Math Grade 1

Length of Course: Term
Elective/Required: Required
Schools: Elementary
Eligibility: Grade 1
Credit Value: N/A
Date Approved: August 27, 2018
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</tbody>
</table>
# Unit 1: Building Numbers and Solving Story Problems

## Cluster Standards

- **1.OA.A** Represent and solve problems involving addition and subtraction
- **1.OA.C** Add and subtract within 20
- **1.OA.D** Work with addition and subtraction equations
- **1.NBT.A** Extend the counting sequence
- **1.NBT.B** Understand place value

## Focus Mathematical Practices

- **MP1:** Make sense of problems and persevere
- **MP8:** Look for and express regularity in repeated reasoning

## Main Math Ideas

- Understanding and extending the counting sequence
- Understanding, representing, and solving problems involving addition
- Understanding, representing, and solving problems involving subtraction
- Describing, identifying, and comparing attributes of 2D shapes

## Assessment Ideas/Options/Suggestions

Data driven instruction will enhance our ability to monitor the progress of our students. Formative and Summative assessment supports determining where students are at within the continuum of learning. Differentiation is embedded to support the range of learners throughout each session, as well as expanded differentiated activities are provided at the end of each investigation. You can gather data using a variety of strategies and resources.

**Formative:**
- Teacher Observation
- Anecdotal Notes
- Unit Quizzes sessions 2.7 and 3.6
- Assessment Activities 2.8, 3.7, 4.5
- Assessment Checklists from sessions 2.4, 2.6, 2.7, 3.2, 3.4, 3.5, 3.6, 3.7

**Summative:**
- Pearson Unit 1 Assessment - *Optional

**Additional Standards Based:**
- Study Island
### Unit 1: Investigation 1: Counting and Quantity

#### Primary Teaching Resources from Investigations: Sessions 1.1 - 1.5

**NJSLS addressed in Investigation 1**
- 1.OA.C.5
- 1.NBT.A.1
- 1.NBT.B.2b
- 1.G.A.2
- 1.MD.C.4

**I Can Statements**
- I can understand how counting up is like adding and counting down is like subtracting
- I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)
- I can show that any number between 11 and 19 is a group of ten and a certain number of ones
- I can create two dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles), three dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders), and I can use two and three dimensional shapes to create new shapes
- I can organize, show and explain number information in a way that makes sense and I can ask and answer questions about number information that is organized

### Unit 1: Investigation 2: Introducing Addition

#### Primary Teaching Resources from Investigations: Sessions 2.1 - 2.8

**NJSLS addressed in Investigation 2**
- 1.OA.A.1
- 1.OA.B.3
- 1.OA.C.5
- 1.OA.C.6
- 1.OA.D.7
- 1.OA.D.8
- 1.NBT.A.1
- 1.NBT.B.2b
- 1.NBT.B.3

**I Can Statements**
- I can use different strategies for addition and subtraction to solve word problems (within 20)
- I can use fact families to help me solve addition problems and I can use addition facts I know well to help me solve problems where there are more than two numbers
- I can understand how counting up is like adding and counting down is like subtracting
- I can add and subtract facts within 20
- I can tell if addition or subtraction sentences are true because I understand what an equal sign means
- I can figure out what a missing number is in an addition or subtraction problem
- I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)
- I can show that any number between 11 and 19 is a group of ten and a certain number of ones
- I can compare two-digit numbers using <, >, and = because I understand tens and ones
Unit 1: Investigation 3: Introducing Subtracting

Primary Teaching Resources from Investigations: Sessions 3.1 - 3.7

NJSLS addressed in Investigation 3
1.OA.A.1
1.OA.B.3
1.OA.B.4
1.OA.C.5
1.OA.C.6
1.OA.D.7
1.OA.D.8
1.NBT.A.1
1.NBT.B.3

I Can Statements
- I can use different strategies for addition and subtraction to solve word problems (within 20)
- I can use fact families to help me solve addition problems and I can use addition facts I know well to help me solve problems where there are more than two numbers
- I can use what I know about addition facts to help me answer subtraction fact problems
- I can understand how counting up is like adding and counting down is like subtracting
- I can add and subtract facts within 20
- I can tell if addition or subtraction sentences are true because I understand what an equal sign means
- I can figure out what a missing number is in an addition or subtraction problem
- I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)
- I can compare two-digit numbers using <, >, and = because I understand tens and ones

Additional Resources
- Achieve the Core
- Discovery Streaming
- Everyday Counts Partner Games
- NJCTL Units for teaching resources and worksheets: Numbers to 120, Add to 20, Subtract to 20, Place Value

21st Century Skills

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.1.4.C.5 Determine personal responsibility related to borrowing and lending.
9.1.4.D.1 Determine various ways to save.
### Social Emotional Learning (SEL) Competencies

**Social and Emotional Learning Competencies**

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### New Jersey Student Learning Standards - Technology

- **8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.
- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.D.1** Collaborate and apply a design process to solve a simple problem from everyday experiences.
# Unit 2: Comparing and Combining Shapes

## Cluster Standards

- **1.G.A** Reason with shapes and their attributes

## Focus Mathematical Practices

- **MP3**: Construct viable arguments and critique the reasoning of others
- **MP5**: Use appropriate tools strategically

## Main Math Ideas

- Describing, identifying, and comparing attributes of 2-D shapes
- Composing and decomposing 2-D shapes
- Understanding, representing, and solving problems involving addition

## Assessment Ideas/Options/Suggestions

Data driven instruction will enhance our ability to monitor the progress of our students. Formative and Summative assessment supports determining where students are at within the continuum of learning. Differentiation is embedded to support the range of learners throughout each session, as well as expanded differentiated activities are provided at the end of each investigation. You can gather data using a variety of strategies and resources.

