

Big Idea: Establishing routines							
<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 1: Establishing routines</i> <i>Time Frame: September to September 25</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can we establish routines?	<ul style="list-style-type: none"> To introduce the count-the-days-of-school and job management routines To introduce number line routines and to provide practice counting up on the number line To introduce and provide practice using mathematical tools for drawing and counting To provide practice finding the number that is 1 more or 1 less than a given number To provide practice comparing numbers 	<ul style="list-style-type: none"> Daily routines Investigating the number line Tools for doing mathematics Number writing practice One more, one less Comparing numbers Recording tally counts Investigating equally likely outcomes Working in small groups Exploring math materials Weather and temperature routines Number stories 	Base ten blocks, calendar, date, degree, exploration, Fahrenheit, geo board, number line, number story, pattern block template, slate, tally mark, temperature, thermometer, tool kit	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 1 test: Thursday 9/24</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3</p>	Everyone's Math

	<ul style="list-style-type: none"> ● To introduce tally marks for data representation ● To provide experiences with equal chance events ● To introduce calendar as a device for keeping track of the days in a month ● To discuss and provide practice with rules for working in small groups ● To introduce explorations with manipulative materials ● To introduce the routines for recording the day's weather and approximate temperature and to teach how a thermometer works ● To provide practice telling and solving number stories 				<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</p>		
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					<p>others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Conventions of Standard English:</p> <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none">3. Apply knowledge of language to understand how language	
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Big Idea: Everyday Uses of Numbers							
<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 2: Everyday uses of numbers</i> <i>Time Frame: September 28-October 16</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can we figure out everyday uses for numbers?	<ul style="list-style-type: none"> To provide practice counting up and back on the number grid To guide exploration of the uses of numbers and introduce the parts of telephone numbers To guide exploration of the complements of 10 and introduce 10 frames To introduce the need for unit labels for numbers and to introduce calculators To introduce the analog clock To introduce the division of the day into AM and PM To introduce pennies and cents notation and 	<ul style="list-style-type: none"> Number grids Numbers all around Complements of 10 Unit labels for numbers Analog clocks Telling time to the hour Exploring lengths, straightedges and dominoes Pennies Nickels Counting pennies and nickels Subtraction number models Number stories 	Add, AM, analog clock, cent, clockwise, estimate, hour hand, is equal to, math boxes, midnight, minus, minute hand, nickel, noon, number grid, number model, penny, plus, PM, ruler, subtract, ten frame, unit, unit box	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 2 test: Tuesday 10/21</p> <p>Unit 2 project due: Tuesday 10/14</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1</p> <p>1.OA.2</p> <p>1.OA.3</p> <p>1.OA.4</p> <p>1.OA.5</p> <p>1.OA.6</p> <p>1.OA.7</p> <p>1.OA.8</p> <p>1.NBT.1</p> <p>1.NBT.2</p> <p>1.NBT.2 a</p> <p>1.NBT.2 b</p> <p>1.NBT.2 c</p> <p>1.NBT.3</p> <p>1.NBT.4</p> <p>1.NBT.5</p> <p>1.NBT.6</p> <p>1.MD.1</p> <p>1.MD.2</p> <p>1.MD.3</p> <p>1.MD.4</p> <p>1.G.1</p> <p>1.G.2</p> <p>1.G.3</p>	Everyday Math

	<p>provide practice drawing straight lines with a straightedge</p> <ul style="list-style-type: none"> ● To introduce nickels and to provide practice exchanging pennies for nickels ● To provide practice finding the values of combinations of nickels and pennies ● To introduce number models for change-to-more situations ● To broaden experiences with extending number models to include change-to-less situations ● To provide practice making up and solving number stories ● To review counting money ● To provide opportunities to find the sum of 				<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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	<p>three 1-digit numbers</p>				<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</p>		
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					<p>others' ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas:</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Conventions of Standard English:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how language</p>	
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Big Idea: Visual patterns, number patterns and counting

