



Park Hill School District

Building Successful Futures • Each Student • Every Day

1st Grade Math Curriculum

Scope and Sequence:

Quarter	Instructional Units
1	Unit 1: Math Is... Unit 2: Number Patterns Unit 3: Place Value
2	Unit 4: Addition within 20 Facts and Strategies Unit 5: Subtraction within 20 Facts and Strategies Unit 6: Shapes and Solids
3	Unit 7: Meanings of Addition Unit 8: Meanings of Subtraction Unit 9: Addition within 100 Unit 10: Compare Using Addition and Subtraction
4	Unit 11: Subtraction within 100 Unit 12: Measurement and Data Unit 13: Equal Shares

Unit 1: Math Is

Subject: Math

Grade: 1st Grade

Name of Unit: Introduction

Length of Unit: 10 days

Overview of Unit:

This unit replaces Unit 1: Math Is unit in your Teacher's Edition of Reveal.

In this unit, first graders will continue building their confidence, curiosity, and perseverance as mathematicians. They will engage in meaningful math routines, learn to embrace mistakes as opportunities to grow, and explore different ways to communicate and show their thinking. Through hands-on activities, discussions, and visual representations, students will develop a positive attitude toward math and see themselves as capable problem solvers.

Getting Ready for the Unit:

- Prepare a monthly calendar and daily schedule
- Have a way to track number of days in school by ones, tens and hundreds
- Print [Math Norms](#) posters and [Number Talks Hand Signals](#) poster
- Gather picture books that have a character encountering productive struggle
- Prepare math stations and games ([Whoops! Fix it!](#))
- Prepare math manipulatives and tools
 - Counters, attribute blocks, rekenreks, pattern blocks, base-ten blocks, etc

Essential Questions:

- What does it mean to be a mathematician?
- Why are mistakes important in math?
- How can we show our math thinking in different ways?
- How can we help each other learn math?

Enduring Understandings:

- Everyone is a mathematician, and math is something we all can learn.
- Struggling with math is a natural part of learning, and we can work through challenges with persistence and effort.
- Mistakes are an important part of learning and help us grow.
- Math ideas can be represented and communicated in different ways.
- Talking about math helps us understand and learn from each other.

Engaging Experience 1

Teaching Point: Today I am going to teach you that math is all around us, and it's important! We will also learn that we all have different feelings about math, and that is ok.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

- Start with a class discussion about math being all around us, even in the classroom! Have students turn and talk about things they see in the classroom that are math (clock, number of desks, shapes seen, etc.) You can lead a class discussion or use a collaboration structure for students to share their thinking with each other.
- Display an [emoji page](#) (found in Schoology) and give students a sticky note. Have them write their name and draw their emoji about how they feel about math on a sticky note. Then, have them share with a partner their feelings about math. When you are finished, collect the sticky notes and create an anchor chart that you can update as students' feelings about math change throughout the year.

Engaging Experience 2

Teaching Point: Today I am going to teach you that we have several routines that will help us with our math learning this year! We might do them during math time, or at other times throughout the day.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this... Introduce some of the daily routines that students will participate in each day. Routines that will be used from the beginning of the year include having a monthly calendar and daily schedule, keeping track of the number of days in school, and using a number line to 120 to practice counting.

- **Monthly Calendar**

Frequency: Daily

Objective: To provide opportunities for students to develop a sense of time and to see and describe patterns.

Description: Calendar can be used to review months of the year, days of the week, and patterns. To start the year, use the monthly calendar to identify the date, the patterns of 7 days in the week, 30–31 days in a month, yesterday, today and tomorrow.

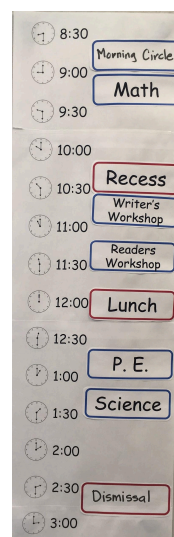


- **Daily Schedule**

Frequency: Daily

Objective: To provide opportunities for students to develop their sense of time.

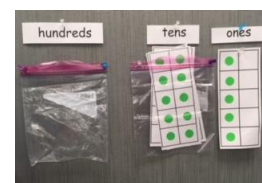
Description: In first grade, students should learn to tell time to the hour and half-hour. The Daily Schedule should help students see how the events of their day align with these times.



- **Number of Days in School**

Frequency: Daily

Objective: To practice counting and later, the regrouping of ones into tens.



Description: For each day of school, add one dot to the ten-frame. When the ten frame is full, move it to the “tens” place on the board. Count the “tens” and “ones” to determine how many days students have been in school. It is not necessary to count the tens and ones every day, but the daily dot must be added.

- **Using the Number Line to 120**

Frequency: 2–4 days per week

Objective: To provide students opportunities to count forward and backwards by 1’s and later by 10’s.

Description: A teacher-made or commercially available number line up to 120 should be posted in the classroom. Be sure teacher-made number lines have equal spacing between the numbers. In addition to being a tool for counting, adding, and subtracting, the number line is a way of measuring length or distance. The measurement standards in First Grade require students to understand that same-size length units are needed for accurate measurement of length. The number line should be used to count in a variety of ways. Refer to [Number Line Choral Counting Routines](#) for counting routine suggestions.

Suggestion: Once students have become proficient with these daily routines, you could shift your focus to having these discussions as part of your daily time completing your AVID planner.

Engaging Experience 3

Teaching Point: Today I am going to teach you that there are lots of tools mathematicians use to help them in their work.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

- Have a whole group discussion, or even try a fishbowl, to introduce or remind students of the various math manipulatives they will get to utilize throughout the year, such as counters, attribute blocks, rekenreks, pattern blocks, base-ten blocks, etc. You could also introduce whiteboards or online whiteboards as well.
- Then, allow time for student exploration of the various tools. You could set each out in a different location around the classroom and allow students time with each manipulative to explore and try it out.
- When exploration time is over, have a class discussion or partners can share about their favorite math tool. You could use a collaborative structure, such as Stand Up-Hand Up-Pair Up.

Engaging Experience 4

Teaching Point: Today I am going to teach you about a new way to do math on your iPad called ALEKS Adventure.

Suggested Length of Time: 1 day



Detailed Description/Instructions:

One way to do this... Using a student iPad to model, show students how to launch ALEKS Adventure in the ConnectED tile in their Portal. Model to students how to get started on the ALEKS Diagnostic (should take 20-30 minutes). Before students start their own diagnostic, have them get their whiteboard and discuss why it's important to use their whiteboards as needed to help them as they work through the math. Once completed, allow students to create their avatar!

Engaging Experience 5

Teaching Point: Today I am going to teach you that sometimes math can be hard, but we have to push through. This is called *productive struggle*.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this...

- Start with a class discussion, using a prompt such as, "When you think of struggle, what image comes to mind." Have students share their thoughts and ask them what it means to struggle.
- Read a book about productive struggle, such as *The Struggle Bus*, *The Magical Yet*, *Taco Falls Apart*, *Mel Fell*, or a book of your own choosing.
- Next, show a [collage of pictures](#) of various people or animals having to really work hard at something (found in Schoology). Ask them what they notice about the pictures.
- Have students draw a picture of something they had to work really hard at, maybe learning to swim, ride a bike, learning to read, etc. Then, students can share their picture using a collaborative strategy, like Mix-Pair-Share.

Engaging Experience 6

Teaching Point: Today I am going to teach you that answers are important, but they are not the math.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this... Tell students that math norms are agreements that the class follows to help them be successful in mathematics. Show the poster for the first norm: Answers are important, but they are not the math. Next, students will learn about number routines and the expectations during this time.

- Use the Number Routine image from Lesson 1-1. Students will think about the different methods of counting the number of buttons in the picture.
- Teach students [hand signals](#) to use during this time.
- Ask students to explain their thinking. Ideas include:
 - What shape do the buttons make?
 - How many rows do you see? How many columns?
 - How can the way the buttons are organized help you count?
- If time allows, try out the Number Routine from Lesson 1-2.
- When finished, post the first norm in a place where all students can see. You will add to this throughout the next lessons.

Engaging Experience 7

Teaching Point: Today I am going to teach you that we can use multiple strategies and multiple representations to solve problems.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this... Students will create a number representation poster to demonstrate understanding of the math norm, "Use multiple strategies and multiple representations."

- Assign each student a number 1-20 (or however many students are in your class).
- Have them write the number in the middle of their poster (or do this ahead of time for them) and draw or write all the different ways they can think of to show that number
 - cubes, ten-frames, dice, tallies, etc.
- When finished, you could display the number posters in the room.
- Add the second norm to your bulletin board.



Engaging Experience 8

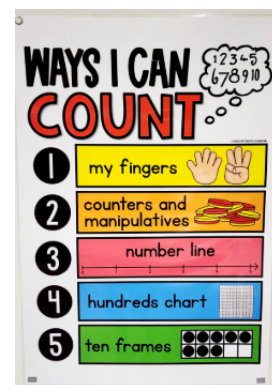
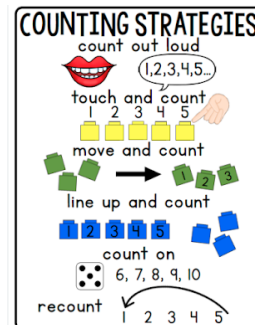
Teaching Point: Today I am going to teach you that mathematicians talk about each other's thinking.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to... Use manipulatives for counting activities to teach students that there are multiple strategies for counting while fostering the new math norm learned today: talking about each other's thinking.

- Begin by showing a small pile of manipulatives (e.g., 12 counting bears or counters) and ask, "How can we figure out how many we have?"
- Guide students to share different strategies; create an anchor chart:
 - One-by-one counting
 - Grouping into 5s or 10s
 - Using a number line
 - Arranging on a ten-frame
- Emphasize that all of these strategies help us find the total.
- Next, play the game: "Race to 20!"
 1. Pair up students and give each pair 20 counters.
 2. Call out a number (e.g., 14), and students must use two different strategies to count that number.
 3. Once counted, they raise their hands and explain how they counted.
 4. Encourage switching strategies for different rounds.
- You could also give some challenges:
 - Show 16 using two different counting strategies.
 - Count out 9 using one-by-one counting and then show another way to count faster.
- Add the third norm to your bulletin board.



Engaging Experience 9

Teaching Point: Today I am going to teach you that errors are gifts that promote discussion.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to... Build upon yesterday's lesson by practicing finding the errors in math problems. Students should practice their counting strategies while fostering the new math norm students are learning today, "Errors are gifts that promote discussion."

- Write a simple math problem on the board (e.g., $4 + 2 = 7$) with a mistake.
 - Ask students: "Does this look right to you?"
 - Let students discuss what they notice.
 - When they find the mistake, say something like: "Wow! What a great mistake! Now we can fix it together!"
 - Emphasize "Mistakes are like gifts because they help us think and learn!"
- Play a round or two of "Whoops! Fix it!"
 - You will need enough [mistake cards](#) for each pair to have one to start. Students will also need a whiteboard and marker.
 - Students' job is to find the mistake, discuss with their partner why it is wrong, and write the correct answer on their whiteboard. Encourage them to use their counting strategies from the prior day.
 - When most, if not all pairs are finished, bring the group back together.
 - Have pairs share out loud to the class - each time, celebrate the mistake.
 - You could also use a structure, such as Quiz Quiz Trade, to have pairs discuss and try out other cards.
- Add the fourth norm to your bulletin board.

Engaging Experience 10

Teaching Point: Today I am going to teach you that mathematicians ask questions until ideas make sense.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to... Begin by telling students that: "Mathematicians are like detectives! They ask questions until everything makes sense. Today, we will solve a math mystery by asking lots of questions!"

- Show a simple problem (e.g., I have 7 cubes, and I add 3 more. How many do I have now?) Be a math detective and investigate! Solve the problem together:
 - Show the problem with cubes.
 - Act confused and say, Hmm, I think I got 11. But I'm not sure. What should I do?
 - Guide students to ask questions like:
 - "Did you count all of them?"
 - "Can you try another way?"
 - "What happens if we put them in a ten-frame"
- Give partners a new problem to try out (ex. I have 5 apples and I get two more. How many do I have now?). Encourage partners to ask each other questions so they both understand.

- [HERE](#) is a subtraction mystery you can solve together as a class if you want a challenge.
- Add the last norm to your bulletin board.

Unit 2: Number Patterns

Subject: Math

Grade: 1

Name of Unit: Number Patterns

Length of Unit: 10 days

Overview of Unit: Students will explore patterns in numbers to 120. Students will draw on their understanding of counting numbers to 100 and extend this understanding to 120. They will notice that numbers greater than 100 follow the same pattern as numbers less than 100.

Students will learn to count, read, and write numbers to 120. Students will also represent the number of objects in a group with a written numeral to 120.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards.
- Materials:
 - Number Cards 1-120 (Teaching Resource)
 - Counters
 - Number Chart 1-120 (Teaching Resource)
 - String or yarn
 - Tape or clips
 - Number Cubes (prepared with sides labeled 1, 1, 2, 3, 4, 4)
 - Blank Number Lines (Teaching Resource)
 - Pennies, connecting cubes, or other small counting objects

Essential Question:

- How can I use patterns to count, read, and write numbers?

Enduring Understandings:

- Numbers can be used to tell how many
- Numbers 11-19 can be shown as a group of 10 and up to 9 more
- The decade numbers are built on groups of ten. The oral names are similar, but not the number of tens counted
- Skip counting (twos, fives, and tens) helps me understand the structure of numbers and develop fluency in counting
- Using patterns on a number line or hundred chart helps me to be able to count, read, and write numbers.

Priority Standards:

- **1.NBT.A.2** Understand two-digit numbers are made of groups of tens and ones.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.NBT.A.1** Understand that 10 can be thought of as a bundle of 10 ones - called a ten.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.NBT.A.2	Understand place value of two-digit numbers	Decompose a two-digit number using tens and ones in multiple ways Compose tens and ones to form a two-digit number Decompose 10 ones into a bundle of 1 ten, called a "ten" Compose a given set of ones (that are multipliers of ten) into bundles of ten, called a "ten" and zero "ones"	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
● Unit 2 Readiness Diagnostic ● Unit 2 Math Probe ● Exit Tickets ● Daily Work	● Unit 2 Review ● Unit 2 Fluency Practice ● Unit 2 Performance Task ● Unit 2 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
describe order always discuss explain locate begin organize	count ones pattern tens column number chart row number line how many

Math Language Routines:

- MLR2: Collect and Display
- MLR3: Critique, Correct and Clarify
- MLR7: Compare and Connect

Number Routines:

- What Did You See?
- Would You Rather?

Sense-Making Routines:

- Notice and Wonder

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station	Students work with number patterns.	
		• Number Chart Task Cards 1	2-1
		• Number Chart Task Cards 2	2-2
		• Number Chart Task Cards 1	2-3
		• Count by 1s and 10s Showdown	2-4
		• Skip Count Concentration	2-5
Digital Station	Digital Game	Math Buzz Students add numbers 1–10.	2-1
			
Have students complete at least one of the Use It! activities for this unit.			
Application Station	STEM Project Card	Groups in Nature Students gather leaves and use patterns to count them.	2-5
			
	Connection Card	Parking Spaces Students plan a parking lot for City Hall.	2-2
			
	Real World Card	Be Safe on the Internet Students make a poster about being safe on the internet.	2-3
			

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
• Targeted Intervention • Small Group • Take Another Look • Reinforce Understanding • ALEKS Adventure	• Practice It! • Own It! • Interactive Additional Practice • Spiral Review • Additional Practice • ALEKS Adventure	• Use It! • Websketch Exploration • Extend Thinking • ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to explore growing patterns of shapes.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 2 Readiness Diagnostic Assessment (Assessment Resource Book pg. 13-14) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Patterns* activity page.

Another way to do this is to use the Unit 2 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Patterns* activity page.

Suggestion: Use the Item Analysis Chart on page 31G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 2>Targeted Intervention.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 1: 2-1 Counting Patterns to 100.

Teaching Point: *Today I am going to teach you to identify and describe patterns when counting to 100.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 2-1 where students will explore different ways to arrange a set of 20 sequential numbers. In the exploration, students notice patterns in counting numbers.

Another way to do this is to complete the Guided Exploration 2-1 where students will build on strategies they learned in Grade K for counting to 100 by recognizing and using patterns in counting numbers.

Suggestion: You could also use [120 Number Charts](#) as an alternative to Reveal's Number Cards 0-120.

Bloom's Levels: Understand
Webb's DOK: 3

Engaging Experience 2: 2-2 Patterns on a Number Chart to 120.

