CACS Curriculum Map — 1st Grade Mathematics

Aligned to the 2023 NJSLS-Mathematics, the NJDOE 2024 Content Emphases (Major/Supporting/Additional Clusters), and the enVision Mathematics (2024) NJ Correlation

Standards Key

Standards Family	Code / Citation	What It Covers
NJSLS-Mathematics (2023)	**1.OA.A / B / C / D**	Operations and Algebraic Thinking — Represent and solve problems involving addition and subtraction; Understand and apply properties of operations and the relationship between addition and subtraction; Add and subtract within 20; Work with addition and subtraction equations.
NJSLS-Mathematics (2023)	**1.NBT.A / B / C**	Number and Operations in Base Ten — Extend the counting sequence; Understand place value; Use place value understanding and properties of operations to add and subtract.
NJSLS-Mathematics (2023)	**1.M.A / B / C**	Measurement — Measure lengths indirectly and by iterating length units; Tell and write time; Work with money. (Introduced in 2023; replaces part of the legacy 1.MD domain, the same restructuring that affected Kindergarten's K.MD.)
NJSLS-Mathematics (2023)	**1.DL.A**	Data Literacy — Represent and interpret data. (Introduced in 2023; replaces part of the legacy 1.MD domain.)
NJSLS-Mathematics (2023)	**1.G.A**	Geometry — Reason with shapes and their attributes.
NJSLS-Mathematics (2023)	**MP.1–MP.8**	Standards for Mathematical Practice — Make Sense of Problems & Persevere; Reason Abstractly & Quantitatively; Construct Viable Arguments & Critique Reasoning; Model with Mathematics; Use Appropriate Tools Strategically; Attend to Precision; Look for & Make Use of Structure; Look for & Express Regularity in Repeated Reasoning.
NJDOE Content Emphases (2024)	**M / S / A**	Cluster emphasis level for Grade 1, per the NJDOE's "Mathematics: Where to Focus" printable — Major clusters (majority of instructional time), Supporting clusters, and Additional clusters. All content must still be taught; emphasis guides relative time and depth.
NJDOE Content Emphases (2024)	**Required Fluency**	1.OA.C.6 — Add and subtract within 10. The one fluency expectation NJDOE identifies as required by the end of Grade 1.
2023 NJSLS-Mathematics	**Climate icon**	The standards document's own "opportunity to integrate climate change education" icon, appearing on 1.OA.A.1, 1.OA.A.2, and 1.DL.A.1 for Grade 1. As with Kindergarten, Mathematics has no separate companion guide — the icon in the standards document itself is the source.
enVision Mathematics (2024) / Savvas	**Topics 1–15**	The correlation of enVision Mathematics (2024) to the 2023 NJSLS-Mathematics, provided by the district, maps each Grade 1 standard to its enVision Lesson(s) — used here to verify (and where needed, flag) the district's monthly Topic-to-standard citations.

1st Grade Mathematics Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
September *First Grade Readiness; Topic 1 (Lessons 1.1–1.9)* **Represent and solve problems involving addition and subtraction** *Focus: How do we use objects, drawings, and equations to solve addition and subtraction word problems within 20?*	***District-Provided Standards*** • 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 1.OA.A — Major: Represent and solve problems involving addition and subtraction. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 1 confirmed: the official Savvas–NJSLS correlation concentrates 1.OA.A.1 in Lessons 1-1 through 1-9. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 1.OA.A.1 carries the standards document's climate-change integration icon, denoting an opportunity to build this month's addition/subtraction word problems around a climate- or environment-themed context.	***SWBAT:*** • Readiness- • -R3 - provide students with a review of recognizing, counting and writing numbers to 9. • R4 - provide students with a review of comparing numbers 1 to 5. • R5 - Provide students with a review of comparing numbers 6 to 10. • R6 - Prepare students for addition by making numbers 6 to 9 in two parts. • R7 - Prepare students for subtraction by finding missing parts of numbers. • R8 - Provides students with a review of sorting shapes. • 1.1 - Solve addition problems involving situations of adding one part to another part. • 1.2 - Solve addition problems involving situations of putting two parts together. • 1.3 - Solve addition word problems by breaking apart a total number of objects. • 1.4 - solve subtraction problems involving taking from a group. • 1.5 - solve problems that involve comparing to find how many more objects are in one group than another group. • 1.6 - solve problems that involve comparing to find how many fewer objects are in one group than another group. • 1.7 - solve addition problems by finding a missing addend. • 1.8 - solve problems involving putting together or taking apart.	***Readiness*** • -Teacher will administer Grade 1 Readiness Test to assess students current skill level. ***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts • On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL	• Envisions Lesson Book - Vol. 1 • Envisions workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Reteach pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Stem bins • Math tools • Counters • manipulative • Computers • IXL • ABCYA • homework ***Assessment Components*** • Grade 1 Readiness Test (Topic 1 readiness check) • Topic 1 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