<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 3: Visual patterns, number patterns and counting</i> <i>Time Frame: October 19-November 13</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can we figure out patterns with numbers?	<ul style="list-style-type: none"> To guide the exploration and extension of visual patterns To guide exploration of even and odd numbers To guide exploration of skip counting patterns on the number grid To guide exploration of even and odd numbers, covering shapes with pattern blocks, and continuing repeating patterns To introduction addition and subtraction on the number line To review basic concepts of telling time and to provide practice 	<ul style="list-style-type: none"> Visual patterns Even and odd number patterns Number grid patterns Exploring number patterns, shapes and patterns Counting on the number line Adding and subtracting on the number line Telling time to the half hour Introduction to the frames and arrows routine More frames and arrows problems Counting with a calculator Dimes Counting dimes, nickels and pennies Data day 	Arrow, arrow rule, column, decimal point, dime, dollars and cents notation, even number, frame, frames and arrows diagram, half past, line plot, negative number, number line, odd number, pattern, program, row	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 3 test: Thursday 11/20</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3</p>	Everyo y Math

	<p>telling time to the hour and half hour</p> <ul style="list-style-type: none"> ● To introduce the frames and arrows routine ● To introduce the frames and arrows routine in which the arrow rule is missing ● To introduce counting up and back on the calculator ● To introduce the dime, dollar and cents notation and provide practice exchanging pennies, nickels and dimes ● To introduce line plots ● To explore domino-dot patterns and to provide practice for all basic addition facts 	<ul style="list-style-type: none"> ● Domino addition 			<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</p>		
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Big Idea: Measurement and facts							
<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 4: Measurement and facts</i> <i>Time Frame: November 16-December 11</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can you measure objects?	<ul style="list-style-type: none"> To introduce the math message routine, review thermometers, and reading temperatures to the nearest two degrees To provide practice measuring and comparing lengths using nonstandard units To provide practice measuring with a nonstandard unit of length and measuring to the nearest inch To provide practice estimating and measuring the lengths of objects in inches To review telling time on the hour and half hour and 	<ul style="list-style-type: none"> Math message and reading a thermometer Nonstandard linear measures Personal foot and standard foot The inch The 6-inch ruler Measuring with a tape measure Exploring data, shapes and base 10 blocks Telling time on the quarter hour Timelines Number scrolls Introducing fact power Good fact habits and making ten 	Addition facts, arm span, bar graph, cubit, degree, digit, doubles facts, estimate, fact power, Fahrenheit, feet, foot, half past, hand, hand span, inch, length, math message, measure, quarter after, quarter to, quarter past, scroll, standard foot, sum, tape measure, temperature, thermometer, timeline, turn around fact, typical, unit, yard	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 4 test: Friday 12/12</p> <p>Unit 4 project due: Monday 12/1</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3</p>	Everyo y Math

	<p>introduce telling to the quarter hour</p> <ul style="list-style-type: none"> ● To facilitate the investigation of timelines ● To introduce scrolls and to provide opportunities to make a number scroll for numbers to 100 and beyond ● To introduce addition facts, fact power, turn around facts and doubles facts ● To provide practice with addition facts and to introduce and provide practice with the making ten addition strategy 				<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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Big Idea: Place value, number stories and basic facts

<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 5: Place value, number stories, and basic facts</i> <i>Time Frame: December 14-January 15</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can you solve number stories?	<ul style="list-style-type: none"> To provide experiences with place value concepts for tens and ones To provide experiences investigating place value digit patterns To introduce relation symbols $>$, $<$, $=$ To develop the concept of area by counting units and to provide experience weighing objects with a pan balance and rational counting To introduce addition of 2-digit numbers To provide practice with more than and less than 	<ul style="list-style-type: none"> Place value: tens and ones Place value with calculators Relations: greater than, less than and equal to Exploring area, weight and counting Animal weights More than and less than number stories Solving number stories Dice sums Facts using doubles Fact strategy review “What’s My rule?” Applying rules 	Area, base 10 blocks, cubes, difference, digit, doubles plus 1 fact, doubles plus 2 fact, flat, function machine, hundreds, is less than, is more than, longs, multiple of 10, ones place, pan balance, rule, tens place	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 5 test: Friday 1/16</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3</p>	Everyday Mathematics

