

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
MATHEMATICS CURRICULUM
GRADE 1**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
NUMBER SENSE	Students will be able to: <ul style="list-style-type: none"> • count, read and write numbers to 10. 	<ul style="list-style-type: none"> • Students play “Simon Says Count” game. • Students play “Spin & Count” game. • Students make counting books for numbers to 20. Write the numeral and illustrate. Complete the sentence, “This picture shows....” • Students play “Concentration 1 to 10” game. 	<ul style="list-style-type: none"> • Workbook Pgs. • Counting discs • Twenty Page Booklet for each child • Index cards, self-stick stars 	<ul style="list-style-type: none"> • Teacher Observation • Homework • Completed Booklets 	<u>By the end of Grade 1</u> 4.1 A.1
NUMBER SENSE	<ul style="list-style-type: none"> • understand that “0” means none. 	<ul style="list-style-type: none"> • Play How Many Are There? game. • Play “Shake, Guess and Count” game. 	<ul style="list-style-type: none"> • Classroom objects • 10 counters, small box with lid 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.1
NUMBER SENSE	<ul style="list-style-type: none"> • compare numbers using more and fewer. 	<ul style="list-style-type: none"> • Play “Comparing Groups” game. • Play “Pair & Compare” game. 	<ul style="list-style-type: none"> • Index cards, pocket chart • Connecting cubes, number cards 0-12 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.5 C.1
COLLECTION & USE OF DATA	<ul style="list-style-type: none"> • solve problems by comparing data. 	<ul style="list-style-type: none"> • Students play “Compare the Cubes” game. Tell which group has more. • Students complete “How Many Are Standing” activity. Discuss and compare the number of animals in the pictures. 	<ul style="list-style-type: none"> • Connecting cubes • Big Book 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 A.1 C.1

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NUMBER SENSE	Students will be able to: <ul style="list-style-type: none"> • solve problems by finding a pattern. 	<ul style="list-style-type: none"> • Students repeat Sound and Movement Patterns. • Students play "Patterns Around Us" game. 	<ul style="list-style-type: none"> • Drawing paper, connecting cubes, crayons 	<ul style="list-style-type: none"> • Teacher Observation • Completed drawings 	4.3 A.1
NUMBER SENSE	<ul style="list-style-type: none"> • count, read, and write numbers to 15. 	<ul style="list-style-type: none"> • Students play "Number Match" game. • Students practice matching numbers using "Time for 10-Frames." 	<ul style="list-style-type: none"> • Index cards, markers, self-sticking dots • Large dot cards, number cards, word cards 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.5
NUMBER SENSE	<ul style="list-style-type: none"> • count, read and write numbers to 20. • count and order groups to 20. 	<ul style="list-style-type: none"> • Students make number posters • Students count and place numbers in order. • Students play "Guess the Number" game. 	<ul style="list-style-type: none"> • Poster board, craft objects • Number cards • Number line, brown bag 	<ul style="list-style-type: none"> • Completed posters • Teacher Observation 	4.1 A.5
NUMBER SENSE	<ul style="list-style-type: none"> • use ordinal numbers to 10. 	<ul style="list-style-type: none"> • Students match ordinal numbers and words. • Students play "Where are You?" game. 	<ul style="list-style-type: none"> • Number & word cards 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.1

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MATHEMATICAL LANGUAGE	Students will be able to: <ul style="list-style-type: none"> • decide what and how to choose to make a poster. 	<ul style="list-style-type: none"> • Students make items to place in an aquarium; then count total number of items (fish, plants, etc.). • Students draw a place setting. 	<ul style="list-style-type: none"> • Tape, index cards • Butcher Paper • Workbook Pg. 	<ul style="list-style-type: none"> • Teacher Observation • Completed Picture 	4.5 C.3
MATHEMATICAL LANGUAGE	<ul style="list-style-type: none"> • relate the number of pandas to how fast they eat leaves. 	<ul style="list-style-type: none"> • Students compare time for tasks with one person, 2 people, etc. Discuss with them. • Students play "Picking Up Leaves" game. • Students play "Picking Up Cubes" game. • Students play "What do Pandas Eat?" 	<ul style="list-style-type: none"> • Construction paper leaves • Connecting cubes • Connecting cubes, small box w/lid, Workbook Pg. 	<ul style="list-style-type: none"> • Teacher Observation • Completed Project 	4.5 B.3 4.4 B.2
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use pictures to show numbers for sums to five. 	<ul style="list-style-type: none"> • In the "Stand and Be Counted" game, students will create number sentences, adding students. • Use colored paper clips to illustrate stories about a visit to a pet store. • Use connecting cubes and a 5 part spinner to find out how many in all. 	<ul style="list-style-type: none"> • Number cards 0-12 • Colored paper clips • Connecting cubes, 5 part spinner 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • use pictures to explore addition sums to 8. 	<ul style="list-style-type: none"> • Play “Shake & Spill Sentences” game. • Use Dominoes to add. • Say aloud 2 numbers and have students hold up fingers on each hand to represent each number. Move hands together and tell the number in all. 	<ul style="list-style-type: none"> • Two-color counters, small cup, paper • Dominoes or dot cards 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use two-color counters to make 5, 6, 7 & 8. 	<ul style="list-style-type: none"> • Play “Ways to Make 5 Game” (can also be played to make 6, 7, & 8). • Do “Stair Step Sevens” activity. 	<ul style="list-style-type: none"> • Two-color counters, small cup, sentence frame - $\underline{\quad} + \underline{\quad} = \underline{\quad}$ • Red & purple connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1
MATHEMATICAL LANGUAGE	<ul style="list-style-type: none"> • determine sequence of events. 	<ul style="list-style-type: none"> • Students read problems. • Complete “How Many Cars in All?” activity. 	<ul style="list-style-type: none"> • Workbook Pg. • Crayons, paper 	<ul style="list-style-type: none"> • Completed Page • Teacher Observation 	4.5 B.1,2
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • solve problems by drawing a picture. 	<ul style="list-style-type: none"> • Students practice problem solving strategies. • Draw a picture. • Draw and solve. Have students tell number stories about animals. • Draw a picture and write the number sentence. 	<ul style="list-style-type: none"> • Workbook Pg. • Drawing Paper 	<ul style="list-style-type: none"> • Completed Page • Teacher Observation 	4.5 A.1,3

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • add across & down. 	<ul style="list-style-type: none"> • Students practice two ways to add. • Make 2 sets of cards: 1 with a horizontal problem; 1 with a vertical problem. Place cards face down and try to find matching pairs. 	<ul style="list-style-type: none"> • Post-it notes, connecting cubes • Cards 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1,3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • find sums by adding zero. 	<ul style="list-style-type: none"> • Students complete "Hop and Count" activity. • Play "Simon Says with Zero" game. • Play "Adding Zero" game. 	<ul style="list-style-type: none"> • Number cards 0-12, 5-part spinner • Workbook Pg. 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3 4.3 A.1 D.1
COLLECTION & USE OF DATA	<ul style="list-style-type: none"> • solve problems by taking a survey. 	<ul style="list-style-type: none"> • Students make a tally chart of friends' favorite toys. • Students draw a picture of a trip they would like to take. Tally results. 	<ul style="list-style-type: none"> • Drawing paper • Chart paper 	<ul style="list-style-type: none"> • Completed Page • Teacher Observation 	4.4 A.2,4
COLLECTION & USE OF DATA	<ul style="list-style-type: none"> • experiment and gather data about using a magnet. 	<ul style="list-style-type: none"> • Students predict how many paper clips their magnet will hold. • Which magnet is stronger? • Discover which objects will stick to a magnet. 	<ul style="list-style-type: none"> • Magnets • Paper Clips 	<ul style="list-style-type: none"> • Teacher Observation 	4.5 C.2,4
MENTAL MATH	<ul style="list-style-type: none"> • use algebraic thinking to solve for missing numbers in addition problems. 	<ul style="list-style-type: none"> • Students use counters or draw pictures to find the missing addend. 	<ul style="list-style-type: none"> • Counters 	<ul style="list-style-type: none"> • Teacher Observation 	4.3 C.2 4.1 C.2 4.5 C.1

