# **First Grade Mathematics**

**Curriculum Guide** 

**Dunmore School District** 

Dunmore, PA



### **First Grade Mathematics**

Prerequisite:

• Successful completion of Kindergarten

### **Course Description:**

First Grade Mathematics uses problem-based instruction to develop learning by getting students actively engaged in thinking about a problem. This course uses visual concepts to help student develop math skills. Students will focus on developing understanding of addition and subtraction. Topics also covered in this course include whole numbers relationships and place value, including grouping in tens and ones; developing understanding of linear measurements and measuring length.

### **Special Education:**

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

#### <u>Year-at-a-glance</u>

Subject: Mathematics	Grade Level: 1	Date Completed: 3/5/2019	

1<sup>st</sup> Quarter

Торіс	Resources	Standards	
Understanding Addition	EnVision Common Core Topic 1	CC.2.2.1.A.1, CC.2.2.1.A.2	
Understanding Subtraction	EnVision Common Core Topic 2	CC.2.2.1.A.1, CC.2.2.1.A.2	
Five and Ten Relationships	EnVision Common Core Topic 3	CC.2.2.1.A.1, CC.2.2.1.A.2	
Addition and Subtraction Facts to 12	EnVision Common Core Topic 4a	CC.2.2.1.A.1, CC.2.2.1.A.2	

2<sup>nd</sup> Quarter

Торіс	Resources	Standards
Addition and Subtraction Facts to 12	Enivision Common Core Topic 4b	CC.2.2.1.A.1, CC.2.2.1.A.2
Addition Facts to 20	EnVision Common Core Topic 5	CC.2.2.1.A.1, CC.2.2.1.A.2
Subtraction Facts to 20	EnVision Common Core Topic 6	CC.2.2.1.A.1, CC.2.2.1.A.2
Counting and Number Patterns to 120	EnVision Common Core Topic 7	CC.2.1.1.B.1, CC.2.1.1.B.2, CC.2.1.1.B.3
Tens and Ones	EnVision Common Core Topic 8	CC.2.1.1.B.1, CC.2.1.1.B.2, CC.2.1.1.B.3

3<sup>rd</sup> Quarter

Торіс	Resources	Standards
Comparing Numbers to 100	EnVision Common Core Topic 9	CC.2.1.1.B.1, CC.2.1.1.B.2, CC.2.1.1.B.3
Adding with Tens and Ones	EnVision Common Core Topic 10	CC.2.1.1.B.1, CC.2.1.1.B.2, CC.2.1.1.B.3
Subtracting with Tens and Ones	EnVision Common Core Topic 11	CC.2.1.1.B.1, CC.2.1.1.B.2, CC.2.1.1.B.3
Time	EnVision Common Core Topic 13	CC.2.4.1.A.2

4<sup>th</sup> Quarter

Торіс	Resources	Standards	
Using Data to Answer Questions	EnVision Common Core Topic 14	CC.2.4.1.A.4	
Geometry	EnVision Common Core Topic 15	CC.2.3.1.A.1	
Fractions of Shapes	EnVision Common Core Topic 16	CC.2.3.1.A.2	
Length	EnVision Common Core Topic 12	CC.2.4.1.A.1	

General Topic	Anchor Descriptor	Eligible Content,	Resources & Activities	Assessments	Suggested
	PA Core Standards	Skills & Vocabulary			(In Days)
Understanding	CC.2.2.1.A.1 Represent and	Spatial patterns for Numbers	Envision; Topic 1.1-1.10	Teacher prepared	12 days
Addition	solve problems involving addition and subtraction within	to 10	(Textbook and Workbook)	tests, quizzes, etc.	
	20.	Making 6 and 7	Online Website and Interactive Video :	Series available assessments	
	CC.2.2.1.A.2 Understand and apply properties of operations	Making 8	www.pearsonrealize.com	online. (Optional)	
	and the relationship between	Making 9	Two Part Pattern Cards		
	addition and subtraction.		Two-Sided Counter		
		Introducing Addition	Color Tiles		
			Connecting Cubes		
		Expressions and Number			
		Sentences			
		Stories about Joining			
		Adding in Any Order			
		Problem Solving - Use Objects			
		Vocabulary			
		• add			
		• addition sentence			
		addend			
		• double			
		• inside			
		• in all			
		• ioin			
		- Join			

