

Curriculum Parent Overview (Grade 1)

MATHEMATICS

UNIT #7: How Many Tens? How Many Ones? (Addition, Subtraction, and the Number System 4)

CONTENT FOCUS:

In this unit, students will count items presented in groups of the same size (e.g., fingers on students, dots on Ten Cards, cubes in towers of 10). They determine a 2-digit multiple of 10 is represented as groups of tens and zero ones. Students will add and subtract these multiples of ten. Students determine the quantity represented by groups of tens and some number of ones and compare the two. (e.g., 54 and 32). Students will use connecting cubes to add numbers within 100.

UNIT FOCUS:

- Understanding and extending the counting sequence: This unit has a focus on counting and combining groups of more than 1 as students determine the total number of hands or fingers in a group of people and as they count cubes in towers of 10. While many students know how to rote count by 2's, 5's, or 10's, they may not know that these numbers also represent specific quantities or that a single number can stand for a group of objects. When students count "10, 20, 30, 31, 32", they successfully shift between counting by groups and counting by ones.
- Understanding place value: In this unit, students make a critical shift from thinking and working primarily in ones to thinking and working with groups of tens and ones. Students revisit the idea about greater than and less than, comparing 2-digit numbers.
- Using knowledge of place value to add and subtract: Putting together and taking apart 2-digit numbers and representing 2-digit numbers as the sums of a multiple of ten and some number of ones (e.g., $22 = 20 + 2$) lays the foundation that allows students to use place value as they add and subtract. "If we have 5 towers of 10, and I add one more tower of 10, how many will we have?" or "We agree that the 6 students standing at the front have 60 fingers. How many fingers will there be if I ask 3 students to sit down?"

MATHEMATICAL PRACTICES:

MP2: Reason abstractly and quantitatively.

MP8: Look for and express regularity in repeated reasoning.

CONNECTIONS TO PREVIOUS CONTENT:

This unit builds the foundations laid by the previous number units. Much of that work focused on counting and adding / subtracting. At this point, students should be able to count 50-60 objects; count, read and write numbers to 120; and make sense of story problems within 20. They should be fluent with addition and subtraction within 10 and understand the equal sign.

CONNECTIONS TO FUTURE CONTENT:

All Number and Operations units, lay the foundation work for Grade 2 with number and operations and place value. Grade 2 students extend their work with the number sequence as they count and compare quantities to 1,000. They develop fluency with the addition and subtraction facts within 20. They use these facts and their developing understanding of base-10 number system to be fluent within 100.

MATH AT HOME:

- Students can play the following games taught in this unit:
 - Build It: How Many Tens?
 - How Many Now?
 - Roll Tens
 - Race to the Top
 - Greater or Less Than?
 - Plus or Minus 10
 - Adding Tens
 - Adding within 100
 - Three-in-a-row
- Review the Math Words and Ideas videos for this unit on SavvasRealize site.