**Formative:**
- Teacher Observation
- Anecdotal Notes
- Unit Quizzes during sessions 1.6 & 2.4
- Assessment Activities during sessions 1.7 & 2.5
- Assessment Checklists during sessions 1.4, 1.6, 1.7, 2.1, 2.2, 2.3 and 2.4

**Summative:**
- Pearson Unit 2 Assessment *Optional

**Additional Standards Based:**
- Study Island
## Math Grade 1

### Unit 2: Investigation 1: Composing and Decomposing 2-D Shapes

#### Primary Teaching Resources from Investigations: Sessions 1.1 - 1.7

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 1</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>● I can use different strategies for addition and subtraction to solve word problems (within 20)</td>
</tr>
<tr>
<td>1.OA.A.2</td>
<td>● I can solve word problems where I have to add 3 whole numbers</td>
</tr>
<tr>
<td>1.OA.B.3</td>
<td>● I can use fact families to help me solve addition problems and I can use addition facts I know well to help me solve problems where there are more than 2 numbers</td>
</tr>
<tr>
<td>1.OA.C.5</td>
<td>● I can understand how counting up is like adding and counting down is like subtracting</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>● I can add and subtract facts within 20</td>
</tr>
<tr>
<td>1.OA.D.8</td>
<td>● I can figure out what a missing number is in an addition or subtraction problem</td>
</tr>
<tr>
<td>1.NBT.A.1</td>
<td>● I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)</td>
</tr>
<tr>
<td>1.NBT.B.2b</td>
<td>● I can show that any number between 11 and 19 is a group of ten and a certain number of ones</td>
</tr>
<tr>
<td>1.NBT.B.3</td>
<td>● I can compare two-digit numbers using &lt;, &gt;, and = because I understand tens and ones</td>
</tr>
<tr>
<td>1.G.A.1</td>
<td>● I can understand and tell about the parts that make different shapes unique and I can build and draw shapes that have certain parts</td>
</tr>
<tr>
<td>1.G.A.2</td>
<td>● I can create two dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles), three dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders), and I can use two and three dimensional shapes to create new shapes</td>
</tr>
<tr>
<td>1.MD.B.3</td>
<td>● I can tell and write time in hours and half-hours using any kind of clock</td>
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</tbody>
</table>

### Unit 2: Investigation 2: Describing and Sorting Shapes

#### Primary Teaching Resources from Investigations: Sessions 2.1 - 2.5

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 2</th>
<th>I Can Statements</th>
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<tbody>
<tr>
<td>1.NBT.A.1</td>
<td>● I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)</td>
</tr>
<tr>
<td>1.NBT.B.2b</td>
<td>● I can show that any number between 11 and 19 is a group of ten and a certain number of ones</td>
</tr>
<tr>
<td>1.NBT.B.3</td>
<td>● I can compare two-digit numbers using &lt;, &gt;, and = because I understand tens and ones</td>
</tr>
<tr>
<td>1.G.A.1</td>
<td>● I can understand and tell about the parts that make different shapes unique and I can build and draw shapes that have certain parts</td>
</tr>
<tr>
<td>1.G.A.2</td>
<td>● I can create two dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles), three dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders), and I can use two and three dimensional shapes to create new shapes</td>
</tr>
<tr>
<td>1.MD.C.4</td>
<td>● I can tell and write time in hours and half-hours using any kind of clock</td>
</tr>
</tbody>
</table>

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1. **NJSLS addressed in Investigation 1:**
   - 1.OA.A.1
   - 1.OA.A.2
   - 1.OA.B.3
   - 1.OA.C.5
   - 1.OA.C.6
   - 1.OA.D.8
   - 1.NBT.A.1
   - 1.NBT.B.2b
   - 1.NBT.B.3
   - 1.G.A.1
   - 1.G.A.2
   - 1.MD.B.3

2. **NJSLS addressed in Investigation 2:**
   - 1.NBT.A.1
   - 1.NBT.B.2b
   - 1.NBT.B.3
   - 1.G.A.1
   - 1.MD.C.4
and I can ask and answer questions about number information that is organized

### Additional Resources

- Achieve the Core
- Discovery Streaming
- Everyday Counts Partner Games
- NJCTL Units for teaching resources and worksheets: Numbers to 120, Geometry, Place Value

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### 21st Century Skills

**CRP2.** Apply appropriate academic and technical skills.
**CRP4.** Communicate clearly and effectively and with reason.
**CRP6.** Demonstrate creativity and innovation.
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**9.1.4.C.5** Determine personal responsibility related to borrowing and lending.
**9.1.4.D.1** Determine various ways to save.

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### Social Emotional Learning (SEL) Competencies

**Social and Emotional Learning Competencies**

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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### New Jersey Student Learning Standards - Technology

- **8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.
- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.D.1** Collaborate and apply a design process to solve a simple problem from everyday experiences.
### Unit 3: How Many of Each? How Many in All?

