



## Adams 14 Projected Curriculum Map

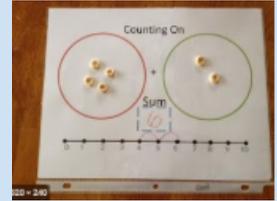
**Course: Math Grade Level: 1st School Year: 2020-2021**

[https://padlet.com/MS\\_CA\\_West/IntoMathInfo20](https://padlet.com/MS_CA_West/IntoMathInfo20)

Dates (months & days) These dates are estimates only and include a cushion at the end of the year	Content  What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?  <b>Topic &amp; Vocabulary</b>	Essential Questions  What are the fundamental, enduring questions that will guide study and instruction?	Skills  What do students have to be able to do related to the content? (These can be written as student-friendly targets—"I can," statements	Standards  What standards will be met through this topic?	Instructional Strategies and Activities  used to develop the skills and knowledge (Can be for either teacher or student)	Resources  What materials, texts, videos, internet, software, or human resources support instruction?	Assessment  What evidence (products and/or performances will be collected to establish that the content and skills have been learned and understood?
<b>RESOURCES:</b> Differentiation ELD/SPED/ GT/504/Other  <a href="#">Get started with ELD</a>	Which unit <b>vocabulary</b> is key to understanding the unit? Has the most transfer to other subjects?  <a href="#">Marzano's Grade Level Vocabulary by Content</a>  <a href="#">Vocabulary for students with disabilities</a>	What <b>funds of knowledge</b> do my students bring to the table? How can students tap into those as resources in ways that affirm identity?  <a href="#">Engaging Background Knowledge</a>  <a href="#">Activating prior knowledge in students with disabilities</a>	What is the dominant <b>language function</b> ? ( <a href="#">Explain/Describe</a> , <a href="#">Opinion</a> , <a href="#">Sequence</a> , <a href="#">Cause/Effect</a> , <a href="#">Compare/Contrast</a> )  What <b>language forms support the function</b> ? What <b>language forms</b> do my students need to utilize these skills? Word/Phrase, Sentence, Discourse level) <a href="#">Examples</a> How are the ideas organized? What elements create cohesion? Which functional words/phrases will students be expected to know and use (Mortar)? What are the key words and phrases (Bricks)?  Create <b>sentence frames</b> using identified functional words/phrases	Which strategies will I use to help students understand and utilize language?  <b>Strategies:</b> <a href="#">ColorinColorado Best Practices</a>   <a href="#">CAL/EXCELL Go to Strategies</a>   <a href="#">Structured Talk Resources</a>   <a href="#">Teaching Vocabulary</a>   <a href="#">Marzano's 6 Steps</a>	Are the resources I have chosen within the <a href="#">Zone of Proximal Development</a> for Multilingual Learners?  Use supports/scaffolds and differentiated reading to support comprehensible input <a href="#">WIDA List of Supports</a>  <a href="#">Scaffolding Reading</a>	Use <a href="#">WIDA Can Do Key Uses</a> to inform <b>linguistic expectations</b> at each level and guide <b>differentiation</b> .  <a href="#">Accommodation for students with disabilities</a>  <a href="#">Instructional VS Assessment accommodations</a>	
GT & Talent Pool  <a href="#">Gifted Ed. Website</a>	Depth and Complexity <a href="#">Talk Cards</a> are differentiated sentence stems. Reach out to the GT Department for cards.	See question lists on page 12 of the <a href="#">Intellectual Standards</a>	<a href="#">Social Justice Standards</a> ; Identity, Diversity, Justice and Action (Teaching Tolerance, 2020) <a href="#">Intellectual Standards</a> : clarity, precision, accuracy, relevance, depth, breadth, logicalness, significance, and fairness. (Elder & Paul 2008)	Attend the days offered through the <a href="#">Professional Learning Community Differentiation Series</a> that will assist in your professional learning.	Make Thinking Visible with <a href="#">Thinking Routines</a>  Achieve breadth and depth through <a href="#">Depth and Complexity</a> .	Use the pretest to <a href="#">compact</a> and <a href="#">differentiate</a> for GT & Talent Pool.	