	<ul style="list-style-type: none"> ● To introduce number stories that involve finding differences ● To provide practice making up and solving a variety of number stories involving relations, addition and subtraction ● To provide experience with sums generated by rolling pairs of dice ● To provide opportunities for children to explore and practice doubles plus 1 and doubles plus 2 facts ● To review various addition fact strategies and to provide practice with addition facts with sums to 20 ● To introduce “What’s my rule?” routine ● To provide experiences with finding the output 				<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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	<p>for given rules and input numbers</p>			<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</p>		
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					<p>others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Conventions of Standard English:</p> <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none">3. Apply knowledge of language to understand how language	
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					<p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		
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Big Idea: Developing fact power							
<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 6: Developing fact power Time Frame: January 18-February 9</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can you use fact families and fact triangles?	<ul style="list-style-type: none"> To provide experience exploring patterns in sums of two dice, and to introduce the addition/subtraction facts table To introduce name collection boxes as devices for collecting equivalent names for numbers To introduce addition/subtraction fact families To introduce fact triangles To provide experiences revisiting the relationship between addition and subtraction To introduce the centimeter as a unit of measure in 	<ul style="list-style-type: none"> The addition/subtraction facts table Equivalent names Fact families Fact triangles Using strategies to solve subtraction facts The centimeter Exploring pattern blocks, addition facts and triangles Addition facts practice with “What’s my rule?” Quarters Digital clocks Introducing My Reference Book Data landmarks 	Addition/subtraction facts table, centimeter, cm, digital clock, equivalent names, fact families, fact triangle, metric system, middle value, My Reference Book, name collection box, quarter, range, table of contents	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 6 test: Monday 2/9</p> <p>Unit 6 project due: Wednesday 2/4</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3</p>	Everyday Math

	<p>the metric system and to provide experience measuring and drawing line segments to the nearest centimeter</p> <ul style="list-style-type: none"> • To develop readiness for fractions and to provide practice with addition facts and exploration of various shapes of triangles • To provide an extension for the “What’s my rule?” routine which includes finding missing input numbers • To provide experience finding the value of collections of quarters, dimes, nickels and pennies and showing money amounts with coins • To provide experiences identifying the number of 				<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <ol style="list-style-type: none"> 1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, 		
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	<p>minutes around the face of an analog clock and to introduce digital time</p> <ul style="list-style-type: none"> • To introduce My Reference Book • To introduce the statistical landmarks range and middle value and to provide practice collecting data and making bar graphs 				<p>well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge:</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences. <p>Comprehension and Collaboration:</p>		
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					<ol style="list-style-type: none">1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Conventions of Standard English:</p> <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
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					<p>2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing.</p> <p>Knowledge of Language:</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		
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Big Idea: Geometry and Attributes							
<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 7: Geometry and attributes Time Frame: February 10-March 9</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can you find the characteristics of a shape?	<ul style="list-style-type: none"> To reinforce sorting attributes blocks according to attribute rules To reinforce sorting by attribute rules To guide the identification of plane shapes and to facilitate investigating some of their characteristics To extend children's familiarity with polygons To guide the identification of spheres, cylinders, rectangular prisms and investigate their characteristics To guide the identification of pyramids, cones 	<ul style="list-style-type: none"> Attribute rules Exploring attributes, designs, and fact patterns Pattern block and template shapes Making polygons Spheres, cylinders and rectangular prisms Pyramids, cones and cubes Symmetry 	Attribute, circle, cone, corner, cube, cylinder, face, hexagon, polygon, pyramid, rectangle, rectangular prism, rhombus, side, sphere, square, square corner, surface, symmetry, symmetrical, sphere, trapezoid, triangle	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 7 test: Monday 3/9</p> <p>Unit 7 project due: Monday 3/2</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3</p>	Everyday Mathematics

	<p>and cubes and investigate their characteristics</p> <ul style="list-style-type: none"> • To facilitate the exploration of symmetrical shapes 			<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</p>	
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					<p>others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Conventions of Standard English:</p> <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none">3. Apply knowledge of language to understand how language		
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					<p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		
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Big Idea: Mental arithmetic, money and fractions