#### Cluster Standards

- **1.OA.A** Represent and solve problems involving addition and subtraction.
- **1.OA.B** Understand and apply properties of operations and the relationship between addition and subtraction.
- **1.OA.C** Add and subtract within 20.
- **1.OA.D** Work with addition and subtraction equations
- **1.NBT.B** Understand place value.

#### Focus Mathematical Practices

- **MP2:** Reason abstractly and quantitatively
- **MP6:** Attend to precision

#### Main Math Ideas

- Understanding, representing, and solving problems involving addition
- Understanding equivalence
- Understanding and extending the counting sequence
- Understanding place value

#### Assessment Ideas/Options/Suggestions

Data driven instruction will enhance our ability to monitor the progress of our students. Formative and Summative assessment supports determining where students are at within the continuum of learning. Differentiation is embedded to support the range of learners throughout each session, as well as expanded differentiated activities are provided at the end of each investigation. You can gather data using a variety of strategies and resources.

**Formative:**
- Teacher Observation
- Anecdotal Notes
- Unit Quizzes during sessions 2.4, 3.6, & 4.7
- Assessment Activities during sessions 2.8 & 4.8
- Assessment Checklists during sessions 3.1 and 3.2

**Summative:**
- Pearson Unit 3 Assessment *Optional

**Additional Standards Based:**
- Study Island
## Unit 3: Investigation 1: Counting On and Back

### Primary Teaching Resources from Investigations: Sessions 1.1 - 1.4

**NJSLS addressed in Investigation 1**
- 1.OA.B.3
- 1.OA.B.4
- 1.OA.C.5
- 1.OA.C.6
- 1.OA.D.8
- 1.NBT.A.1
- 1.NBT.B.2a
- 1.NBT.B.2b
- 1.NBT.B.2c
- 1.NBT.B.3
- 1.MD.B.3

**I Can Statements**
- I can use fact families to help me solve addition problems and I can use addition facts I know well to help me solve problems where there are more than 2 numbers.
- I can use what I know about addition facts to help me answer subtraction fact problems.
- I can understand how counting up is like adding and counting down is like subtracting.
- I can add and subtract facts within 20.
- I can figure out what a missing number is in an addition or subtraction problem.
- I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120).
- I can show that I know what a ten is.
- I can show that any number between 11 and 19 is a group of ten and a certain number of ones.
- I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones.
- I can compare two-digit numbers using <, >, and = because I understand tens and ones.
- I can tell and write time in hours and half-hours using any kind of clock.

## Unit 3: Investigation 2: How Many of Each?

### Primary Teaching Resources from Investigations: Sessions 2.1 - 2.8

**NJSLS addressed in Investigation 2**
- 1.OA.A.1
- 1.OA.A.2
- 1.OA.B.3
- 1.OA.B.4
- 1.OA.C.5
- 1.OA.C.6
- 1.OA.D.7
- 1.OA.D.8
- 1.NBT.A.1
- 1.NBT.B.2a
- 1.NBT.B.2b
- 1.NBT.B.2c
- 1.NBT.B.3

**I Can Statements**
- I can use different strategies for addition and subtraction to solve word problems (within 20).
- I can solve word problems where I have to add 3 whole numbers.
- I can use fact families to help me solve addition problems and I can use addition facts I know well to help me solve problems where there are more than 2 numbers.
- I can use what I know about addition facts to help me answer subtraction fact problems.
- I can understand how counting up is like adding and counting down is like subtracting.
- I can add and subtract facts within 20.
- I can tell if addition or subtraction number sentences are true because I understand what an equal sign means.
- I can figure out what a missing number is in an addition or subtraction problem.
1.MD.B.3

- I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)
- I can show that I know what a ten is
- I can show that any number between 11 and 19 is a group of ten and a certain number of ones
- I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones
- I can compare two-digit numbers using <, >, and = because I understand tens and ones
- I can tell and write time in hours and half-hours using any kind of clock

**Unit 3: Investigation 3: Multiple Addends and Equivalent Expressions**

**Primary Teaching Resources from Investigations: Sessions 3.1 - 3.6**

<table>
<thead>
<tr>
<th>NJSLs addressed in Investigation 2</th>
<th>I Can Statements</th>
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</thead>
</table>
| 1.OA.A.1 1.OA.A.2 1.OA.B.3 1.OA.C.5 1.OA.C.6 1.OA.D.7 1.NBT.A.1 1.NBT.B.2a 1.NBT.B.2c 1.NBT.B.3 | - I can use different strategies for addition and subtraction to solve word problems (within 20)
- I can solve word problems where I have to add 3 whole numbers
- I can use fact families to help me solve addition problems and I can use addition facts I know well to help me solve problems where there are more than 2 numbers
- I can understand how counting up is like adding and counting down is like subtracting
- I can add and subtract facts within 20
- I can tell if addition or subtraction number sentences are true because I understand what an equal sign means
- I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)
- I can show that I know what a ten is
- I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones
- I can compare two-digit numbers using <, >, and = because I understand tens and ones |

