Career Skills:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<https://www.state.nj.us/education/cccs/2014/career/9.pdf>

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| <ul style="list-style-type: none"><li>● <b>CRP1.</b> Act as a responsible and contributing citizen and employee.</li><li>● <b>CRP2.</b> Apply appropriate academic and technical skills.</li><li>● <b>CRP3.</b> Attend to personal health and financial well-being.</li><li>● <b>CRP4.</b> Communicate clearly and effectively and with reason.</li><li>● <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions.</li><li>● <b>CRP6.</b> Demonstrate creativity and innovation.</li></ul> | <ul style="list-style-type: none"><li>● <b>CRP7.</b> Employ valid and reliable research strategies.</li><li>● <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>● <b>CRP9.</b> Model integrity, ethical leadership and effective management.</li><li>● <b>CRP10.</b> Plan education and career paths aligned to personal goals.</li><li>● <b>CRP11.</b> Use technology to enhance productivity.</li><li>● <b>CRP12.</b> Work productively in teams while using cultural global competence.</li></ul> |
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**Students are given an opportunity to communicate with peers effectively, clearly, and with the use of technical language. They are encouraged to reason through experiences that promote critical thinking and emphasize the importance of perseverance. Students are exposed to various mediums of technology, such as digital learning, calculators, and educational websites.**

## Technology Standards:

All students will be prepared to meet the challenge of a dynamic global society in which they participate, contribute, achieve, and flourish through universal access to people, information, and ideas.

<https://www.state.nj.us/education/cccs/2014/tech/>

### 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.
- B. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E. **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use of information.
- F. **Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- A. **The Nature of Technology: Creativity and Innovation-** Technology systems impact every aspect of the world in which we live.
- B. **Technology and Society:** Knowledge and understanding of human, cultural, and societal values are fundamental when designing technological systems and products in the global society.
- C. **Design:** The design process is a systematic approach to solving problems.
- D. **Abilities in a Technological World:** The designed world in a product of a design process that provides the means to convert resources into products and systems.
- E. **Computational Thinking: Programming-** Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

<b>Interdisciplinary Connections:</b>	
<b>English Language Arts:</b>	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.