**Shirley Hills Elementary School**

**Essential Standards Unit Pacing Guide**

Use this document to backward plan their units of instruction, including specific lessons and assessments.

| **Grade Level: 1st** | **Subject Area: Math** | **Dates Taught: Oct 30-** |
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| **Critical Question 1: What do we want the students to know and be able to do? Identify the essential standards and the support standards for the unit.** | |
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| **Essential Standards:**  NR2.2 - Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.  (reviewing number line addition and subtraction, counting on/counting back, commutative properties/fact families, think addition, doubles, making 10)  **NR2.4** - Fluently add and subtract within 10 using a variety of strategies. | |
| **Supporting Standards:**  **NR2.1** - Use a variety of strategies to solve addition and subtraction problems within 20. (word problems)  NR2.3 - Recognize the inverse relationship between subtraction and addition within 20 and use this inverse relationship to solve authentic problems. (think addition)  **NR2.5** - Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false. (within 10)  NR2.6 - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. (missing addends)  NR2.7 - Apply properties of operations as strategies to solve addition and subtraction problem situations within 20. (commutative and associative properties) | |
| **End of Unit Assessmen**t: Summative assessments for NR2.2 and **NR2.4** and Exit Tickets for **NR2.1**, NR2.3, **NR2.5,** NR2.6, NR2.7 | |
| **Prior-Year Standard - Kindergarten**  NR.5.1 Compose (put together) and decompose (break apart) numbers up to 10 using objects and drawings.  NR.5.2 Represent addition and subtraction within 10 from a given context using a variety of representations and strategies.  NR.5.3 Use a variety of strategies to solve addition and subtraction problems within 10.  NR.5.4 Fluently add and subtract within 5 using a variety of strategies to solve practical, mathematical problems.  **Next-Year Standard Connection - Second Grade**  NR.2.1 Fluently add and subtract within 20 using a variety of mental, part-whole strategies  NR.2.2 Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.  NR.2.3 Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies  NR.2.4 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | |

| **Critical Question 2: How do we know if they have learned it? What evidence will tell us they have met the standards by the end of the unit? Discuss evidence of the end in mind (end-of-unit measure)- How will team members know if students achieve the standard(s)? What type of task could students perform or complete by the end of the unit to show achievement? With what level of proficiency should students perform it? What type of problem or text (stimulus) should students receive?**  **NR2.2** Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems. | | | |
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| **Knowledge Targets** | **Reasoning Targets** | **Performance Skills Targets** | **Product Targets** |
| \*Define properties of operation  strategies.  \*Know how to count on and count  back. | \*Apply strategies to add and  subtract within 20.  \*Apply properties of operation as  strategies to solve addition and  subtraction problems.  \*Explain how counting on and  counting back relate to addition  and subtraction. | N/A | N/A |
| **Big Ideas:**  Objects, drawings, and equations can be used to represent and solve addition and subtraction problems within 20. | **Assessment Items:**  NR2.2 CFAs  NR2.2 Summative  Exit Tickets  Student Work  Small group observations | **Academic Language or Vocabulary:**  Number strings, strategies, counting on, counting back, making ten, decompose, addition, subtraction, sum, difference, counting all, think addition, fact families, doubles, related facts, equations. | |

| **Critical Question 2: How do we know if they have learned it? What evidence will tell us they have met the standards by the end of the unit? Discuss evidence of the end in mind (end-of-unit measure)- How will team members know if students achieve the standard(s)? What type of task could students perform or complete by the end of the unit to show achievement? With what level of proficiency should students perform it? What type of problem or text (stimulus) should students receive?**  **NR2.4** - Fluently add and subtract within 10 using a variety of strategies. | | | |
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| **Knowledge Targets** | **Reasoning Targets** | **Performance Skills Targets** | **Product Targets** |
| Add fluently within 10.  Subtract fluently within 10. | N/A | N/A | N/A |
| **Big Ideas:**  Knowledge of fluent facts can be applied throughout different domains. | **Assessment Items:**  NR2.4 CFAs  NR2.4 Summative  Exit Tickets  Student Work  Small group observations | **Academic Language or Vocabulary:**  Fluent, efficient, add, subtract, strategies, equal sign, facts, sum, difference. | |