	<ul> <li>part</li> <li>outside</li> <li>plus sign (+)</li> <li>sum</li> <li>whole</li> <li>equals (=)</li> </ul>			
Understanding SubtractionCC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	<ul> <li>Finding Missing Parts of 6 and 7</li> <li>Finding Missing Parts of 8</li> <li>Finding Missing Parts of 9</li> <li>Introducing Subtraction</li> <li>Expressions of Number Sentences</li> <li>Stories About Taking Away</li> <li>Stories About Comparing</li> <li>Stories About Missing Parts</li> <li>All Kinds of Subtraction Stories</li> <li>Connecting Addition and Subtraction</li> </ul>	Envision; Topic 2.1-2.11 (Textbook and Workbook) Online Website and Interactive Video : www.pearsonrealize.com Two-Color Counters Number Cards 1-10 Connecting Cubes Part-Part-Whole Mat (Workboard)	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	15 days

		Models and Symbols			
		<u>Vocabulary</u>			
		<ul> <li>compare</li> <li>difference</li> <li>equal sign</li> <li>missing part</li> <li>minus sign</li> <li>same amount</li> <li>subtract</li> <li>subtraction sentence</li> <li>take away</li> </ul>			
Five and Ten Relationship	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	Representing Numbers on a Ten-Frame Recognizing Numbers on a Ten Frame Parts of 10 Finding Missing Parts of 10 Problem Solving - Make Table	EnVision; Topic 3.1-3.5 (Textbook and Workbook) Online Website and Interactive Video : www.pearsonrealize.com Number Cards 0-11 Two-Color Counters Blank Mini Ten-Frames	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	10 days

Addition and Subtraction Facts to 12	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.	Adding with 0,1,2 Doubles Near Doubles Facts with 5 on a Ten-Frame Subtraction with 0,1,2 Thinking Addition Thinking Addition to 8 to Subtraction Thinking Addition to 12 to Subtraction Problem Solving - Draw a Picture and Write a Number Sentence <u>Vocabulary</u> • 0 less than • 1 less than • 2 less than	EnVision; Topic 4.1-4.8 (Textbook and Workbook) Online Website and Interactive Video : www.pearsonrealize.com Number Cards 0-11 Two-Color Counters Building Blocks Connecting Cubes Number Cube Double Ten-Frames Mat Number Cards 12-20	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	13 days
		<ul> <li>1 less than</li> <li>2 less than</li> <li>Near Doubles</li> </ul>			
Addition Facts to 20	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within	Doubles Doubles Plus 1	EnVision; Topic 5.1-5.9 (Textbook and Workbook)	Teacher prepared tests, quizzes, etc.	12 days
	20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between	Doubles Plus 2 Problem Solving- Two	Online Website and Interactive Video : <u>www.pearsonrealize.com</u>	Series available assessments online. (Optional)	
	addition and subtraction.	Question Problems	Connecting Cubes		

		Making 10 to Add Making a 10 to Add 9 Making a 10 to Add 8 Adding 3 Numbers Word Problems with Three Addends <u>Vocabulary</u> • doubles plus 1 • doubles plus 2	Two-Sided Counters Number Cubes Double Ten-Frame Mat Number Tiles 0-9 Number Cards 0-11		
Subtraction Facts to 20	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20. CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction. CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100.	Making 10 to Subtract Using Related Facts Fact Families Using Addition to Subtract Subtraction Families Problem Solving - Draw a Picture and Write a Number Sentence <u>Vocabulary</u> • fact families • related facts	EnVision; Topic 6.1-6.5 (Textbook and Workbook) Online Website and Interactive Video : <u>www.pearsonrealize.com</u> Two-Color Counters Number Cards 12-20	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	12 days