**Unit 3: Investigation 4: Working with Larger Numbers**

**Primary Teaching Resources from Investigations: Sessions 4.1 - 4.8**
<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 2</th>
<th>I Can Statements</th>
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<tbody>
<tr>
<td>1.OA.B.3</td>
<td>- I can use fact families to help me solve addition problems</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>- I can tell if addition or subtraction number sentences are true because I understand what an equal sign means</td>
</tr>
<tr>
<td>1.OA.D.7</td>
<td>- I can figure out what a missing number is in an addition or subtraction problem</td>
</tr>
<tr>
<td>1.NBT.A.1</td>
<td>- I can count, read and write my numbers to show how many objects are in a group (up to 120)</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>- I can show that I know what a ten is</td>
</tr>
<tr>
<td>1.NBT.B.2c</td>
<td>- I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones</td>
</tr>
<tr>
<td>1.NBT.B.3</td>
<td>- I can tell and write time in hours and half-hours using any kind of clock</td>
</tr>
<tr>
<td>1.MD.B.3</td>
<td>- I can tell and write time in hours and half-hours using any kind of clock</td>
</tr>
<tr>
<td>1.MD.C.4</td>
<td>- I can ask and answer questions about number information that is organized</td>
</tr>
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</table>

**Additional Resources**

- Achieve the Core
- Discovery Streaming
- Everyday Counts Partner Games
- NJCTL Units for teaching resources and worksheets: Add to 20, Subtract to 20, Place Value

**21st Century Skills**

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.1.4.B.5 Identify ways to earn and save.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Social Emotional Learning (SEL) Competencies**

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
<table>
<thead>
<tr>
<th>New Jersey Student Learning Standards - Technology</th>
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<tbody>
<tr>
<td><strong>8.1.2.E.1</strong> Use digital tools and online resources to explore a problem or issue.</td>
</tr>
<tr>
<td><strong>8.2.2.C.1</strong> Brainstorm ideas on how to solve a problem or build a product.</td>
</tr>
<tr>
<td><strong>8.2.2.D.1</strong> Collaborate and apply a design process to solve a simple problem from everyday experiences.</td>
</tr>
<tr>
<td><strong>8.2.2.E.1</strong> List and demonstrate the steps to an everyday task.</td>
</tr>
</tbody>
</table>
# Unit 4: Fish Lengths and Fraction Rugs

## Cluster Standards

- **1.OA.A** Represent and solve problems involving addition and subtraction.
- **1.MD.A** Measure lengths indirectly and by iterating length units.
- **1.MD.B** Tell and write time.

## Focus Mathematical Practices

- **MP4**: Model with mathematics
- **MP5**: Use appropriate tools strategically

## Main Math Ideas

- Understanding length
- Using linear units
- Understanding, representing, and solving problems involving addition and subtraction

## Assessment Ideas/Options/Suggestions

Data driven instruction will enhance our ability to monitor the progress of our students. Formative and Summative assessment supports determining where students are at within the continuum of learning. Differentiation is embedded to support the range of learners throughout each session, as well as expanded differentiated activities are provided at the end of each investigation. You can gather data using a variety of strategies and resources.

### Formative:
- Teacher Observation
- Anecdotal Notes
- Unit Quizzes during sessions 1.4, 1.7, 2.5, 2.6
- Assessment Activities
- Assessment Checklist -1.1, 1.2, 1.3, 1.5, 1.6, & 2.4

### Summative:
- Pearson Unit 4 Assessment *Optional

### Additional Standards Based:
- Study Island
# Unit 4: Investigation 1: Measuring and Comparing

**Primary Teaching Resources from Investigations: Sessions 1.1 - 1.8**

## NJSLS addressed in Investigation 1
- 1.OA.A.1
- 1.OA.B.3
- 1.OA.B.4
- 1.OA.C.6
- 1.OA.D.7
- 1.OA.D.8
- 1.NBT.B.2a
- 1.NBT.B.2b
- 1.NBT.B.2c
- 1.NBT.B.3
- 1.G.A.1
- 1.G.A.2
- 1.MD.B.3

## I Can Statements
- I can use different strategies for addition and subtraction to solve word problems (within 20)
- I can use fact families to help me solve addition problems and I can use addition facts I know well to help me solve problems where there are more than 2 numbers
- I can use what I know about addition facts to help me answer subtraction fact problems
- I can add and subtract facts within 20
- I can tell if addition or subtraction number sentences are true because I understand what an equal sign means
- I can figure out what a missing number is in an addition or subtraction problem
- I can show that I know what a “ten” is
- I can show that any number between 11 and 19 is a group of ten and a certain number of ones
- I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones
- I can compare two-digit numbers using <, >, and = because I understand tens and ones
- I can understand and tell about the parts that make different shapes unique and I can build and draw shapes that have certain parts
- I can create two dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles), three dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders), and I can use two and three dimensional shapes to create new shapes
- I can tell and write time in hours and half-hours using any kind of clock

# Unit 4: Investigation 2: Halves and Fourths

**Primary Teaching Resources from Investigations: Sessions 2.1 - 2.6**

## NJSLS addressed in Investigation 2
- 1.NBT.A.1
- 1.NBT.B.2b
- 1.NBT.B.3
- 1.G.A.1
- 1.MD.C.4

## I Can Statements
- I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)
- I can show that any number between 11 and 19 is a group of ten and a certain number of ones
- I can compare two-digit numbers using <, >, and = because I understand tens and ones
- I can understand and tell about the parts that make different shapes unique and I
### Math Grade 1

- I can organize, show and explain number information in a way that makes sense and ask and answer questions about that information.