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • use counting on strategy to add. 	<ul style="list-style-type: none"> • Students act out stories about groups of students playing soccer. • Draw circles to practice counting on. 	<ul style="list-style-type: none"> • Drawing paper, red/yellow counters 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation 	4.1 B.3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • count on 1, 2, or 3 on a number line to find sums to 12. 	<ul style="list-style-type: none"> • Students complete "Walking the Line" activity. • Students complete "It's in the Bag" activity. 	<ul style="list-style-type: none"> • White tape, number cards • Bags, number cards 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use doubles to find sums to 12. 	<ul style="list-style-type: none"> • Students practice writing number sentences using spinners. • Students color squares in a row. 	<ul style="list-style-type: none"> • 5-part spinner, counters • 10 x 10 grid paper, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3 4.3 A.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use doubles plus 1 to find sums to 12. 	<ul style="list-style-type: none"> • Students use grid paper to show a number fact. • Students complete "One More Than Me!" activity. 	<ul style="list-style-type: none"> • 10 x 10 grid paper, crayons • Crayons, drawing paper 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3 4.3 A.1
MATHEMATICAL LANGUAGE	<ul style="list-style-type: none"> • use picture clues to solve a problem. 	<ul style="list-style-type: none"> • Students complete "How Many Can You Find?" activity. • Students count "How Many?" 	<ul style="list-style-type: none"> • Big Book story "Let's Play Ball" • Pictures with countable objects 	<ul style="list-style-type: none"> • Teacher Observation 	4.5 B.4

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • write number sentences to solve problems. 	<ul style="list-style-type: none"> • Students complete “How Many Players?” activity. • Students complete “Solve My Story!” activity. 	<ul style="list-style-type: none"> • 12 red counters per group, green paper 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.4
NUMBER SENSE	<ul style="list-style-type: none"> • use manipulatives to explore the commutative property of addition. 	<ul style="list-style-type: none"> • Students use 2-sided counters to make reciprocal number facts. • Students complete “Turning Trains” activity. 	<ul style="list-style-type: none"> • Red & blue counters • Connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use different strategies to add to 12. 	<ul style="list-style-type: none"> • Students complete “Act It Out” activity. • Students complete “Spill the Pennies” activity. 	<ul style="list-style-type: none"> • Pennies, cup 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.6
	<ul style="list-style-type: none"> • write different addition sentences for a number. 	<ul style="list-style-type: none"> • Students complete “Find Number Sentences” activity. • Students complete “Different Ways to Make Numbers” activity. 	<ul style="list-style-type: none"> • Counters • 6 x 7 grid paper, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3
	<ul style="list-style-type: none"> • use different ways to add three numbers. 	<ul style="list-style-type: none"> • Students complete “Spin 3 Times!” activity. • Students complete “1 Train, 2 Trains, 3 Trains” activity. 	<ul style="list-style-type: none"> • 6-part spinner • Connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1 4.3 D.1

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DISCRETE MATHEMATICS	Students will be able to: <ul style="list-style-type: none"> • make a decision to solve an addition problem. 	<ul style="list-style-type: none"> • Students complete “Make Caps” activity. • Students complete “How Many Different Ways?” activity. 	<ul style="list-style-type: none"> • Connecting cubes, crayons • Crayons • Workbook Pg. 	<ul style="list-style-type: none"> • Teacher Observation • Completed Page 	4.4 C.2
MENTAL MATH	<ul style="list-style-type: none"> • solve problems related to a probability experiment. 	<ul style="list-style-type: none"> • Students compare bean bag tosses from varying distances and chart results. 	<ul style="list-style-type: none"> • Bean bags 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 B.2
MENTAL MATH	<ul style="list-style-type: none"> • use pictures to subtract numbers from 5. 	<ul style="list-style-type: none"> • Students complete “Act It Out” activity. • Students complete “Spin and Subtract” activity. 	<ul style="list-style-type: none"> • 2 pieces of poster board • 2-color counters, 2-color spinner, number cards, sentence strips 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.4
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • practice subtraction facts to 8, using horizontal models. 	<ul style="list-style-type: none"> • Students complete “Dot Differences” activity. • Students complete “How Many Are Left?” activity. 	<ul style="list-style-type: none"> • Domino dot cards, pocket chart • 8 counters, index card, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • use cubes to subtract from 5 and 6. 	<ul style="list-style-type: none"> • Students complete “Shake, Spill, and Subtract” activity. • Students complete “Take Away Squares” activity. 	<ul style="list-style-type: none"> • 2-color counters, paper cup • 5 x 5 grid paper, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use cubes to subtract from 7 and 8. 	<ul style="list-style-type: none"> • Students complete “Subtracting Squares” activity. • Students complete “Cube Train Subtraction” activity. 	<ul style="list-style-type: none"> • 7 x 7 grid paper, 8 x 8 grid paper, crayons • Green & yellow connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1
MENTAL MATH	<ul style="list-style-type: none"> • read for math by drawing conclusions from what happened within a story. 	<ul style="list-style-type: none"> • Students use clues to draw conclusions. • Students complete “How Many are Left?” activity. 	<ul style="list-style-type: none"> • “The Barnyard Dance” from Big Book 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.4 4.5 C.3
MENTAL MATH	<ul style="list-style-type: none"> • solve problems by using the “act it out” strategy. 	<ul style="list-style-type: none"> • Students complete “Act Out Subtraction” activity. • Students complete “Story Fun” activity. 		<ul style="list-style-type: none"> • Teacher Observation 	4.5 B.1,2
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use connecting cubes or domino models to subtract horizontally and vertically. 	<ul style="list-style-type: none"> • Students complete “Trains and Towers” activity. • Students use dominoes to subtract. 	<ul style="list-style-type: none"> • Orange & purple connecting cubes • Dominoes 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • subtract 0 and subtract all. 	<ul style="list-style-type: none"> • Students complete “Stand Up, Sit Down” activity. • Students complete “All or None” activity. 	<ul style="list-style-type: none"> • Number cubes • Counters 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3 4.3 D.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • subtract to compare numbers. 	<ul style="list-style-type: none"> • Students complete “More Pennies or Nickels” activity. • Students compare counters. 	<ul style="list-style-type: none"> • Pennies, nickels • Counters 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.5
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use addition to check subtraction. 	<ul style="list-style-type: none"> • Students complete “Check It Out” activity. • “Model and Write” technique is used. 	<ul style="list-style-type: none"> • Number cubes • Counters, addition & subtraction fact cards 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.8
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • make decisions in order to make a mural. 	<ul style="list-style-type: none"> • Students will draw a zoo animal. • Students complete “What I Like To Do on Saturdays” activity. 	<ul style="list-style-type: none"> • Crayons, paper • Crayons, paper 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 C.1
COLLECTION & USE OF DATA	<ul style="list-style-type: none"> • experiment, record data, and make inferences. 	<ul style="list-style-type: none"> • Students complete “Which Rolls Farther?” activity. • Students complete “Does It Roll or Slide?” activity. 	<ul style="list-style-type: none"> • 6 books, short & long pieces of cardboard, 2 crayons • 4 books, cardboard, geometric shapes 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 A.1,2

