

## Rigorous Curriculum Design Unit Planning Organizer

<b>Subject(s)</b>	Math
<b>Grade/Course</b>	1 <sup>st</sup> Grade
<b>Unit of Study</b>	Unit 4-Math Facts 2
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	3 weeks (Plus buffer week for enrichment/ re-teaching)

Priority Essential Standards	Bloom's/DOK Level
<p><b>Priority Standards:</b>  <b>RA.A.1:</b> Use addition and subtraction within 20 to solve word problems.  <b>RA.B.5:</b> Use properties as strategies to add and subtract.  <b>RA.C.7:</b> Add and subtract within 20.  <b>RA.C.8:</b> Demonstrate fluency with addition and subtraction within 10.</p> <p><b>Supporting Standards</b>  <b>NBT.A.3:</b> Compare two two-digit numbers using the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>  <b>NBT.A.4:</b> Count by 10s to 120 starting at any number</p> <p><b>Ongoing Standards: (taught but only assessed in specified units)</b>  <b>GM.B.5:</b> Order three or more objects by length <b>(Unit 3,5,7)</b>  <b>GM.B.6:</b> Compare the lengths of two objects indirectly by using a third object. <b>(Unit 3,5,7)</b>  <b>GM.B.7:</b> Demonstrate the ability to measure length or distance using objects <b>(Unit 3,5,7)</b>  <b>GM.C.8:</b> Tell and write time in hours and half-hours using analog and digital clocks. <b>(Unit 3,5,7)</b>  <b>GM.C.9:</b> Know the value of a penny, nickel, dime and quarter <b>(Unit 1,2,4,5,6,7)</b>  <b>DS.A.1:</b> Collect, organize and represent data with up to three categories <b>(Unit 1,2,4,6,7)</b>  <b>DS.A.2:</b> Draw conclusions from object graphs, picture graphs, T-charts and tallies <b>(Unit 1,2,4,6,7)</b></p>	
<b>“UNWRAPPED” Priority Standards (I can statements)</b>	
<ul style="list-style-type: none"> <li>● Make ten</li> <li>● Add/Subtract</li> <li>● Addition word problems</li> <li>● Subtraction word problems</li> <li>● Subtraction as an unknown addend</li> <li>● Time to the hour</li> <li>● Graphing-basic read/interpret</li> <li>● Writing numbers to 100</li> <li>● Base ten (tens and ones)</li> </ul>	

Essential Questions	Corresponding Big Ideas
<ul style="list-style-type: none"> <li>● How do we solve addition and subtraction problems?</li> <li>● How can you model an addition or subtraction word problem using pictures?</li> <li>● How can you use addition or subtraction to solve an unknown addend?</li> <li>● How do you know specific times?</li> <li>● What can you tell by looking at a graph?</li> </ul>	<ul style="list-style-type: none"> <li>● Use models to show addition and subtraction</li> <li>● Write number sentences to show addition and subtraction</li> <li>● Solve addition and subtraction problems to 20</li> <li>● Count on from a number to add and subtract</li> <li>● Solve addition and subtraction word problems</li> <li>● Subtract using a missing addend</li> <li>● Identify time to the hour</li> <li>● Use graphs to gain information</li> </ul>
Unit Vocabulary Terms	Corresponding Supporting Standards
<ul style="list-style-type: none"> <li>● Ten frames</li> <li>● Fact families</li> <li>● How many more</li> <li>● Addend</li> <li>● Take away</li> <li>● Less</li> <li>● How many left</li> </ul>	<ul style="list-style-type: none"> <li>● Plus/Minus/Equals signs</li> <li>● Addend</li> <li>● Sum</li> <li>● Some/Some more</li> <li>● Addition</li> <li>● Subtraction</li> <li>● Equal</li> <li>● Total</li> <li>● Digit</li> <li>● Whole number</li> <li>● Number sentence</li> <li>● Number equation</li> <li>● Graph</li> <li>● Time</li> <li>● Clock</li> <li>● Count</li> <li>● Doubles</li> <li>● Some/some went away</li> <li>● Number</li> <li>● Minute hand</li> <li>● Hour hand</li> <li>● Difference</li> </ul>

# Unit Assessment

## Standardized Assessment Correlations (State, College and Career)

### Pre-Assessment

### Informal Progress Monitoring Checks

\*grade level pre-assessment

- Thumbs up/thumbs down
- Post-it notes
- Index cards
- White boards
- Foam 3D shapes
- Teacher questions
- Teacher observations

### Post-Assessment

*\*grade level post-assessment*

### Scoring Guides and Answer Keys

**\*Scoring Rubric**

# Essential Engaging Learning Experiences

Learning Activities Using  
Text or Program

**Authentic Performance Tasks  
(Projects)**

**21<sup>st</sup> Century Learning Skills  
(Technology)**

SMART board

**Enrichment / Extension Standards**

**Interdisciplinary Connections**

**Possible Engaging Learning Experiences**

**Research-Based Effective  
Teaching Strategies**

Cooperative Learning  
Interactive Notebooks  
Turn/Talk  
Partner Practice  
Guided Math  
Think, Pair, Share

**Physical**

- Flash cards
- Beans/cubes
- Manipulatives
- White boards
- Sentence strips
- Hundreds chart
- Number line
- Ten frames
- Counters

**Technology**

- SMART board
- SMART board
- Youtube songs
- Brainpop Jr.
- Individual teacher calendars
- Chrome books-2 per teacher
- Math websites
- Teacher tube
- Sheppard Software

<b>Differentiation Strategies (Additional Supports + Enrichment)</b>	<b>Intervention Strategies</b>	<b>Specially Designed Instruction for Special Education Students</b>	<b>Strategies for English Language Learners</b>