### Additional Resources

- [Achieve the Core](#)
- [Discovery Streaming](#)
- Everyday Counts Partner Games
- NJCTL Units for teaching resources and worksheets: Length, Time, Geometry

### 21st Century Skills

**CRP2.** Apply appropriate academic and technical skills.
**CRP4.** Communicate clearly and effectively and with reason.
**CRP6.** Demonstrate creativity and innovation.
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**9.1.4.B.5** Identify ways to earn and save.
**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Social Emotional Learning (SEL) Competencies

**Social and Emotional Learning Competencies**

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### New Jersey Student Learning Standards - Technology

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.
**8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
**8.2.2.D.1** Collaborate and apply a design process to solve a simple problem from everyday experiences.
**8.2.2.E.1** List and demonstrate the steps to an everyday task.
# Unit 5: Number Games and Crayon Problems

## Cluster Standards

- **1.OA.A** Represent and solve problems using addition and subtraction
- **1.OA.B** Understand and apply properties of operations and the relationship between addition and subtraction.
- **1.OA.C** Add and subtract within 20.
- **1.OA.D** Work with addition and subtraction equations.
- **1.NBT.B** Understand place value.

## Focus Mathematical Practices

- **MP3**: Construct viable arguments and critique the reasoning of others
- **MP7**: Look for and make use of structure

## Main Math Ideas

- Understanding, representing, and solving problems involving addition
- Understanding equivalence
- Understanding place value

## Assessment Ideas/Options/Suggestions

Data driven instruction will enhance our ability to monitor the progress of our students. Formative and Summative assessment supports determining where students are at within the continuum of learning. Differentiation is embedded to support the range of learners throughout each session, as well as expanded differentiated activities are provided at the end of each investigation. You can gather data using a variety of strategies and resources.

**Formative:**
Teacher Observation
Anecdotal Notes
Unit Quizzes during sessions 2.8 & 3.6
Assessment Activities during session 1.8 & 3.7
Assessment Checklists during sessions 2.1, 2.3, 2.5, 2.7, 2.8, and 3.1

**Summative:**
Pearson Unit 5 Assessment *Optional

**Additional Standards Based:**
[Study Island](#)
## Unit 5: Investigation 1: Combinations of 10

### Primary Teaching Resources from Investigations: Sessions 1.1 - 1.8

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 1</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>● I can use different strategies for addition and subtraction to solve word problems (within 20)</td>
</tr>
<tr>
<td>1.OA.A.2</td>
<td>● I can use fact families to help me solve addition problems and use addition facts I know well to help me solve problems where there are more than 2 numbers</td>
</tr>
<tr>
<td>1.OA.B.3</td>
<td>● I can use what I know about addition facts to help me answer subtraction fact problems</td>
</tr>
<tr>
<td>1.OA.B.4</td>
<td>● I can add and subtract facts within 20</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>● I can figure out what a missing number is in an addition or subtraction problem</td>
</tr>
<tr>
<td>1.OA.D.8</td>
<td>● I can show that I know what a ten is</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>● I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones</td>
</tr>
<tr>
<td>1.NBT.B.2c</td>
<td>● I can tell and write time in hours and half hours using any kind of clock</td>
</tr>
<tr>
<td>1.MD.B.3</td>
<td>● I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones</td>
</tr>
<tr>
<td></td>
<td>● I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones</td>
</tr>
</tbody>
</table>

## Unit 5: Investigation 2: Addition and Subtraction

### Primary Teaching Resources from Investigations: Sessions 2.1 - 2.8

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 2</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>● I can use different strategies for addition and subtraction to solve word problems (within 20)</td>
</tr>
<tr>
<td>1.OA.A.2</td>
<td>● I can solve word problems where I have to add 3 whole numbers</td>
</tr>
<tr>
<td>1.OA.B.3</td>
<td>● I can use fact families to help me solve addition problems and use addition facts I know well to help me solve problems where there are more than 2 numbers</td>
</tr>
<tr>
<td>1.OA.C.5</td>
<td>● I can understand how counting up is like adding and counting down is like subtracting</td>
</tr>
<tr>
<td>1.OA.D.7</td>
<td>● I can add and subtract facts within 20</td>
</tr>
<tr>
<td>1.OA.D.8</td>
<td>● I can tell if addition or subtraction number sentences are true because I understand what an equal sign means</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>● I can figure out what a missing number is in an addition or subtraction problem</td>
</tr>
<tr>
<td>1.NBT.B.2b</td>
<td>● I can show that I know what a ten is</td>
</tr>
<tr>
<td>1.NBT.B.2c</td>
<td>● I can show that any number between 11 and 19 is a group of ten and a certain number of ones</td>
</tr>
<tr>
<td>1.G.A.3</td>
<td>● I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones</td>
</tr>
<tr>
<td>1.MD.B.3</td>
<td>● I can understand that halves means two equal parts and fourths or quarters means four equal parts and I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them and understand that</td>
</tr>
</tbody>
</table>
breaking circles or rectangles into more equal parts means that the parts will be smaller