Teaching Point: *Today I am going to teach you to identify and describe how to identify patterns when counting by 1s to 120.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 2-2 where students will explore counting on from different numbers on a number chart. In the exploration, students notice that patterns in counting numbers continue after 100.

Another way to do this is to complete the Guided Exploration 2-2 where students extend their thinking about number patterns to 100 by seeing how the patterns continue to 120. Students also think about how a number chart can be a helpful tool.

Bloom's Levels: Understand
Webb's DOK: 3

Engaging Experience 3: 2-3 Patterns on a Number Line.

Teaching Point: *Today I am going to teach you to identify and explain how to identify patterns on a number line when counting to 120.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 2-3 where students will explore making number lines. In the exploration, students notice that number lines can show counting patterns.

Another way to do this is to complete the Guided Exploration 2-3 where students will work with number patterns, and think about what tools are useful for noticing patterns when counting by 1s to 120.

Suggestions: When using a number line, discuss that a number line is a tool that has arrows at both ends and marks for numbers. If you have number cards for a pocket chart, you can use those cards as an alternative to the Reveal Number Cards 0-120.

Bloom's Levels: Understand
Webb's DOK: 3

Math Probe: Counting by 1s

Teaching Point: *Today we are going to identify the number that comes next in a pattern when counting by 1s.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 2 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 2 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4: 2-4 Patterns When Reading and Writing Numbers.

Teaching Point: *Today I am going to teach you to use patterns to read and write numbers to 120.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 2-4 where students will explore how to count on from a start number and write the numbers that come next.

Another way to do this is to complete the Guided Exploration 2-4 where students will build on strategies they learned in Grade K for reading and writing numbers 0-20. They will use number patterns to help read and write numbers to 120.

Suggestion: You could also use pocket chart number cards as an alternative to Reveal's Number Cards 0-120.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 5: 2-5 Patterns When Representing Objects in a Group.

Teaching Point: *Today I am going to teach you to represent and explain how to represent a total number of objects with a written numeral.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 2-5 where students will explore how to count a group of objects and write a number to show the amount.

Another way to do this is to complete the Guided Exploration 2-5 where students will extend strategies they learned in Grade K for representing a number of objects in a group with a written numeral 0-20 to representing a number of objects in a group with a written numeral 0-120. They also think about strategies for grouping objects to make them easier to count.

Bloom's Levels: Apply
Webb's DOK: 3

Unit Review and Fluency Check

Teaching Point: *Today we are going to review using patterns to count, read, and write numbers to 120.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 2 Fluency Practice where students will practice composing and decomposing 10.

Suggestion: Use Kagan structure [Quiz Quiz Trade](#) with equations that make 10 to build student's procedural fluency. If using linked cards, it is recommended to print multiple per page (2, 4, or 6).

There is time to complete both the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply
Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of counting, reading, and writing numbers 0-120.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 2 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 2 Assessment (Form A or B) and Performance Task

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Scenario - Unit 2

Money Grab Game!

Objective: Students will practice recognizing 2-digit numbers as tens and ones using dimes and pennies.

Materials:

- A small container or bag filled with dimes (worth 10 cents) and pennies (worth 1 cent)
- Recording sheet for students (linked [here](#))
- Small whiteboards or paper for extra practice

How to Play:

Each student takes turns reaching into the "Money Grab Bag" and pulling out a handful of coins.

1. They count the number of **dimes** and **pennies** they grabbed.
2. Students record their number using place value:
 - Each **dime** represents a **ten**
 - Each **penny** represents a **one**
3. They write each classmate's number in the tens and ones chart on their recording sheet.
4. The next player takes a turn!
5. The student with the highest number after all turns wins a fun title like "Money Master!"

Unit 3: Place Value

Subject: Math

Grade: 1

Name of Unit: Place Value

Length of Unit: 15 days

Overview of Unit: Students are introduced to the idea of place value in this unit. Students learn how to represent numbers 11 to 19 using a ten and some ones, and that the ten can be thought of as a group of ten 1s. Students will group ones into tens and ones to make it easier to count and name the number.

Students will explore decomposing 2-digit numbers in different ways to represent the same number using different but equivalent groupings of tens and ones.

Students will use a variety of comparison tools to compare numbers. They will analyze the characteristics of a number line and will learn how to use the number line to compare numbers. After using different comparison tools, students will be formally introduced to comparing numbers using the symbols $>$, $<$, and $=$.

Getting Ready for the Unit:

- Watch the Expert Insights to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards
- Materials:
 - Connecting Cubes
 - Counters
 - Double Ten-Frames (Teaching Resource)
 - Number Cards 1-9 and 11-19 (Teaching Resource)
 - Ten-Frames (Teaching Resource)
 - Building Blocks
 - Place-Value Chart (Teaching Resource)
 - Number Cards 0-120 (Teaching Resource)
 - Base-Ten Blocks
 - Number Chart 1-100 (Teaching Resource)
 - Blank Number Lines (Teaching Resource)
 - Index Cards

Essential Questions:

- How can you identify a two-digit number?
- How can I use place value to represent and compare numbers?

Enduring Understandings:

- Sets of 10 can be perceived as single entities. In a standard numeral, the tens are written to the left of the ones.
- When objects are grouped in sets of 10 and leftovers (ones), counting the groups of tens and adding the ones tells how many there are in all.
- Numbers greater than 10 can be represented as the sum of all the tens and ones.
- Numbers greater than 10 can be named in more than one way and have the same value.
- Place value helps compare numbers (tens first, then ones).

Priority Standards:

- **1.NBT.A.2** Understand two-digit numbers are composed of ten(s) and one(s).
- **1.NBT.A.3** Compare two two-digit numbers using the symbols $>$, $=$, or $<$.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.NS.A.4** Count by 5s to 100 starting at any multiple of five.
- **1.NBT.A.1.** Understand that 10 can be thought of as a bundle of 10 ones - called a ten.
- **1.NBT.A.4** Count by 10's to 120 starting at any number.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.NBT.A.2	Understand two-digit numbers are composed of ten(s) and one(s)	Decompose a two-digit number into tens and ones in multiple ways Compose tens and ones to form a two-digit number Dompose 10 ones into a bundle of 1 ten, called a "ten" Compose a given set of ones (that are multipliers of ten) into bundles of ten, called a "ten" and zero "ones"	Apply	3
1.NBT.A.3	Understand place value of two-digit numbers	Compare two two-digit numbers based on the meaning (value) of the tens and ones digits Use the meaning (value) of the tens and ones digits to explain the comparison of two two-digit numbers Record the results of comparison using the symbols $>$, $=$, and $<$.	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
- Unit 3 Readiness Diagnostic - Unit 3 Math Probe - Exit Tickets - Daily Work	- Unit 3 Review - Unit 3 Fluency Practice - Unit 3 Performance Task - Unit 3 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
organize pattern discuss model begin explain observe locate relationship participate symbol	group of 10 teen number ten-frame compare equal to (=) greater Than (>) less Than (<)

Math Language Routines:

- MLR2: Collect and Display
- MLR4: Information Gap
- MLR5: Co-Craft Questions
- MLR7: Compare and Connect
- MLR8: Discussion Supports

Number Routines:

- Find the Pattern, Make a Pattern
- What Did You See?
- Let's Count

Sense-Making Routines:

- Notice and Wonder
- Notice & Wonder: How Are They the Same? How Are They Different?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station 	Students explore place value of two-digit numbers. • Ten and Some Ones Task Cards • Tens Race • Tens and Ones Task Cards • Show Numbers Task Cards • Tens and Ones Concentration • Compare Numbers Sort • Number Line Showdown • Tens and Ones Showdown	3-1 3-2 3-3 3-4 3-5 3-6 3-7 3-8
	Digital Game 	Jungle Crossing Students practice adding numbers from 1 to 9.	3-1
Application Station	Have students complete at least one of the Use It! activities for this unit.		
	STEM Project Card 	Comparing Temperatures Students write a weather report script based on temperatures collected for a week.	3-8
	Connection Card 	Counting Notes Students count the number of notes in music.	3-1
	Real World Card 	Money Exchange One student acts as a store owner while the other acts as a customer. The customer chooses items to buy and the store owner checks the amount of money given.	3-3

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
• Targeted Intervention • Small Group • Take Another Look • Reinforce Understanding • ALEKS Adventure	• Practice It! • Own It! • Interactive Additional Practice • Spiral Review • Additional Practice • ALEKS Adventure	• Use It! • Websketch Exploration • Extend Thinking • ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to use place value to represent and compare numbers.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to begin with the Unit 3 Readiness Diagnostic Assessment (Assessment Resource Book pg 31-32) to determine your students' readiness for the unit. Then move on to the STEM in Action videos, and finally engage students with the Ignite *Seeing Dots* unit opener.

Another way to do this is to use the Unit 3 Online Readiness Diagnostic Assessment to determine your students' readiness for the unit. Then move on to the STEM in Action videos, and finally engage students with the Ignite *Seeing Dots* unit opener.

Suggestion: Use the Item Analysis Chart on page 61G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 3>Targeted Intervention.

Engaging Experience 1: 3-1 Numbers 11 to 19

Teaching Point: *Today I am going to teach you to make numbers 11-19 using tens and ones and to understand that teen numbers are composed of one ten and some ones.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to use the Activity-Based Exploration 3-1 where students will explore the structure of teen numbers.

Another way to do this is to use the Guided Exploration 3-1 where students will think about the structure of teen numbers using ten-frames.

Bloom's Levels: Apply

Webb's DOK: 3

Math Probe: Show the Value of the Digit

Teaching Point: *Today we are going to identify the value of a digit in a 2-digit number.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 3 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 3 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Understand
Webb's DOK: 2

Engaging Experience 2: 3-2 Understand Tens

Teaching Point: *Today I am going to teach you to show and count tens and to explain that ten ones can be grouped as one ten.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NS.A.4, 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 3-2 where students will count 30 connecting cubes two different ways. They notice that they can group the cubes as tens.

Another way to do this is to complete the Guided Exploration 3-2 where students will bundle objects in groups of ten to make it more efficient to count the objects.

Suggestion: It is helpful to use ten frames with counters, base ten blocks (or connecting cubes), or rekenreks to develop their understanding of teen numbers.

Bloom's Levels: Apply
Webb's DOK: 3

Engaging Experience 3: 3-3 Represent Tens and Ones

Teaching Point: *Today I am going to teach you to represent and explain how to represent 2-digit numbers with some tens and some ones.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.A.4

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 3-3 where students will use 10-cube towers and single cubes to represent 2-digit numbers. They notice that 2-digit numbers are made up of groups of tens and some ones.

Another way to do this is to complete the Guided Exploration 3-3 where students will represent a 2-digit number by showing groups of tens and some ones.

Suggestion: If completing the Guided Exploration, it is helpful to provide students with connecting cubes so they can model the examples in the lesson.

Bloom's Levels: Apply
Webb's DOK: 3

Engaging Experience 4: 3-4 Represent 2-Digit Numbers

Teaching Point: *Today I am going to teach to show tens and ones and to explain how to show tens and ones.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 3-4 where students will explore the structure of 2-digit numbers through counting manipulatives and drawings.

Another way to do this is to complete the Guided Exploration 3-4 where students will show the number of tens and ones in a 2-digit number using connecting cubes, a place-value chart, and base-ten shorthand.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5: 3-5 Represent 2-Digit Numbers in Different Ways

Teaching Point: *Today I am going to teach you how to show numbers in different ways and to explain more than one way to show the same number.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 3-5 where students will show a 2-digit number using different numbers of tens and ones, and understand that a 2-digit number can be represented in different ways.

Another way to do this is to complete the Guided Exploration 3-5 where students will represent numbers in different ways by using connecting cubes and drawing shorthand.

Suggestion: You could also use pocket chart number cards as an alternative to Reveal's Number Cards 0-120.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 6: 3-6 Compare Numbers

Teaching Point: *Today I am going to teach you how to tell which of two numbers is greater.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.A.3

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 3-6 where students will compare pairs of 2-digit numbers using base-ten blocks or drawings.

Another way to do this is to complete the Guided Exploration 3-6 where students will compare two 2-digit numbers using base-ten blocks and base-ten shorthand.

Suggestions: It would be helpful to use only base ten blocks over other manipulatives. You could also use pocket chart number cards as an alternative to Reveal's Number Cards 0-120 for the Activity-Based Exploration.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 7: 3-7 Compare Numbers on a Number Line

Teaching Point: *Today I am going to teach you to use and explain how to use a number line to compare 2-digit numbers.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.3

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 3-7 where students will use number lines to compare numbers, discovering that the number to the right is greater and the number to the left is less.

Another way to do this is to complete the Guided Exploration 3-7 where students will compare two 2-digit numbers using a number line.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 8: 3-8 Use Symbols to Compare Numbers

Teaching Point: *Today I am going to teach you to compare and explain how to compare numbers using the $>$, $<$, and $=$ symbols.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.A.3

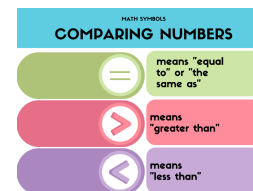
Supporting: 1.NBT.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 3-8 where students will explore how to use the $>$, $<$, and $=$ symbols to compare 2-digit numbers and record expressions.

Another way to do this is to complete the Guided Exploration 3-8 where students will compare two 2-digit numbers using the symbols $>$, $<$, $=$.

Suggestions: This is the first time students are asked to use the comparing symbols. It is helpful to have an [anchor chart](#) that identifies the comparing symbols for student reference.



Bloom's Levels: Apply
Webb's DOK: 2

Unit Review and Fluency Check

Teaching Point: *Today we are going to review using place value to represent and compare numbers.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.A.3

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NS.A.4, 1.NBT.A.1, 1.NBT.A.4

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 3 Fluency Practice where students will practice counting on to add.

Suggestion: There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply
Webb's DOK: 2

Unit Assessment

Teaching Point: *Today we are going to demonstrate our learning of using place value to represent and compare numbers.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.A.3

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NS.A.4, 1.NBT.A.1, 1.NBT.A.4

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 3 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 3 Assessment (Form A or B) and Performance Task

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Scenario - Unit 3

Money Grab Game!

Objective: Students will practice comparing 2-digit numbers by tens and ones using dimes and pennies.

Materials:

- A small container or bag filled with dimes (worth 10 cents) and pennies (worth 1 cent)
- Recording sheets for students (linked [here](#))
- Small whiteboards or paper for extra practice

How to Play:

Each student takes turns reaching into the "Money Grab Bag" and pulling out a handful of coins.

1. They count the number of **dimes** and **pennies** they grabbed.
2. Students record their number using place value:
 - Each **dime** represents a **ten**
 - Each **penny** represents a **one**
3. They write each classmate's number in the tens and ones chart on their recording sheet.
4. The next player takes a turn!

Extension for unit 3 to compare:

- Have students compare their numbers using greater than, less than, or equal to symbols.

Unit 4: Addition within 20: Facts and Strategies

Subject: Math

Grade: 1

Name of Unit: Addition within 20: Facts and Strategies

Length of Unit: 18 days

Overview of Unit: Students develop concepts of addition within 20 through finding sums of various strategies. Students use number lines, counters, ten-frames, connecting cubes, and number bonds to model the addition process while learning these strategies. Students then apply these strategies to find unknowns in addition equations and to check whether a given equation is true or false. This foundational work is applied later to solve problems involving larger addends and to subtraction concepts.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards
- Materials:
 - Counters
 - Number Cubes
 - Paper Bags
 - Blank Number Cubes
 - Number Cards 0-10 (Teaching Resource)
 - Number Line 0-20 (Teaching Resource)
 - Connecting Cubes
 - Index Cards
 - Ten-Frames (Teaching Resource)
 - Number Bond 1 (Teaching Resource)
 - Number Cards 11-19 (Teaching Resource)
 - Balance Scales

Essential Question:

- What strategies can I use to add?

Enduring Understandings:

- There are multiple ways to solve addition problems within 20, such as counting on, doubles, near doubles, and making a ten.
- Numbers can be combined to find a total.
- Tools, such as number lines, counters, ten-frames or drawings, can be used to represent addition problems and make abstract concepts more concrete.
- Becoming fluent in basic addition facts within 20 can help me solve problems more efficiently.
- The equal sign is a symbol that means the value on one side of the sign is the same as the value on the other side.