		• 1.9. Construct math arguments in order to solve addition and subtraction problems. ***LML*** • identify places inside and outside of school of where they learn math	• 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • Introduce Let Me Learn Math Word Wall an ongoing activity to identify math vocabulary and terms to pattern use and (how we all learn differently and in different places). ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach core word-problem vocabulary (add, take away, all together, how many) with visuals and manipulatives before Readiness lessons R3–R8. • Provide sentence frames for word problems: "I start with ___. I ___ ___. Now I have ___." • Pair multilingual learners with a peer during independent practice for modeled academic language. ***Enrichment*** • Challenge students who show fluency with the Readiness skills to write their own addition/subtraction word problem and trade with a partner to solve. • Extend Topic 1 lessons by having students represent the same word problem two different ways (objects	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			and equation) and explain how they match.	
October *Topic 1 Review & Assessment; Topic 2 (Lessons 2.1–2.9); Topic 3 (Lessons 3.1–3.3)* **Add and subtract within 20; understand and apply properties of operations** *Focus: How do we use strategies such as counting on, doubles, and ten-frames to add and subtract within 20?*	***District-Provided Standards (cluster letters added per 2023 NJSLS-Mathematics)*** • 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. • 1.OA.B.3 Apply properties of operations as strategies to add and subtract. • 1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. • 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). • 1.OA.C.6 Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 1.OA.A — Major. • 1.OA.B — Major. • 1.OA.C — Major: Add and subtract within 20. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 1.OA.C.6 Add and subtract within 10 — begins here and continues through Topics 2–4 (October–December). ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 2 confirmed: Lessons 2-5/2-9 = 1.OA.B.3; Lesson 2-7 = 1.OA.B.4; Lessons 2-3/2-6 = 1.OA.C.5; Lessons 2-2/2-3/2-4 = 1.OA.C.6; Lesson 2-8 = 1.OA.A.1 (spiral).	***SWBAT:*** • 2.1 - Add by counting on from a number. • 2.2 - use doubles to solve problems. • 2.3 solve problems using near doubles facts. • 2.4 - use a ten-frame to solve addition facts with 5 and 10. • 2.5 - use the same addends to write two different equations with the same sum. • 2.6 - count back to solve subtraction problems. • 2.7 - use addition facts to 10 to solve subtraction problems. • 2.8 solve word problems by drawing pictures and writing equations. • 2.9 - use structure and identify patterns in order to solve problems. • 3.1 - count on to add using a number line. • 3.2. - count on to add using an open number line. • 3.3 - memorize doubles facts. ***LML*** • experiment with the different addition strategies and recognize which ones they like to use best (LML).	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts • On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills	• Envisions Lesson Book - Vol. 1 • Envisions workbook • Envisions Quiz worksheet • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Math tools • Ten frames • Number line • Counters • manipulative • Computers • IXL • ABCYA ***Assessment Components*** • Topic 1 Review • Topic 1 Assessment • Topic 2 Mid-Chapter Quiz • Topic 2 Review • Topic 2 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• Topic 3 (3.1–3.3) confirmed: Lessons 3-1/3-2 = 1.OA.C.5, continuing into 1.OA.C.6 at Lesson 3-3. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 1.OA.A.1 continues to carry the climate-change integration icon (spiral review, Lesson 2-8).		• 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • Awareness through LML that we all make choices with strategies that we can use for adding. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Explicitly teach strategy vocabulary (doubles, near doubles, ten-frame, count on, count back) with visual anchor charts before independent practice. • Model each strategy aloud step-by-step using sequential language (first, next, then) before students try it independently. • Provide sentence frames: "I used ___ to solve ___." ***Enrichment*** • Challenge students to solve the same fact using two different strategies and explain which was faster and why. • Introduce facts within 20 using near-doubles for students who have mastered doubles fluently.	