| **Student-Friendly Learning Targets:**   * I can use strategies (counting on, counting backward, making 10) to solve addition and subtraction problems within 20. * I can solve word problems in the following types: result unknown, separate: result unknown, part-part-whole: whole unknown, and part-part-whole: both   parts unknown.   * I can use strategies efficiently to add and subtract within 10 fluently. * I can fluently add and subtract within 10. * I can solve addition and subtraction equations. * I can explain what equal means. |
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| **Critical Question 3: How will we respond when some students do not learn it?**  **Critical Question 4: How will we extend the learning for students who have demonstrated proficiency?** |
| | **Learning Ladder** | | **Scaffolding Strategies** | | --- | --- | --- | | **Prior-knowledge Standards/Prerequisite Skills** | NR.5.1 Compose (put together) and decompose (break apart) numbers up to 10 using objects and drawings.  NR.5.2 Represent addition and subtraction within 10 from a given context using a variety of representations and strategies.  NR.5.3 Use a variety of strategies to solve addition and subtraction problems within 10.  NR.5.4 Fluently add and subtract within 5 using a variety of strategies to solve practical, mathematical problems. | Provide students with Manipulatives (concrete)  10 frames  Beginning within 5, rather than within 10 | | **Grade-Level Standard** | NR2.2 - Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.  **NR2.4** - Fluently add and subtract within 10 using a variety of strategies. | Foundational Fact Sets (+/-0, +/-1, +/-2)  Small Group Instruction  Reference Charts for important facts (making 10 and doubles)  Number Lines | | **Extensions** | NR.2.1 Fluently add and subtract within 20 using a variety of mental, part-whole strategies  NR.2.2 Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.  NR.2.3 Solve problems involving the addition and subtraction of two-digit numbers using part-whole strategies  NR.2.4 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | Visual Aids  Practice Opportunities  Feedback  Questioning  DIfferentiated Instruction |  | **Supports** | | --- | | **Tier 1 -** Whole Group Instruction (reference charts with important facts [making ten and doubles], number lines), SAVVAS, county/state guidelines, prior year practices (shared during planning) | | **Tier 2 -** Using assessment data to implement small group instruction (visual aids, manipulatives) | |

| **Sequential Plan for Providing Unit Instruction and Monitoring Learning**  Things to consider:  Days (Progression)  Lessons or Activities (What learning targets will we teach? How will we teach them?)  Embedded Assessment Checkpoints (What are formative and summative assessment checkpoints?) | | | | | |
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| **Week 1**  **Oct 30 - Nov 3** | Fluency Foundational Skills +0, -0  Within 20 | Fluency Foundational Skills +1, -1  Within 20 | Fluency Foundational Skills +2, -2  Within 20 | Fluency Foundational Skills +2, -2  Within 20 | Fact Families/Part, Part, Whole  Within 20 |
| **Week 2**  **Nov 6-10** | Fact Families/Part, Part, Whole  Within 20 | Fact Families/Part, Part, Whole  Within 20 | **Fluency Assessments one-on-one (begin with 5), if mastered continue up starting at 6**  [**Fluency Assessments**](https://drive.google.com/drive/folders/169NBrnWiV3_6CnC6pkyyiv3jhUvsUgAU?usp=sharing) | **Fluency Assessments one-on-one (begin with 5), if mastered continue up starting at 6**  [**Fluency Assessments**](https://drive.google.com/drive/folders/169NBrnWiV3_6CnC6pkyyiv3jhUvsUgAU?usp=sharing) | **HOLIDAY** |
| **Week 3**  **Nov 13-17** | Number Line Addition/Subtraction  Within 20  **Respond to data in small groups**  **Small Group Extension - Missing Addends** | Number Line Addition/Subtraction  Within 20  **Respond to data in small groups**  **Small Group Extension - Missing Addends** | Number Line Addition/Subtraction  Within 20 | Counting On  Within 20 | Counting Back  Within 20 |
| **Week 4**  **Nov 27 - Dec 1** | **CFA NR2.2 #1 - Addition and Subtraction within 20**  **(Students may pick a strategy to add/subtract)**  **Drawing a picture is progressing, using other strategies is mastery**  [**NR2.2 #1 CFA**](https://drive.google.com/file/d/1YEG8MIGRqZd_lYYPNlkTCvmgwATnt8ob/view?usp=drive_link) | Fact Families/Think Addition  Within 20  **Respond to data in small groups**  **Small Group Extension - Missing Addends** | Fact Families/Think Addition  Within 20  **Respond to data in small groups**  **Small Group Extension - Missing Addends** | Fact Families/Think Addition  Within 20  **Respond to data in small groups**  **Small Group Extension - Missing Addends** | Doubles  Within 20 |
| **Week 5**  **Dec 4-8** | Doubles  Within 20 | Doubles  Within 20 | **CFA NR2.2 #2 - Addition and Subtraction within 20**  **(Students may pick a strategy to add/subtract)**  **Drawing a picture is progressing, using other strategies is mastery**  [**NR2.2 #2 CFA**](https://drive.google.com/file/d/1H9cYRpfgvYpChW7a1tqBQ2pLe_w7awwc/view?usp=drive_link) | Making 10  **Respond to data in small groups**  Within 20 | Making 10  **Respond to data in small groups**  Within 20 |
| **Week 6**  **Dec 11-15** | Making 10  **Respond to data in small groups**  **Small Group Extension - Missing Addends**  Within 20 | Making 10  **Respond to data in small groups**  **Small Group Extension - Missing Addends**  Within 20 | **Summative NR2.2 #3 - Addition and Subtraction within 20**  **(Students may pick a strategy to add/subtract)**  **Drawing a picture is progressing, using other strategies is mastery** | True/False  Within 20 | True/False  Within 20 |
| **Week 7**  **Dec 18-22** | True/False  Within 20 | True/False  Within 20 | Half-Day | **HOLIDAY** | **HOLIDAY** |