Priority Standards:

- **1.NBT.A.2** Understand two-digit numbers are composed of ten(s) and one(s)
- **1.RA.A.1** Use addition and subtraction within 20 to solve problems.
- **1.RA.A.3** Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
- **1.RA.C.8** Demonstrate fluency with addition and subtraction within 10.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects as a written numeral.
- **1.NBT.A.1** Understand that 10 can be thought of as a bundle of 10 ones - called a ten.
- **1.RA.A.2** Solve problems that call for addition of three whole numbers whose sum is within 20.
- **1.RA.A.4** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
- **1.RA.B.5** Use properties as strategies to add and subtract.
- **1.RA.C.7** Add and subtract within 20.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.NBT.A.2	Understand place value of two-digit numbers	Decompose a two-digit number using tens and ones in multiple ways Compose tens and ones to form a two-digit number Dompose 10 ones into a bundle of 1 ten, called a "ten" Compose a given set of ones (that are multipliers of ten) into bundles of ten, called a "ten" and zero "ones"	Apply	3

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.RA.A.1	Use addition and subtraction within 20 to solve problems	Apply different strategies for solving addition and subtraction problems within 20. Solve problems (including word problems) involving addition using strategies such as adding to, putting together, and comparing with unknowns in all positions Solve problems (including word problems) involving subtraction by using strategies such as taking from, taking apart, and comparing with unknowns in all positions	Apply	3
1.RA.A.3	Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false	Understand that the equal sign (=) indicates that two expressions represent the same quantity Evaluate simple equations involving addition and subtraction to determine their truthfulness	Apply	3
1.RA.C.8	Demonstrate fluency with addition and subtraction within 10	Use various strategies such as counting on, make a ten, drawings, etc. to solve problems. Add and subtract problems within 10 with confidence and ease. Recognize and explain their thought process when solving addition and subtraction problems	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
• Unit 4 Readiness Diagnostic • Unit 4 Math Probe • Exit Tickets • Daily Work	• Unit 4 Review • Unit 4 Fluency Practice • Unit 4 Performance Task • Unit 4 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
combined	add
explain	addend
strategies	sum
useful	doubles
compare	number bond
explore	ten-frame
similar	unknown
almost	equal sign
build	equation
make	
related	
represent	
strategy	
decide	
important	
information	
matter	
order	
belong	
position	
false	
true	

Math Language Routines:

- MLR1: Stronger and Clearer Each Time
- MLR4: Information Gap; MLR3: Critique, Correct, and Clarify
- MLR5: Co-Craft Questions and Problems
- MLR7: Compare and Connect

Number Routines:

- Let's Count
- Break Apart
- Would You Rather?
- Find the Pattern, Make a Pattern

Sense-Making Routines:

- Notice & Wonder: What Do You Notice? What Do You Wonder?
- Notice & Wonder: Tell Me Everything You Can
- Notice & Wonder: What Questions Could You Ask?
- Notice & Wonder: How Are They the Same? How Are They Different?
- Numberless Word Problems
- Is It Always True?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station	Students use strategies to add within 20.	
		• Count On Race	4-1
		• Word Problem Race	4-2
		• Doubles Showdown	4-3
		• Doubles/Near Doubles Tic Tac Toe	4-4
		• Spin to 10 Task Cards	4-5
		• Put Together One Part Unknown Task Cards	4-6
		• Adding Three Numbers Task Cards	4-7
		• True or False Sort	4-8
		• Make 10 to Add Tic Tac Toe	4-9
Digital Station	Digital Game	Addition Assembler Students add three numbers.	4-1
			
Application Station	Have students complete at least one of the Use It! activities for this unit.		
	STEM Project Card	Program a Calculator Students write basic addition programs.	4-9
			
	Connection Card	Domino Exercises Students use dominoes to create rules for exercises and then complete them.	4-6
			
	Real World Card	Digital Devices Students teach others about a few digital devices they can use in math.	4-5
			

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
• Targeted Intervention • Small Group • Take Another Look • Reinforce Understanding • ALEKS Adventure	• Practice It! • Own It! • Interactive Additional Practice • Spiral Review • Additional Practice • ALEKS Adventure	• Use It! • Websketch Exploration • Extend Thinking • ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to explore problem-solving strategies while practicing addition facts to solve puzzles.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 4 Readiness Diagnostic Assessment (Assessment Resource Book pg. 51-52) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Missing Numbers in Shapes* unit opener

Another way to do this is to use the Unit 4 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Missing Numbers in Shapes* unit opener.

Suggestions: Use the Item Analysis Chart on page 103G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 4>Targeted Intervention.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 1: 4-1 Relate Counting to Addition

Teaching Point: *Today I am going to teach you to understand and explain why addition is a more efficient way of determining a total than by counting.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 4-1 where students use manipulatives to help them understand that addition is a more efficient way of determining a total than counting all.

Another way to do this is to complete the Guided Exploration 4-1 where students connect their understanding of finding a total by counting all to addition. Students realize that adding is a more efficient way to find a total.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 2: 4-2 Count On to Add

Teaching Point: *Today I am going to teach you to count on using a number line to add within 20.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 4-2 where students explore finding a sum of two numbers using a number line. Students compare the results of adding the greater addend first to adding the lesser addend first.

Another way to do this is to complete the Guided Exploration 4-2 where students build on their addition strategies by counting on using a number line. Students understand they can start with either addend and count on by the second addend to find the sum.

Bloom's Levels: Apply
Webb's DOK: 1

Engaging Experience 3: 4-3 Doubles

Teaching Point: *Today I am going to teach you to use and demonstrate how to use doubles to add numbers within 20.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 4-3 where students explore adding doubles using manipulatives to develop their understanding of adding within 20 when addends are the same.

Another way to do this is to complete the Guided Exploration 4-3 where students connect their understanding of adding within 20 to adding two addends that are the same.

Bloom's Levels: Apply
Webb's DOK: 3

Engaging Experience 4: 4-4 Near Doubles

Teaching Point: *Today I am going to teach you to use and explain how to use doubles to help you solve near-doubles problems.*

Suggested Length of Time: 1 day

Standards Addressed**Priority:** 1.RA.A.1, 1.RA.C.8**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.C.7**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 4-4 where students explore near doubles to develop their understanding of how doubles facts help them find the sum of near doubles.

Another way to do this is to complete the Guided Exploration 4-4 where students use their understanding of known doubles facts to help them find the sum of near doubles.

Bloom's Levels: Apply**Webb's DOK:** 3**Engaging Experience 5:** 4-5 Make a 10 to Add

Teaching Point: *Today I am going to teach you to use ten frames to add and explain how to use ten frames to match a problem.*

Suggested Length of Time: 1 day**Standards Addressed****Priority:** 1.NBT.A.2, 1.RA.A.1, 1.RA.C.8**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.A.4, 1.RA.C.7**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 4-5 where students explore making a ten using counters, ten-frames, and number bonds.

Another way to do this is to complete the Guided Exploration 4-5 where students connect their understanding of adding two addends using ten-frames to add two addends using a number bond.

Bloom's Levels: Apply**Webb's DOK:** 3**Engaging Experience 6:** 4-6 Choose Strategies to Add

Teaching Point: *Today I am going to teach you to choose and explain which strategy to use to add.*

Suggested Length of Time: 1 day**Standards Addressed****Priority:** 1.NBT.A.2, 1.RA.A.1, 1.RA.C.8**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.A.4, 1.RA.C.7**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 4-6 where students explore strategies to add.

Another way to do this is to complete the Guided Exploration 4-6 where students review different strategies to add and are able to explain which strategy was used.

Bloom's Levels: Analyze**Webb's DOK:** 3

Engaging Experience 7: 4-7 Use Properties to Add

Teaching Point: *Today I am going to teach you to add numbers in any order and explain why numbers can be added in any order.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.B.5, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 4-7 where students explore adding two addends using a number line to compare what happens when the addends are reversed. Students will realize that they can add two addends in any order.

Another way to do this is to complete the Guided Exploration 4-7 where students connect their understanding of adding two addends using a number line to compare what happens when the addends are reversed. Students will realize that they can add two addends in any order.

Bloom's Levels: Analyze

Webb's DOK: 2

Math Probe: Solving Problems

Teaching Point: *Today we are going to use strategies such as count on, using doubles facts, and make a 10 to solve real-world problems.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 4 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 4 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Application

Webb's DOK: 2

Engaging Experience 8: 4-8 Add Three Numbers

Teaching Point: *Today I am going to teach you to use strategies to decide how to add three numbers.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.RA.B.5, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 4-8 where students explore adding three numbers in any order using a number line. Students realize that they can add three addends in any order.

Another way to do this is to complete the Guided Exploration 4-8 where students connect their understanding of adding two addends using a number line to compare what happens when there are three addends. Students connect their understanding that two addends can be reversed and result in the same sum to an equation with three addends and realize that they can add three addends in any order.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 9: 4-9 Find an Unknown Number in an Addition Equation

Teaching Point: Today I am going to teach you to find the unknown number in an addition equation and explain how three numbers in an addition equation are related.

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 4-9 where students explore finding an unknown addend using counters, a number bond, and a number line.

Another way to do this is to complete the Guided Exploration 4-9 where students combine their understanding of counting and adding to find unknown addends by counting on. In this exploration, students realize there are different strategies they can use to find unknown addends.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 10: 4-10 Understand the Equal Sign

Teaching Point: Today I am going to teach you to decide whether two amounts are equal and to explain the meaning of the equal sign.

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.A.3

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 4-10 where students explore the meaning of the equal sign with a balance scale and number lines. Students develop an understanding that the amount on the left side of the equal sign is the same as the amount on the right side.

Another way to do this is to complete the Guided Exploration 4-10 where students develop an understanding that the amount on the left side of the equal sign is the same as the amount on the right side.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 11: 4-11 True Addition Equations

Teaching Point: Today I am going to teach you to determine and explain whether an addition equation is true or false with the true equations having values on each side of the equal sign being equal.

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1, RA.A.1, 1.RA.A.3

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 4-11 where students explore how an equation can be true or false.

Another way to do this is to complete the Guided Exploration 4-11 where students connect their understanding of addition and the equal sign to determining if an equation is true or false.

Bloom's Levels: Apply

Webb's DOK: 3

Unit Review and Fluency Check

Teaching Point: *Today we are going to review using strategies to solve addition equations within 20.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1, 1.RA.A.3, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1, RA.A.2, 1.RA.A.4, 1.RA.B.5, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 4 Fluency Practice where students will count back to help them subtract.

Suggestion: There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply

Webb's DOK: 3

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of using strategies to solve addition equations within 20.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1, 1.RA.A.3, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1, RA.A.2, 1.RA.A.4, 1.RA.B.5, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 4 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 4 Assessment (Form A or B) and Performance Task

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario - Unit 4

Balance It Out!

Objective: Students will practice balancing equations by working together to find the missing value that makes both sides equal.

Materials:

- [Dot cards](#) (numbers 1-10)
- Whiteboard or [chart](#) to write equations

How to Play:

1. Each student gets a **dot card** (1-10).
2. The teacher calls on **two students** to come up and hold their dot cards. Their numbers are added together to form the first side of the equation.
3. The teacher calls on a **third student** to come up and hold their dot card. This starts the second side of the equation.
4. The class works together to determine how many more dots are needed to **balance** the equation.
5. A **fourth student** is chosen to come up and complete the equation by selecting the correct dot card.
6. The teacher writes the completed equation on the board and the class reads it together.
7. Repeat with new students and numbers!

Example Round:

1. Student A holds a **3-dot card** and Student B holds a **5-dot card** → $3 + 5 =$
2. Student C holds a **6-dot card** → $? + 6 =$
3. The class figures out that **2** more dots are needed to balance the equation.
4. Student D comes up with a **2-dot card** → $3 + 5 = 6 + 2$ ✓

You may choose to administer Cumulative Benchmark Assessment #1 prior to starting Unit 5

Unit 5: Subtraction within 20: Facts and Strategies

Subject: Math

Grade: 1

Name of Unit: Subtraction within 20: Facts and Strategies

Length of Unit: 16 days

Overview of Unit: Students will first relate counting to subtraction. Then they use the strategies *count back*, *count on*, *make a 10*, *use addition* and *fact families* to subtract within 20. Students use number lines, drawings, ten-frames, number bonds, and equations to illustrate subtraction. They also make fact triangles to relate addition to subtraction.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards
- Materials
 - Counters
 - Number cards 11-19 teaching resource
 - Number cubes
 - Number line 0-20 teaching resource
 - Ten-frames teaching resource
 - Number cards 0-120 teaching resource
 - Number cards 0-10 teaching resource
 - Balance scale
 - Connecting cubes

Essential Question:

- What strategies can I use to subtract?

Enduring Understandings:

- Subtraction represents the process of taking away, finding the difference, or comparing two quantities.
- Numbers can be broken apart (decomposed) to make subtraction easier.
- There is a relationship between addition and subtraction.
- Subtraction problems can be solved in more than one way (e.g., counting back, using a number line, using known facts).
- Knowing subtraction facts fluently within 20 helps solve more complex problems later.
- Visual models (like drawings, ten frames, and number bonds) help show and explain subtraction.

Priority Standards:

- **1.NBT.A.2** Understand two-digit numbers are composed of ten(s) and one(s).
- **1.RA.A.1** Use addition and subtraction within 20 to solve problems.
- **1.RA.A.3** Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
- **1.RA.C.8** Demonstrate fluency with addition and subtraction within 10.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.NS.A.3** Count backward from a given number between 20 and 1.
- **1.NBT.A.1** Understand that 10 can be thought of as a bundle of 10 - called a “ten”.
- **1.NBT.B.6** Calculate 10 more or 10 less than a given number mentally without having to count.
- **1.RA.A.4** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
- **1.RA.B.5** Use properties as strategies to add and subtract.
- **1.RA.B.6** Demonstrate that subtraction can be solved as an unknown-addend problem.
- **1.RA.C.7** Add and subtract within 20.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.NBT.A.2	Understand place value of two-digit numbers	Decompose a two-digit number using tens and ones in multiple ways Compose tens and ones to form a two-digit number Dompose 10 ones into a bundle of 1 ten, called a “ten” Compose a given set of ones (that are multipliers of ten) into bundles of ten, called a “ten” and zero “ones”	Apply	3

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.RA.A.1	Use addition and subtraction within 20 to solve problems	Apply different strategies for solving addition and subtraction problems within 20. Solve problems (including word problems) involving addition using strategies such as adding to, putting together, and comparing with unknowns in all positions Solve problems (including word problems) involving subtraction by using strategies such as taking from, taking apart, and comparing with unknowns in all positions	Apply	3
1.RA.A.3	Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false	Understand that the equal sign (=) indicates that two expressions represent the same quantity Evaluate simple equations involving addition and subtraction to determine their truthfulness	Apply	3
1.RA.C.8	Demonstrate fluency with addition and subtraction within 10	Use various strategies such as counting on, make a ten, drawings, etc. to solve problems. Add and subtract problems within 10 with confidence and ease. Recognize and explain their thought process when solving addition and subtraction problems	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
- Unit 5 Readiness Diagnostic - Unit 5 Math Probe - Exit Tickets - Daily Work	- Unit 5 Review - Unit 5 Fluency Practice - Unit 5 Performance Task - Unit 5 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
appears represent describe different share observe remove make sense explain idea relate information present difference problem	difference subtract total number line doubles unknown addend fact family fact triangle related facts unknown equal sign (=) equation

Math Language Routines:

- MLR2: Collect and Display
- MLR3: Critique, Correct and Clarify
- MLR4: Information Gap
- MLR5: Co-Craft Questions and Problems
- MLR8: Discussion Supports

Number Routines:

- Would You Rather?
- Find the Pattern, Make a Pattern
- What Did You See?
- Let's Count

Sense-Making Routines:

- Notice & Wonder: What do you notice? What do you wonder?
- Notice & Wonder: Tell me everything you can
- Notice & Wonder: How are they the same? How are they different?
- Is It Always True?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station	Students build proficiency with using facts and strategies to subtract within 20.	
		• Subtract 1 or 2 Race • Subtract Using a Number Line Race • Subtract Using a Number Line Race • Subtract from 10 Race • Make a Double Task Cards • Addition and Subtraction Equation Concentration • Addition and Subtraction Equation Concentration • Unknown Number Subtraction Race • True or False Sort	5-1 5-2 5-3 5-4 5-5 5-6 5-7 5-8 5-9
	Digital Game	Penguin Chill Students add and subtract within 10.	5-1
			
	Have students complete at least one of the Use It! activities for this unit.		
	STEM Project Card	Animal Food Students use a table to help a zookeeper keep track of the amount of food each animal eats.	5-7
			
	Connection Card	Carnival Spinner Game Students make a carnival spinner and use 15–20 game tickets to buy prizes.	5-3
			
Real World Card	Saving Money Students make a plan to save \$15–20 to purchase an item they want to buy.	5-4	
			

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
● Targeted Intervention ● Small Group ● Take Another Look ● Reinforce Understanding ● ALEKS Adventure	● Practice It! ● Own It! ● Interactive Additional Practice ● Spiral Review ● Additional Practice ● ALEKS Adventure	● Use It! ● Websketch Exploration ● Extend Thinking ● ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to explore basic subtraction facts and use strategies to play a simple game of Nim.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 5 Readiness Diagnostic Assessment (Assessment Resource Book pg. 81-82) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Take the Last Counter* unit opener.