November *Topic 3 continued (Lessons 3.4–3.9); Topic 4 (Lessons 4.1–4.4)*	***District-Provided Standards*** • 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together,	***SWBAT:*** • 3.4 -use doubles facts to help solve doubles-plus facts. • 3.5 - make a 10 to add numbers to 20.	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages	• Envisions Lesson Book - Vol. 1 • Envisions workbook • Savvas Realize Access

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
Add and subtract within 20 using increasingly sophisticated strategies *Focus: How do we use doubles, making ten, and number lines to add and subtract fluently within 20?*	taking apart, and comparing, with unknowns in all positions. • 1.OA.B.4 Understand subtraction as an unknown-addend problem. • 1.OA.C.5 Relate counting to addition and subtraction. • 1.OA.C.6 Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 1.OA.A — Major. • 1.OA.B — Major. • 1.OA.C — Major. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 1.OA.C.6 Add and subtract within 10 — continues from October. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 3 (remaining lessons 3.4–3.9) confirmed: Lessons 3-4 through 3-7 = 1.OA.C.6. • Topic 4 (4.1–4.4) confirmed: Lesson 4-1 = 1.OA.C.5; Lessons 4-2/4-3 = 1.OA.C.6; Lesson 4-4 = 1.OA.B.4. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 1.OA.A.1 continues to carry the climate-change integration icon (spiral review).	• 3.6 - make a 10 to add numbers to 20. • 3.7 - solve addition problems using different strategies. • 3.8 - solve different types of addition word problems • 3.9 - critique the reasoning of others by using known information about addition and subtraction • 4.1 - use a number line to subtract by counting on or counting back. • 4.2 - make subtraction easier by making 10 to subtract. • 4.3 - count on to subtract using 10 as a landmark. • 4.4 - make addition and subtraction facts using the same three numbers.	• Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts • On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards	• SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Math tools • Computers • IXL • ABCYA ***Assessment Components*** • Topic 3 Mid-Chapter Quiz • Topic 3 Review • Topic 3 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Pattern blocks • Math games ***Let Me Learn*** • Awareness through LML that we all make choices with strategies that we can use for adding and subtracting. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Continue explicit strategy-language instruction (making ten, counting on/back) with visual number-line supports. • Use sentence frames for critiquing reasoning: "I agree/disagree because ___." • Provide picture-supported vocabulary cards for the Topic 4 subtraction-strategies center. ***Enrichment*** • Challenge students to critique a partner's addition/subtraction strategy and suggest an alternate approach (Lessons 1.9/3.9 extension). • Introduce fact families (addition/subtraction using the same three numbers) for students ready for the relationship between operations.	
December *Topic 4 continued (Lessons 4.5–4.9)* **Understand and apply properties of operations and the relationship between addition and subtraction** *Focus: How do we use the relationship between addition*	***District-Provided Standards*** • 1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. • 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. ***Cluster Emphasis (NJDOE 2024 Content Emphases)***	***SWBAT:*** • 4.5 - use addition facts to find subtraction • 4.6 - use addition facts to find subtraction facts. • 4.7 - explain strategies used to solve subtraction problems. . • 4.8 - solve different types of addition and subtraction problems with unknowns in different positions.	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \	• Envisions Lesson Book - Vol. 1 • Envisions workbook • Envisions Quiz worksheet • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
and subtraction to solve problems and explain our strategies?	• 1.OA.B — Major. • 1.OA.A — Major. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 1.OA.C.6 Add and subtract within 10 — concludes its October–December span (Topics 2–4). ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 4 (4.5–4.9) confirmed: Lessons 4-4 through 4-7 = 1.OA.B.4; Lessons 4-8/4-9 = 1.OA.A.1 — matches the district's citation. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 1.OA.A.1 carries the climate-change integration icon at Lessons 4-8/4-9.	• 4.9 - use reasoning to write and solve number stories ***LML*** • use the Precision Pattern to identify exact math vocabulary words in word problems. • use the Sequence Pattern to group related math facts.	***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts • On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • Precision Pattern as it relates to math (using exact vocab words with Sequence and Precision)	• Math centers • Math tools • Ten frames • Number line • Counters • manipulatives • Computers • IXL • ABCYA ***Assessment Components*** • Topic 4 Mid-Chapter Quiz • Topic 4 Review • Topic 4 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics) • Pair the district's own Precision Pattern vocabulary routine with picture cards to pre-teach exact math vocabulary in word problems. • Provide sentence frames for explaining strategies: "I know ___ + ___ = ___, so ___ - ___ = ___." • Model number-story writing with a shared/interactive writing routine before independent practice. ***Enrichment*** • Challenge students to write their own number story using reasoning to justify their equation (Lesson 4.9 extension). • Introduce missing-number problems with the unknown in different positions for students who have mastered basic fact families.	