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none">• use the counting back strategy to subtract.	<ul style="list-style-type: none">• Students complete “Spin and Count Back” activity.• Students complete “Ten in the Bed” activity.	<ul style="list-style-type: none">• Counters, number cards, 3-part spinner	<ul style="list-style-type: none">• Teacher Observation	4.1 B.3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none">• count back 1, 2, or 3 on a number line to subtract.	<ul style="list-style-type: none">• Students practice number line subtraction.• Students complete “Spin for Numbers” activity.	<ul style="list-style-type: none">• Number cards, 3-part spinner• Number cards, 3-part spinner	<ul style="list-style-type: none">• Teacher Observation	4.1 B.3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none">• find differences by using the related doubles fact.	<ul style="list-style-type: none">• Students model doubles• Students complete “Together and Apart” activity.	<ul style="list-style-type: none">• Purple & green connecting cubes• Purple & green connecting cubes, number cards	<ul style="list-style-type: none">• Teacher Observation	4.1 B.3 4.3 A.1
DISCRETE MATHEMATICS	<ul style="list-style-type: none">• use pictures or words in a story to help make inferences to solve story problems.	<ul style="list-style-type: none">• Students complete “What Do You Think?” activity.• Students complete “Give Me a Clue” activity.	<ul style="list-style-type: none">• “It’s Sale Time” from Big Book	<ul style="list-style-type: none">• Teacher Observation• Completed Workbook Pg.	4.4 C.1
DISCRETE MATHEMATICS	<ul style="list-style-type: none">• solve problems by writing a subtraction sentence.	<ul style="list-style-type: none">• Students complete “Act It Out” activity.• Students complete “Number Stories” activity.	<ul style="list-style-type: none">• Trade books from classroom library• Number cards, 10-part spinner, 2-color counters, crayons	<ul style="list-style-type: none">• Teacher Observation• Completed Workbook Pg.	4.1 B.6,7

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • recognize the inverse relationship of addition and subtraction. 	<ul style="list-style-type: none"> • Students will model related sentences. • Students complete “Related Stories” activity. 	<ul style="list-style-type: none"> • Red & purple connecting cubes, paper, crayons • Number cards, red & blue counters, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.8
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use the inverse relationship between addition and subtraction to find missing numbers. 	<ul style="list-style-type: none"> • Students complete “Find the Missing Number” activity. • Students complete “Mystery Bags” activity. 	<ul style="list-style-type: none"> • Counters • Brown bags, connecting cubes in 2 colors 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.8 4.3 C.2
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • recognize and complete fact families. 	<ul style="list-style-type: none"> • Students complete “Building Fact Families” activity. • Students complete “Building More Fact Families” activity. 	<ul style="list-style-type: none"> • Counters • Connecting cubes, number cards, 10-part spinner 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.8 4.3 D.1
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • make decisions in order to plan a city trip. 	<ul style="list-style-type: none"> • Students complete “Animals at the Zoo” activity. • Students complete “Places to Visit” activity. 	<ul style="list-style-type: none"> • Paper • Paper 	<ul style="list-style-type: none"> • Completed Workbook Page 	4.4 D.1,2

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COLLECTION & USE OF DATA	Students will be able to: <ul style="list-style-type: none">analyze data and solve problems.	<ul style="list-style-type: none">Students will do jumping jacks and record data.Students will do sit ups and record data.		<ul style="list-style-type: none">Teacher ObservationCompleted Workbook Pg.	4.4 A.1
COLLECTION & USE OF DATA	<ul style="list-style-type: none">make and interpret a real object graph.	<ul style="list-style-type: none">Students will make a "Crayon" Graph.Students will make "Human" Graphs.	<ul style="list-style-type: none">10 x 10 grid paper, crayons	<ul style="list-style-type: none">Teacher ObservationCompleted Workbook Pg.	4.4 A.1,2
COLLECTION & USE OF DATA	<ul style="list-style-type: none">make and interpret a picture graph.	<ul style="list-style-type: none">Students will make a "Shape" Graph.Students will make a "Colors We are Wearing" Graph.	<ul style="list-style-type: none">10 x 10 grid paper10 x 10 grid paper	<ul style="list-style-type: none">Teacher Observation	4.4 A.1,2
DISCRETE MATHEMATICS	<ul style="list-style-type: none">use words or pictures to draw conclusions from a story.	<ul style="list-style-type: none">Students complete "Where To?" activity.Students complete "What Shall We Do?" activity.	<ul style="list-style-type: none">Picture"School Fun" from Big Book	<ul style="list-style-type: none">Teacher Observation	4.4 C.2
COLLECTION & USE OF DATA	<ul style="list-style-type: none">compare data by interpreting a tally table.	<ul style="list-style-type: none">Students complete "Tally Talk" activity.Students complete "Spin & Tally" activity.	<ul style="list-style-type: none">4-part spinner	<ul style="list-style-type: none">Teacher Observation	4.4 B.1 D.3
COLLECTION & USE OF DATA	<ul style="list-style-type: none">use the strategy to make a table to solve a problem.	<ul style="list-style-type: none">Students complete "Comparing Tables" activity.Students complete "Coin Table" activity.	<ul style="list-style-type: none">ChalkboardChart paper	<ul style="list-style-type: none">Completed Tables	4.4 A.1,2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
COLLECTION & USE OF DATA	Students will be able to: <ul style="list-style-type: none">• read and interpret a bar graph.	<ul style="list-style-type: none">• Students will make a bar graph.• Students will read a graph.	<ul style="list-style-type: none">• Chalkboard• Chalkboard	<ul style="list-style-type: none">• Completed Bar Graphs	4.4 A.1,2
COLLECTION & USE OF DATA	<ul style="list-style-type: none">• make a graph to solve problems.	<ul style="list-style-type: none">• Students complete "What Do You Like to Eat?" activity.• Students complete "What's Your Favorite Book?" activity.	<ul style="list-style-type: none">• Bar graph paper• Bar graph paper	<ul style="list-style-type: none">• Completed Bar Graphs	4.4 A.1,2
COLLECTION & USE OF DATA	<ul style="list-style-type: none">• record data and answer questions based on likes and differences.	<ul style="list-style-type: none">• Students complete "Let's Find Out" activity.• Students complete "How Do You Measure?" activity.	<ul style="list-style-type: none">• Graph paper• Connecting cubes, graph paper	<ul style="list-style-type: none">• Completed Graphs	4.4 A.1,2
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none">• explore patterns of tens.	<ul style="list-style-type: none">• Students complete "Circle Count" activity.• Students complete "Musical Trains" activity.	<ul style="list-style-type: none">• Crayons• Connecting cubes, music	<ul style="list-style-type: none">• Teacher Observation	4.1 A.1,2
NUMBER SENSE	<ul style="list-style-type: none">• use objects to model tens and ones.	<ul style="list-style-type: none">• Students complete "Listen for Tens and Ones" activity.• Students complete "Spin a Train" activity.	<ul style="list-style-type: none">• Trade book• 10-part spinner, connecting cubes	<ul style="list-style-type: none">• Teacher Observation	4.1 A.1,2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
NUMBER SENSE	Students will be able to: <ul style="list-style-type: none"> • write numbers to 50 using models and place value representation. 	<ul style="list-style-type: none"> • Students complete “Chart the Number” activity. • Students complete “Spin & Build” activity. 	<ul style="list-style-type: none"> • Tens & ones models • Connecting cubes, 10-part spinner, place value chart 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.2
NUMBER SENSE	<ul style="list-style-type: none"> • read and write numbers to 100 using models. 	<ul style="list-style-type: none"> • Students will use tens and ones models to read and write numbers to 100. • Students will complete “Combining Trains” activity. 	<ul style="list-style-type: none"> • Tens & ones models, place value charts • Connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.2