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Counting Numbers	CC.2.1.1.B.1 Extend the	Making Numbers to 11 to 19	EnVision; Topic 7.1-7.5	Teacher prepared	10 days
and Patterns to 20	counting sequence to read and		(Textbook and Workbook)	tests, quizzes, etc.	
	write numerals to represent	Using Numbers 11 to 19			
	objects.		Online Website and	Series available	
	CC.2.1.1.B.2 Use place value	Counting by 10s	Interactive Video :	assessments	
	concepts to represent amounts		www.pearsonrealize.com	online. (Optional)	
	of tens and ones and to	Counting to 120			
	compare two digit numbers.		Two-Color Counters		
	CC.2.1.1.B.3 Use place value	Using Counting by 10s	Number Cards 12-20		
	concepts and properties of	Problem Solving - Look for a	Mini Ten-Frames		
	operations to add and subtract	Pattern	Connecting Cubes		
	within 100.				
		Vocabulary			
		• column			
		<ul> <li>digits</li> </ul>			
		• row			
		• tens			
Tens and Ones	CC.2.1.1.B.1 Extend the	Counting with Groups of 10	EnVision; Topic 8.1-8.6	Teacher prepared	10 days
	counting sequence to read and	and Leftovers	(Textbook and Workbook)	tests, quizzes, etc.	
	write numerals to represent				
	obiects.	Numbers Made with Tens	Online Website and	Series available	
	CC.2.1.1.B.2 Use place value		Interactive Video :	assessments	
	concepts to represent amounts	Tens and Ones	www.pearsonrealize.com	online. (Optional)	
	of tens and ones and to				
	compare two digit numbers.	Expanded Form	Connecting Cubes		
	CC 2 1 1 B 3 Use place value		Place-Value Mat		
	concents and properties of	Ways to Make Numbers	Number Cards 0-11		
	operations to add and subtract				
	within 100	Problem Solving - Make an			
	within 100.	Organized List			
		Vocabulary			

		<ul> <li>break apart a ten</li> <li>ones</li> <li>tens</li> </ul>			
Comparing Numbers to 100	CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers. CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100.	1 More, 1 Less, 10 More, 10 Less Making Numbers on a Hundred Chart Using Models to Compare Numbers Comparing Numbers with >,<,= Problem Solving - Make an Organized List <u>Vocabulary</u> • equal to • greater than • less than	EnVision; Topic 9.1-9.5 (Textbook and Workbook) Online Website and Interactive Video : www.pearsonrealize.com Connecting Cubes Number Cubes Hundred Chart Place-Value Mat Number Cards 0-11	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	11 days

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Adding with Tens	CC.2.1.1.B.1 Extend the	Adding Groups of 10	EnVision; Topic 10.1-10.6	Teacher prepared	11 days
and Ones	counting sequence to read and		(Textbook and Workbook)	tests, quizzes, etc.	
	write numerals to represent	Adding Tens on a Hundred			
	objects.	Chart	Online Website and	Series available	
	CC.2.1.1.B.2 Use place value		Interactive Video :	assessments	
	concepts to represent amounts	Adding Tens to Two-Digit	www.pearsonrealize.com	online. (Optional)	
	of tens and ones and to	Numbers			
	compare two digit numbers.		Index Cards		
	CC.2.1.1.B.3 Use place value	Using Mental Math to Add	Teacher-made Number		
	concepts and properties of	Tens	Cards		
	operations to add and subtract		Connecting Cubes		
	within 100.	Adding to a Two-Digit Number	Hundred Chart		
			Number Cards 0-11		
		Problem Solving - Draw a	Place-Value Blocks		
		Picture and Write a Number	Blank Part-Part-Whole		
		Sentence	Model (Workboards)		
		<u>Vocabulary</u>			
		regroup			

Subtracting with	CC.2.1.1.B.1 Extend the	Subtracting Groups of 10	EnVision; Topic 11.1-11.4	Teacher prepared	11 days
Tens and Ones	counting sequence to read and		(Textbook and Workbook)	tests, quizzes, etc.	-
	write numerals to represent	Subtracting Tens on a			
	objects.	Hundreds Chart		Series available	
	CC.2.1.1.B.2 Use place value			assessments	
	concepts to represent amounts	Using Mental Math to	Online Website and	online. (Optional)	
	of tens and ones and to	Subtract Tens	Interactive Video :		
	compare two digit numbers.	Problem Solving - Draw a	www.pearsonrealize.com		
	CC.2.1.1.B.3 Use place value	Picture and Write a Number			
	concepts and properties of	Sentence	Place-Value Blocks		
	operations to add and subtract		Teacher Made Number		
	within 100.		Cards		
			Hundred Chart		
			Number Cards 0-11		
			Connecting Cubes		
			Mini Ten-Frames		
Time	CC.2.4.1.A.2 Tell and write time	Understanding the Hour and	EnVision: Topic 13.1-13.4	Teacher prepared	8 davs
	to the nearest half hour using	Minute Hands	(Textbook and Workbook)	tests, guizzes, etc.	
	both analog and digital clocks.		(**************************************		
		Telling and Writing Time to	Online Website and	Series available	
		the Hour	Interactive Video :	assessments	
			www.pearsonrealize.com	online. (Optional)	
		Telling and Writing Time to			
		the Half Hour	Geared Demonstrational		
			Clock		
		Problem Solving - Use Data	Number Cards 0-20		
		from a Table	Analog Clock Face		
			_		
		Vocabulary			
		half hour			
		• hour			