January *Topic 5 (Lessons 5.1–5.7); Topic 6 (Lessons 6.1–6.5)* **Work with addition and subtraction equations; represent and interpret data** *Focus: How do we determine if equations are true or false, find missing numbers, and organize and interpret data?*	***District-Provided Standards (corrected to 2023 NJSLS-Mathematics domain structure)*** • 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing. • 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. • 1.OA.B.3 Apply properties of operations as strategies to add and subtract. • 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. • 1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. • 1.DL.A.1 Organize, 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	***SWBAT:*** • 5.1 - find the unknown number in an equation. • 5.2 - determine if addition and subtraction equations are true or false. • 5.3 - find the missing numbers in equations to make them true. • 5.4 - use different strategies to add three numbers. • 5.5 - use different strategies to solve word problems with 3 addends. • 5.6 - solve word problems involving comparisons. • 5.7 - use precision to determine the missing number or symbol in an equation. • 6.1 - organize data into categories	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Fluency Review - addition/subtraction • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group***	• Envisions Lesson Book - Vol. 1 • Envisions workbook • Envisions Quiz worksheet • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Math tools • Ten frames • Number line • Counters • manipulatives

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	how many more or less are in one category than in another. [source cited "1.MD.C.4" — see Flagged for District Review] ***Flagged for District Review*** • 1.MD.C.4 → 1.DL.A.1: the 2016 CCSS-based "Measurement and Data" (MD) domain was split by the 2023 NJSLS-Mathematics into two separate domains — Measurement (M) and Data Literacy (DL), the same restructuring that affected Kindergarten. Organizing and interpreting categorical data is now 1.DL.A.1, not a Measurement standard. Corrected here; the district's source citation is preserved in this note for the record. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 1.OA.A — Major. • 1.OA.D — Major: Work with addition and subtraction equations. • 1.DL.A — Supporting: Represent and interpret data. ***Standards for Mathematical Practice (as provided)*** • MP.1 Make sense of problems and persevere in solving them. • MP.6 Attend to precision. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 5 confirmed: Lesson 5-1 = 1.OA.D.8; Lessons 5-2/5-3/5-7 = 1.OA.D.7; Lesson 5-4 = 1.OA.B.3; Lesson 5-5 = 1.OA.A.2; Lesson 5-6 = 1.OA.A.1. • Topic 6 confirmed: Lessons 6-1 through 6-5 = 1.DL.A.1. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 1.OA.A.2 and 1.DL.A.1 both carry the standards document's climate-change integration icon this month, denoting an opportunity to build the three-addend word problems and the data-organizing task around a climate- or environment-themed context.	• 6.2 - collect and organize information using a picture graph • 6.3 - interpret organized data • 6.4 - use a picture graph to interpret data • 6.5 - use perseverance to solve problems about sets of data. ***LML*** • use the Technical Reasoning and Precision Patterns by using cubes to build tens and ones.	• Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts • On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • The language of LML as it relates to math (Technical Reasoning and Precision-using cubes, tens and ones) ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach equation vocabulary (equal sign, true, false) using balance-scale visuals before Topic 5 lessons.	• Computers • IXL • ABCYA • Let Me Learn: • Let Me Learn Word Wall ***Assessment Components*** • Topic 5 Mid-Chapter Quiz • Topic 5 Review • Topic 5 Assessment • Topic 6 Fluency Practice and Vocabulary Review

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			• Provide sentence frames for interpreting data: "There are ___ more ___ than ___." "The category with the most ___ is ___." • Use a picture graph with labeled categories so multilingual learners can access data content without relying on text alone. ***Enrichment*** • Challenge students to write their own true and false equations for a partner to evaluate and justify. • Have students collect and graph their own classroom data set and pose two questions for classmates to answer using the graph.	