- I can tell and write time in hours and half hours using any kind of clock

### Unit 5: Investigation 3: Problems about Unknown Change

#### Primary Teaching Resources from Investigations: Sessions 3.1 - 3.7

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 2</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>- I can use different strategies for addition and subtraction to solve word problems (within 20)</td>
</tr>
<tr>
<td>1.OA.B.3</td>
<td>- I can solve word problems where I have to add 3 whole numbers</td>
</tr>
<tr>
<td>1.OA.B.4</td>
<td>- I can use fact families to help me solve addition problems and use addition facts I know well to help me solve problems where there are more than 2 numbers</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>- I can add and subtract facts within 20</td>
</tr>
<tr>
<td>1.OA.D.7</td>
<td>- I can tell if addition or subtraction number sentences are true because I understand what an equal sign means</td>
</tr>
<tr>
<td>1.OA.D.8</td>
<td>- I can figure out what a missing number is in an addition or subtraction problem</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>- I can show that I know what a ten is</td>
</tr>
<tr>
<td>1.NBT.B.2b</td>
<td>- I can show that any number between 11 and 19 is a group of ten and a certain number of ones</td>
</tr>
<tr>
<td>1.MD.B.3</td>
<td>- I can tell and write time in hours and half hours using any kind of clock</td>
</tr>
</tbody>
</table>

#### Additional Resources

- Achieve the Core
- Discovery Streaming
- Everyday Counts Partner Games
- NJCTL Units for teaching resources and worksheets: Add to 20, Subtract to 20, Place Value

#### 21st Century Skills

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

- **9.1.4.B.5** Identify ways to earn and save.
- **9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
### Social Emotional Learning (SEL) Competencies

**Social and Emotional Learning Competencies**

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### New Jersey Student Learning Standards - Technology

- **8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.
- **8.2.2.C.1** Brainstorm ideas on how to solve a problem or build a product.
- **8.2.2.D.1** Collaborate and apply a design process to solve a simple problem from everyday experiences.
- **8.2.2.E.1** List and demonstrate the steps to an everyday task.
## Unit 6: Would you Rather Be an Eagle or a Whale?

### Cluster Standards

- **1.MD.C** Represent and interpret data.

### Focus Mathematical Practices

- **MP1**: Make sense of problems and persevere in solving them
- **MP4**: Model with mathematics

### Main Math Ideas

- Collecting, representing, describing and interpreting data
- Understanding, representing, and solving problems involving addition and subtraction
- Understanding place value

### Assessment Ideas/Options/Suggestions

Data driven instruction will enhance our ability to monitor the progress of our students. Formative and Summative assessment supports determining where students are at within the continuum of learning. Differentiation is embedded to support the range of learners throughout each session, as well as expanded differentiated activities are provided at the end of each investigation. You can gather data using a variety of strategies and resources.

**Formative:**
- Teacher Observation
- Anecdotal Notes
- Unit Quiz during session 1.5
- Assessment Activities during sessions 1.6, 2.3
- Assessment Checklists during sessions 1.4, 1.5, 1.6, 2.1 and 2.2

**Summative:**
- Pearson Unit 6 Assessment *Optional

**Additional Standards Based:**
- Study Island
### Unit 6: Investigation 1: Collect, Represent & Solve Problems about Data in Two Categories

**Primary Teaching Resources from Investigations: Sessions 1.1 - 1.9**

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 1</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>• I can use different strategies for addition and subtraction to solve word problems (within 20)</td>
</tr>
<tr>
<td>1.OA.A.2</td>
<td>• I can solve word problems where I have to add 3 whole numbers</td>
</tr>
<tr>
<td>1.OA.B.3</td>
<td>• I can use addition facts I know well to help me solve problems where there are more than 2 numbers</td>
</tr>
<tr>
<td>1.OA.B.4</td>
<td>• I can use what I know about addition facts to help me answer subtraction fact problems</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>• I can add and subtract facts within 20</td>
</tr>
<tr>
<td>1.OA.D.8</td>
<td>• I can figure out what a missing number is in an addition or subtraction problem</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>• I can show that I know what a ten is</td>
</tr>
<tr>
<td>1.NBT.B.2c</td>
<td>• I can show that I understand the numbers I use when I have to count by tens, have a certain number of tens and 0 ones</td>
</tr>
<tr>
<td>1.NBT.B.3</td>
<td>• I can compare two-digit numbers using &lt;, &gt;, and = because I understand tens and ones</td>
</tr>
<tr>
<td>1.MD.B.3</td>
<td>• I can tell and write time in hours and half hours using any kind of clock</td>
</tr>
<tr>
<td>1.MD.C.4</td>
<td>• I can organize, show and explain number information in a way that makes sense and I can ask and answer questions about number information that is organized</td>
</tr>
</tbody>
</table>

### Unit 6: Investigation 2: Organizing and Analyzing Data in Three Categories

**Primary Teaching Resources from Investigations: Sessions 2.1 - 2.3**

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 2</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>• I can use different strategies for addition and subtraction to solve word problems (within 20)</td>
</tr>
<tr>
<td>1.OA.A.2</td>
<td>• I can solve word problems where I have to add 3 whole numbers</td>
</tr>
<tr>
<td>1.OA.B.4</td>
<td>• I can use what I know about addition facts to help me answer subtraction fact problems</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>• I can add and subtract facts within 20</td>
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<tr>
<td>1.OA.D.8</td>
<td>• I can figure out what a missing number is in an addition or subtraction problem</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>• I can tell and write time in hours and half hours using any kind of clock</td>
</tr>
<tr>
<td>1.NBT.B.2c</td>
<td>• I can organize, show and explain number information in a way that makes sense and I can ask and answer questions about number information that is organized</td>
</tr>
</tbody>
</table>

### Additional Resources
- Achieve the Core
- Discovery Streaming
- Everyday Counts Partner Games
- NJCTL Units for teaching resources and worksheets: Data

## 21st Century Skills

**CRP2.** Apply appropriate academic and technical skills.
**CRP4.** Communicate clearly and effectively and with reason.
**CRP6.** Demonstrate creativity and innovation.
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

9.1.4.B.5 Identify ways to earn and save.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Social Emotional Learning (SEL) Competencies

**Social and Emotional Learning Competencies**

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

## New Jersey Student Learning Standards - Technology

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.E.1 List and demonstrate the steps to an everyday task.
### Unit 7: How Many Tens? How Many Ones?