<p><b>AUGUST</b> <b>(13.5 days)</b> <b>(28<sup>th</sup> ER)</b></p>	<p><b>Topics:</b></p> <p><b>Module 1-Addition Strategies</b></p> <p><b>Prerequisite Skills Inventory (given after module 1)</b></p>	<p><b>Essential Questions:</b></p> <p><b>What is addition?</b></p> <p><b>What do each of the numbers describe?</b></p> <p>How would you solve an addition/sum number sentence?</p>	<p><b>Skills:</b></p> <p><b>Count on</b></p> <p><b>Make a 10</b></p> <p><b>Add doubles</b></p> <p><b>Make teen numbers</b></p>	<p><b>Standards:</b></p> <p><b>CCS1.0a.a.1 Students can use addition and subtraction within 20 to solve problems involving situations of adding 2, taken from, putting together, taking apart and comparing, with unknowns in all positions.</b></p>	<p><b>Instructional Strategies and Activities:</b></p> <p><b>draw pictures to count on</b></p> <p><b>use a number line to count on</b></p> <p><b>use counters to count on and make 10</b></p> <p><b>2 ten frames to show teen numbers</b></p> <p><b>show doubles with cubes</b></p> <p><b>doubles plus one using cubes</b></p>	<p><b>Resources:</b></p> <p><b>HMH manual and student books</b></p> <p><b>counters</b></p> <p><b>number lines</b></p> <p><b>cubes</b></p> <p><b>tens frames</b></p>	<p><b>Assessment:</b></p> <p><b>Acadience (K-5) BOY: Aug 17- Aug 28</b></p> <p><b>IDEL (K-3) BOY: Aug 17- Aug 28</b></p> <p><b>STAR Reading (1-11) BOY: Aug 17- Aug 28</b></p> <p><b>STAR Math (3-11) BOY: Aug 17- Aug 28</b></p>
<p>Differentiation ELD/SPED/ GT/504/Other</p>	<p><b>Key Vocabulary (Module 1):</b></p> <p><b>add</b></p> <p><b>count on</b></p> <p><b>doubles</b></p> <p><b>equation</b></p> <p><b>is equal to (=)</b></p> <p><b>make a ten</b></p> <p><b>plus (+)</b></p> <p><b>sum</b></p>	<p><b>Activities to engage background knowledge:</b></p> <p>HMH Spark your learning</p>	<p><b>Identified Language Forms &amp; Functions:</b></p> <p>Compare and connect</p> <p>Critique, correct and clarify,</p>	<p><b>Sentence Frames:</b></p> <p>_____ means _____ (vocab word/symbol)</p> <p>Ex. To <u>add</u> means to put parts together.</p> <p>I have ____ (ie: I have 5 bears. I have 4 cubes).</p> <p>I had __. I added __. Now my sum is __.</p>	<p><b>Language and/or Student Interaction Strategy:</b></p> <p>Turn and talk</p> <p>Round Robin</p> <p>(Other Kagan Strategies)</p> <p>Make sure students know how to count on the larger number. First have them identify which number is larger and explain why that is easier to count on.</p> <p>Discuss how some words have multiple meanings (ie: add can mean to increase or to join)</p> <p>Count in Spanish afterwards.</p> <p>Discuss the rhythm of counting on and how it's similar in multiple languages.</p>	<p><b>Supports/Scaffolds:</b></p> <p>Thinking Maps</p> <p>Graphics organizers</p> <p>Word wall/Word bank</p> <p>Sentences frame</p> <p>“Say the first number in your head, now count on” (can use fingers to keep track or other tools)</p> <p>Visual reminders of what the last number was said... that’s how many you have!</p> <p>Doubles “cheat sheet”</p> <p>Number chart- use one color to identify the first number in the equation,</p>	<p><b>Differentiation/Accommodations:</b></p> <p>HMH Small Group Options: On track, Almost there, Ready for more</p> <p>Tens frames- use manipulatives in one color for the first number, use another color for the second number.</p> <p>Use different tools to touch numbers when counting (ie: witch’s finger, baton, etc)</p> <p>Slide over the number of manipulatives counted into a big circle drawn on a table or whiteboard to keep track of</p>