February *Topic 7 (Lessons 7.1–7.7)* **Extend the counting sequence** *Focus: How do we count to 120 and find patterns on a number chart?*	***District-Provided Standards (cluster letters added per 2023 NJSLS-Mathematics)*** • 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. • 1.NBT.B.2.c Understand the following as special cases: the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). [source cited "1.NBT.B.2c" — see Flagged for District Review] ***Flagged for District Review*** • 1.NBT.B.2.c: per the official enVision–NJSLS correlation, this standard's core lessons are concentrated in Topic 8 (March), not Topic 7. Reproduced here as the district provided it — likely an early/spiral reference to the tens-grouping concept while counting to 120 by tens this month, not new Topic 7 instruction. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 1.NBT.A — Major: Extend the counting sequence.	***SWBAT:*** • 7.1 - count by 10's to 120. • 7.2 - Count by 1's to 120. • 7.3 - count on number chart to 120 • 7.4 - find number patterns on a number chart • 7.5. - count to 120 using an open number line. • 7.6 - write numerals to show how many objects are in a group. • 7.7 - find better and faster ways to solve problems. ***LML*** • use the Technical Reasoning Pattern by making and using "alligator" symbols. • use the Sequence Pattern by going in a certain order to find ten more or ten less with the hundreds chart. • use the Precision Pattern to decode directions.	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher-	• Envisions Lesson Book - Vol. 1 • Envisions workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Math tools • Hundreds chart • Number line • Computers • IXL • ABCYA ***Assessment Components*** • Topic 7 Mid-Chapter Quiz • Topic 7 Review • Topic 7 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	Standards for Mathematical Practice (as provided) • MP.8 Look for and express regularity in repeated reasoning. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 7 confirmed: 1.NBT.A.1 (Lessons 7-2 through 7-7).		• Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts • On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • LML as it relates to math (Technical Reasoning-using “alligator” symbols and equal signs, Sequence and Precision-using the hundreds chart to find 10 less and 10 great and decoding directions) ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pair choral counting to 120 with a visible number chart so multilingual learners hear and see the sequence together. • Pre-teach decade-number vocabulary (110, 120) explicitly, since these	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			follow a different pattern than the teens. • Provide sentence frames for describing patterns: "The pattern is ___ because ___." ***Enrichment*** • Challenge students to identify and explain the pattern when counting by tens versus by ones on the number chart. • Extend counting practice past 120 informally for students who count fluently to 120.	
March *Topic 8 (Lessons 8.1–8.7); Topic 9 (Lessons 9.1–9.6)* **Understand place value** *Focus: How do we use tens and ones to compose, decompose, and compare two-digit numbers?*	***District-Provided Standards (citation format corrected per 2023 NJSLS-Mathematics)*** • 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. • 1.NBT.B.2.a Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten." • 1.NBT.B.2.b Understand the following as special cases: the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. [source cited "1.NBT.B2b" — see Flagged for District Review] • 1.NBT.B.2.c Understand the following as special cases: the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). • 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. • 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. ***Flagged for District Review***	***SWBAT:*** • 8.1 - Read and write numbers 11 to 19 • 8.2 - show groups of 10 with connecting cubes • 8.3 - groups tens to solve problems • 8.4 - count tens and ones to find two-digit numbers • 8.5 - use drawings to solve problems with tens and ones • 8.6 - decompose numbers in multiple ways • 8.7 - use tens and ones to make numbers in different ways • 9.1 - find numbers that are more or less than a given number • 9.2 - use a hundred chart to find 1 more, 1 less, 10 more, 10 less • 9.3 - use place-value blocks to compare 2 two-digit numbers. • 9.4 - compare two numbers using a greater than, less than, and equal to sign. • 9.5 - compare and write two-digit numbers that are greater than, less than other two-digit numbers.	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts	• Envisions Lesson Book - Vol. 2 • Envisions workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Math tools • Computers • IXL • ABCYA ***Assessment Components*** • Topic 8 Mid-Chapter Quiz • Topic 8 Assessment • Topic 9 Mid-Chapter Quiz • Topic 9 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 1.NBT.B2b: a minor citation-formatting slip (missing period) in the district's source, corrected here to 1.NBT.B.2.b. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 1.NBT.B — Major: Understand place value. • 1.NBT.C — Major: Use place value understanding and properties of operations to add and subtract. ***Standards for Mathematical Practice (as provided)*** • MP.1 Make sense of problems and persevere in solving them. • MP.7 Look for and make use of structure. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 8 confirmed: Lessons 8-1/8-3/8-4/8-5/8-6/8-7 = 1.NBT.B.2.a/b/c. • Topic 9 confirmed: Lessons 9-3 through 9-6 = 1.NBT.B.3; Lessons 9-1/9-2 = 1.NBT.C.5 (continuing into Topics 10–11).	• 9.6 - make sense of a problem and find the best way to solve it. ***LML*** • use the Technical Reasoning Pattern to build tens and ones out of cubes. • use the Sequence Pattern by following the order to show one more/less and ten more/less. • use the Precision Pattern to decode directions. • use the Precision Pattern to measure objects.	• On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • The language of LML as it relates to math (Sequence, Precision and Technical Reasoning Pattern- using the tens and ones cubes or drawing tens and ones, Sequence and Precision-using the hundreds chart to count across one or counting down tens, Precision- measuring objects and decoding directions and word problems) • *Spring week (2 days of Jellybean math that incorporates sorting, greater than, less than and equal to, measuring and graphing) ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Use base-ten blocks paired with the sentence frame "___ has ___ tens and ___ ones" to scaffold place-value language.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Explicitly teach comparison vocabulary and symbols (greater than >, less than <, equal to =) with visual anchors. • Provide a picture-labeled math word wall for tens/ones vocabulary for the Choice Board center. ***Enrichment*** • Challenge students to represent a given two-digit number three different ways (blocks, drawing, equation) and explain the parts. • Introduce comparing three two-digit numbers at once for students who have mastered comparing two.	
April *Topic 10 (Lessons 10.1–10.9); Topic 11 (Lessons 11.1–11.7)* **Use place value understanding and properties of operations to add and subtract** *Focus: How do we add within 100 and subtract multiples of 10 using place-value strategies?*	***District-Provided Standards*** • 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. • 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. • 1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 1.NBT.C — Major. ***Standards for Mathematical Practice (as provided)*** • MP.4 Model with mathematics.	• 10.1 - add 2 multiples of 10 • 10.2 - use mental math to add tens to two-digit numbers • 10.3 - use a hundred chart to add tens and ones • 10.4 - use a number line to solve addition problems • 10.5 - solve addition problems by using blocks or drawings. • 10.6 - make a ten to help solve addition problems • 10.7 - add 2 two-digit numbers • 10.8 - solve addition problems using different strategies. • 10.9- model and solve problems by drawing a picture and writing an equation. • 11.1 - use models to subtract tens • 11.2 - use a hundred charts to subtract a multiple of 10 from another multiple of 10. • 11.3 - use an open number line to solve subtraction problems. • 11.4 - use addition to subtract.	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group	• Envisions Lesson Book - Vol. 2 • Envisions workbook • Envisions Quiz worksheet • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Math tools • Ten frames • Number line • Counters • manipulatives • Computers • IXL • ABCYA ***Assessment Components*** • Topic 10 Mid-Chapter Quiz • Topic 10 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	enVision Mathematics (2024) NJ Correlation — verified • Topic 10 confirmed: Lessons 10-1/10-3 through 10-9 = 1.NBT.C.4; Lesson 10-2 = 1.NBT.C.5. • Topic 11 confirmed: Lessons 11-1/11-2/11-3/11-4/11-6/11-7 = 1.NBT.C.6; Lesson 11-5 = 1.NBT.C.5.	• 11.5 - use mental math to subtract ten from a two-digit number. • 11.6 use different strategies to subtract. • 11.7 - model thinking to solve problems. ***LML*** • use the Sequence Pattern to identify which way the hands on the clock move. • use the Precision Pattern to interpret and develop exact information to complete data graphs. • use the Technical Reasoning Pattern to show the time on the clock.	• They will work with teacher in smaller groups to learn the math concepts • On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • The language of LML as it relates to math (Sequence-the way the hands on the clock move and Precision-using exact information to complete the graphs and decoding directions and word problems and Technical-moving the hands on the clock to tell time and making charts and graphs) ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Model place-value addition/subtraction strategies aloud step-by-step using sequential language (first, then, last) before independent practice. • Provide sentence frames: "I added the tens: ___. I added the ones: ___. My answer is ___."	• Topic 11 Mid-Chapter Quiz • Topic 11 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Use color-coded tens/ones on base-ten blocks or drawings so the composing-a-ten step is visually explicit. ***Enrichment*** • Challenge students to solve a two-digit addition problem two different ways (mental math and drawing) and explain which was more efficient. • Introduce adding two two-digit numbers with regrouping for students ready to extend beyond the Topic 10 strategies.	