#### Cluster Standards

- **1.OA.A** Represent and solve problems involving addition and subtraction.
- **1.OA.C** Add and subtract within 20.
- **1.OA.D** Work with addition and subtraction equations.
- **1.NBT.A** Extending the counting sequence.
- **1.NBT.B** Understand place value.
- **1.NBT.C** Use place value understanding and properties of operations to add and subtract.

#### Focus Mathematical Practices

- **MP2**: Reason abstractly and quantitatively
- **MP8**: Look for and express regularity in repeated reasoning

#### Main Math Ideas

- Understanding and extending the counting sequence
- Understanding place value
- Using knowledge of place value to add and subtract

#### Assessment Ideas/Options/Suggestions

Data driven instruction will enhance our ability to monitor the progress of our students. Formative and Summative assessment supports determining where students are at within the continuum of learning. Differentiation is embedded to support the range of learners throughout each session, as well as expanded differentiated activities are provided at the end of each investigation. You can gather data using a variety of strategies and resources.

**Formative:**
- Teacher Observation
- Anecdotal Notes
- Unit Quizzes during sessions 1.8, 2.8, 3.6
- Assessment Checklists during sessions 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.3, 3.4, 3.5, 3.6 and 3.7

**Summative:**
- Pearson Unit 7 Assessment *Optional

**Additional Standards Based:**
- Study Island
### Unit 7: Investigation 1: Counting, Adding and Subtracting Groups of 10

#### Primary Teaching Resources from Investigations: Sessions 1.1 - 1.8

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 1</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>● I can use different strategies for addition and subtraction to solve word problems (within 20)</td>
</tr>
<tr>
<td>1.OA.A.2</td>
<td>● I can solve word problems where I have to add 3 whole numbers</td>
</tr>
<tr>
<td>1.OA.C.5</td>
<td>● I can understand how counting up is like adding and counting down is like subtracting</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>● I can add and subtract facts within 20</td>
</tr>
<tr>
<td>1.OA.D.8</td>
<td>● I can figure out what a missing number is in an addition or subtraction problem</td>
</tr>
<tr>
<td>1.NBT.A.1</td>
<td>● I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)</td>
</tr>
<tr>
<td>1.NBT.B.2</td>
<td>● I can tell how many tens and how many ones are in a number</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>● I can show that I know what a ten is</td>
</tr>
<tr>
<td>1.NBT.B.2c</td>
<td>● I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones</td>
</tr>
<tr>
<td>1.NBT.B.3</td>
<td>● I can compare two-digit numbers using &lt;, &gt;, and = because I understand tens and ones</td>
</tr>
<tr>
<td>1.NBT.C.4</td>
<td>● I can use math strategies, objects and pictures to help me solve and explain addition problems within 100, I can understand that adding two digit numbers means I add the ones and then the tens, and I can understand that when I add two digit numbers sometimes I have to make a group of ten from the ones (regroup)</td>
</tr>
<tr>
<td>1.NBT.C.5</td>
<td>● I can find 10 more or 10 less in my head</td>
</tr>
<tr>
<td>1.NBT.C.6</td>
<td>● I can use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence and explain my strategy</td>
</tr>
</tbody>
</table>

### Unit 7: Investigation 2: Tens and Ones

#### Primary Teaching Resources from Investigations: Sessions 2.1 - 2.8

<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 2</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.C.6</td>
<td>● I can add and subtract facts within 20</td>
</tr>
<tr>
<td>1.NBT.A.1</td>
<td>● I can count, read and write my numbers to show how many objects are in a group (up to 120)</td>
</tr>
<tr>
<td>1.NBT.B.2</td>
<td>● I can tell how many tens and how many ones are in a number</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>● I can show that I know what a ten is</td>
</tr>
<tr>
<td>1.NBT.B.2c</td>
<td>● I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones</td>
</tr>
<tr>
<td>1.NBT.B.3</td>
<td>● I can compare two-digit numbers using &lt;, &gt;, and = because I understand tens and ones</td>
</tr>
<tr>
<td>1.NBT.C.4</td>
<td>● I can use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence and explain my strategy</td>
</tr>
<tr>
<td>1.NBT.C.5</td>
<td></td>
</tr>
<tr>
<td>1.NBT.C.6</td>
<td></td>
</tr>
</tbody>
</table>
## Math Grade 1

### 1.MD.B.3

- I can use math strategies, objects and pictures to help me solve and explain addition problems within 100, I can understand that adding two digit numbers means I add the ones and then the tens, and I can understand that when I add two digit numbers sometimes I have to make a group of ten from the ones (regroup)
- I can find 10 more or 10 less in my head
- I can use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence and explain my strategy
- I can tell and write time in hours and half-hours using any kind of clock