Another way to do this is to use the Unit 5 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Take the Last Counter* unit opener.

Suggestions: Use the Item Analysis Chart on page 157G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 5>Targeted Intervention.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 1: 5-1 Relate Counting to Subtraction

Teaching Point: *Today I am going to teach you to relate counting to subtraction and to explain that subtraction is a more efficient way of determining the difference.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NS.A.3

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-1 where students use counters or other small manipulatives to relate counting to subtraction.

Another way to do this is to complete the Guided Exploration 5-1 where students apply their understanding of counting to represent a real-world subtraction situation. In this exploration, students realize that a subtraction equation can be used to represent a situation, and that it is a more efficient way to find the difference.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2: 5-2 Count Back to Subtract

Teaching Point: *Today I am going to teach you to use and describe how to use a number line to count back to subtract.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NS.A.3, 1.RA.A.4, 1.RA.C.7,

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-2 where students use counters and number lines to model subtraction by counting back (within 20).

Another way to do this is to complete the Guided Exploration 5-2 where students apply their understanding of counting and adding to use number lines to solve subtraction equations.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3: 5-3 Count On to Subtract

Teaching Point: *Today I am going to teach you to use and describe how to use a number line to count on to subtract.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-3 where students use counters and number lines to model subtraction by counting on (within 20).

Another way to do this is to complete the Guided Exploration 5-3 where students apply their understanding of counting and adding to use number lines to solve subtraction equations by starting at the change number (subtrahend) and counting on to the total (minuend).

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 4: 5-4 Make a 10 to Subtract

Teaching Point: *Today I am going to teach you to make and explain how to make a 10 to subtract.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.6, 1.RA.A.4, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-4 where students use ten-frames and counters to explore making a 10 to subtract.

Another way to do this is to complete the Guided Exploration 5-4 where students apply their understanding of making a 10 to solve subtraction equations by decomposing the change number to make a 10, and then subtracting the rest of the decomposed number from 10.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5: 5-5 Use Near Doubles to Subtract

Teaching Point: *Today I am going to teach you to use and explain how to use near doubles and doubles to subtract.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.C.7,

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-5 where students use counters to show subtraction using doubles and near doubles.

Another way to do this is to complete the Guided Exploration 5-5 where students extend subtraction strategies they have learned in the unit to include using near doubles. Students recognize when the near doubles strategy would be an appropriate choice.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 6: 5-6 Use Addition to Subtract

Teaching Point: *Today I am going to teach you to use and explain how to use addition to subtract.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-6 where students use number lines to model using addition to subtract.

Another way to do this is to complete the Guided Exploration 5-6 where students use addition to help them subtract.

Bloom's Levels: Apply

Webb's DOK: 3

Math Probe: Showing Problems with Equations

Teaching Point: *Today we are going to use ten-frames or a number line to solve word problems.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 5 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 5 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 7: 5-7 Use Fact Families to Subtract

Teaching Point: *Today I am going to teach you to use a fact family to subtract and explain how to build a fact family.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.B.5, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-7 where students explore fact families as they write addition and subtraction equations.

Another way to do this is to complete the Guided Exploration 5-7 where students connect their understanding of addition and subtraction equations using a fact triangle to make fact families of related numbers.

Bloom's Levels: Apply and Create

Webb's DOK: 2

Engaging Experience 8: 5-8 Find an Unknown Number in a Subtraction Equation

Teaching Point: *Today I am going to teach you to find and explain how to find an unknown number in a subtraction equation.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-8 where students use counters and number lines to model and explore finding an unknown in a subtraction equation.

Another way to do this is to complete the Guided Exploration 5-8 where students use number lines to count on and count back to find the unknown in a subtraction equation.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 9: 5-9 True Subtraction Equations

Teaching Point: *Today I am going to teach you to show that subtraction equations are true and explain the meaning of the equal sign.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1, 1.RA.A.3

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 5-9 where students generate subtraction equations and use tools to decide if the equations are true or false.

Another way to do this is to complete the Guided Exploration 5-9 where students use number lines and ten-frames to show when a subtraction equation is true.

Bloom's Levels: Apply

Webb's DOK: 3

Unit Review and Fluency Check

Teaching Point: *Today we are going to review using strategies to solve subtraction equations within 20.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1, 1.RA.A.3, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NS.A.3, 1.NBT.A.1, 1.NBT.B.6, 1.RA.A.4, 1.RA.B.5, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 5 Fluency Practice where students will practice counting up to help them subtract.

Suggestion: There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of using strategies to solve subtraction equations within 20.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1, 1.RA.A.3, 1.RA.C.8

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NS.A.3, 1.NBT.A.1, 1.NBT.B.6, 1.RA.A.4, 1.RA.B.5, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 5 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 5 Assessment (Form A or B) and Performance Task

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario - Unit 5

Hide the Cubes

Objective: This activity supports understanding subtraction with a missing part.

Materials:

- Cubes
- Whiteboard and Marker for Each Student

How to Play:

1. Line up a group of cubes (or any objects).
2. Have the students count and say how many are there.
3. Students close their eyes while the teacher hides some.
4. Students figure out how many were hidden.
5. Write a missing part subtraction equation.

Can play with partners, too.

Spider

Objective: This activity supports understanding equation formats and number sense.

Materials:

- [Spider Google Slide](#)

How to Play: Spider is played like Hangman. Each blank line is a digit or symbol. If a correct digit or symbol is guessed, it goes on the line where it belongs. If an incorrect digit or symbol is guessed, the spider gets a leg.

Teacher vs. Class: Each student must take a turn. If the spider legs fill up before the equation is complete, the teacher gets a point. If the equation is complete before the spider legs are filled up, the class gets a point. Recommended - play to 3 points so everyone in the class gets multiple turns.

Unit 6: Shapes and Solids

Subject: Math

Grade: 1

Name of Unit: Shapes and Solids

Length of Unit: 10 days

Overview of Unit: Students will extend their earlier work recognizing, naming, and sorting 2-dimensional and 3-dimensional shapes. Students will identify, describe, and define 2-dimensional and 3-dimensional shapes by their attributes. They also build and draw 2-dimensional shapes with various specified attributes.

Students will define the attributes of a cube, rectangular prism, cone, cylinder, and sphere. To describe 3-dimensional shapes, students use the terms *face*, *edge*, and *vertex*.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Materials
 - 6 Straws
 - Pattern Blocks
 - Attribute Blocks
 - Pattern Blocks 3 (Teaching Resource)
 - Poster board
 - Tangrams
 - Geometric Solids (cones, cubes, cylinders, rectangular prisms, and spheres)
 - Real-Life Solids

Essential Questions:

- What are shapes and solids?
- How do you think a shape is like a solid? How do you think it is different?

Enduring Understandings:

- Shapes and solids can be identified, described, and compared based on their attributes.
- Shapes are flat (2D) figures that have length and width.
- Shapes and solids both have sides, corners, and other features that can be counted and described.
- Smaller shapes can be combined to form larger shapes, and larger shapes can be broken into smaller parts.
- Solids are 3D objects that have length, width, and height (or depth).
- Solids are made up of shapes (for example, the sides of a cube are squares).

Priority Standards:

- **1.GM.A.1** Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.
- **1.GM.A.2** Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.

Supporting Standards:

- **1.GM.A.3** Recognize two-and three-dimensional shapes from different perspectives and orientations.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.GM.A.1	Recognize and describe what makes a shape a shape regardless of size and orientation.	Identify non-defining and defining attributes Distinguish between defining attributes and non-defining attributes Build and draw shapes to possess defining attributes Describe the similarities and differences of two two-dimensional shapes	Analyze	3
1.GM.A.2	Build an understanding of part-whole relationships and the properties of the original and composite shapes	Compose and decompose two-dimensional shapes Compose and decompose three-dimensional shapes identify the properties of the original and composite shapes	Analyze	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
● Unit 6 Readiness Diagnostic ● Unit 6 Math Probe ● Exit Tickets ● Daily Work	● Unit 6 Review ● Unit 6 Fluency Practice ● Unit 6 Performance Task ● Unit 6 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
describe explain decide consist predict observe	2-dimensional (2D) shape attribute closed defining attribute side vertex 3-dimensional (3D) shape apex base edge face rectangular prism

Math Language Routines:

- MLR2: Collect and Display
- MLR4: Information Gap
- MLR5: Co-Craft Question and Problems
- MLR7: Compare and Connect
- MLR8: Discussion Supports

Number Routines:

- Break Apart
- Which Benchmark Is It Closest To?

Sense-Making Routines:

- Notice & Wonder: How are they the same? How are they different?
- Which Doesn't Belong
- Notice & Wonder: What do you notice? What do you wonder?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station	Students use strategies to add within 20.	
		• Count On Race	4-1
		• Word Problem Race	4-2
		• Doubles Showdown	4-3
		• Doubles/Near Doubles Tic Tac Toe	4-4
		• Spin to 10 Task Cards	4-5
		• Put Together One Part Unknown Task Cards	4-6
		• Adding Three Numbers Task Cards	4-7
		• True or False Sort	4-8
		• Make 10 to Add Tic Tac Toe	4-9
		• Add or Subtract Ten Race	4-10
		• Two-Digit Addition Bump	4-11
Digital Station	Digital Game	Addition Assembler Students add three numbers.	4-1
			
Have students complete at least one of the Use It! activities for this unit.			
Application Station	STEM Project Card	Program a Calculator Students write basic addition programs.	4-9
			
	Connection Card	Domino Exercises Students use dominoes to create rules for exercises and then complete them.	4-6
			
	Real World Card	Digital Devices Students teach others about a few digital devices they can use in math.	4-5
			

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
• Targeted Intervention • Small Group • Take Another Look • Reinforce Understanding • ALEKS Adventure	• Practice It! • Own It! • Interactive Additional Practice • Spiral Review • Additional Practice • ALEKS Adventure	• Use It! • Websketch Exploration • Extend Thinking • ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to use prior knowledge of shapes and color to complete mini-sudoku style puzzles.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 6 Readiness Diagnostic Assessment (Assessment Resource Book pg. 103-104) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Shape Sudoku* unit opener.

Another way to do this is to use the Unit 6 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Shape Sudoku* unit opener.

Suggestions: Use the Item Analysis Chart on page 203G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 6>Targeted Intervention.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 1: 6-1 Understand Defining Attributes of Shapes

Teaching Point: *Today I am going to teach you to tell if a 2-dimensional shape is closed and describe a 2-dimensional shape by the attributes it always has.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.1

Supporting: 1.GM.A.3

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 6-1 where students use straws to demonstrate the terms used to describe shapes.

Another way to do this is to complete the Guided Exploration 6-1 where students use math words to describe attributes of 2-dimensional shapes.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 2: 6-2 Understand Non-Defining Attributes

Teaching Point: *Today I am going to teach you to identify 2-dimensional shapes of different colors, sizes and directions and explain why changing the color, size, or direction does not change the type of shape.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.1

Supporting: 1.GM.A.3

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 6-2 where students explore defining attributes and non-defining attributes of triangles, circles, and hexagons.

Another way to do this is to complete the Guided Exploration 6-2 where students use math words to describe shapes. Students draw shapes with a different color, a different size, and turned differently.

Bloom's Levels: Analyze

Webb's DOK: 2

Math Probe: 2-Dimensional Shape Sort

Teaching Point: *Today we are going to understand the basic attributes of triangles and rectangles.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 6 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 6 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 3: 6-3 Compose Shapes

Teaching Point: *Today I am going to teach you to use and explain how to use 2-dimensional shapes to make other 2-dimensional shapes.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.2

Supporting: 1.GM.A.3

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 6-3 where students use pattern blocks to make new 2-dimensional shapes.

Another way to do this is to complete the Guided Exploration 6-3 where students use 2-dimensional shapes to make new 2-dimensional shapes.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4: 6-4 Build New Shapes

Teaching Point: *Today I am going to teach you to explain how to take shapes apart and put them together to make a new shape.*

Suggested Length of Time: 1 day

Standards Addressed**Priority:** 1.GM.A.2**Supporting:** 1.GM.A.3**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 6-4 where students use pattern blocks from an existing composite shape to make a new composite shape.

Another way to do this is to complete the Guided Exploration 6-4 where students use the shapes from an existing composite shape to make a new composite shape.

Bloom's Levels: Analyze**Webb's DOK:** 2**Engaging Experience 5:** 6-5 Understand Attributes of Solids

Teaching Point: *Today I am going to teach you to describe 3-dimensional shapes by the attributes they always have and to recognize that color, size and direction are non-defining attributes of 3-dimensional shapes.*

Suggested Length of Time: 1 day**Standards Addressed****Priority:** 1.GM.A.1**Supporting:** 1.GM.A.3**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 6-5 where students use physical representations of 3-dimensional shapes to identify the shapes and describe their attributes.

Another way to do this is to complete the Guided Exploration 6-5 where students identify 3-dimensional shapes and their attributes. Students also distinguish between defining attributes and non-defining attributes.

Bloom's Levels: Analyze**Webb's DOK:** 2**Engaging Experience 6:** 6-6 Build New Solids

Teaching Point: *Today I am going to teach you to combine and take apart 3-dimensional shapes to make new 3-dimensional shapes.*

Suggested Length of Time: 1 day**Standards Addressed****Priority:** 1.GM.A.2**Supporting:** 1.GM.A.3**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 6-6 where students use 3-dimensional shapes to create composite 3-dimensional shapes. Students then take apart composite 3-dimensional shapes and make a new composite shape.

Another way to do this is to complete the Guided Exploration 6-6 where students examine ways to take apart a 3-dimensional shape and make a new shape from the parts.

Bloom's Levels: Analyze

Webb's DOK: 2

Unit Review and Fluency Check

Teaching Point: *Today we are going to review defining 2- and 3-dimensional shapes based on their attributes.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 6 Fluency Practice where students will use a ten-frame to help add to 10.

Suggestions: Use Kagan structure [Quiz Quiz Trade](#) with equations that make 10 to build student's procedural fluency. If using linked cards, it is recommended to print multiple per page (2, 4, or 6).

There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Understand

Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of defining attributes of 2- and 3-dimensional shapes.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 6 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 6 Assessment (Form A or B) and Performance Task

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario - Unit 6

Shape Builder!

Objective: Students will compose and decompose shapes by using smaller shapes to create larger ones and breaking larger shapes into smaller ones.

Materials:

- Shapes (triangles, squares, rectangles, hexagons, trapezoids, etc.)
- [Shape challenge cards](#)

How to Play:

- Each student or small group gets a challenge card.
- They use smaller shapes to compose and decompose the shape given.
- Discuss how the smaller shapes come together to make the larger shape.

Unit 7: Meanings of Addition

Subject: Math

Grade: 1

Name of Unit: Meanings of Addition

Length of Unit: 11 days

Overview of Unit: Students will represent and solve addition word problems for two common addition situations: “add to” and “put together”. Students will apply what they know about addition to solve different types of add to and put together word problems within 20.

Students also make connections between words and numbers in the problem and an equation that matches the story in the problem. The same type of equation is used for each type of problem: two addends with a plus sign between them one side of the equal sign and a total on the other side.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards
- Materials
 - Connecting cubes
 - Counters
 - Number Cards 0-10 (Teaching Resource)
 - Number Line 0-20 (Teaching Resource)
 - Double Ten-Frames (Teaching Resource)
 - Number Bond 1 (Teaching Resource)
 - Part-Part-Whole Mat (Teaching Resource)
 - Paper Clips
 - Number Cards 11-19 (Teaching Resource)

Essential Questions:

- How can you solve addition problems?
- What strategies can you use to add?
- What tools can you use to help add?

Enduring Understandings:

- Word problems help us understand how addition and subtraction are used to solve real-world situations.
- Understanding the context of a word problem is important before solving it.
- There are different strategies to solve word problems, and choosing the right one helps us find solutions efficiently.

Priority Standards:

- **1.RA.A.1** Use addition and subtraction within 20 to solve problems

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.RA.A.2** Solve problems that call for addition of three whole numbers whose sum is within 20.
- **1.RA.B.5** Use properties of as strategies to add and subtract.
- **1.RA.B.6** Demonstrate that subtraction can be solved as an unknown-addend problem.
- **1.RA.C.7** Add and subtract within 20.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.RA.A.1	Use addition and subtraction within 20 to solve problems	Apply different strategies for solving addition and subtraction problems within 20. Solve problems (including word problems) involving addition using strategies such as adding to, putting together, and comparing with unknowns in all positions Solve problems (including word problems) involving subtraction by using strategies such as taking from, taking apart, and comparing with unknowns in all positions	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
● Unit 7 Readiness Diagnostic ● Unit 7 Math Probe ● Exit Tickets ● Daily Work	● Unit 7 Review ● Unit 7 Fluency Practice ● Unit 7 Performance Task ● Unit 7 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
affect observation describe explore discuss information begin explain organize compare identify select	addend sum total unknown word problem part whole

Math Language Routines:

- MLR2: Collect and Display
- MLR3: Critique, Correct and Clarify
- MLR6: Three Reads
- MLR8: Discussion Supports

Number Routines:

- Where Does It Go?
- What Did You See?
- Which Benchmark Is It Closest To?