May *Topic 12 (Lessons 12.1–12.4); Topic 13 (Lessons 13.1–13.6)* **Measure lengths indirectly and by iterating length units; tell and write time; work with money** *Focus: How do we compare and measure length, tell time to the hour and half-hour, and identify coin values?*	***District-Provided Standards (corrected to 2023 NJSLS-Mathematics domain structure)*** • 1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. [source cited "1.MD.A.1" — see Flagged for District Review] • 1.M.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end. [source cited "1.MD.A.2" — see Flagged for District Review] • 1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks. [source cited "1.MD.B.3" — see Flagged for District Review] • 1.NBT.A.1 Count to 120, starting at any number less than 120. ***Flagged for District Review*** • 1.MD.A.1/A.2 and 1.MD.B.3 → 1.M.A.1/A.2 and 1.M.B.3: as with January's 1.MD.C.4 correction, the legacy "Measurement and Data" (MD) domain was split in 2023 into Measurement (M) and Data Literacy (DL). Length, and telling/writing time, are now under Measurement (M), not MD. Corrected here. • 1.NBT.A.1 is not part of Topic 12/13's own lessons per the official correlation (its lessons are in Topic 7, February) — reads as a	***SWBAT:*** • 12.1 - order objects by length • 12.2 - indirectly compare objects by length • 12.3 - use small same-size object to measure length • 12.4 - choose and appropriate tool and use it to measure the length of a given object. • 13. 1 - tell the value of penny, nickel, dime, quarter • 13.2 - tell how much a group of coins • 13.2 - tell time to the hour • 13.3 - tell time to the hour • 13.4 - tell time to hour using analog and digital clocks • 13.5 - tell time to the half hour • 13.6 - use reasoning to tell and write time. ***LML*** • use the Sequence Pattern to put shapes into a certain order for build and repeat. • use the Precision Pattern to make shapes in an exact way to build a	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts	• Envisions Lesson Book - Vol. 2 • Envisions workbook • Envisions Quiz worksheet • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Math tools • Ten frames • Number line • Counters • manipulatives • Computers • IXL • ABCYA • Let Me Learn: • Let Me Learn Word Wall ***Assessment Components*** • Topic 12 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	year-in-progress spiral review of counting to 120, reproduced as provided. • The district's own Objectives for this month describe coin-value content (13.1–13.2: penny, nickel, dime, quarter), but the official enVision correlation places the core money standards (1.M.C.4/C.5) only in supplemental Math Diagnosis and Intervention System (MDIS) lessons (A61–A70), not the core Topic 13 lesson sequence — consistent with 1.M.C not appearing among this month's cited standards. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 1.M.A — Major: Measure lengths indirectly and by iterating length units. • 1.M.B — Additional: Tell and write time. ***Standards for Mathematical Practice (as provided)*** • MP.2 Reason abstractly and quantitatively. • MP.5 Use appropriate tools strategically. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 12 confirmed: Lessons 12-1/12-2 = 1.M.A.1; Lessons 12-3/12-4 = 1.M.A.2. • Topic 13 confirmed: Lessons 13-4/13-5/13-6 = 1.M.B.3.	new shape and decoding directions and word problems. • use the Technical Reasoning Pattern to build and combine shapes.	• On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • The language of LML as it relates to math (Sequence-putting shapes into a certain order for build and repeat Precision-using shapes in an exact way to build a new shape and decoding directions and word problems and Technical-using shapes to build and combined) ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Explicitly teach comparative measurement language (longer/shorter, more/fewer) using hands-on side-by-side comparisons before verbal description is required. • Pre-teach time and money vocabulary (hour, half-hour, penny, nickel, dime, quarter) with realia/manipulative coins and clocks before Topic 12–13 lessons.	• Topic 13 Mid-Chapter Quiz • Topic 13 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide sentence frames: "The ___ is longer than the ___." "This clock shows ___." ***Enrichment*** • Challenge students to order three or more objects by length and justify the order using precise comparative language. • Introduce combining different coin values to make a target amount for students who have mastered individual coin identification.	