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • understand place value for numbers to 100. 	<ul style="list-style-type: none"> • Students complete “Cube Count” activity. Use cubes to show tens and ones of a designated number. • Students complete “Ones and Tens Chain” activity. 	<ul style="list-style-type: none"> • Connecting cubes, place value chart • Paper clips 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.2 4.3 A.1
MENTAL MATH	<ul style="list-style-type: none"> • estimate magnitude of numbers. 	<ul style="list-style-type: none"> • Students will estimate counters. • Students complete “Estimate Beans” activity. Put beans in jars and guess how many. 	<ul style="list-style-type: none"> • Counters • Jars, beans 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 C.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MATHEMATICAL LANGUAGE	Students will be able to: <ul style="list-style-type: none"> retell a story relating all the important details. 	<ul style="list-style-type: none"> Students complete "In Your Words" activity. Retell the story in their own words. Students complete "To the Market" activity. Retell the story. 	<ul style="list-style-type: none"> "Fun With Fruit" from Big Book 	<ul style="list-style-type: none"> Teacher Observation 	4.5 B.2 4.5 C.6
COLLECTION & USE OF DATA	<ul style="list-style-type: none"> solving problems by making graphs. 	<ul style="list-style-type: none"> Students complete "Easy to See" activity. Make a bar graph. Students complete "Favorite Fruits" activity. Make a bar graph. 	<ul style="list-style-type: none"> Chart paper Chalkboard 	<ul style="list-style-type: none"> Completed Charts 	4.4 A.2
NUMBER SENSE	<ul style="list-style-type: none"> identify one more than, one less than, and then more than, ten less than a given number. 	<ul style="list-style-type: none"> Students complete "Adding Units and Rods" activity. Students complete "Counting Ahead and Back" activity. 	<ul style="list-style-type: none"> Tens & ones models Hundreds chart, crayons 	<ul style="list-style-type: none"> Teacher Observation 	4.1 C.1
NUMBER SENSE	<ul style="list-style-type: none"> compare 1 digit and 2 digit numbers. 	<ul style="list-style-type: none"> Students complete "Can You Compare?" activity. Model with tens and ones. Students will use the $<$ and $>$ symbols to compare two numbers. 	<ul style="list-style-type: none"> Tens & ones models Number cards, $<$ $>$ cards 	<ul style="list-style-type: none"> Teacher Observation 	4.1 B.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> order numbers from 1 to 100. 	<ul style="list-style-type: none"> Students complete "What Is the Order?" activity. Students place numbers in order. 	<ul style="list-style-type: none"> Tens & ones models Index cards, number cubes 	<ul style="list-style-type: none"> Teacher Observation 	4.1 A.1,5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
NUMBER SENSE	Students will be able to: <ul style="list-style-type: none"> • explore skip counting patterns of 5's and 10's. 	<ul style="list-style-type: none"> • Students complete "Different Ways to Count" activity. • Students complete "Counting Colors" activity. 	<ul style="list-style-type: none"> • Connecting cubes • Hundreds chart, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.1,3 4.3 A.1
NUMBER SENSE	<ul style="list-style-type: none"> • explore skip counting patterns of 2's. 	<ul style="list-style-type: none"> • Students complete "Skip Count With Counters" activity. • Students complete "Hop and Count" activity. 	<ul style="list-style-type: none"> • Hundreds chart, counters • Masking Tape 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.1,3 4.3 A.1
NUMBER SENSE	<ul style="list-style-type: none"> • identify odd and even numbers up to 100. 	<ul style="list-style-type: none"> • Students complete "Can You Pair It?" activity. • Students complete "Odd or Even?" activity. 	<ul style="list-style-type: none"> • Hundreds chart, connecting cubes, crayons • Connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.3 A.1
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • choose color and number combinations to make flower leis. 	<ul style="list-style-type: none"> • Students make flower leis using color and number combinations. 	<ul style="list-style-type: none"> • Colored tissue, string, scissors 	<ul style="list-style-type: none"> • Teacher Observation • Completed Flowers 	4.4 C.2
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • make and describe patterns to solve problems. 	<ul style="list-style-type: none"> • Students use connecting cubes to solve problems using pattern trains. 	<ul style="list-style-type: none"> • Connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.3 A.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • identify the value of pennies and nickels; count coins 	<ul style="list-style-type: none"> • Students complete “Comparing Coins” activity. • Students complete “Sort and Shop” activity. They select an item to buy and show the coins needed. 	<ul style="list-style-type: none"> • Pennies, nickels • Pennies, nickels, self-stick notes, classroom items 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.4
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • identify the value of dimes and quarters; count groups of coins. 	<ul style="list-style-type: none"> • Students complete “Show and Tell” activity. • Students complete “Going Shopping I” activity. They choose an item and draw the coins they can use to buy it. 	<ul style="list-style-type: none"> • Pennies, nickels, dimes, quarters • Pennies, nickels, dimes, quarters, classroom items, price tags 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.4
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • find the value of a mixed set of coins. 	<ul style="list-style-type: none"> • Students complete “Coin Guess” activity. • Students complete “Going Shopping II” activity. They arrange the coins to show the easiest way to count them. 	<ul style="list-style-type: none"> • Coins, envelopes • Coins, pictures, crayons, paper 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.4
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • identify different combinations of coins that equal the same value. 	<ul style="list-style-type: none"> • Students complete “Choose the Coins” activity. • Students complete “Coin Combinations” activity. Students are asked “How many combinations of coins can you find to buy an item?” 	<ul style="list-style-type: none"> • Coins • Picture, coins, price tags 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MATHEMATICAL LANGUAGE	Students will be able to: <ul style="list-style-type: none"> • use prior knowledge to solve problems. 	<ul style="list-style-type: none"> • Students complete “Friends Go Shopping!” activity. • Students complete “Whatever the Weather!” activity. Ask students to predict what will happen next. • 	<ul style="list-style-type: none"> • “Five Friends” from Big Book • Picture 	<ul style="list-style-type: none"> • Teacher Observation 	4.5 A.1,5
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use coins and the “act it out” strategy to solve problems. 	<ul style="list-style-type: none"> • Students complete “Act It Out With Coins” activity. • Students play store and find how many things they can buy for 50¢. 	<ul style="list-style-type: none"> • Coins • Classroom items, coins 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.4
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • identify the value of a dollar. 	<ul style="list-style-type: none"> • Students complete “Identify a Dollar” activity. Make a chart of the different ways to make \$1.00 with coins. • Students complete “Can You Make a Dollar?” activity. 	<ul style="list-style-type: none"> • Coins, one dollar bill, chart paper • Coins, 5-part spinner 	<ul style="list-style-type: none"> • Completed Chart • Teacher Observation 	4.1 A.4
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • add and subtract money amounts up to 12¢. 	<ul style="list-style-type: none"> • Students complete “Money Stories” activity. • Students complete “Act It Out” activity. 	<ul style="list-style-type: none"> • Pennies • Pennies, price tags, pictures 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.4
MATHEMATICAL LANGUAGE	<ul style="list-style-type: none"> • analyze data and make decisions. 	<ul style="list-style-type: none"> • Students complete “What Would You Buy?” activity. They draw what they would buy with the prices on them. • Students complete “Go Shopping” activity. Storekeeper tells the total of 2 items that a student wishes to buy. 	<ul style="list-style-type: none"> • Classroom items, price tags • Pennies, price tags, classroom objects 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 A.2 4.5 A.4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