						use another color to hop across and circle sum.	what has been counted. 
<b>SEPTEMBER</b> (19 days) (11 <sup>th</sup> /25 <sup>th</sup> ER)	<b>Topics:</b> <b>Module 2-Subtraction Strategies</b>  <b>Module 3-Properties of Operations</b> (20 days)	<b>Essential Questions:</b> What is subtraction?  How would you solve a subtraction sentence?  How can you use counting on to add and subtract?	<b>Skills:</b> <b>Module 2:</b> Count Back Count on to Subtraction Add to Subtract  <b>Module 3:</b> Addition in Any Order Adding 3 numbers Determine Equal and Unequal	<b>Standards:</b> <b>CCS1.0a.a.1</b> Students can use addition and subtraction within 20 to solve problems involving situations of adding 2, taken from, putting together, taking apart and comparing, with unknowns in all positions.  <b>CCSS: 1.OA.D.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	<b>Instructional Strategies and Activities:</b> Cross out to subtract Use a number line or counters to count back Use count on strategy to model subtraction Show how adding and subtracting relate using related facts Make 10 to subtract  Make concrete models of addition facts using 2 colors of cubes to show how adding can be done in any order Use colored cubes to show adding 3 numbers Model adding 2 numbers and to then add to a third Draw pictures to solve problems with 3 numbers	<b>Resources:</b> HMH manual and student books Number lines Counters Tens Frames  HMH manual and student books Cubes	<b>Assessment:</b>



Differentiation ELD/SPED/ GT/504/Other	<b>Key Vocabulary (Module 2):</b> count on equation make a ten subtract count back difference minus (-)  <b>Key Vocabulary (Module 3):</b> addends	<b>Activities to engage background knowledge:</b> HMH Spark your learning	<b>Identified Language Forms &amp; Functions:</b> Compare and Connect, Critique, correct and clarify, Make Connections  <b>Module 3:</b> point out patterns in similar words (ex tens)	<b>Sentence Frames:</b> Subtraction means _____. _____ means _____ (vocab word/symbol) Ex. To <u>add</u> means to put parts together.  When you add 3 numbers you should _____  I had __. I subtracted __. Now the difference is __.	<b>Language and/or Student Interaction Strategy:</b> Turn and talk Round Robin (Other Kagan Strategies)	<b>Supports/Scaffolds:</b> Thinking Maps Graphics organizers Word wall/Word bank Sentences frame	<b>Differentiation/Accommodations:</b> HMH Small Group Options: On track, Almost there, Ready for more
<b>OCTOBER (18.5 days) (30<sup>th</sup> ER)</b>	<b>Topics:</b>  <b>Module 4:</b> Apply the Addition and Subtraction Relationships    <b>Module 5:</b> Understand Add To and Take From Problems	<b>Essential Questions:</b>  What does it mean for 2 sides of an equation to be equal?   What are some keywords to add to or take from in a word problem?	<b>Skills:</b>  <b>Module 4:</b> Related Facts Use Addition to Check Subtraction Finding an Unknown  <b>Module 5:</b> Solving Addition and Subtraction Word Problems Finding the Unknown in Word Problems	<b>Standards:</b>  <b>CCS1.0a.a.1</b> Students can use addition and subtraction within 20 to solve problems involving situations of adding 2, taken from, putting together, taking apart and comparing, with unknowns in all positions.  <b>CCSS: 1.OA.B.3</b> Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.)	<b>Instructional Strategies and Activities:</b>  Build model of addition using cubes to show subtraction Build fact families using cubes of 2 colors Turn and talk give a related fact to a given fact  <b>Make addition facts to check subtraction</b> <b>Draw a picture and cross out to find an unknown in an addition sentence</b> <b>Speed drills to build fluency</b>	<b>Resources:</b>  HMH manual and student book Cubes  HMH manuals and student book flash cards fluency pages	<b>Assessment:</b>