June *Topic 14 (Lessons 14.1, 14.3–14.4, 14.6, 14.8); Topic 15 (Lessons 15.1–15.4)* **Reason with shapes and their attributes** *Focus: How do we identify defining attributes of shapes, compose new shapes, and partition shapes into equal shares?*	***District-Provided Standards (corrected to 2023 NJSLS-Mathematics domain structure)*** • 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. • 1.G.A.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. • 1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. • 1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks. [source cited "1.MD.B.3" — see Flagged for District Review] ***Flagged for District Review*** • 1.MD.B.3 → 1.M.B.3: domain-split correction, as with May's citation. • 1.M.B.3's core lessons are in Topic 13 (May) per the official correlation; its recurrence in June reads as an intentional end-of-year spiral review of time-telling, not new Topic 14/15 instruction — reproduced as provided.	***SWBAT:*** • 14.1 use attributes to describe shapes • 14.3 - define 2-d shapes by their attributes • 14.4 - put shapes together to make another shape • 14.6 - define 3-d shapes by their number of edges, vertices, and faces or flat surfaces • 14.8 - put 3-d shapes together to make another 3-d shape • 15.1 - determine whether shapes are divided into equal shares • 15.2 - divide shapes into 2 and 4 equal shares and use words to describe those shares • 15.3 - understand that more equal shares of the same whole create smaller shares • 15.4 - make a drawing or diagram to show a problem about equal shares.	***Whole Group*** • Introduce lesson by utilizing Visual Learning Tool • Complete solve & share, guided practice pages • Work with students as a whole group on independent practice pages. • Students who demonstrate an understanding can move ahead. • Students may complete independent practice problems without teacher assistance when instructed. \ ***Assessments*** • Topic Review: vocabulary review, reteaching, assessment practice • Topic 1 Assessment ***Small Group*** • Teachers use LinkIt assessments or standard to group • Small Group Rotations: • 4 stations include- • 1. Teacher- • Students bring independent practice pages to group • They will work with teacher in smaller groups to learn the math concepts	• Envisions Lesson Book - Vol. 2 • Envisions workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Envisions Quick Check Worksheets • Whiteboards • Teacher created resources • Math centers • Math tools • Shapes • Pattern block mats • Computers • IXL • ABCYA ***Assessment Components*** • Topic 14 Assessment • Topic 15 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	Cluster Emphasis (NJDOE 2024 Content Emphases) • 1.G.A — Additional: Reason with shapes and their attributes. ***Standards for Mathematical Practice (as provided)*** • MP.2 Reason abstractly and quantitatively. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 14 confirmed: Lessons 14-1/14-2/14-3/14-6/14-7/14-9 = 1.G.A.1; Lessons 14-4/14-5/14-8 = 1.G.A.2. • Topic 15 confirmed: Lessons 15-1 through 15-4 = 1.G.A.3.		• On Level - reteach prior skills to support • Below level - reteach, provide practice of skills not mastered. • Enrichment - teach future skills or areas of struggle based on assessments. • 2. Computer- ABCYa - math games, IXL • 3. Stem Bins - provides students with fine motor and critical thinking skills • 4. Choice Board - use choice board paper that includes a variety of activities that students can choose to work with each day • Worksheet: based on weekly lessons • Task box cards • Domino math • Geo boards • Pattern blocks • Math games ***Let Me Learn*** • The language vocabulary of LML as it relates to math for all four patterns ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Explicitly teach shape-attribute vocabulary (side, corner/vertex, face, edge) with realia and picture-labeled anchor charts before Topic 14 lessons. • Provide sentence frames for describing/partitioning shapes: "This shape has ___ sides." "I divided the shape into ___ equal shares." • Use physical shape manipulatives so composing/partitioning tasks don't rely on abstract vocabulary alone. ***Enrichment***	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Challenge students to compose a new shape from two or more given shapes and describe its attributes in detail. • Introduce partitioning a shape into more than four equal shares informally for students who have mastered halves and fourths.	