

Curriculum Parent Overview (Grade 1)

MATHEMATICS

UNIT #3: HOW MANY OF EACH? HOW MANY IN ALL? (ADDITION, SUBTRACTION, AND THE NUMBER SYSTEM 2)

CONTENT FOCUS:

Students will transition from counting all to counting on/back to add/subtract. They will solve put together/take apart story problems with both addends unknown (e.g., $3+?=5$, $5-3=?$, $?+2=5$). Students are also challenged to find as many combinations as they can. They will count larger sets and extend the rote counting sequence to 120. They will read and write numbers to 120, beginning at any number, and determine what numbers are missing from a given sequence.

UNIT FOCUS:

- Understanding, representing, and solving problems involving addition and subtraction: Students begin to develop more efficient strategies for combining quantities or removing one quantity from another as they revisit familiar addition and subtraction games, however, with variations to encourage students to practice other solving strategies.
- Understanding equivalence: Understanding equivalence begins very early as young children create multiple representations of the same quantity. Students in Kindergarten understand that a quantity is the same no matter what they count (6 people, 6 buttons, 6 cubes. 6 is always 6). From here, students begin to think about other representations of 6. They learn that a quantity can be expressed in different ways (e.g., $5+1$, $4+2$, $2+2+2$). The quantities are the same and, therefore, the expressions are equivalent.
- Understanding and extending the counting sequence: Throughout this unit, students continue to develop and refine strategies for accurate counting. They practice counting and writing the numbers and identify patterns in the written number sequence.
- Understanding place value: As students count quantities by 1's and groups, read and write numbers, identify patterns on the 100 chart, and compose ten frames, they are developing an understanding of the base-10 number system. In this unit, students begin to shift their thinking about numbers and how they are composed as they move from representing numbers as a set of ones to thinking about groups of ones, ten ones as a one group of ten.

MATHEMATICAL PRACTICES:

MP2: Reason abstractly and quantitatively.

MP6: Attend to precision.

CONNECTIONS TO PREVIOUS CONTENT:

This unit builds on the work students did in Unit 1, with counting and comparing quantities, adding and subtracting quantities, and developing strategies for solving addition and subtraction story problems with unknown results. The unit also builds on the previous foundational work with base-10 number system, focused on understanding that ten ones can also be seen as one group of ten.

CONNECTIONS TO FUTURE CONTENT:

Students apply their growing knowledge of numbers, quantities, and the operations of addition and subtraction in each of the remaining Grade 1 units. They work toward developing fluency with addition and subtraction within 10, including the combinations of 10.

MATH AT HOME:

- Play any of the following games with your child on SavvasRealize site after it has been introduced in the classroom:
 - Roll and Record
 - Five-in-a-Row
 - Build It 2
 - Roll and Record: Subtraction
 - Five-in-a-Row: Subtraction
 - How Many Am I Hiding?
 - Counters in a Cup
 - Dot Addition
 - Missing Numbers
- Students should continue to practice writing the equations when playing the games.
- Review the Math Words and Ideas videos for this unit on SavvasRealize site.