COLLECTION & USE OF DATA	Students will be able to: <ul style="list-style-type: none"> • apply math concepts to investigate science concepts. 	<ul style="list-style-type: none"> • Students complete “Moving Objects” activity. How does it move when you push it? • Students complete “How Does It Move?” activity. Discuss what happens when you push a shape across a slanted surface. 	<ul style="list-style-type: none"> • Cones, cubes, cylinders & spheres • Cones, cubes, cylinders & spheres 	<ul style="list-style-type: none"> • Teacher Observation • Discussion 	4.5 C.3,4
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use doubles to add. 	<ul style="list-style-type: none"> • Students complete “Number Tic-Tac-Toe” activity. What is the sum of a doubled number? • Students complete “Patterns” activity. Arrange a set of pattern blocks. Students use their blocks to copy. 	<ul style="list-style-type: none"> • Tic-Tac-Toe boards, number cards, counters • Identical sets of 10 pattern blocks 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3 4.2 A.2,4 4.4 D.3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use doubles plus 1 to add. 	<ul style="list-style-type: none"> • Students complete “How Many Cubes?” Model doubles plus one with cubes. Write a number sentence. • Students complete “Domino Facts” activity. 	<ul style="list-style-type: none"> • Red & purple connecting cubes • Domino cards 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • learn to find sums when 10 is addend. 	<ul style="list-style-type: none"> • Students complete “Beans” activity. • Students complete “Do You See a Pattern?” activity. 	<ul style="list-style-type: none"> • 10-frame, 20 beans • Connecting cubes in 2 colors 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3 4.3 B.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • use the “make-a-ten” strategy to add 7, 8 or 9. 	<ul style="list-style-type: none"> • Students complete “Butterflies” activity. Place cubes in the egg carton to model an addition story. • Students complete “Spin and Add!” activity. Spin the spinner to see what number to add to a chosen number card. 	<ul style="list-style-type: none"> • Egg carton, connecting cubes in 2 colors • Spinner, number cards, 20-frame, 2 color counters 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3 4.3 A.1 B.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use doubles or the “make-a-ten” strategy to add three numbers. 	<ul style="list-style-type: none"> • Students complete “Colorful Cubes” activity. Use cubes to model 3 addends. • Students complete “How Much Would You Pay?” activity. Students purchase 3 items. Shopper must agree with the store clerk on the total price. 	<ul style="list-style-type: none"> • Connecting cubes in 3 colors • Classroom items, price tags 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.4 B.3
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • find main points and details to solve problems. 	<ul style="list-style-type: none"> • Students complete “Look at the Picture” activity. • Students complete “The Bees” activity. Ask, “What is the story mostly about? What details tell about ways bugs are busy workers?” 	<ul style="list-style-type: none"> • Large colorful picture • “Busy Bugs Indeed” from Big Book 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 A.2
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • choose the operation to solve problems. 	<ul style="list-style-type: none"> • Students complete “Butterflies Fly Away” activity. Show a number story with cubes. • Students complete “Tell Me a Story” activity. Make up a number story to go along with an addition fact. 	<ul style="list-style-type: none"> • 12 connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.4 4.5 B.4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • use addition doubles facts to subtract. 	<ul style="list-style-type: none"> • Students complete “Are You In or Out?” activity. • Students complete “Cartons of Beans” activity. Fill an egg carton with beans and ask “What will happen if I take away the beans on one side?” 	<ul style="list-style-type: none"> • String • Egg cartons, beans 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.1,3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • recognize the inverse relationship of addition and subtraction to 20. 	<ul style="list-style-type: none"> • Students complete “Make a Number” activity. • Students complete “Show Number Sentences” activity. Use cubes to show addition and related subtraction facts. 	<ul style="list-style-type: none"> • Number cards, chalkboard • Number cards, connecting cubes in 2 colors 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.8
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use the inverse relationship of addition and subtraction to find missing numbers. 	<ul style="list-style-type: none"> • Students write a subtraction sentence. • Students make up a story. Ask, “Can you make up an addition/subtraction story with these 2 numbers?” 	<ul style="list-style-type: none"> • Number cards • 20-part spinner 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3,8
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • recognize and complete fact families to 20. 	<ul style="list-style-type: none"> • Students complete “Show a Double” activity. • Students complete “What is Related?” activity. Ask, “What number fact can we make from these 3 numbers?” (Fact Families) 	<ul style="list-style-type: none"> • 10-part spinner, counters • Number cards, counters 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.3,8

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
COLLECTION & USE OF DATA	Students will be able to: <ul style="list-style-type: none"> • analyze data and make decisions. 	<ul style="list-style-type: none"> • Students complete “Buying Cubes” activity. • Students complete “It’s a Pizza!” activity. 	<ul style="list-style-type: none"> • Connecting cubes • Crayons 	<ul style="list-style-type: none"> • Teacher Observation • Completed Workbook Pg. 	4.4 A.1,2
COLLECTION & USE OF DATA	<ul style="list-style-type: none"> • apply math concepts to investigate science concepts. 	<ul style="list-style-type: none"> • Students complete “Fast Bugs” activity. • Students complete “Which Bug Moves Faster?” activity. Students race for 1 minute pretending to be an ant and a spider, to see which is faster. 	<ul style="list-style-type: none"> • Pictures of different bugs • Connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation • Completed Workbook Pg. 	4.5 C.4
MEASUREMENT	<ul style="list-style-type: none"> • tell time to the hour. 	<ul style="list-style-type: none"> • Students read digital clocks. • Students read analog clocks. 	<ul style="list-style-type: none"> • Digital clock • Analog clock 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3
MEASUREMENT	<ul style="list-style-type: none"> • tell time to the half hour. 	<ul style="list-style-type: none"> • Students practice counting minutes. Count by 5's. • Students practice telling time. 	<ul style="list-style-type: none"> • Analog clock • Analog & digital clocks 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3
MEASUREMENT	<ul style="list-style-type: none"> • use sequence of events to solve problems. 	<ul style="list-style-type: none"> • Students read the “Tick-Tock Game.” Discuss times in the story as it is read. • Students complete “At What Time?” activity. Find out who got to the library first. 	<ul style="list-style-type: none"> • “The Tick-Tock Game” from Big Book • Chalkboard 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
DISCRETE MATHEMATICS	Students will be able to: <ul style="list-style-type: none"> • use the “act it out” strategy and a clock to solve problems. 	<ul style="list-style-type: none"> • Students complete “Passage of Time” activity. Move the hands on the clock to show time passing in the story. • Students complete “Be a Clock” activity. Make a clock face on the floor with number cards. Use string to represent the hands. 	<ul style="list-style-type: none"> • Demonstration clock • Number cards, string 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3
MEASUREMENT	<ul style="list-style-type: none"> • read a calendar and identify days of the week and months of the year. 	<ul style="list-style-type: none"> • Students complete “Explore the Calendar” activity. Discuss current month. • Students complete “Be a Calendar” activity. Students hold word cards in order of months and days. 	<ul style="list-style-type: none"> • Current calendar • Current calendar 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3