Sense-Making Routines:

- Notice & Wonder: What question could you ask?
- Numberless Word Problem
- Notice & Wonder: What do you see?
- Notice & Wonder: How are they the same? How are they different?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station 	Students build proficiency with the meanings of addition. • Put Together Concentration 7-1 • Addition Word Problem Race 7-2 • Take Apart Concentration 7-3 • Take Apart Both Parts Unknown Task Cards 7-4 • Add and Subtract with 0 Race 7-5 • Addition and Subtraction with Word Problems Concentration 7-6	
	Digital Game 	Special Delivery Students add within 20.	7-1
Application Station	Have students complete at least one of the Use It! activities for this unit.		
	STEM Project Card 	Build a Rocket Students practice counting and adding by building a model spacecraft.	7-6
	Connection Card 	Training for a Fun Run Students practice adding by creating a 4-week training plan to run 1 mile.	7-5
	Real World Card 	Get a Job Students practice adding by creating jobs and finding out how much they can earn.	7-3

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
• Targeted Intervention • Small Group • Take Another Look • Reinforce Understanding • ALEKS Adventure	• Practice It! • Own It! • Interactive Additional Practice • Spiral Review • Additional Practice • ALEKS Adventure	• Use It! • Websketch Exploration • Extend Thinking • ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to apply problem-solving strategies while practicing addition facts to solve a puzzle.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 7 Readiness Diagnostic Assessment (Assessment Resource Book pg. 121-122) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Perfect Triangle* unit opener.

Another way to do this is to use the Unit 7 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Perfect Triangle* unit opener.

Suggestions: Use the Item Analysis Chart on page 1G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 7>Targeted Intervention.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 1: 7-1 Represent and Solve Add To Problems

Teaching Point: *Today I am going to teach you to add one part to another and represent a word problem to show adding two parts to find the result.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 7-1 where students use manipulatives and drawings to show a word problem. Students write and solve an equation that represents the problem.

Another way to do this is to complete the Guided Exploration 7-1 where students write an equation to show a word problem before finding the solution.

Suggestions: It is helpful to understand the types of word problems in the first grade standards before diving in with your students. Click [HERE](#) for a chart explaining the variations of k-2 word problems. You can also use this [chart](#) to support comprehension of word problem identification. First grade students will need to solve for the unknown in all positions, therefore variations on each type of problem will create a missing part type of problem.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2: 7-2 Represent and Solve More Add To Problems

Teaching Point: *Today I am going to teach you to represent and solve a word problem with an unknown addend.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 7-2 where students explore using a physical model, drawing, and equation to represent a word problem that has an unknown.

Another way to do this is to complete the Guided Exploration 7-2 where students represent a word problem that has an unknown with a model, drawing, and equation.

Suggestions: As your students work on word problems, here is an [anchor chart](#) that could be helpful. 7-2 introduces the unknown in any position. This [anchor chart](#) can help understand the types of problems with a missing part.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3: 7-3 Represent and Solve Put Together Problems

Teaching Point: *Today I am going to teach you to represent a word problem to show putting together two parts to find the total.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.5, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 7-3 where students represent a word problem with tools or drawings. Students write and solve an equation that represents the problem.

Another way to do this is to complete the Guided Exploration 7-3 where students represent word problems with manipulatives and drawings then write an equation before finding the solution.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4: 7-4 Represent and Solve More Put Together Problems

Teaching Point: *Today I am going to teach you to solve an addition problem with one or both addends unknown.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 7-4 where students represent a word problem with a model, drawing, and equation to explore situations when one or two addends are unknown.

Another way to do this is to complete the Guided Exploration 7-4 where students represent word problems with models, drawings, and equations to explore situations when one or two addends are unknown.

Bloom's Levels: Apply

Webb's DOK: 3

Math Probe: Problems and Equations 1

Teaching Point: *Today we are going to use concrete materials or draw a picture to help solve a word problem.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 7 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 7 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5: 7-5 Represent and Solve Addition Problems with Three Addends

Teaching Point: *Today I am going to teach you to represent and solve addition problems with an equation when there are three addends.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 7-5 where students represent a word problem with a physical model, drawing, and equation to explore situations when there are three addends.

Another way to do this is to complete the Guided Exploration 7-5 where students represent a word problem with a model, drawing, and equation to explore situations when there are three addends.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 6: 7-6 Solve Addition Problems

Teaching Point: *Today I am going to teach you to explain, represent, and solve different kinds of addition word problems.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 7-6 where students represent a word problem with a physical model, drawing, and equation to explore various types of addition word problems.

Another way to do this is to complete the Guided Exploration 7-6 where students represent word problems with models, drawings, and equations to explore various types of addition word problems.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Review and Fluency Check

Teaching Point: *Today we are going to review representing and solving addition word problems.*

Suggested Length of Time: 1 day

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.RA.B.5, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 7 Fluency Practice where students will practice using combinations of 10 to subtract.

Suggestions: Use Kagan structure [Quiz Quiz Trade](#) with equations that make 10 to build student's procedural fluency. If using linked cards, it is recommended to print multiple per page (2, 4, or 6).

There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of addition word problems.*

Suggested Length of Time: 1 day

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.RA.B.5, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 7 Assessment f(Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 7 Assessment (Form A or B) and Performance Task

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario - Unit 7

Students will demonstrate their knowledge of addition up to 20 by solving animal-themed math problems to help rescue animals in need!

Tell students: *"Oh no! A big storm has scattered the animals all over the rescue center, and they need our help to get back to safety! We must use our addition skills to count, group, and reunite the animals. Are you ready to become Animal Rescuers?"* 🦁🐒🐘

Materials:

- Animal toys or pictures of animals
- Number cards 0-10 teaching resource OR dice 0-10
- Counters
- [Animal Rescue Adventure](#) handout

Mission 1: Solve the Animal Addition Equations!

- Students receive a handout with animal-themed addition equations.
 - Example (if you want to model on the board first):
🐒 6 monkeys + 🐒 4 monkeys = ____
🦁 9 lions + 🦁 5 lions = ____
- They can solve using drawings, number lines, or counters.

Mission 2: Animal Rescue Word Problems!

- Tell students a word problem to solve. For example:
"There were 8 elephants at the waterhole. 7 more elephants joined them. How many elephants are at the waterhole now?"
- Students solve and **draw a picture** to show their thinking.

Mission 3: Find the Missing Animals!

- Students pick two number cards or roll two dice.
- They add the numbers together and write the equation.

Collect student work after they have completed the challenges!

You may choose to administer Cumulative Benchmark Assessment #2 prior to starting Unit 8.

Unit 8: Meanings of Subtraction

Subject: Math

Grade: 1

Name of Unit: Meanings of Subtraction

Length of Unit: 13 days

Overview of Unit: Students will develop concepts of subtraction within 20 through the context of “take from” and “take apart”. Students use models and drawings to illustrate subtraction word problems. Subtraction equations are introduced as another way to represent subtraction problems.

In addition, students will use models with a part-part-whole mat to represent one part being taken away from another part in ‘take from’ situations. When they work with “take apart” situations, they use a part-part-whole mat to visualize the situation by using addition or subtraction.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards
- Materials
 - Connecting cubes
 - Counters
 - Number Cards 0-10 (Teaching Resource)
 - Number Cards 11-19 (Teaching Resource)
 - Number Line 0-20 (Teaching Resource)
 - Double Ten-Frames (Teaching Resource)
 - Number Bond 1 (Teaching Resource)
 - Part-Part-Whole Mat (Teaching Resource)

Essential Questions:

- How can you solve subtraction problems?
- What strategies can you use to subtract?
- What tools can you use to help you subtract?

Enduring Understandings:

- Word problems help us understand how addition and subtraction are used to solve real-world situations.
- Understanding the context of a word problem is important before solving it.
- There are different strategies to solve word problems, and choosing the right one helps us find solutions efficiently.

Priority Standards:

- **1.NBT.A.2** Understand two-digit numbers are composed of ten(s) and one(s).
- **1.RA.A.1** Use addition and subtraction within 20 to solve problems.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.NBT.A.1** Understand that 10 can be thought of as a bundle of 10 ones - called a “ten”.
- **1.RA.A.4** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
- **1.RA.B.6** Demonstrate subtraction can be solved as an unknown-addend problem.
- **1.RA.C.7** Add and subtract within 20.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.NBT.A.2	Understand two-digit numbers are composed of ten(s) and one(s)	Decompose a two-digit number into tens and ones in multiple ways Compose tens and ones to form a two-digit number Decompose 10 ones into a bundle of 1 ten, called a “ten” Compose a given set of ones (that are multipliers of ten) into bundles of ten, called a “ten” and zero “ones”	Apply	3
1.RA.A.1	Use addition and subtraction within 20 to solve problems	Apply different strategies for solving addition and subtraction problems within 20. Solve problems (including word problems) involving addition using strategies such as adding to, putting together, and comparing with unknowns in all positions Solve problems (including word problems) involving subtraction by using strategies such as taking from, taking apart, and comparing with unknowns in all positions	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
• Unit 8 Readiness Diagnostic • Unit 8 Math Probe • Exit Tickets • Daily Work	• Unit 8 Review • Unit 8 Fluency Practice • Unit 8 Performance Task • Unit 8 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
related represent describe explore discuss explain decide	difference part total unknown word problem whole

Math Language Routines:

- MLR2: Collect and Display
- MLR3: Critique, Connect, and Clarify
- MLR6: Three Reads
- MLR7: Compare and Connect
- MLR8: Discussion Supports

Number Routines:

- Which Benchmark Is It Closest To?
- Where Does It Go?
- What Did You See?

Sense-Making Routines:

- Notice & Wonder: What question could you ask?
- Numberless Word Problem
- Notice & Wonder: What do you notice? What do you wonder?
- Notice & Wonder: Tell me everything you can
- Notice & Wonder: What could the question be?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station 	Students build proficiency with the meanings of subtraction. • Find the Unknown Task Cards 8-1 • Take From Change Unknown Task Cards 8-2 • Subtraction Word Problem Race 8-3 • Subtraction Concentration 8-4 • Subtraction Problems with an Unknown Four in a Row 8-5, 8-6 • Take Apart Addend Unknown Task Cards 8-7	
	Digital Game 	Math Buzz Students add numbers to 100.	8-1
Application Station	Have students complete at least one of the Use It! activities for this unit.		
	STEM Project Card 	Computer Game Students develop a computer game to practice subtraction.	8-5, 8-7
	Connection Card 	Food Drive Students create a table to count and track items for a food bank.	8-1, 8-4
	Real World Card 	Friendly Messages Students learn about writing friendly digital messages.	8-2, 8-3, 8-6

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
• Targeted Intervention • Small Group • Take Another Look • Reinforce Understanding • ALEKS Adventure	• Practice It! • Own It! • Interactive Additional Practice • Spiral Review • Additional Practice • ALEKS Adventure	• Use It! • Websketch Exploration • Extend Thinking • ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to apply problem-solving strategies while practicing addition and subtraction facts.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 8 Readiness Diagnostic Assessment (Assessment Resource Book pg. 145-146) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Make Fifteen* unit opener.

Another way to do this is to use the Unit 8 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Make Fifteen* unit opener.

Suggestions: Use the Item Analysis Chart on page 35G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 8>Targeted Intervention.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 1: 8-1 Represent and Solve Take From Problems

Teaching Point: *Today I am going to teach you to represent a subtraction problem and take from the total when the difference is unknown.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1,

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 8-1 where students use manipulatives and drawings to show a word problem. Students write and solve an equation that represents the problem.

Another way to do this is to complete the Guided Exploration 8-1 where students represent a word problem with counters and an equation, and then solve the equation.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2: 8-2 Represent and Solve More Take From Problems

Teaching Point: *Today I am going to teach you to represent a subtraction problem and solve for an unknown number that is taken from the total when the change is unknown.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 8-2 where students show word problems with models, drawings, and equations to explore unknown change numbers and unknown totals.

Another way to do this is to complete the Guided Exploration 8-2 where students examine word problems using models, drawings, and equations to explore unknown change numbers and unknown totals.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3: 8-3 Represent and Solve Take Apart Problems

Teaching Point: *Today I am going to teach you to represent and solve for the total in subtraction problems when it is unknown.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.4, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 8-3 where students use a part-part-whole mat and drawings to represent a word problem. Students write and solve an equation that represents the problem.

Another way to do this is to complete the Guided Exploration 8-3 where students represent a word problem with a part-part-whole mat, counters, drawings, and an equation to help them solve the problem.

Bloom's Levels: Application

Webb's DOK: 2

Math Probe: Problems and Equations 2

Teaching Point: *Today we are going to use concrete materials or draw a picture to help solve a word problem.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and the [Unit 8 Foldable](#).

Suggestion: This unit does not have a vocabulary template because new terms are not introduced.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4: 8-4 Represent and Solve More Take Apart Problems

Teaching Point: *Today I am going to teach you to represent a subtraction problem and solve for both parts when they are both unknown.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 8-4 where students use a physical model, drawing, and equation to represent a word problem to explore a situation when both parts are unknown.

Another way to do this is to complete the Guided Exploration 8-4 where students represent a word problem with a model, drawing, and equation to explore a situation when both parts are unknown.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 5: 8-5 Solve Problems Involving Subtraction

Teaching Point: *Today I am going to teach you to solve and explain how to solve for one part in subtraction problems.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 8-5 where students use a physical model, drawing, and equation to represent a word problem to explore a subtraction problem with an unknown part.

Another way to do this is to complete the Guided Exploration 8-5 where students represent a word problem with a model, drawing, and equation to explore a subtraction problem with an unknown part.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 6: 8-6 Solve More Problems Involving Subtraction

Teaching Point: *Today I am going to teach you to make representations and solve different kinds of subtraction word problems.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1. RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 8-6 where students use physical models, drawings, and equations to represent word problems to explore various types of subtraction word problems.

Another way to do this is to complete the Guided Exploration 8-6 where students represent word problems with models, drawings, and equations to explore various types of subtraction word problems.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 7: 8-7 Solve Problems Involving Addition and Subtraction

Teaching Point: *Today I am going to teach you to solve and explain how to solve problems using addition or subtraction.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 8-7 where students use a model, drawing, and equation to represent a word problem to explore various addition and subtraction word problems.

Another way to do this is to complete the Guided Exploration 8-7 where students represent word problems with models, drawings, and equations to explore addition and subtraction word problems.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Review and Fluency Check

Teaching Point: *Today we are going to demonstrate our learning of subtraction word problems.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.A.4, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 8 Fluency Practice where students will practice adding or subtracting 0.

Suggestion: There is time to complete both the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of subtraction word problems.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.A.4, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 8 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 8 Assessment (Form A or B) and Performance Task

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario - Unit 8

Students will demonstrate their knowledge of subtraction up to 20 by solving superhero-themed math problems to help save the city!

Tell students: *"Oh no! The villain Minus Max has been causing trouble in Super City! He has been making numbers disappear, and the superheroes need your help to figure out how many are left. Use your super subtraction skills to stop Minus Max and restore order to the city!"*

Materials:

- [Superhero Subtraction Mission](#) Handout
- Superhero Badges or Masks OPTIONAL
- Number Cards 0-20 teaching resource OR dice 0-10
- Counters

Mission 1: Solve the Superhero Subtraction Equations!

- Students receive a handout with superhero-themed subtraction equations.
 -  12 heroes - 5 heroes = ____ (How many are left to save the city?)
 -  18 lightning bolts - 7 lightning bolts = ____ (How many do we still have?)
- They solve using drawings, number lines, or counters.

Mission 2: Superhero Story Problems!

- Tell students the following word problems, one at a time, to solve.
 - Super Flash zoomed into the city with 16 energy bolts. He used 7 to stop a runaway train! How many energy bolts does he have left?
 - Superhero Storm had 14 lightning blasts! She used 5 to stop Minus Max! How many does she have left?
- Students solve and draw a picture to show their thinking.

Mission 3: Help The Heroes!

- Students pick two number cards or roll two dice.
- They subtract the larger number from the smaller number and write the equation.
- Collect student work when finished with all three challenges!