<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 8: Mental Arithmetic, money and fractions</i> <i>Time Frame: March 10-April 1</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can you use money in real life?	<ul style="list-style-type: none"> To review, reinforce and assess skills associated with counting and exchanging coins To reinforce an understanding of money, to introduce dollars, and facilitate the use of money to explore place value To extend place value concepts to hundreds To provide practice solving number stories that involve addition and subtraction To develop the use of counting up as a strategy for making change 	<ul style="list-style-type: none"> Money Dollars Place value: hundreds, tens and ones Application: Shopping at the school store Making change Equal shares Fractions Sharing pennies Exploring fractional parts and addition facts 	Decimal point, equal parts, fourths, fractions, fractional part, halves, hundreds, hundreds place, near doubles, ones, ones place, tens, tens place, thirds, to make change, whole	Unit test progress checks, homework, classwork, weekly quizzes, small group work Unit 8 test: Wednesday 4/1	Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.	1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3	Everyo y Math

	<ul style="list-style-type: none"> ● To guide exploration of dividing regions into equal parts ● To guide further understanding of fractional parts of a whole, and introduce unit fraction notation ● To introduce finding fractional parts of collections ● To guide exploration of the relationship between multiples and fractions 				<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</p>		
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					<p>others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Conventions of Standard English:</p> <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none">3. Apply knowledge of language to understand how language	
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					<p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		
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Big Idea: Place value and fractions							
<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 9: Place value and fractions</i> <i>Time Frame: April 1-May 4</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can we find place value?	<ul style="list-style-type: none"> To provide experiences counting by 1s and 10s on the number grid To provide opportunities to develop proficiency in adding and subtracting 10s To reinforce counting, adding and subtracting with 10s and 1s using number grid patterns To provide practice adding and subtracting 2 digit numbers To provide experiences comparing capacities of containers, creating a symmetrical 	<ul style="list-style-type: none"> Tens and ones patterns on the number grid Adding and subtracting tens Number grid puzzles Adding and subtracting 2 digit numbers Exploring capacity, symmetry and height Fractional parts of the whole Comparing fractions Many names for fractional parts 	Denominator, number grid puzzles, numerator	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 9 test: Monday 5/4</p> <p>Unit 9 project due: Monday 4/27</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3</p>	Everyo y Math

	<p>design and making a second height measurement</p> <ul style="list-style-type: none"> • To review fraction concepts, and to provide experiences using region models to compare fractions • To introduce the idea that fractional parts of a whole have many names 			<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</p>		
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					<p>others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Conventions of Standard English:</p> <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none">3. Apply knowledge of language to understand how language	
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					<p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		
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Big Idea: Year end review and assessment							
<i>Content: Math</i>		<i>Grade: First</i>			<i>Unit 10: Review Time Frame: May 4-May 29</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
How can you measure objects, count money and tell time?	<ul style="list-style-type: none"> To provide experiences with making a line plot and finding the typical values of a set of data To review telling time and calculate elapsed time To review showing amounts of money with counts and to provide experiences with solving number stories involving addition of 2 digit numbers To provide experiences with solving comparison number stories and calculating amounts of change from purchases 	<ul style="list-style-type: none"> Data day: end of year heights Telling time Mental arithmetic: using a vending machine poster Mental arithmetic Year end geometry Thermometers and temperatures Place value, scrolls and number grids 	Place value, number grid, money, clock, time, elapsed time	<p>Unit test progress checks, homework, classwork, weekly quizzes, small group work</p> <p>Unit 10 test (final): finals week</p>	<p>Key Ideas and Details:</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure:</p> <ol style="list-style-type: none"> Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. Assess how point of view or purpose shapes the content and style of a text. 	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.2 1.NBT.2 a 1.NBT.2 b 1.NBT.2 c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.2 1.G.3</p>	Everyday Math

	<ul style="list-style-type: none"> ● To review the names and some of the characteristics of polygons, as well as the names of basic 3 dimensional shapes ● To review reading temperatures in degrees ● To review place value through hundreds 				<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Text Types and Purposes:</p> <p>1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
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					<p>Production and Distribution of Writing:</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Comprehension and Collaboration:</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations</p>		
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					<p>with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none">4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Conventions of Standard English:</p> <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization and punctuation, and spelling when writing. <p>Knowledge of Language:</p>		
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					<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use:</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		
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