### Unit 7: Investigation 3: Adding Within 100

#### Primary Teaching Resources from Investigations: Sessions 3.1 - 3.8

#### NJSLS addressed in Investigation 2

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.OA.A.1</td>
<td>I can use different strategies for addition and subtraction to solve word problems (within 20)</td>
</tr>
<tr>
<td>1.OA.C.6</td>
<td>I can add and subtract facts within 20</td>
</tr>
<tr>
<td>1.NBT.A.1</td>
<td>I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)</td>
</tr>
<tr>
<td>1.NBT.B.2</td>
<td>I can tell how many tens and how many ones are in a number</td>
</tr>
<tr>
<td>1.NBT.B.2a</td>
<td>I can show that I know what a ten is</td>
</tr>
<tr>
<td>1.NBT.B.2c</td>
<td>I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones</td>
</tr>
<tr>
<td>1.NBT.C.4</td>
<td>I can use math strategies, objects and pictures to help me solve and explain addition problems within 100, I can understand that adding two digit numbers means I add the ones and then the tens, and I can understand that when I add two digit numbers sometimes I have to make a group of ten from the ones (regroup)</td>
</tr>
<tr>
<td>1.NBT.C.5</td>
<td>I can find 10 more or 10 less in my head</td>
</tr>
<tr>
<td>1.MD.B.3</td>
<td>I can tell and write time in hours and half-hours using any kind of clock</td>
</tr>
</tbody>
</table>

#### I Can Statements

- I can use different strategies for addition and subtraction to solve word problems (within 20)
- I can add and subtract facts within 20
- I can count up to 120 starting at any number and I can read and write my numbers to show how many objects are in a group (up to 120)
- I can tell how many tens and how many ones are in a number
- I can show that I know what a ten is
- I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones
- I can use math strategies, objects and pictures to help me solve and explain addition problems within 100, I can understand that adding two digit numbers means I add the ones and then the tens, and I can understand that when I add two digit numbers sometimes I have to make a group of ten from the ones (regroup)
- I can find 10 more or 10 less in my head
- I can tell and write time in hours and half-hours using any kind of clock

### Additional Resources

- Achieve the Core
- Discovery Streaming
- Everyday Counts Partner Games
- NJCTL Units for teaching resources and worksheets: Two Digit Addition, Two Digit Subtraction, Place Value

### 21st Century Skills
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.1.4.B.5 Identify ways to earn and save.
9.1.4.C.5 Determine personal responsibility related to borrowing and lending.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Social Emotional Learning (SEL) Competencies

Social and Emotional Learning Competencies

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

New Jersey Student Learning Standards - Technology

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.E.1 List and demonstrate the steps to an everyday task.
Unit 8: Blocks and Buildings

Cluster Standards

- 1.G.A Reason with shapes and their attributes

Focus Mathematical Practices

- MP6: Attend to precision
- MP7: Look for and make use of structure

Main Math Ideas

- Describing, identifying, and comparing attributes of 3-D shapes
- Composing and decomposing 3-D shapes
- Relating 2-D and 3-D shapes

Assessment Ideas/Options/Suggestions

Data driven instruction will enhance our ability to monitor the progress of our students. Formative and Summative assessment supports determining where students are at within the continuum of learning. Differentiation is embedded to support the range of learners throughout each session, as well as expanded differentiated activities are provided at the end of each investigation. You can gather data using a variety of strategies and resources.

**Formative:**
- Teacher Observation
- Anecdotal Notes
- Unit Quiz during session 1.6
- Assessment Checklists during sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8

**Summative:**
- Pearson Unit 8 Assessment *Optional

**Additional Standards Based:**
- Study Island

Unit 8: Investigation 1: Blocks and Buildings

Primary Teaching Resources from Investigations: Sessions 1.1 - 1.9
<table>
<thead>
<tr>
<th>NJSLS addressed in Investigation 1</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.NBT.C.4</td>
<td>● I can use math strategies, objects and pictures to help me solve and explain addition problems within 100. I can understand that adding two digit numbers means I add the ones and then the tens, and I can understand that when I add two digit numbers sometimes I have to make a group of ten from the ones (regroup)</td>
</tr>
<tr>
<td>1.G.A.1</td>
<td>● I can understand and tell about the parts that make different shapes unique and I can build and draw shapes that have certain parts</td>
</tr>
<tr>
<td>1.G.A.2</td>
<td>● I can create two dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles), three dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders), and I can use two and three dimensional shapes to create new shapes</td>
</tr>
<tr>
<td>1.G.A.3</td>
<td>● I can understand that halves means two equal parts and fourths or quarters means four equal parts and I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them and understand that breaking circles or rectangles into more equal parts means that the parts will be smaller</td>
</tr>
<tr>
<td>1.MD.B.3</td>
<td>● I can tell and write time in hours and half hours using any kind of clock</td>
</tr>
</tbody>
</table>

### Additional Resources

- Achieve the Core
- Discovery Streaming
- Everyday Counts Partner Games
- NJCTL Units for teaching resources and worksheets: [Geometry](#)

### 21st Century Skills

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP12.** Work productively in teams while using cultural global competence.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.3.12.AC.2 Use architecture and construction skills to create and manage a project.

### Social Emotional Learning (SEL) Competencies

[Social and Emotional Learning Competencies](#)
- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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