Differentiation ELD/SPED/ GT/504/Other	<b>Key Vocabulary (Module 4):</b> addend related facts          <b>Key Vocabulary (Module 5):</b> equation	<b>Activities to engage background knowledge:</b> HMH Spark your learning          HMH Spark your learning	<b>Identified Language Forms &amp; Functions:</b> Compare and connect Critique, correct and clarify,          Compare and connect Critique, correct and clarify,	<b>Sentence Frames:</b>  <b>Module 4:</b> _____ and _____ are related because _____ Ex. $6 + 8$ and $8 + 6$ are related because they have the same addends.  <b>Module 5:</b> To find an unknown number you would _____.	<b>Language and/or Student Interaction Strategy:</b> Compare and connect Critique, correct and clarify,          Compare and connect Critique, correct and clarify,	<b>Supports/Scaffolds:</b> Thinking Maps Graphics organizers Word wall/Word bank Sentences frame.          Thinking Maps Graphics organizers Word wall/Word bank Sentences frame	<b>Differentiation/Accommodations:</b> HMH Small Group Options: On track, Almost there, Ready for more.          HMH Small Group Options: On track, Almost there, Ready for more
<b>NOVEMBER (14.5 days) (20th ER)</b>	<b>Topics:</b>  <b>Module 6:</b> Understand Put Together and Take Apart Problems	<b>Essential Questions:</b>  How do you find an unknown addend?          How do you find an unknown total?	<b>Skills:</b>  Solve word problems with unknown addends          Solve word problems with unknown totals	<b>Standards:</b>  CCSS: 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = \_ - 3$ , $6 + 6 = \_$ .	<b>Instructional Strategies and Activities:</b>  Draw pictures to solve problems Draw pictures to find unknowns Turn and talk about pictures and answers Turn and talk about how to add and subtract to find unknown Build a bar model with cubes to find an unknown Draw picture to solve word problems	<b>Resources:</b>  HMH manual and student books Cubes	<b>Assessment:</b>  Acadience (K-5) MOY: Nov 30- Dec 11 IDEL (K-3) MOY: Nov 30- Dec 11  STAR Reading (1-11) MOY: Nov 30- Dec 11 STAR Math (3-11) MOY: Nov



Differentiation ELD/SPED/ GT/504/Other	<b>Key Vocabulary (Module 6):</b>  <b>equation</b>	<b>Activities to engage background knowledge:</b> HMH Spark your learning	<b>Identified Language Forms &amp; Functions:</b> Compare and connect Critique, correct and clarify.  conjunctions such <i>and</i> and <i>or</i> are often used in math.	<b>Sentence Frames:</b> An equation is _____.  I can write an equation _____ to solve a problem.	<b>Language and/or Student Interaction Strategy:</b> Turn and talk Round Robin (Other Kagan Strategies)	<b>Supports/Scaffolds:</b> Thinking Maps Graphics organizers Word wall/Word bank Sentences frame	<b>Differentiation/Accommodations:</b> HMH Small Group Options: On track, Almost there, Ready for more.
<b>DECEMBER (13 days) (18<sup>th</sup> ER)</b>	<b>Topics:</b>  <b>Module 7: Understand and Compare Problems</b>	<b>Essential Questions:</b>  How would you find how many more?  How would you find how many fewer?	<b>Skills:</b>  Find how many more  Find how many fewer	<b>Standards:</b>  CCSS: 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<b>Instructional Strategies and Activities:</b>  Write an addition sentence from a picture and/or word problem Draw a picture and write a number sentence for a word problem Draw a visual to find how many more or fewer Use a bar model to find more or fewer Make a 10 to solve addition to 20	<b>Resources:</b>  HMH manual and student book Cubes	<b>Assessment:</b>  Acadience (K-5) MOY: Nov 30- Dec 11 IDEL (K-3) MOY: Nov 30- Dec 11  STAR Reading (1-11) MOY: Nov 30- Dec 11 STAR Math (3-11) MOY: Nov 30- Dec 11
Differentiation ELD/SPED/ GT/504/Other	<b>Key Vocabulary (Module 7):</b>  <b>fewer more</b>	<b>Activities to engage background knowledge:</b> HMH Spark your learning	<b>Identified Language Forms &amp; Functions:</b>  Explain your reasons Compare and Connect Critique, correct and clarify	<b>Sentence Frames:</b>  To find more you should _____.  To find fewer you should _____.	<b>Language and/or Student Interaction Strategy:</b>  Turn and talk Round Robin (Other Kagan Strategies)	<b>Supports/Scaffolds:</b> Thinking Maps Graphics organizers Word wall/Word bank Sentences frame	<b>Differentiation/Accommodations:</b>  HMH Small Group Options: On track, Almost there, Ready for more
	<b>Topics:</b>	<b>Essential Questions:</b>	<b>Skills:</b> <b>interpret picture graphs</b>	<b>Standards:</b> <b>CCSS: 1.MD.C.4 Organize,</b>	<b>Instructional Strategies and Activities:</b>	<b>Resources:</b>	<b>Assessment:</b>