MEASUREMENT	<ul style="list-style-type: none"> • choose the appropriate units and instruments to measure time. 	<ul style="list-style-type: none"> • Students complete “How do You Measure Up?” activity. Students hold up a clock or calendar to show which to use. • Students complete “Time Sort” activity. Show pictures. Students show clock or calendar. 	<ul style="list-style-type: none"> • Index cards with pictures of clocks and calendars • Clock, calendar, pictures, paper, crayons 	<ul style="list-style-type: none"> • Teacher Observation • Completed Pictures 	4.2 D.2,3
COLLECTION & USE OF DATA	<ul style="list-style-type: none"> • analyze data and make decisions. 	<ul style="list-style-type: none"> • Students complete “Make a Schedule” activity. • Students complete “Your Day” activity. 	<ul style="list-style-type: none"> • Chalkboard 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3 4.3 C.1 4.4 A.2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
COLLECTION & USE OF DATA	Students will be able to: <ul style="list-style-type: none"> • apply math concepts to investigate science concepts. 	<ul style="list-style-type: none"> • Students complete “Footprints Galore!” activity. Students discuss answers. • Students complete “Measure My Footprint!” activity. Students guess the measure to put in order by size. 	<ul style="list-style-type: none"> • Ruler, paper, footprints of varying lengths 	<ul style="list-style-type: none"> • Discussion • Partner Work 	4.2 A.1 D.1,4
MEASUREMENT	<ul style="list-style-type: none"> • estimate and measure length with non-standard units. 	<ul style="list-style-type: none"> • Students complete “Clip Measuring!” activity. Use paper clips to measure. • Students complete “Footstep Measuring” activity. 	<ul style="list-style-type: none"> • Classroom objects, paper clips 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.1,2
MEASUREMENT	<ul style="list-style-type: none"> • measure length in inches. 	<ul style="list-style-type: none"> • Students complete “What’s a Ruler?” activity. • Students complete “Make a Ruler!” activity. Glue 1 inch squares onto a 12 inch piece of cardboard. Use the ruler to measure classroom objects. 	<ul style="list-style-type: none"> • Ruler, classroom items • Cardboard, inch grid paper, glue, classroom items 	<ul style="list-style-type: none"> • Teacher Observation • Completed Rulers 	4.2 D.3
MEASUREMENT	<ul style="list-style-type: none"> • compare the capacity of cups, pints, quarts. 	<ul style="list-style-type: none"> • Students complete “Cups of Rice!” activity. Estimate how many cups of rice are needed to fill a pint container. • Students complete “Containers!” activity. Students experiment using smaller containers to fill the larger ones. 	<ul style="list-style-type: none"> • Cup, pint, quart containers, rice • Cup, pint, quart containers, water 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3,4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MEASUREMENT	Students will be able to: <ul style="list-style-type: none"> • estimate and compare the weight of various objects to a pound. 	<ul style="list-style-type: none"> • Students complete “Heavy!” activity. Demonstrate how a pan balance works. • Students complete “A Pound Is a Pound” activity. Measure and chart items for less than 1 pound, about 1 pound, more than 1 pound. 	<ul style="list-style-type: none"> • Pan balance, classroom items • 1 lb. weight, chart paper, pan balance, classroom items 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3,4
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • use illustrations to solve problems. 	<ul style="list-style-type: none"> • Students complete “How Many Apples?” activity. Using the picture, discuss how many apples are in a pound. • Students complete “Sandcastles Everywhere!” activity. Students take turns telling the story using just the illustrations. 	<ul style="list-style-type: none"> • Pictures of items on a pan balance with a 1 lb. weight • “Sandcastles Everywhere!” from Big Book 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 A.2
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • use logical reasoning to solve problems. 	<ul style="list-style-type: none"> • Students complete “Who Am I Thinking Of?” activity. Play a guessing game. • Students complete “Who’s Tallest?” activity. Students use cubes to build towers to represent each child in the story. 	<ul style="list-style-type: none"> • Index cards, connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.5 A.4 B.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MEASUREMENT	Students will be able to: <ul style="list-style-type: none"> • measure length in centimeters. 	<ul style="list-style-type: none"> • Students complete “Using Centimeters” activity. Demonstrate how to measure. • Students complete “Body Outlines” activity. Trace a student on paper. Use string to measure arms, legs, etc. 	<ul style="list-style-type: none"> • Ruler, classroom items • Butcher paper, crayons, string, scissors, ruler 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.1,3
MEASUREMENT	<ul style="list-style-type: none"> • compare the mass of objects to a kilogram. 	<ul style="list-style-type: none"> • Students complete “Pasta!” activity. Use a pan balance to estimate and measure the weight of boxes of pasta. • Students complete “Let’s Balance” activity. Measure and chart items for less than 1 kg, about 1 kg, more than 1 kg. 	<ul style="list-style-type: none"> • 1 kilogram weight, 2 1-lb. boxes of pasta, pan balance, classroom items 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.4
MEASUREMENT	<ul style="list-style-type: none"> • compare the capacity of containers to a liter. 	<ul style="list-style-type: none"> • Students complete “A Liter, More or Less” activity. Compare 1 liter container to 6 other containers. • Students will order liters by arranging containers in order from least to most. 	<ul style="list-style-type: none"> • 1 liter container, 6 other containers of varied sizes, water • containers of varied sizes, water or rice 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MEASUREMENT	Students will be able to: <ul style="list-style-type: none"> • read Fahrenheit and Celsius thermometers. 	<ul style="list-style-type: none"> • Students complete “Reading Thermometers” activity. Display and discuss. • Students complete “Hot or Cold!” experiment and then discuss the appropriate clothing to be worn for each temperature. 	<ul style="list-style-type: none"> • Fahrenheit & Celsius thermometers • Fahrenheit & Celsius thermometers, hot & cold water, cups, ice 	<ul style="list-style-type: none"> • Teacher Observation • Discussion 	4.2 D.1,3 4.3 C.1
MEASUREMENT	<ul style="list-style-type: none"> • choose the appropriate measurement tool. 	<ul style="list-style-type: none"> • Students complete “What Should I Use?” activity. Students suggest what could be measured with each tool. • Students complete “Using Measurement Tools.” Students decide which tool to use to measure an item. 	<ul style="list-style-type: none"> • Tools for measuring length, weight, capacity & temperature • (same as above) 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 D.3
MEASUREMENT	<ul style="list-style-type: none"> • analyze data and make decisions. 	<ul style="list-style-type: none"> • Students complete “Make a Postcard” activity. Follow directions to create your postcard. • Students complete “Draw Different Vehicles” activity. Students draw vehicles to a specified size in centimeters. 	<ul style="list-style-type: none"> • Crayons, 5 x 8 index cards, ruler • Ruler, crayons, scissors, index cards, glue 	<ul style="list-style-type: none"> • Completed Postcards • Completed Projects 	4.4 D.1,2 4.5 A.2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MEASUREMENT	Students will be able to: <ul style="list-style-type: none"> • apply measurement concepts to investigate science concepts. 	<ul style="list-style-type: none"> • Students complete “Comparing Bubbles” activity. How much soap makes the best bubbles? • Students decide how much of each ingredient makes the best dough. 	<ul style="list-style-type: none"> • Bowl, salt, flour, water, tablespoon measures 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 	4.2 D.1 4.5 C.4
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • describe objects by position. 	<ul style="list-style-type: none"> • Students complete “Follow the Leader” activity. Follow directions. • Students complete “Position Word Walk” activity. Draw pictures. 	<ul style="list-style-type: none"> • Drawing paper, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 A.1,2
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • give and follow directions about location. 	<ul style="list-style-type: none"> • Students complete “The Hokey Pokey” activity. Listen to the song and follow the directions. 	<ul style="list-style-type: none"> • “The Hokey Pokey” song 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 C.1