Unit 9: Addition within 100

Subject: Math

Grade: 1

Name of Unit: Addition within 100

Length of Unit: 15 days

Overview of Unit: Students will build on prior knowledge of adding and subtracting within 20 as they work towards fluency with addition and subtraction facts. Students build on those skills, as well as their understanding of place value, to add 2-digit numbers with and without regrouping. They also add multiples of 10. These skills enable them to solve a variety of problems and prepare them for more difficult addition and subtraction problems in 2nd grade.

Students use representations to count on by tens and ones and should be encouraged to use precise language. They will also add multiples of ten. Early work in this unit involves problems that do not require regrouping. Later in the unit, students learn how to regroup 10 ones for 1 ten.

Getting Ready for the Unit:

- Watch *Expert Insights* video to familiarize yourself with the content of this unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards
- Materials
 - Base-Ten Blocks
 - Number Cubes
 - Number Cards 0-10 (Teaching Resource)
 - Blank Open Number Lines (Teaching Resource)
 - Counters

Essential Question:

- How do I use strategies to add two-digit numbers?

Enduring Understandings:

- Numbers are composed of groups of tens and ones.
- Every two-digit number represents a combination of tens and ones, helping us understand place value.
- Breaking numbers into tens and ones makes it easier to add, subtract, and solve problems
- Adding or subtracting multiples of 10 affects only the tens place of a number.
- When we add or subtract, sometimes we need to group or ungroup tens and ones to find the correct answer.

Priority Standards:

- **1.NBT.A.2** Understand two-digit numbers are composed of ten(s) and one(s).
- **1.NBT.B.7** Add or subtract a multiple of 10 from another two-digit number, and justify the solution.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.NBT.A.1** Understand that 10 can be thought of as a bundle of ten - called a “ten”.
- **1.NBT.B.5** Add within 100.
- **1.NBT.B.6** Calculate 10 more or 10 less than a given number mentally without having to count.
- **1.RA.A.4** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.NBT.A.2	Understand two-digit numbers are composed of ten(s) and one(s)	Decompose a two-digit number into tens and ones in multiple ways Compose tens and ones to form a two-digit number Decompose 10 ones into a bundle of 1 ten, called a “ten” Compose a given set of ones (that are multipliers of ten) into bundles of ten, called a “ten” and zero “ones”	Apply	3
1.NBT.B.7	Add or subtract a multiple of 10 from another two-digit number, and justify the solution	Add a multiple of 10 to a two-digit number within 100 Subtract a multiple of 10 from a two-digit number within 100 Justify answers when adding or subtracting a multiple of 10 within 100 using concrete models, drawings, and/or symbols that convey strategies that connect to place value understanding Solve for two-digit numbers by adding or subtracting tens to/from tens and ones to/from ones	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
• Unit 9 Readiness Diagnostic • Unit 9 Math Probe • Exit Tickets • Daily Work	• Unit 9 Review • Unit 9 Fluency Practice • Unit 9 Performance Task • Unit 9 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
mental pattern change explain break apart explore tool describe notice strategies	2-digit number addend digit equation ones place value sum tens open number line regroup

Math Language Routines:

- MLR2: Collect and Display
- MLR4: Information Gap
- MLR6: Three Reads
- MLR7: Compare and Contrast
- MLR8: Discussion Supports

Number Routines:

- Where Does It Go?
- Let's Count
- Greater Than or Less Than

Sense-Making Routines:

- Notice & Wonder: What do you notice? What do you wonder?
- Notice & Wonder: What do you see?
- Notice & Wonder: Tell me everything you can?
- Notice & Wonder: How are they the same? How are they different?
- Notice & Wonder: What could the question be?
- Notice & Wonder: What question could you ask?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station	Students build proficiency with addition within 100.	
		• Add 10 Race	9-1
		• Add 10s Task Cards	9-2
		• Represent and Add 2-Digit Numbers Showdown	9-3
		• Represent and Add 2-Digit Numbers Showdown	9-4
		• Open Number Line Task Cards	9-5
		• Break Apart an Addend Concentration	9-6
		• 2-Digit Addition Race	9-7
Digital Station	Digital Game	Penguin Chill Students add and subtract within 10.	9-1
			
Have students complete at least one of the Use It! activities for this unit.			
Application Station	STEM Project Card	Networks Students create a school computer network by counting and adding computers, printers, and devices.	9-8
			
	Connection Card	Olympic Gold Medals Students create a table to count and total Olympic gold medals for four countries.	9-8
			
Application Station	Real World Card	Order the Steps Students practice ordering steps by choosing a task, creating the steps, and completing the task.	9-1
			

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
● Targeted Intervention ● Small Group ● Take Another Look ● Reinforce Understanding ● ALEKS Adventure	● Practice It! ● Own It! ● Interactive Additional Practice ● Spiral Review ● Additional Practice ● ALEKS Adventure	● Use It! ● Websketch Exploration ● Extend Thinking ● ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to practice addition facts and use a strategy while playing a game.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 9 Readiness Diagnostic Assessment (Assessment Resource Book pg. 165-166) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Race to 21* unit opener.

Another way to do this is to use the Unit 8 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Race to 21* unit opener.

Suggestions: Use the Item Analysis Chart on page 73G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 9>Targeted Intervention.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 1: 9-1 Use Mental Math to Find 10 More

Teaching Point: *Today I am going to teach you to add and explain how to add 10 more than a number using mental math.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5, 1.NBT.B.6

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 9-1 where students explore the pattern of adding 10 to develop an understanding of how to add 10 mentally.

Another way to do this is to complete the Guided Exploration 9-1 where students identify the pattern of adding 10 to develop an understanding of how to add 10 mentally.

Suggestion: You can use this [Activity-Based Exploration Template](#) for your students to practice adding ten mentally.

Bloom's Levels: Apply
Webb's DOK: 2

Math Probe: Patterns and Addition

Teaching Point: *Today we are going to examine a portion of a number chart and find the missing number.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 9 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 9 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 2: 9-2 Represent Adding Tens

Teaching Point: *Today I am going to teach you to add and explain how to add tens to any number.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 9-2 where students use base-ten blocks to explore place value when adding tens to any number.

Another way to do this is to complete the Guided Exploration 9-2 where students use place value to add tens to any number.

Suggestion: You can use this [Activity-Based Exploration Template](#) for your students to practice representing adding tens.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 3: 9-3 Represent Adding Tens and Ones

Teaching Point: *Today I am going to teach you to use place value and count on to add 2-digit and 1-digit numbers.*

Suggested Length of Time: 1 day

Standards Addressed**Priority:** 1.NBT.A.2**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5, 1.RA.A.4**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 9-3 where students use base-ten blocks to identify a pattern of adding a 1-digit number to a 2-digit number.

Another way to do this is to complete the Guided Exploration 9-3 where students use place value and counting on to add a 1-digit number to a 2-digit number.

Bloom's Levels: Apply**Webb's DOK:** 2**Engaging Experience 4:** 9-4 Decompose Addends to Add

Teaching Point: *Today I am going to teach you to break apart numbers and explain how breaking apart numbers can help you add.*

Suggested Length of Time: 1 day**Standards Addressed****Priority:** 1.NBT.A.2**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5, 1.RA.A.4**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 9-4 where students explore adding two 2-digit numbers by decomposing both addends using base-ten blocks.

Another way to do this is to complete the Guided Exploration 9-4 where students explore how to add two 2-digit numbers by decomposing both addends using base-ten blocks.

Bloom's Levels: Apply**Webb's DOK:** 2**Engaging Experience 5:** 9-5 Use an Open Number Line to Add within 100

Teaching Point: *Today I am going to teach you to add and explain how to add any 2-digit numbers using an open number line.*

Suggested Length of Time: 1 day**Standards Addressed****Priority:** 1.NBT.A.2**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.NBT.B.5**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 9-5 where students explore adding 2-digit numbers using open number lines.

Another way to do this is to complete the Guided Exploration 9-5 where students see how to use an open number line to add 2-digit numbers.

Bloom's Levels: Apply**Webb's DOK:** 2

Engaging Experience 6: 9-6 Decompose to Add on an Open Number Line

Teaching Point: *Today I am going to teach you to explain how and break apart an addend to add 2-digit and 1-digit numbers on an open number line.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 9-6 where students make a 10 and use an open number line to explore adding a 2-digit number and a 1-digit number.

Another way to do this is to complete the Guided Exploration 9-6 where students explore how to make a 10 when adding a 2-digit number and a 1-digit number on an open number line.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 7: 9-7 Regroup to Add

Teaching Point: *Today I am going to teach you to regroup and explain how to regroup to add 2-digit and 1-digit numbers.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 9-7 where students use base-ten blocks to explore adding 1-digit and 2-digit numbers with regrouping.

Another way to do this is to complete the Guided Exploration 9-7 where students explore adding 2-digit and 1-digit numbers with regrouping.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 8: 9-8 Add 2-Digit Numbers

Teaching Point: *Today I am going to teach you to add and explain how to add 2-digit numbers with regrouping.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 9-8 where students use base-ten blocks to represent adding 2-digit numbers with regrouping.

Another way to do this is to complete the Guided Exploration 9-8 where students represent adding 2-digit numbers using base-ten blocks with regrouping.

Bloom's Levels: Apply

Webb's DOK: 3

Unit Review and Fluency Check

Teaching Point: *Today we are going to review adding 2-digit numbers with and without regrouping.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5, 1.NBT.B.6, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 9 Fluency Practice where students will practice adding using doubles.

Suggestions: Use Kagan structure [Quiz Quiz Trade](#) with equations that use doubles to build student's procedural fluency. If using linked cards, it is recommended to print multiple per page (2, 4, or 6).

There is time to complete both the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of counting, reading, and writing numbers 0-120.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.5, 1.NBT.B.6, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 9 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 9 Assessment (Form A or B) and Performance Task

Bloom's Levels: Application

Webb's DOK: 2

Engaging Scenario - Unit 9

Wordy!

Objective: Add 2-digit numbers using the alphabet code.

Materials:

- [Wordy Alphabet Chart](#)
- [Wordy Worksheet](#)

How to Play: Do some practice words with students before they complete the worksheet so they understand how to use the alphabet code.

1. Find the corresponding number for each letter in the word.
Example: bat b = 2, a = 1, t = 20
2. Write an equation to add.
Example: $2 + 1 + 20 = \underline{\quad}$
3. Solve and answer.
Example: 23

Unit 10: Compare Using Addition and Subtraction

Subject: Math

Grade: 1

Name of Unit: Compare Using Addition and Subtraction

Length of Unit: 9 days

Overview of Unit: Students will use knowledge learned in previous units such as understanding different addition and subtraction situations including “put together” and “take apart”, as well as knowing multiple strategies and tools to help solve these problems as the foundational understanding for this unit.

Throughout this unit, students will represent and solve comparison situations with the “difference unknown”, with the “great number unknown”, and with the “lesser number unknown” as they continue to work on solving more difficult addition and subtraction word problems.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math stations game boards and cards
- Materials
 - Connecting cubes
 - Counters
 - Double Ten-Frames (Teaching Resource)
 - Number Line 0-20 (Teaching Resource)

Essential Question:

- How can I compare using addition and subtraction?

Enduring Understandings:

- Addition and subtraction can help us compare two amounts by showing how much more or how much less.
- Comparing numbers means looking at the difference between them, which can be found using subtraction or by adding up.
- Understanding the relationship between addition and subtraction helps us to solve “compare problems” in different ways.

Priority Standards:

- **1.RA.A.1** Use addition and subtraction within 20 to solve problems.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.RA.B.5** Use properties as strategies to add and subtract.
- **1.RA.B.6** Demonstrate that subtraction can be solved as an unknown-addend problem.
- **1.RA.C.7** Add and subtract within 10.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.RA.A.1	Use addition and subtraction within 20 to solve problems	Apply different strategies for solving addition and subtraction problems within 20. Solve problems (including word problems) involving addition using strategies such as adding to, putting together, and comparing with unknowns in all positions Solve problems (including word problems) involving subtraction by using strategies such as taking from, taking apart, and comparing with unknowns in all positions	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
● Unit 10 Readiness Diagnostic ● Unit 10 Math Probe ● Exit Tickets ● Daily Work	● Unit 10 Review ● Unit 10 Fluency Practice ● Unit 10 Performance Task ● Unit 10 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
different observation apparently represent consider provided purpose continued displayed scoreboard	addend compare difference equation unknown word problem sum

Math Language Routines:

- MLR2: Collect and Display
- MLR4: Information Gap
- MLR 5: Co-Craft Questions and Problems
- MLR 8: Discussion Supports

Number Routines:

- Break Apart
- Would You Rather?

Sense-Making Routines:

- Notice & Wonder: Tell me everything you can
- Notice & Wonder: What do you notice? What do you wonder?
- Numberless Word Problem
- Notice & Wonder: What could the question be?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station 	Students build proficiency with comparing using addition and subtraction. • Represent Compare Problems Task Cards 10-1 • Difference Unknown Compare Problems Bingo 10-2 • Compare Problems Race 10-3 • Greater Quantity Unknown Compare Problems Tic Tac Toe 10-4	
	Digital Game 	Apples & Oranges Students compare numbers to 100.	10-1
Application Station	Have students complete at least one of the Use It! activities for this unit.		
	STEM Project Card 	Melting Ice Students choose 3 to 5 ways to melt ice, compare the fastest and slowest, and write comparison sentences.	10-1
	Connection Card 	Suncatcher Students create a suncatcher and compare the number of materials used with a partner.	10-3
	Real World Card 	Comparing Prices Students use a table to compare grocery prices.	10-1

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
• Targeted Intervention • Small Group • Take Another Look • Reinforce Understanding • ALEKS Adventure	• Practice It! • Own It! • Interactive Additional Practice • Spiral Review • Additional Practice • ALEKS Adventure	• Use It! • Websketch Exploration • Extend Thinking • ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to explore a pattern that occurs when working with sums based on three consecutive numbers.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 10 Readiness Diagnostic Assessment (Assessment Resource Book pg. 165-166) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Three Numbers in Order* unit opener.

Another way to do this is to use the Unit 10 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Three Numbers in Order* unit opener.

Suggestions: Use the Item Analysis Chart on page 115G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 10>Targeted Intervention.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 1: 10-1 Represent and Solve Compare Problems

Teaching Point: *Today I am going to teach you to solve and explain how to solve compare problems with the difference unknown using addition or subtraction equations.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 10-1 where students use manipulatives, drawings, and equations to represent word problems before solving them.

Another way to do this is to complete the Guided Exploration 10-1 where students represent word problems with connecting cubes, drawings, and equations to help them find the solution.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2: 10-2 Represent and Solve Compare Problems Using Addition

Teaching Point: *Today I am going to teach you to solve and explain how to solve compare problems with the greater quantity unknown using addition equations.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.5, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 10-2 where students use manipulatives and drawings to represent a word problem. Students write and solve an equation that represents the problem.

Another way to do this is to complete the Guided Exploration 10-2 where students represent word problems with counters, drawings, and equations to help them find the solution.

Bloom's Levels: Apply

Webb's DOK: 2

Math Probe: Showing Addition and Subtraction

Teaching Point: *Today we are going to solve a word problem and then choose an equation that shows the problem.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and the [Unit 10 Foldable](#).

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3: 10-3 Represent and Solve More Compare Problems

Teaching Point: *Today I am going to teach you to solve and explain how to solve compare problems with the lesser quantity unknown using addition or subtraction equations.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 10-3 where students use manipulatives and drawings to show a word problem. In this exploration, students write and solve an equation that represents the problem.

Another way to do this is to complete the Guided Exploration 10-3 where students represent word problems with connecting cubes, drawings, and equations to help them find the solution.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4: 10-4 Solve Compare Problems Using Addition and Subtraction

Teaching Point: *Today I am going to teach you to solve and explain how to solve compare problems using addition or subtraction equations.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.5, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 10-4 where students use manipulatives and drawings to show compare word problems. Students write and solve equations that represent the problems.

Another way to do this is to complete the Guided Exploration 10-4 where students represent compare word problems with counters, connecting cubes, drawings, and equations to help them find the solutions.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Review and Fluency Check

Teaching Point: *Today we are going to review how to represent and solve compare word problems.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.5, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 10 Fluency Practice where students will practice using halves to solve subtraction involving doubles.

Suggestions: Use Kagan structure [Quiz Quiz Trade](#) with equations that use doubles to build student's procedural fluency. If using linked cards, it is recommended to print multiple per page (2, 4, or 6).

There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of representing and solving compare word problems.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.RA.A.1

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.B.5, 1.RA.B.6, 1.RA.C.7

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 10 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 10 Assessment (Form A or B) and Performance Task

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Scenario - Unit 10

Miss Maple's class is preparing for the big Apple Festival! The students are helping Farmer Joe count apples in different baskets, but something strange has happened—some of the numbers are missing! Can your students help solve these apple mysteries using their math skills?