<p><b>JANUARY</b> (17 days) (15<sup>th</sup>/29<sup>th</sup> ER)</p>	<p><b>Module 8: Data</b></p> <p>Key Vocabulary (Module 8):</p> <p>bar graph picture graph tally chart tally marks (tallies)</p> <p><b>Module 9: Understand Place Value</b></p>	<p>How can objects be categorized in different ways?</p> <p>How can an object's attributes determine if it does not belong with other objects in a group?</p> <p>How do different representations of data indicate there are more objects in one category than in another category?</p> <p>What does the position of a digit tell you about its value? What are two ways to describe the number ____?</p>	<p>represent data with picture graphs</p> <p>interpret and represent data with tally charts</p> <p>numbers from 11 to 19.</p> <p>use tens and ones with objects and drawings.</p>	<p>represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>CCSS: 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p>	<p>Make a picture graph from given data Turn and talk to answer questions about graph Create a tally graph from given data Turn and talk to answer questions about a tally chart Create a bar graph from data in a tally chart Turn and talk to answer questions about a bar graph</p> <p>Build teen numbers with tens frames Use tens and ones to build numbers Count on by 10s and add ones Draw pictures to show numbers</p>	<p>HMH manual and student books Graphs Charts</p> <p>HMH manual and student books tens frames tens and one blocks</p>	<p>ACCESS for ELLs (K-12) Jan 11- Feb 12</p>
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	<p><b>Module 12: Understand Addition and Subtraction with Tens and Ones (9 days)</b></p>	<p><b>How could you explain why <math>3+8</math> and <math>8+3</math> both equal 11?</b></p> <p><b>Essential Questions:</b> Can you add multiples of 10 with multiples of 10? Can you subtract multiples of 10 from multiples of 10?</p>	<p><b>compare two-digit numbers to solve problems.</b></p> <p>add multiples of ten with multiples of ten.</p> <p>subtract multiples of ten from multiples of ten.</p> <p>add a one-digit number or a multiple of ten to a two-digit number</p> <p>show 10 less or 10 more than a number without having to count</p>	<p><b>digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</b></p> <p><b>(CCSS: 1.NBT.C.4) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</b></p>	<p><b>Compare numbers using <math>&lt;</math> <math>&gt;</math> <math>=</math> to determine which is greater than, less than, or equal to.</b></p> <p>Draw tens to represent and addition problem then count by tens to solve Draw tens and cross out to subtract multiples of tens Use a hundreds chart to add or subtract multiples of 10 Use a hundreds chart to add digit + 1 digit number Make a ten using tens and ones to add with regrouping Mentally add and subtract a ten from a 2 digit number</p>	<p>HMH manual and student books Hundreds chart Tens and ones</p>	
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Differentiation ELD/SPED/ GT/504/Other	<b>Key Vocabulary (Module 10):</b> <b>Ones</b> <b>Tens</b>  <b>Key Vocabulary (Module 11):</b> <b>Compare, is equal to (=),</b> <b>ones, tens.</b>	<b>Activities to engage background knowledge:</b> HMH Spark your learning	<b>Identified Language Forms &amp; Functions:</b> Explain and reason Compare and Connect Critique, Correct and Clarify Module 3: Synonyms for compare numbers ex. bigger/greater than smaller/less than	<b>Sentence Frames:</b> <b>Module 10</b> Tens are _____ and ones are _____. A 2 digit number is _____.  <b>Module 11</b> When a number is greater/less, it is _____.	<b>Language and/or Student Interaction Strategy:</b>  Turn and talk Round Robin (Other Kagan Strategies)	<b>Supports/Scaffolds:</b> Thinking Maps Graphics organizers Word wall/Word bank Sentences frame	<b>Differentiation/Accommodations:</b>  HMH Small Group Options: On track, Almost there, Ready for more
<b>MARCH</b> <b>(15 days)</b>	<b>Topics:</b>  <u>Module 12: (for 3 days)</u>  <u>Module 13: 2 Digit Addition and Subtraction (9 days)</u>	<b>Essential Questions:</b> Can you add multiples of 10 with multiples of 10? Can you subtract multiples of ten from multiples of ten?  How can you use a hundred chart to add or subtract two-digit numbers?	<b>Skills:</b>  use a hundred chart to add or subtract two-digit numbers.  subtract multiples of ten from multiples of ten.  add and subtract multiples of ten.	<b>Standards:</b>  CCSS: 1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<b>Instructional Strategies and Activities:</b>  <u>See activities in February for beginning of March</u>  Turn and talk- read a word problem aloud and discuss with your partner how you can use the hundred chart to solve a problem (how to move between rows and columns).  Turn and talk to your partner to explain how to use the strategy "make a ten" to show and solve a problem.  Use concrete models, drawings, and strategies to solve problems.	<b>Resources:</b>  HMH manual and student book Hundred chart ones and tens blocks ten frames number line	<b>Assessment:</b>



