

Unit 6

Place Value, Comparison, Addition, and Subtraction to 100

Grade 1 Math

Description: Students represent comparative word problem situations using tape diagrams, while extending their learning of tens and ones to numbers to 100. They will add pairs of two-digit numbers that will have a sum greater than 10 in the ones digit focusing on drawings, numbers, and words to solve. Students solidify their understanding by sharing and explaining strategies and reasoning used to solve varied problem types.

Louisiana Student Standards for Mathematics (LSSM) Instructional Outcomes

Operations and Algebraic Thinking	
1.OA.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.
Numbers and Operations in Base Ten	
1.NBT.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.2	Understand that the two digits of a two-digit number represent amounts of tens and ones.
1.NBT.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.4	<p>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.</p> <ul style="list-style-type: none"> a. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation. b. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.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.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero difference), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Measurement	
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.5	Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes and quarters in isolation; not to include a combination of different coins.)

Enduring Understandings:

- Students will solve different types of addition and subtraction word problems and equations using different strategies.
- Students will use place value to compare two numbers.
- Students will add two-digit and one-digit numbers with and without composing a group of ten.
- Students will represent numbers greater than 10 as the sum of all the tens and the ones.
- Students will name numbers greater than 10 in more than one way.

Essential Questions:

- What happens when we join two quantities or take one from another?
- How can we find the total when we join two quantities?
- How can we find what is left when we take one quantity from another?
- How can we find the difference when we compare one quantity to another?
- How can we compare one quantity to another?
- How can I solve different types of addition and subtraction word problems using different strategies?
- How do I explain my answer so that others understand my thinking?