Apple Basket Math Detective

Materials:

- [Apple Basket Math Detective](#) handout
- Counters or small apple cutouts(optional)
- Whiteboards or math journals for solving problems

Instructions:

- **Set the Scene:** Tell students they are now Apple Basket Detectives! Their mission is to help solve the missing number problems so the festival can go on.
- **Review the Three Problem Types:**
 - Difference Unknown (How many more?)
 - Greater Number Unknown (What is the bigger amount?)
 - Lesser Number Unknown (What is the smaller amount?)
- **Model One Together:** Solve an example problem as a class, using a number line, drawing, or manipulatives.
 - Susie has 7 apples. Grady has some more. Together they have 12 apples. How many apples does Grady have?
 - You can also use a problem of your choosing.
- **Partner Work:** Students will work in pairs to complete the Apple Basket Math Detective handout, using drawings, equations, or number sentences to solve the mysteries.
- **Share & Discuss:** Have students explain how they solved their problems. Reinforce different strategies like using a number line, drawing apples, or counting on.

You may choose to administer Cumulative Benchmark Assessment #3 prior to starting Unit 11.

Unit 11: Subtraction within 100

Subject: Math

Grade: 1

Name of Unit: Subtraction within 100

Length of Unit: 11 days

Overview of Unit: Students will subtract multiples of 10 by using models to count back. Using base-ten blocks, number charts, and number lines, students will find that when subtracting ten the ones digit does not change. Students will be able to explain how to subtract multiples of ten, such as knowing which number to start from, and what each number and symbol of the equation represent. Students should be encouraged to use precise language.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards
- Materials
 - Counters
 - Number Cards 0-120 (Teaching Resource)
 - Number Chart 1-100 (Teaching Resource)
 - Base-Ten Blocks
 - Tens Cards (Teaching Resource)
 - Blank Open Number Lines (Teaching Resource)
 - Number Bond 1 (Teaching Resource)

Essential Question:

- What strategies help me subtract 2-digit numbers?

Enduring Understandings:

- Numbers are composed of groups of tens and ones.
- Every two-digit number represents a combination of tens and ones, helping us understand place value.
- Breaking numbers into tens and ones makes it easier to add, subtract, and solve problems
- Adding or subtracting multiples of 10 affects only the tens place of a number.
- When we add or subtract, sometimes we need to group or ungroup tens and ones to find the correct answer.

Priority Standards:

- **1.NBT.A.2** Understand two-digit numbers are composed of ten(s) and one(s).
- **1.NBT.B.7** Add or subtract a multiple of 10 from another two-digit number, and justify the solution.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120.
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.NBT.A.1** Understand that 10 can be thought of as a bundle of 10 ones - called a “ten”.
- **1.NBT.B.6** Calculate that 10 more or 10 less than a given number mentally without having to count.
- **1.RA.A.4** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
- **1.RA.B.6** Demonstrate that subtraction can be solved as an unknown-addend problem.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.NBT.A.2	Understand two-digit numbers are composed of ten(s) and one(s)	Decompose a two-digit number into tens and ones in multiple ways Compose tens and ones to form a two-digit number Decompose 10 ones into a bundle of 1 ten, called a “ten” Compose a given set of ones (that are multipliers of ten) into bundles of ten, called a “ten” and zero “ones”	Apply	3
1.NBT.B.7	Add or subtract a multiple of 10 from another two-digit number, and justify the solution	Add a multiple of 10 to a two-digit number within 100 Subtract a multiple of 10 from a two-digit number within 100 Justify answers when adding or subtracting a multiple of 10 within 100 using concrete models, drawings, and/or symbols that convey strategies that connect to place value understanding Solve for two-digit numbers by adding or subtracting tens to/from tens and ones to/from ones	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
• Unit 11 Readiness Diagnostic • Unit 11 Math Probe • Exit Tickets • Daily Work	• Unit 11 Review • Unit 11 Fluency Practice • Unit 11 Performance Task • Unit 11 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
pattern realize relate imply information packages represent column decreasing relates operation related/relates represent/represents	2-digit number difference digit equation ones place value tens open number line total

Math Language Routines:

- MLR1: Stronger and Clearer Each Time
- MLR2: Collect and Display
- MLR7: Compare and Connect
- MLR8: Discussion Supports

Number Routines:

- Would You Rather?
- Which Benchmark Is Closest?
- Where Does It Go?

Sense-Making Routines:

- Notice & Wonder: What do you see?
- Notice & Wonder: Tell me everything you can
- Notice & Wonder: What do you notice? What do you wonder?
- Which Doesn't Belong?
- Notice & Wonder: What could the question be?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station 	Students build proficiency with subtraction within 100. • 10 Less Race • Subtract Multiples of 10 Task Cards • Subtract 10s Bingo • Subtract 10s Showdown • Subtract 10s Bingo	11-1 11-2 11-3 11-4 11-5
	Digital Game 	Special Delivery Students add within 20.	11-1
	Have students complete at least one of the Use It! activities for this unit.		
	STEM Project Card 	Zipline Course Students design and build a model of a zipline course.	11-2
	Connection Card 	Sections of Countries Students create a travel schedule for visiting sections of Canada, Italy, and the U.S.	11-2
Application Station	Real World Card 	Watch Your Screen Time Students create a table and track their screen time for 2 to 3 days.	11-4

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
● Targeted Intervention ● Small Group ● Take Another Look ● Reinforce Understanding ● ALEKS Adventure	● Practice It! ● Own It! ● Interactive Additional Practice ● Spiral Review ● Additional Practice ● ALEKS Adventure	● Use It! ● Websketch Exploration ● Extend Thinking ● ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to use place value patterns to complete a number chart that contains missing numbers.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 11 Readiness Diagnostic Assessment (Assessment Resource Book pg. 207-208) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Put It All Together* unit opener.

Another way to do this is to use the Unit 11 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Put It All Together* unit opener

Suggestions: Use the Item Analysis Chart on page 141G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 11>Targeted Intervention.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 1: 11-1 Use Mental Math to Find 10 Less

Teaching Point: *Today I am going to teach you to find 10 less than a number and explain patterns you see when finding 10 less.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.B.6, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 11-1 where students generate subtraction equations to explore patterns when finding 10 less using mental math.

Another way to do this is to complete the Guided Exploration 11-1 where students represent a real-world situation with a subtraction equation and use mental math to help them solve it.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 2: 11-2 Represent Subtracting Tens

Teaching Point: *Today I am going to teach you to use and explain how to use blocks and drawings to subtract tens.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.B.6, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 11-2 where students generate subtraction equations where a lesser multiple of ten is subtracted from a greater multiple of ten and use tools to solve them.

Another way to do this is to complete the Guided Exploration 11-2 where students use their knowledge of place value and multiples of ten to represent a real-world situation with base-ten blocks and drawings as tools to help them understand and solve a subtraction equation.

Bloom's Levels: Apply
Webb's DOK: 3

Engaging Experience 3: 11-3 Subtract Tens

Teaching Point: *Today I am going to teach you to use and explain how to use a number chart and number lines to subtract tens.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 11-3 where students use number lines and a number chart to explore subtracting tens from larger multiples of ten.

Another way to do this is to complete the Guided Exploration 11-3 where students apply their knowledge of place value and multiples of ten to represent a real-world problem with a subtraction equation and use open number lines or a number chart as tools to help them solve it.

Bloom's Levels: Apply
Webb's DOK: 3

Engaging Experience 4: 11-4 Use Addition to Subtract Tens

Teaching Point: *Today I am going to teach you use and explain how to use known addition facts to subtract tens.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.A.4, 1.RA.B.6

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 11-4 where students discover they can use known addition facts to solve subtraction of tens equations.

Another way to do this is to complete the Guided Exploration 11-4 where students apply their knowledge of place value and multiples of ten to represent a real-world problem with a subtraction equation and use known addition facts to solve it.

Bloom's Levels: Apply

Webb's DOK: 3

Math Probe: Showing Problems with Tens

Teaching Point: *Today we are going to use a number chart or base-ten blocks to solve a word problem.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and the [Unit 11 Foldable](#).

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5: 11-5 Explain Subtraction Strategies

Teaching Point: *Today I am going to teach you to explain the strategies used to determine the difference of a multiple of 10 from a larger multiple of 10.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.NBT.A.2, 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.RA.A.4

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 11-5 where students exercise their reasoning skills to solve “subtract tens problems” using the strategy and tool(s) of their choice.

Another way to do this is to complete the Guided Exploration 11-5 where students use their knowledge of subtraction to represent a real-world situation with a subtraction equation. Students explain the strategy and tools that can be used to solve the equation.

Bloom's Levels: Analyze

Webb's DOK: 3

Unit Review and Fluency Check

Teaching Point: *Today we are going to review subtracting multiples of ten from a 2-digit number.*

Suggested Length of Time: 1 day

Priority: 1.NBT.A.2, 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.A.6, 1.RA.A.4, 1.RA.B.6

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 11 Fluency Practice where students will practice using near doubles to add.

Suggestions: Use Kagan structure Quiz Quiz Trade [option 1](#) or [option 2](#) with equations that use near doubles to build student's procedural fluency. If using linked cards, it is recommended to print multiple per page (2, 4, or 6).

There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply

Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of subtracting multiples of 10 from a 2-digit number.*

Suggested Length of Time: 1 day

Priority: 1.NBT.A.2, 1.NBT.B.7

Supporting: 1.NS.A.1, 1.NS.A.2, 1.NBT.A.1, 1.NBT.A.6, 1.RA.A.4, 1.RA.B.6

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 11 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 11 Assessment (Form A or B) and Performance Task

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario - Unit 11

Great Cookie Rescue

Objective: Students will practice subtraction groups of 10 from a 2-digit number.

Materials:

- Number Cards 50-100
- [Mouse Images](#) (print as many as you need)
- Subtracting 10s Worksheet

How to Play:

- Place the mouse cutouts around the classroom.
- Introduce Cookie Muncher and explain that some cookies will be taken away, and students need to help find out how many are left. Explain that the number under the mouse is the amount of cookies being taken away.
- Divide students into pairs and provide the subtracting 10s [worksheet](#).
- Each partnership will draw a 2-digit card. Each group will find a mouse cutout and write an equation on their worksheet. Ex: $57 - 10 = 47$
- After each equation, the partnership will draw a new card and continue playing until they have visited each of the mouse cutouts.

Unit 12: Measurement and Data

Subject: Math

Grade: 1

Name of Unit: Measurement and Data

Length of Unit: 17 days

Overview of Unit: Students learn about measuring and comparing length, about telling time to the nearest hour and half-hour, and about collecting, organizing, representing, and displaying data. The use of data, both provided and collected provides students with real-world contexts for solving comparison problems.

Students explore tools and units for measuring and comparing length by directly and indirectly measuring and comparing lengths of objects, using nonstandard units of measurement.

Students will also read, write, and tell time to the hour and half-hour. While this supporting standard is not assessed in first-grade, it is important to be sure the lessons are taught and the students understand the concepts.

Students will also use surveys to collect data and record the collected data in tally charts. They will then interpret the data and solve problems about it.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math station game boards and cards
- Materials
 - Assorted Objects
 - Connecting Cubes
 - Counters
 - Paper Clips
 - School Supplies
 - Large Paper Clips
 - Brad Clips
 - Cardstock Paper (2 colors)
 - Paper Plates
 - Student Clocks
 - Clocks (Teaching Resource)
 - Student Clocks
 - Number Cards 0-10 (Teaching Resource)
 - Number Cards 11-19 (Teaching Resource)
 - Tally Chart 2 (Teaching Resource)
 - Various Classroom Objects
 - Brown Paper Bags
 - Unit Cubes

Essential Questions:

- How can I use tools to measure and interpret data?
- What are some ways I can measure length?
- What are some ways I can collect data?

Enduring Understandings:

- Objects can be compared using a third object.
- Measurement helps us describe and understand the world.
- Tools help us measure and collect data accurately so we can describe and compare things in the world around us.
- We can collect data by asking questions, making observations, and organizing what we find using charts or graphs.

Priority Standards:

- **1.GM.B.6** Compare lengths of two objects indirectly by using a third object.
- **1.DS.A.2** Draw conclusions from object graphs, picture graphs, T-charts and tallies.

Supporting Standards:

- **1.NS.A.1** Count to 120, starting at any number less than 120
- **1.NS.A.2** Read and write numerals and represent a number of objects with a written numeral.
- **1.RA.A.2** Solve problems that call for addition of three whole numbers whose sum is within 120
- **1.GM.B.5** Order three or more objects by length.
- **1.GM.B.7** Demonstrate the ability to measure length or distance using objects.
- **1.GM.C.8** Tell and write time in hours and half-hours using analog and digital clocks.
- **1.DS.A.1** Collect, organize and represent data with up to three categories.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.GM.B.6	Compare the measurable attribute of length	Understand the concept of length Work with measuring tools or reference objects Compare the lengths of two objects by using a third object	Apply	3
1.DS.A.2	draw conclusions from object graphs, picture graphs, T-charts and tallies	Ask and answer questions about the total number of data points Find how many are in each category and determine how many more or less are in one category compared to another category	Analyze	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
• Unit 12 Readiness Diagnostic • Unit 12 Math Probe • Exit Tickets • Daily Work	• Unit 12 Review • Unit 12 Fluency Practice • Unit 12 Performance Task • Unit 12 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
order process arrangement purpose accurate challenging overlap alignment different represent similar displaying attribute categorize organize important reason title category scenario occupy	compare length longer/longest shorter/shortest measure unit analog clock digital clock hour hour hand minute minute hand o'clock half hour half past data tally chart tally marks

Math Language Routines:

- MLR1: Stronger and Clearer Each Time
- MLR2: Collect and Display
- MLR3: Critique, Correct, and Clarify
- MLR4: Information Gap
- MLR5: Co-Craft Questions and Problems
- MLR6: Three Reads
- MLR7: Compare and Connect
- MLR8: Discussion Supports

Number Routines:

- Where Does It Go?
- Greater Than or Less Than
- Find the Pattern, Make a Pattern
- What's Another Way to Write It?

Sense-Making Routines:

- Which Doesn't Belong?
- Notice & Wonder: What question could you ask?
- Notice & Wonder: What do you notice? What do you wonder?
- Notice & Wonder: Tell me everything you can
- Notice & Wonder: What is the same? What is different?
- Notice & Wonder: What do you see?
- Numberless Word Problem

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station 	Students build proficiency with measurement and data.	
		• Compare Length Showdown	12-1
		• Compare Length Sort	12-2
		• Measure It Task Cards	12-3
		• Measure It Task Cards	12-4
		• Time to the Hour Bingo	12-5
		• Time to the Half Hour Concentration	12-6
		• Data Sort	12-7
		• Data Display Task Cards	12-8
		• Grab and Graph It Task Cards	12-9
		• Grab and Graph It Task Cards	12-10
Digital Station	Digital Game 	High-Rise Rescue Students practice subtracting within 20.	12-1
Have students complete at least one of the Use It! activities for this unit.			
Application Station	STEM Project Card 	Rolling an Egg Students roll eggs wrapped in various materials, measure the distance, and track their results in a data table.	12-10
	Connection Card 	A Story of Time Students write a story about telling time to the hour and half hour.	12-6
	Real World Card 	Needs and Wants Students create a chart categorizing and counting objects as needs or wants.	12-7

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
- Targeted Intervention - Small Group - Take Another Look - Reinforce Understanding - ALEKS Adventure	- Practice It! - Own It! - Interactive Additional Practice - Spiral Review - Additional Practice - ALEKS Adventure	- Use It! - Websketch Exploration - Extend Thinking - ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to design and build a train with connecting cubes and determine the length of the train by counting the number of cubes long.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 12 Readiness Diagnostic Assessment (Assessment Resource Book pg. 225-226) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *How Long Can You Build It?* unit opener.

Another way to do this is to use the Unit 12 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *How Long Can You Build It?* unit opener.

Suggestions: Use the Item Analysis Chart on page 171G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 12>Targeted Intervention.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 1: 12-1 Compare and Order Lengths

Teaching Point: *Today I am going to teach you to compare and order objects by length and explain how to compare lengths.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.B.6

Supporting: 1.GM.B.5

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 12-1 where students determine the comparable lengths of three objects.

Another way to do this is to complete the Guided Exploration 12-1 where students compare lengths of objects by aligning them at one end.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2: 12-2 More Ways to Compare Lengths

Teaching Point: *Today I am going to teach you to explain how to compare the lengths of two objects by using a third object.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.B.6

Supporting: 1.GM.B.5

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 12-2 where students compare the lengths of objects using indirect measurement.