	<ul> <li>hour hand</li> <li>minute</li> <li>minute hand</li> <li>o'clock</li> <li>schedule</li> </ul>			
Using Data to Answer Questions CC.2.4.1.A.4 Re interpret data tables/charts.	epresent and usingUsing Data for Real GraphsUsing Data from Picture GraphsUsing Data from Bar GraphsUsing Data from Bar GraphsCollecting Data Using Tally MarksMaking Real GraphsMaking Picture GraphsMake a GraphVocabulary• tally marks• data • bar graph • picture graph	EnVision Topic 14.1-14.7 (Textbook and Workbook) Online Website and Interactive Video : www.pearsonrealize.com Two-Color Counters Connecting Cubes	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	11 days

Geometry	CC.2.3.1.A.1 Compose and	Identifying Plane Shapes	EnVision; Topic 15.1-15.10	Teacher prepared	13 days
	distinguish between two- and		(Textbook and Workbook)	tests, quizzes, etc.	
	three dimensional shapes based	Make and Organized List			
	on their attributes.		Online Website and	Series available	
		Problem Solving - Properties	Interactive Video :	assessments	
		of Plane Shapes	www.pearsonrealize.com	online. (Optional)	
		Building of Plane Shapes	Chart Paper		
			Pattern Blocks		
		Making New Shapes from	Plane Shape Cards		
		Shapes	Solid Figures		
		Identifying Solid Figures			
		Flat Suufaces and Martices			
		Flat Surfaces and Vertices			
		Sorting Solid Figures			
		Sol ting Solid Figures			
		Building with Solid Figures			
		Problem Solving - Use			
		Reasoning			
		<u>Vocabulary</u>			
		<ul> <li>plane shapes</li> </ul>			
		<ul> <li>hexagon</li> </ul>			
		<ul> <li>trapezoid</li> </ul>			
		• sort			
		● side			
		corper			
		• cube			

		<ul> <li>rectangular prism</li> <li>sphere</li> <li>cylinder</li> <li>cone</li> <li>flat surface</li> <li>vertex (vertices)</li> <li>pyramid</li> </ul>			
Fractions of Shapes	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.	Making Equal Parts Describing Equal Parts of a Whole Object Making Halves and Fourths of Rectangles and Circles Problem Solving - Draw a Picture <u>Vocabulary</u> • equal parts • halves/half of • fourths/fourth of • quarters/quarter of • two of • four of	EnVision; Topic 16.1-16.4 (Textbook and Workbook) Online Website and Interactive Video : www.pearsonrealize.com 4 Squares	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	9 days

Length CC.2.4.1.A.1 Order lengths and Comparing and Ordering by EnVision; Topic 12.1-12.5 Teacher prepared measure them both indirectly Length (Textbook and Workbook) tests, guizzes, etc.	12 days
measure them both indirectly length (Textbook and Workbook) tests auizzes etc.	
and by repeating length units.	
Indirect Measurement Online Website and Series available	
Interactive Video : assessments	
Using Units to Estimate and www.pearsonrealize.com online. (Ontional)	
Measure Length	
Weasure Length	
Use Reasoning	
Problem Solving - Measuring	
Using Different Units	
Vocabulary	
● longest	
• shortest	
taller	
shorter	
estimate	
• measure	

	Appendix: A					
		IEP Enhancements				
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:			
Understanding Addition	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides; including but not limited to: counters, part/part/whole mat</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		<ul> <li>Assessments:         <ul> <li>Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided</li> <li>Alternate testing environment (special education classroom)</li> <li>Assessments (whole test or specific problems/sections) presented orally</li> <li>Allow use of manipulatives or visual aides</li> </ul> </li> <li>Suggested Time:         <ul> <li>12 days as specified by curriculum with additional time as needed per individual student</li> </ul> </li> </ul>			
Understanding Subtraction	<ul> <li>Review of previously learned/prerequisite material (part, outside, whole, equals)</li> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides; including but not limited to: counters, part/part/whole mat</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		<ul> <li><u>Assessments:</u></li> <li>Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided</li> <li>Alternate testing environment (special education classroom)</li> <li>Assessments (whole test or specific problems/sections) presented orally</li> <li>Allow use of manipulatives or visual aides</li> <li><u>Suggested Time:</u></li> <li>15 days as specified by curriculum with additional time as needed per individual student</li> </ul>			