Differentiation ELD/SPED/ GT/504/Other	<b>Key Vocabulary (Module 12):</b> equation, ones, tens.	<b>Activities to engage background knowledge:</b> HMH Spark your learning.	<b>Identified Language Forms &amp; Functions:</b> Explain and reason Compare and Connect Critique, Correct and Clarify.	<b>Sentence Frames:</b>  <b>To solve the equation _____ you need to add/subtract _____ tens/ones.</b> ex: To solve the equation $30 + 50$ you need to add 3 tens and 5 tens.  <b>In using my hundreds chart I would _____ from _____ to get to _____.</b> ex: In using my hundreds chart I would count on from 36 to get to 56.	<b>Language and/or Student Interaction Strategy:</b>  Turn and talk Round Robin (Other Kagan Strategies)  Turn and talk Round Robin (Other Kagan Strategies)	<b>Supports/Scaffolds:</b>  Thinking Maps Graphics organizers Word wall/Word bank Sentences frame  Thinking Maps Graphics organizers Word wall/Word bank Sentences frame	<b>Differentiation/Accommodations:</b>  HMH Small Group Options: On track, Almost there, Ready for more  HMH Small Group Options: On track, Almost there, Ready for more
	<b>Key Vocabulary (Module 13):</b> count on make ten	HMH Spark your learning.	Explain and reason Compare and Connect Critique, Correct and Clarify				



		<p>Explain how to show same-size shapes within a shape?</p> <p>What is a fraction?</p>	<p>halves and fourths</p>	<p>shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>*Draw a circle and draw a line to show two shapes. *Draw a circle and draw two lines to show four shapes. *Read the short story then draw a picture to show the picture from the story.</p>	<p>paper</p>	
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<p>Differentiation ELD/SPED/ GT/504/Other</p>	<p><b>Key Vocabulary(Module 14):</b> curve surface, flat surface, cone, cube, cylinder, rectangular prism, sphere.</p> <p><b>Key Vocabulary(Module 15):</b> circle, rectangle, square, triangle, side, vertex, hexagon, trapezoid</p> <p><b>Key Vocabulary (Module 16):</b> equal shares, fourth of, fourths, half, halves, quarter of, quarters, unequal share.</p>	<p><b>Activities to engage background knowledge:</b> HMH Spark your learning</p>	<p><b>Identified Language Forms &amp; Functions:</b></p> <p>Reasoning Compare and Connect Critique, Correct and Clarify Explain</p>	<p><b>Sentence Frames: Module 14 and 15</b> A _____ shape has _____.</p> <p>A _____ can be made with _____.</p> <p><b>Module 16</b> Equal shares shows _____ and unequal shares shows _____.</p> <p>To show halves/fourths you _____.</p>	<p><b>Language and/or Student Interaction Strategy:</b></p> <p>Realia for shapes Turn and talk Round Robin (Other Kagan Strategies)</p>	<p><b>Supports/Scaffolds:</b></p> <p>Thinking Maps Graphics organizers Word wall/Word bank Sentences frame</p> <p>Thinking Maps Graphics organizers Word wall/Word bank Sentences frame</p> <p>Thinking Maps Graphics organizers Word wall/Word bank Sentences frame</p>	<p><b>Differentiation/Accommodations:</b></p> <p>HMH Small Group Options: On track, Almost there, Ready for more</p>
<p><b>May 2020 (14.5/15.5 days) (14<sup>th</sup> ER)</b></p>	<p><b>Topics:</b></p> <p><b>Module 17: Length (6 days)</b></p>	<p><b>Essential Questions:</b></p> <p>What objects in the classroom are the same length as (or longer than, or shorter than) your forearm?</p> <p>Which is longer, the total length of 2 sticks placed end-to-end vertically or the same 2 sticks placed end-to-end horizontally?</p>	<p><b>Skills:</b></p> <p><b>order three objects by length.</b></p> <p><b>compare the lengths of two objects indirectly using the length of a third object.</b></p> <p><b>measure the length of objects using units that are the same size.</b></p> <p><b>time to the hour</b></p>	<p><b>Standards:</b></p> <p>CCSS: 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>CCSS: 1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or</p>	<p><b>Instructional Strategies and Activities:</b></p> <p><b>* Turn and talk</b> <b>*Have students get out their pencils and in their groups measure and see which pencil is the longest or shortest</b> <b>*Have students get three index cards , next have then draw three different pictures on each separate card, last compare their pictures with their neighbors to identify the difference in the pictures length.</b> <b>*First, give the students two different length strips of</b></p>	<p><b>Resources:</b></p> <p><b>*HMH teacher manual and student book.</b> <b>*Pencils</b> <b>*Index cards</b> <b>*Strips of paper</b></p> <p><b>HMH teacher manual and student book.</b> <b>Analog clock</b> <b>Digital clock</b></p>	<p><b>Assessment:</b></p> <p><b>Acadience (K-5) EOY:</b> April 27- May 8</p> <p><b>STAR Reading (1-11) EOY:</b> April 27- May 8</p> <p><b>STAR Math (3-11) EOY:</b> April 27- May 8</p>