Another way to do this is to complete the Guided Exploration 12-2 where students compare the lengths of a pair of objects by comparing them to the length of a third object.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3: 12-3 Strategies to Measure Length

Teaching Point: *Today I am going to teach you to express the length of an object as a number of length units.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.B.6

Supporting: 1.NS.A.1, 1.NS.A.2, 1.GM.B.7

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 12-3 where students use equal-size units to measure the length of objects in the classroom.

Another way to do this is to complete the Guided Exploration 12-3 where students learn how connecting cubes and pennies can be used to measure the lengths of a book and crayon, respectively.

Bloom's Levels: Apply

Webb's DOK: 2

Math Probe: How Long is the Rope?

Teaching Point: *Today we are going to interpret the measure of length for a given piece of rope.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 12 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 12 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4: 12-4 More Strategies to Measure Length

Teaching Point: *Today I am going to teach you to determine the length of an object using two different-sized units and explain why different length units give different measurements.*

Suggested Length of Time: 1 day

Standards Addressed**Priority:** 1.GM.B.6**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.GM.B.7**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 12-4 where students determine the length of an object using 2 different-sized units and compare the number of units used to measure the objects.

Another way to do this is to complete the Guided Exploration 12-4 where students determine the length of a shovel using 2 different-sized units and compare the number of units used to measure the objects.

Bloom's Levels: Apply**Webb's DOK:** 3**Engaging Experience 5:** 12-5 Tell Time to the Hour

Teaching Point: *Today I am going to teach you to tell and write time to the hour and explain how you know what hour it is.*

Suggested Length of Time: 1 day**Standards Addressed****Priority:** 2.GM.D.10**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.GM.C.8**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 12-5 where students use models of analog and digital clocks to tell and write time.

Another way to do this is to complete the Guided Exploration 12-5 where students use their knowledge of counting, number lines, and number patterns to help them understand how to tell time to the hour on analog and digital clocks.

Bloom's Levels: Apply**Webb's DOK:** 2**Engaging Experience 6:** 12-6 Tell Time to the Half Hour

Teaching Point: *Today I am going to teach you to tell and write time to the half hour and explain what it means to be half past the hour.*

Suggested Length of Time: 1 day**Standards Addressed****Priority:** 2.GM.D.10**Supporting:** 1.NS.A.1, 1.NS.A.2, 1.GM.C.8**Detailed Description/Instructions:**

One way to do this is to complete the Activity-Based Exploration 12-6 where students use models of analog and digital clocks to tell and write time to the half hour.

Another way to do this is to complete the Guided Exploration 12-6 where students extend their knowledge from telling time to the hour, to telling time to the half hour on analog and digital clocks.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 7: 12-7 Organize Data

Teaching Point: *Today I am going to teach you to explain how to organize data into categories.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.DS.A.2

Supporting: 1.DS.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 12-7 where students use a chart to sort objects into three different categories.

Another way to do this is to complete the Guided Exploration 12-7 where students use a chart to sort objects into three different categories.

Bloom's Levels: Apply
Webb's DOK: 2

Engaging Experience 8: 12-8 Represent Data

Teaching Point: *Today I am going to teach you to explain how to organize and show data in a tally chart.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.DS.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.DS.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 12-8 where students organize a set of data and represent it in a tally chart.

Another way to do this is to complete the Guided Exploration 12-8 where students organize a set of data and represent it in a tally chart.

Bloom's Levels: Apply and Create
Webb's DOK: 2

Engaging Experience 9: 12-9 Interpret Data

Teaching Point: *Today I am going to teach you to explain how to organize and interpret data in a tally chart to answer questions.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.DS.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.DS.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 12-9 where students generate data and organize it into a tally chart.

Another way to do this is to complete the Guided Exploration 12-9 where students look at tally charts as they interpret and answer questions about the data.

Bloom's Levels: Apply and Create
Webb's DOK: 2

Engaging Experience 10: 12-10 Solve Problems Involving Data

Teaching Point: *Today I am going to teach you to determine how many are in each category in a tally chart to solve comparison problems represented in the data.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.DS.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.DS.A.1

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 12-10 where students develop and organize a set of data into a tally chart. Students solve comparison problems about the data set.

Another way to do this is to complete the Guided Exploration 12-10 where students use a tally chart to solve comparison problems about the data set.

Bloom's Levels: Analyze
Webb's DOK: 2

Unit Review and Fluency Check

Teaching Point: *Today we are going to review measuring and comparing length, telling time to the nearest hour and half-hour, and collecting, organizing, representing, and displaying data.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.B.6, 1.DS.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.GM.B.5, 1.GM.B.7, 1.GM.C.8, 1.DS.A.1

Detailed Description/Instructions:

One way to do this is to complete the unit review to prepare for the unit assessment.

Another way to do this is to complete the Unit 12 Fluency Practice where students will practice using near doubles to subtract.

Suggestions: Use Kagan structure Quiz Quiz Trade [option 1](#) or [option 2](#) with equations that use near doubles to build student's procedural fluency. If using linked cards, it is recommended to print multiple per page (2, 4, or 6).

There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Apply
Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of measuring and comparing length, telling time to the nearest hour and half-hour, and collecting, organizing, representing, and displaying data.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.B.6, 1.DS.A.2

Supporting: 1.NS.A.1, 1.NS.A.2, 1.RA.A.2, 1.GM.B.5, 1.GM.B.7, 1.GM.C.8, 1.DS.A.1

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 12 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 12 Assessment (Form A or B) and Performance Task

Bloom's Levels: Apply

Webb's DOK: 3

Animal Parade

Objective: Students will organize a parade of animals and measure their lengths using non-standard units. They will collect data on the lengths of 3 animals and create a bar graph to share their findings.

Materials:

- [Animal Pictures](#)
- Units of Measurement (teacher choice: Unifix cubes, paper clips, straws, etc).
- [Recording Sheet](#)

How to Play:

- Gather students and introduce the concept of an Animal Parade. Explain that they will be measuring different animals and collecting data to see which animals are the longest and shortest.
- Divide students into small groups and give each group a set of animal pictures.
- Instruct each group to select 3 animals to measure the length using the unit of measurement you selected . For example, if a cat measures 5 cubes long, they will record that.
- Have students repeat this process for all 3 animals they chose.
- After measuring, ask each group to create a simple bar graph that displays the name of each animal and its corresponding length.
- Once all groups have completed their graphs, pose the following questions for each group to answer:
 - i. Which animal is the longest?
 - ii. Which animal is the shortest?
 - iii. Are there any animals that are the same length?

Unit 13: Equal Shares

Subject: Math

Grade: 1

Name of Unit: Equal Shares

Length of Unit: 10 days

Overview of Unit: Students will learn to determine if a two-dimensional shape has been partitioned into equal shares. They will also partition a two-dimensional shape to create equal shares (halves and quarters). Students will identify whether or not a partitioned shape shows equal shares and explain why or why not. They should be able to conclude that equal shares of a shape may not look the same as the equal shares of an identical shape.

When describing equal shares, students should be encouraged to use language such as half, half of, fourth, quarter of, and so on. This language promotes understanding of the relationship between the equal shares and the whole. Students should also conclude the more equal-sized partitions in a shape, the smaller the parts.

Getting Ready for the Unit:

- Watch the *Expert Insights* video to familiarize yourself with the content of the unit
- Send home the Family Letter for the unit (OPTIONAL)
- Prepare math stations game boards and cards
- Materials
 - Pattern blocks 3 (Teaching Resource)

Essential Questions:

- What are equal shares?
- What does it mean to have equal shares of an object?

Enduring Understandings:

- A whole shape can be split into equal or unequal parts.
- Equal shares mean each part is exactly the same size, even if they look different.
- When we divide a shape into 2 or 4 equal parts, we can name them halves or fourths.
- The more equal parts a shape has, the smaller each part is.
- We can describe shapes and their parts using math words like half, fourth, and equal.

Priority Standards:

- **1.GM.A.4** Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes.

Supporting Standards:

- N/A

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
1.GM.A.4	Partition 2D shapes into equal shares, and describe the shares and the wholes verbally	Partition circles and rectangles into two equal shares. Partition circles and rectangles into four equal shares Describe the whole of a partitioned shape as two or four of the shares Describe the partitioned shapes using halves, half of, fourths, and quarters and quarter of. Identify that decomposing the whole into more equal shares creates smaller shares	Apply	3

Assessment Options:

Formative Assessment Options <i>(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)</i>	Summative Assessment Options <i>(Administered at the end of a unit or topic to assess mastery of learning objectives.)</i>
• Unit 13 Readiness Diagnostic • Unit 13 Math Probe • Exit Tickets • Daily Work	• Unit 13 Review • Unit 13 Fluency Practice • Unit 13 Performance Task • Unit 13 Assessment Form A or B

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
compare relate different explain combine describe notice	equal equal shares whole half/halves half of fourth fourth of quarter quarter of

Math Language Routines:

- MLR2: Collect and Display
- MLR4: Information Gap
- MLR8: Discussion Supports
- MLR3: Critique, Correct, and Clarify
- MLR7: Compare and Connect

Number Routines:

- What's Another Way to Write It?
- Greater Than or Less Than

Sense-Making Routines:

- Notice & Wonder: Tell me everything you can
- Notice & Wonder: What do you see?
- Notice & Wonder: How are they the same? How are they different?

Workstations

Learning stations are an activity based structure that provides students with opportunities for student-led engagement with or extensions of previously taught concepts. Below are some learning stations suggested for this unit. You may choose which learning stations to use and for how long according to the needs of your students.

	Activity	Description	Use After Lesson
Game Station	Game Station	Students build proficiency with equal shares.	
		• Equal or Not Equal Sort • Halves Four in a Row • Fourths Task Cards • Equal or Not Equal Sort • Half of and Fourth of Bump	13-1 13-2 13-3 13-4 13-5
	Digital Game	Math Buzz Students practice adding numbers to 100.	13-1
			
	Have students complete at least one of the Use It! activities for this unit.		
	STEM Project Card	Straw Flute Students make a straw flute by cutting straws into fourths.	13-3
Application Station			
	Connection Card	Paper Shapes Design Students make designs with circles, squares, and rectangles cut into halves and fourths.	13-3
			
	Real World Card	Paper Folding Students write instructions for how to make a design with folded paper.	13-3
			

Differentiated Practice and Application Suggestions:

<i>Reinforce Understanding</i>	<i>Build Proficiency</i>	<i>Extend Thinking</i>
• Targeted Intervention • Small Group • Take Another Look • Reinforce Understanding • ALEKS Adventure	• Practice It! • Own It! • Interactive Additional Practice • Spiral Review • Additional Practice • ALEKS Adventure	• Use It! • Websketch Exploration • Extend Thinking • ALEKS Adventure

Diagnostic Assessment and Ignite!

Teaching Point: *Today we are going to explore representations for 1 half.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to administer the Unit 13 Readiness Diagnostic Assessment (Assessment Resource Book pg. 247-248) to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Cutting Squares in Half* unit opener.

Another way to do this is to use the Unit 13 Online Readiness Diagnostic Assessment to determine your students' readiness for this unit. Then move onto the STEM in Action videos and engage students with the Ignite *Cutting Squares in Half* unit opener.

Suggestions: Use the Item Analysis Chart on page 221G in your Teacher Edition Manual to provide small group instruction for students who are missing prerequisite skills. To find targeted intervention teacher directed lessons and worksheets go to the ConnectEd Application>Browse This Course>Unit 13>Targeted Intervention.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 1: 13-1 Understand Equal Shares

Teaching Point: *Today I am going to teach you to describe and tell if parts of a shape are equal shares.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.4

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 13-1 where students use pattern blocks to identify equal shares of circles, rectangles, and squares.

Another way to do this is to complete the Guided Exploration 13-1 where students identify equal shares of circles, rectangles, and squares.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2: 13-2 Partition Shapes into Halves

Teaching Point: *Today I am going to teach you to identify halves and partition shapes to create halves.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.4

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 13-2 where students use pattern blocks to partition circles, rectangles, and squares into two equal shares and identify the shares as halves or half of the whole.

Another way to do this is to complete the Guided Exploration 13-2 where students partition circles, rectangles, and squares into two equal shares and identify the shares of halves or half of the whole.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3: 13-3 Partition Shapes into Fourths

Teaching Point: *Today I am going to teach you to identify fourths and partition shapes to create fourths.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.4

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 13-3 where students use pattern blocks to partition circles, rectangles, and squares into four equal shares and identify the shares as fourths, quarters, fourth of, or quarter of the whole.

Another way to do this is to complete the Guided Exploration 13-3 where students partition circles, rectangles, and squares into four equal shares and identify the shares as fourths, quarters, fourth of, or quarter of the whole.

Bloom's Levels: Apply

Webb's DOK: 2

Math Probe: Partitioning into Fourths

Teaching Point: *Today we are going to determine if a notebook has been partitioned into fourths.*

Suggested Length of Time: 1 day

Detailed Description/Instructions:

One way to do this is to complete the Math Probe and to provide small group differentiated instruction.

Another way to do this is to complete the Math Probe and focus on Unit 13 vocabulary.

Suggestion: Use vocabulary cards from Reveal or this Unit 13 [Vocabulary Template](#) that aligns with AVID focused note-taking.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 4: 13-4 Describe the Whole

Teaching Point: *Today I am going to teach you to describe a whole shape with 2 equal shares as having two halves and with 4 equal shares as having four fourths.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.4

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 13-4 where students use pattern blocks to count the number of shares in an equally partitioned shape and describe the whole as two halves or four fourths.

Another way to do this is to complete the Guided Exploration 13-4 where students count the number of shares in an equally partitioned shape and describe the whole as two halves or four fourths.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 5: 13-5 Describe Halves and Fourths of Shapes

Teaching Point: *Today I am going to teach you to identify and describe the shares of a whole cut into fourths as having smaller equal shares than the same whole cut into halves.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.4

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to complete the Activity-Based Exploration 13-5 where students use pattern blocks to partition identical shapes into halves and fourths to understand that more equal shares creates smaller shares.

Another way to do this is to complete the Guided Exploration 13-5 where students partition identical shapes into halves and fourths to understand that more equal shares create smaller shares

Bloom's Levels: Analyze

Webb's DOK: 2

Unit Review and Fluency Check

Teaching Point: *Today we are going to review equal shares.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.4

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to complete the Unit Review to prepare for the unit assessment.

Another way to do this is to complete the Unit 13 Fluency Practice where students will practice adding and subtracting 10.

Suggestions: Use Kagan structure [Quiz Quiz Trade](#) with equations that add and subtract 10 to build student's procedural fluency. If using linked cards, it is recommended to print multiple per page (2, 4, or 6).

There is time to complete the Unit Review and Fluency Practice on this day.

Bloom's Levels: Understand

Webb's DOK: 2

Unit Assessment and Performance Task

Teaching Point: *Today we are going to demonstrate our learning of equal shares.*

Suggested Length of Time: 1 day

Standards Addressed

Priority: 1.GM.A.4

Supporting: N/A

Detailed Description/Instructions:

One way to do this is to have students complete the paper/pencil Unit 13 Assessment (Form A or B) and Performance Task

Another way to do this is to have students complete the digital Unit 13 Assessment (Form A or B) and Performance Task

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario - Unit 13

Play [Kahoot](#) fractions game to review equal shares, halves, and fourths.

OR

Play [Blooket](#) fractions game to review equal shares, halves, and fourths.

OR

“Welcome to Fraction Friends Café!”

Today, you’ve all been hired as **junior pizza chefs** at our busy café. We have a lot of customers who want their pizza slices **shared equally**. But here’s the thing — some customers want **halves**, and others want **fourths**. It’s up to YOU to cut the pizzas just right so everyone gets a **fair share**!



Materials:

- Paper "pizza" circles (construction paper or printable templates)
- Scissors
- Halves and fourths sorting mat
- Fraction vocabulary cards: whole, half, fourth/quarter, equal share



Activity Steps:

1. Warm-Up Discussion (5 minutes):

- Ask: “What does it mean to share something **fairly**?”
- Show a paper pizza and cut it into **unequal** pieces first. Ask: “Is that fair?”
- Then cut into **two equal halves** — introduce the term **half**.
- Repeat with **four equal pieces** — introduce **fourths** or **quarters**.

2. Chef Challenge (15 minutes):

- Each student gets 2 blank pizzas.
- Call out pizza orders like:
 - 🍷 “Table 2 wants their pizza cut in **half**!”
 - 🍄 “Table 5 wants **four equal slices**!”
- Students must cut and label their pizzas correctly using the term “half” or “fourth.”

3. Sorting and Review (5–10 minutes):

- Students place their pizzas on a **sorting mat** under “halves” or “fourths.”
- As a class, review and check for equal shares.