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Five and Ten Relationship	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides; including but not limited to: ten frame</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		<ul> <li><u>Assessments:</u></li> <li>Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided</li> <li>Alternate testing environment (special education classroom)</li> <li>Assessments (whole test or specific problems/sections) presented orally</li> <li>Allow use of manipulatives or visual aides</li> <li><u>Suggested Time:</u></li> <li>10 days as specified by curriculum with additional time as needed.</li> </ul>
Addition and Subtraction Facts to 12	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides; including but not limited to: counters, part/part/whole mat</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides         Suggested Time:         13 days as specified by curriculum with additional time as needed per individual student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Addition Facts to 20	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides; including but not limited to: counters, part/part/whole mat, ten frame</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		<ul> <li><u>Assessments:</u></li> <li>Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided</li> <li>Alternate testing environment (special education classroom)</li> <li>Assessments (whole test or specific problems/sections) presented orally</li> <li>Allow use of manipulatives or visual aides <u>Suggested Time:</u></li> <li>12 days as specified by curriculum with additional time as needed per individual student</li> </ul>
Subtraction Facts to 20	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides; including but not limited to: counters, part/part/whole mat, ten frame</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Counting Numbers and Patterns to 20	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides; including but not limited to: number line, hundreds chart</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		<ul> <li><u>Assessments:</u></li> <li>Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided</li> <li>Alternate testing environment (special education classroom)</li> <li>Assessments (whole test or specific problems/sections) presented orally</li> <li>Allow use of manipulatives or visual aides</li> <li><u>Suggested Time:</u></li> <li>10 days as specified by curriculum with additional time as needed per individual student</li> </ul>
Tens and Ones	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides; including but not limited to: tens bars/ones cubes</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides <u>Suggested Time:</u> 10 days as specified by curriculum with additional time as needed per individual student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Comparing Numbers to 100	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides</li> <li>Multi-Modality instruction; but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides         Suggested Time:         11 days as specified by curriculum with additional time as needed per individual student
Adding with Tens and Ones	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides <u>Suggested Time:</u> 11 days as specified by curriculum with additional time as needed per individual student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Subtracting with Tens and Ones	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on <u>www.Pearsonrealize.com</u></li> <li>Use of Instructional Aides</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides <u>Suggested Time:</u> 11 days as specified by curriculum with additional time as needed per individual student
Time	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides <u>Suggested Time:</u> 8 days as specified by curriculum with additional time as needed per individual student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Using Data to Answer Questions	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides
Geometry	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides</li> <li>Multi-Modality instruction; but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		per individual student         Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides <u>Suggested Time:</u> 13 days as specified by curriculum with additional time as needed per individual student

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Fractions of Shapes	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides <u>Suggested Time:</u> 9 days as specified by curriculum with additional time as needed per individual student
Length	<ul> <li>Extended time to complete assignments and/or reduction of completion requirements</li> <li>Directions presented orally/verification that directions are understood</li> <li>Preferential Seating close to instruction/away from distracting stimuli</li> <li>Modified presentation of assignments; including but not limited to: enlarged font, fewer problems presented per page, simplified directions, simplified wording of problems/questions</li> <li>Visual lesson demonstration found on www.Pearsonrealize.com</li> <li>Use of Instructional Aides</li> <li>Multi-Modality instruction: but not limited to: modeling, explicit instruction, repetition, rephrasing, visual cues, chunking of material</li> </ul>		Assessments:         • Modifications to assessments; including but not limited to: fewer problems on page, reduced number of problems/reduced completion requirements, enlarged font, vocabulary words defined, problem starters, rewording of questions, simplified directions, examples provided         • Alternate testing environment (special education classroom)         • Assessments (whole test or specific problems/sections) presented orally         • Allow use of manipulatives or visual aides <u>Suggested Time:</u> 12 days as specified by curriculum with additional time as needed per individual student