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • identify solid figures and relate them to real life objects. 	<ul style="list-style-type: none"> • Students complete “Describe It” activity. Children tell the name of each object and write their descriptions on the chart. • Students complete “Guess the Solid” activity. Have children reach into the shoe box and describe the solid object to a partner. 	<ul style="list-style-type: none"> • Geometric solids, classroom items, chart paper • Shoe box, geometric solids 	<ul style="list-style-type: none"> • Completed Chart • Teacher Observation 	4.2 A.1,2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SPATIAL SENSE & GEOMETRY	Students will be able to: <ul style="list-style-type: none"> • identify faces of solid figures. 	<ul style="list-style-type: none"> • Students complete “Making Shapes” activity. Give each child a shape and identify the faces. • Students complete “Tracing Shapes” activity. Children trace around all of the faces on a solid object. 	<ul style="list-style-type: none"> • Geometric solid objects, paper • (same as above) 	<ul style="list-style-type: none"> • Completed Drawing 	4.2 A.2
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • recognize sides and corners of plane figures. 	<ul style="list-style-type: none"> • Students complete “Sorting Sides and Corners” activity. Glue the shapes onto the chart. • Students complete “Walk a Shape” activity. Make large shapes on the floor with masking tape. 	<ul style="list-style-type: none"> • Chart paper, paper squares, triangles, circles, rectangles, pentagons & hexagons in a variety of sizes & colors • Masking tape, paper squares, rectangles, triangles, circles 	<ul style="list-style-type: none"> • Completed Chart • Discussion • Teacher Observation 	4.2 A.2
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • determine how shapes are alike and different to solve problems. 	<ul style="list-style-type: none"> • Students complete “Like a Cylinder” activity. Find things in the classroom that are cylinders. • Students complete ‘Alike or Different’ activity. List ways the square and triangle are alike and different. 	<ul style="list-style-type: none"> • Cylinder, classroom items • “My Surprise” from Big Book 	<ul style="list-style-type: none"> • Discussion 	4.2 E.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SPATIAL SENSE & GEOMETRY	Students will be able to: <ul style="list-style-type: none"> • find a pattern to solve problems. 	<ul style="list-style-type: none"> • Students complete “Sound Patterns” activity. Clap and snap your fingers to create a sound pattern. • Students complete “Paper Shape Patterns” activity. Students will use their shapes to complete patterns that you begin. 	<ul style="list-style-type: none"> • Paper Shapes 	<ul style="list-style-type: none"> • Teacher Observation • Completed Pattern 	4.2 A.4 4.3 A.1
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • classify plane figures by common attributes of color, size and shape. 	<ul style="list-style-type: none"> • Students complete “Shape Sort” activity. Volunteers sort the shapes. Classmates discuss and guess the rule. • Students complete “They’re All the Same” activity. Students select two shapes and discuss. 	<ul style="list-style-type: none"> • Construction paper shapes • Construction paper shapes, paper bag 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 A.2
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • combine plane figures to make new shapes. 	<ul style="list-style-type: none"> • Students complete “Shape Sort” activity. Students explore putting blocks together in a variety of ways. • Students complete “They’re All the Same” activity. Put several blocks together to make new shapes. Trace it on a piece of paper. 	<ul style="list-style-type: none"> • Pattern blocks • Pattern blocks, paper 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 B.1,2

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SPATIAL SENSE & GEOMETRY	Students will be able to: <ul style="list-style-type: none"> • make and match figures that are the same size and shape. 	<ul style="list-style-type: none"> • Students complete “Shape Sort” activity. Have students look for a matching shape and tell how they know the figures are the same. • Students complete “They’re All the Same” activity. Draw a dot grid on the board. Have students copy a shape you’ve drawn and discuss. 	<ul style="list-style-type: none"> • Paper or oaktag shapes • Chalkboard 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 A.1
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • analyze data and make decisions. 	<ul style="list-style-type: none"> • Students complete “Shape Animals” activity. Use blocks to make animals. • Students complete “Shape House” activity. Use grid paper to design a house. 	<ul style="list-style-type: none"> • Pattern Blocks • 10 x 10 grid paper 	<ul style="list-style-type: none"> • Teacher Observation • Completed Projects 	4.2 A.3 4.4 D.4
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • apply geometry concepts to investigate science concepts. 	<ul style="list-style-type: none"> • Students complete “How do I Find Out?” activity. Discuss how to find out if water has shape. • Students complete “Water Graph” activity. Ask, “Which container will make water the same shape?” Do an experiment. 	<ul style="list-style-type: none"> • Containers of various shapes, water 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 	4.2 D.1,3
SPATIAL SENSE & GEOMETRY	<ul style="list-style-type: none"> • explore symmetry. 	<ul style="list-style-type: none"> • Students make folding triangles to observe symmetry. 	<ul style="list-style-type: none"> • Paper triangles 	<ul style="list-style-type: none"> • Teacher Observation 	4.2 A.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • identify equal parts of a whole. 	<ul style="list-style-type: none"> • Students complete “Are They Equal?:” activity. Draw a line through each circle - 1 equal, 1 unequal. Discuss. • Students complete “Equal Cuts” activity . Students fold and cut paper to show 2 equal parts. 	<ul style="list-style-type: none"> • 2 large paper circles • Paper, scissors 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 	4.1 A.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • identify halves and one-half of a whole. 	<ul style="list-style-type: none"> • Students complete “Two Equal Parts” activity. Students explore making pattern block shapes with 2 equal parts. • Students complete “Colored Fractions!” activity. Students fold a shape in half and color one half. 	<ul style="list-style-type: none"> • Pattern blocks, crayons • Crayons 	<ul style="list-style-type: none"> • Completed Projects 	4.1 A.1
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • identify fourths and one-fourth of a whole. 	<ul style="list-style-type: none"> • Students complete “How Many Equal Parts?” activity. Students fold once; count equal parts; fold again; count. Color one part. • Students complete “Four Equal Parts” activity. Students use 4 identical pattern blocks to make a shape. 	<ul style="list-style-type: none"> • Square paper, crayons 	<ul style="list-style-type: none"> • Completed Projects 	4.1 A.1 4.2 A.4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
DISCRETE MATHEMATICS	Students will be able to: <ul style="list-style-type: none"> • identify thirds and sixths and one-third and one-sixth. 	<ul style="list-style-type: none"> • Students complete “How Many Thirds?” activity. Fold and color paper to show $\frac{1}{3}$ and $\frac{1}{6}$. • Students complete “Put the Plate Back Together!” activity. Cut apart plates drawn to show $\frac{1}{3}$ and $\frac{1}{6}$. Color $\frac{1}{3}$ and $\frac{1}{6}$. Put back together. 	<ul style="list-style-type: none"> • Rectangular paper • Paper plates, scissors, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.1
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • use picture clues to solve problems. 	<ul style="list-style-type: none"> • Students complete “What’s In the Picture?” activity. Show the picture and discuss. • Students complete “Use Picture Clues” activity. Display pictures and make up questions that require picture clues to answer. 	<ul style="list-style-type: none"> • “The Class Picture” from Big Book • Magazine pictures 	<ul style="list-style-type: none"> • Discussion 	4.5 A.2