	<p><b>Module 18: Measure Time (7 days)</b></p>	<p><b>Where are the hands when you tell the time to the hour?</b></p> <p><b>Where are the hands when you tell the time to the half hour?</b></p> <p>What changes are made between the hour and the half hour?</p>	<p><b>tell time to the half hour</b></p>	<p><b>overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</b></p> <p><b>CCSS: 1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</b></p>	<p><b>paper next have the students decorate the strips of paper, last make the strips of paper with a 1 or 2 and explain what makes the papers different.</b></p> <p><b>Large classroom clock for modeling.</b> <b>Draw a clock with numbers and hands.</b> <b>Turn and talk.</b> <b>Digital clock</b> <b>Draw a picture of a digital clock with numbers.</b> <b>Using an analog clock transfer time to a digital clock.</b></p>		
<p>Differentiation ELD/SPED/ GT/504/Other</p>	<p><b>Key Vocabulary (Module 17):</b> <b>length, longer, shorter, longest, shortest.</b></p> <p><b>Key Vocabulary (Module 18):</b> <b>half hour, half past, hour, hour hand, minute hand, minutes.</b></p>	<p><b>Activities to engage background knowledge:</b> HMH Spark your learning</p> <p>HMH Spark your learning</p>	<p><b>Identified Language Forms &amp; Functions:</b> Reasoning Compare and Connect Critique, Correct and Clarify Explain</p> <p>Reasoning Compare and Connect Critique, Correct and Clarify Explain</p>	<p><b>Sentence Frames:</b> <b>Module 17:</b> <b>The length of _____ is _____ than _____.</b> <b>The length of the _____ is the _____</b></p> <p><b>Module 18:</b> <b>_____ o'clock has the hour hand at _____ and the minute hand at _____.</b></p>	<p><b>Language and/or Student Interaction Strategy:</b></p> <p>Turn and talk Round Robin (Other Kagan Strategies)</p> <p>Turn and talk Round Robin (Other Kagan Strategies)</p>	<p><b>Supports/Scaffolds:</b></p> <p>Turn and talk Round Robin (Other Kagan Strategies)</p> <p>Turn and talk Round Robin (Other Kagan Strategies)</p>	<p><b>Differentiation/Accommodations:</b> Small Group Options: On track, Almost there, Ready for more</p> <p>Small Group Options: On track, Almost there, Ready for more</p>



				When it is _____, the hour hand is on _____ and the minute hand is on _____.			
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