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • solve problems by drawing a picture. 	<ul style="list-style-type: none"> • Students complete “Share a Granola Bar” activity. Read the story. Illustrate and discuss. • Students complete “Illustrate the Story” activity. Read the story. Illustrate and discuss. 	<ul style="list-style-type: none"> • Chalkboard • Crayons 	<ul style="list-style-type: none"> • Discussion 	4.5 A.3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • identify fractions of a group or set. 	<ul style="list-style-type: none"> • Students complete “Fair Shares” activity. Students discuss things they have or have not shared fairly. • Students complete “Share the Food!” activity. Have students place counters (food) on the plates to show 2 equal shares. 	<ul style="list-style-type: none"> • Crayons, counters, paper plates 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
MATHEMATICAL LANGUAGE	Students will be able to: <ul style="list-style-type: none"> • recognize possible outcomes or the likelihood for something to occur. 	<ul style="list-style-type: none"> • Students complete “Color It!” activity. Students talk about how each spinner shows certain, sometimes, or impossible. • Students complete the “Spinners” activity. Students make bags of counters showing certain, maybe and impossible. 	<ul style="list-style-type: none"> • Blank spinner, crayons • Green, red, yellow, & blue counters, plastic bags 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 B.1,2
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • analyze data and make decisions 	<ul style="list-style-type: none"> • Students complete “Twelve Counters to Share Equally” activity. Follow directions. • Students complete “It’s Pie” activity. Listen to story. 	<ul style="list-style-type: none"> • Counters • Paper plates, crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 A.1,2
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • apply math concepts to investigate science concepts. 	<ul style="list-style-type: none"> • Students complete “Weatherman!” activity. Answer questions about weather changes. • Students complete “My Weather!” activity. Students complete a weather journal. 	<ul style="list-style-type: none"> • Crayons 	<ul style="list-style-type: none"> • Discussion • Completed Weather Journals 	4.2 D.3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • add multiples of ten. 	<ul style="list-style-type: none"> • Students complete “How Many Counters?” activity. Solve problems counting on by tens. • Students complete “What Is the Number?” activity. Partners use the tens models to show numbers. Count and switch. 	<ul style="list-style-type: none"> • 9 bags w/ten counters each • Tens models 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.2,5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
APPLICATION OF BASIC NUMBER CONCEPTS	<p>Students will be able to:</p> <ul style="list-style-type: none"> • add multiples of ten to a 2 digit number. 	<ul style="list-style-type: none"> • Students add using a hundred chart. • Students complete "Pick and Spin" activity. Partners pick a number, then spin to add on 10, 20 or 30. 	<ul style="list-style-type: none"> • Hundred chart • Blank spinner, number cards 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 A.2 B.5
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use place-value models to add 2 digit numbers without regrouping. 	<ul style="list-style-type: none"> • Students complete "How Many Tens and Ones" activity. • Students complete "Seed Problems" activity. Use place-value models to represent seeds in a packet. 	<ul style="list-style-type: none"> • Connecting cubes • Place-value models 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.5
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use addition facts to add 2 digit numbers without regrouping. 	<ul style="list-style-type: none"> • Students add using a hundred chart. • Students add tens and ones. 	<ul style="list-style-type: none"> • Hundred chart • Place-value chart 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.5
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • add 2 digit and 1 digit numbers with regrouping. 	<ul style="list-style-type: none"> • Students use models to add. Students use place value models to show regrouping. • Students complete "Adding with Regrouping" activity. Use place-value models to show regrouping. 	<ul style="list-style-type: none"> • Tens & ones models • Tens & ones models 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.5
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • Use steps in a process to solve problems. 	<ul style="list-style-type: none"> • Students complete "Step by Step" activity. Read the story and present problems to solve. • Students complete "How to Plant a Seed" activity. Students follow written directions. 	<ul style="list-style-type: none"> • "In My Garden" from Big book • Cups, soil, seeds, water 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 D. 1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • subtract multiples of ten. 	<ul style="list-style-type: none"> • Students will count by tens. • Students complete “Bags of Ten” activity. Count the bags by tens, then take some away. 	<ul style="list-style-type: none"> • Tens models • 9 transparent bags, each with 10 counters 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.5
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • subtract multiples of ten from a 2 digit number. 	<ul style="list-style-type: none"> • Students complete “Subtraction Tens” activity. Use the chart to subtract tens by moving up. • Students complete “Let’s Subtract” activity. Show a number with connecting cubes. Toss the number cube to show how many tens to subtract. 	<ul style="list-style-type: none"> • Hundred chart • Number cube, connecting cubes 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.5
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use place-value models and place value charts to subtract 2 digit numbers without regrouping. 	<ul style="list-style-type: none"> • Students complete “Subtract Tens and Ones” activity. • Students complete “Act It Out” activity. Give students problems to act out using tens and ones models. 	<ul style="list-style-type: none"> • Connecting cubes • Tens & ones models 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.5
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use subtraction facts to subtract 2 digit numbers without regrouping. 	<ul style="list-style-type: none"> • Students complete “Subtracting Numbers” activity. One student shows the numbers with cubes. A partner writes it in the place value chart. • Students use the hundred chart to subtract. 	<ul style="list-style-type: none"> • Connecting cubes, place value chart • Hundred chart 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.5

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APPLICATION OF BASIC NUMBER CONCEPTS	Students will be able to: <ul style="list-style-type: none"> • subtract 1 digit numbers from 2 digit numbers with regrouping. 	<ul style="list-style-type: none"> • Students use models to regroup. • Students use place value models. 	<ul style="list-style-type: none"> • Tens & ones models. • Tens & ones models. 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.5
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • use guess and check to solve problems. 	<ul style="list-style-type: none"> • Students complete “Which Two?” activity. Solve problems with extra information given. • Students complete “Add or Subtract?” activity. 	<ul style="list-style-type: none"> • Tens & ones models • Tens & ones models 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 C.2,3
APPLICATION OF BASIC NUMBER CONCEPTS	<ul style="list-style-type: none"> • use the inverse relationship between addition and subtraction. 	<ul style="list-style-type: none"> • Students complete “Find the Difference” activity. Students can add to check a subtraction answer. • Students complete “Related Operations” activity. 	<ul style="list-style-type: none"> • Tens & ones models • Tens & ones models 	<ul style="list-style-type: none"> • Teacher Observation 	4.1 B.8
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • analyze data and make decisions. 	<ul style="list-style-type: none"> • Students complete “Planting Trees” activity. Students work together to decide which trees to plant. • Students complete “Plant a Garden” activity. Brainstorm and make a list. Illustrate your garden. 	<ul style="list-style-type: none"> • Chart paper • Crayons 	<ul style="list-style-type: none"> • Teacher Observation 	4.4 A.2
DISCRETE MATHEMATICS	<ul style="list-style-type: none"> • apply math concepts to investigate science concepts. 	<ul style="list-style-type: none"> • Students complete “How Big Is It?” activity. Discuss how the size of a rock affects the size of a hole it’s in. • Students complete “Coins in Soil” activity. Experiment and predict how the size of a coin affects the hole it makes in the soil. 	<ul style="list-style-type: none"> • Soil, shoe box, dimes, nickels, ruler 	<ul style="list-style-type: none"> • Discussion 	4.5 A.1,2