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| Grade: 1 | | | | Unit Number: 2 | | |
| Unit Overview: In this unit there are four main focus areas:   * Exploring various uses of numbers * Introducing that analog clock * Finding the values of various combinations of pennies and nickels * Introducing number models for change-to-more and change-to-less situations | | | | | | |
| Essential Question: How do we use numbers in our everyday lives? | | | | | | |
| Academic Vocabulary: analog clock digital clock add addend subtract subtraction equation true equation false equation compose equal sign multiple of 10  place value data points expression count on count back make 10  Spanish Immersion: reloj analogico reloj digital sumar sumando restar resta operacion operacion verdadero operacion falso componer es igual a = multiple de 10 valor posicional puntos de datos expression contar hacia adelante contar hacia atras complementos de 10 | | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | | Differentiation | Student Learning Goals |
| 2.1 | **1.OA.5**  **1.OA.6**  **1.NBT.1**  **1.NBT.4** | * Why is it important to be able to see counting in different ways? |  | |  | I can…   * Add and subtract to 20. * Solve addition and subtraction word problems using objects, drawings and equations. * Solve word problems with unknown numbers in different positions (e.g., 6+\_ =8, \_2=8, 6+2= \_).   1.OA.1   * Add three numbers up to 20. * Solve addition word problems with three whole numbers using objects, drawing, and equations with unknown numbers in different positions.   1.OA.2   * (Use the communtative property to) show that changing the order of the numbers (addends) does not change the answer (sum). * (Use the associative property to) show when adding three numbers in any order, the anwer (sum) does not change (e.g., 2+3+1=5+1=6).   1.OA.3   * Show how a subtraction equation as an addition equation with a missing number (addend)   1.OA.4   * Explain how adding and subtracting are the same as counting on or counting back by a given number.   1.OA.5   * Quickly add and subtract within 10. * Add and subtract within 20 by counting on, making a ten, or breaking down a number to make and use smaller and easier sums (e.g., 6+7 = 6+1)   1.OA.6   * Explain that the equal sign means “same as.” * Tell if an addition or subtraction equation is true or false.   1.OA.7   * Count to 120 starting from any number. * Read any number to 120. * Write any number up to 120. * Count and write the number for a set of object up to 120.   1.NBT.1   * Add and subtract within 100. * Add a two-digit number and a one-digit number. * Add a two-digit number and a multiple of 10. * Use a variety of strategies to add, explain why these strategies work (e.g., collecting the tens, collecting the ones, or composing ten ones to make a ten).   1.NBT.4   * Tell and write time in hours and half-hours using analog and digital clocks. * Tell how many minutes are in an hour. * Explain why 30 minutes is a half hour. * Represent a given time as it would appear on an analog and digital clock.   1.MD.3   * Organize, represent, and interpret data in up to three categories (groups). * Ask and answer questions about data.   1.MD.4 |
|  | **1.OA.6**  **1.NBT.1** | * Why are strategies (shortcuts) helpful for solving problems? |  | |  |
| 2.3 | **1.OA.6**  **1.NBT.1** | * What can you learn about numbers when you show them on a ten frame? * Why do you think we used a ten frame instead of a frame with a different number of spaces? |  | |  |
| 2.4 | **1.NBT.1** | * Why is it important to label the numbers you use? What might happen if you don’t label a number? * Why is it important for others to understand your mathematical ideas? |  | |  |
| 2.5 | 1.NBT.1  **1.MD.3** | * Why is it important to describe the time clearly(precisely)? |  | |  |
| 2.6 | 1.OA.1  1.NBT.1  **1.MD.3** | * How will knowing how to tell time be useful in your everyday life? |  | |  |
| 2.7 | **1.OA.1**  1.NBT.1  1.MD.1 | * Why is it important to check your measurement? |  | |  |
| 2.8 | **1.OA.1**  **1.OA.6** | * How can knowing what coins are worth help you in your daily life? |  | |  |
| 2.9 |  | * Why is it important to be able to solve a problem in more than one way? * How can solving a problem in more than one way help you find the best strategy for you? |  | |  |
| 2.10 |  | * Name another way patterns are useful in solving problems. |  | |  |
| 2.11 | **1.OA.1**  **1.OA.5**  **1.OA.6**  **1.OA.7**  1.NBT.1  **1.MD.4** | * How can writing a number model help you solve a problem? |  | |  |
| 2.12 | **1.OA.1**  **1.OA.6** | * Why is it important to know that the numbers and symbols in number models mean? |  | |  |
| 2.13 | **1.OA.1**  **1.OA.2**  **1.OA.3**  **1.OA.4**  **1.OA.5**  **1.OA.6**  1.NBT.1  **1.NBT.4** | * Why is it important to be able to explain how you solved a math problem? |  | |  |
| 2.14 |  |  |  | |  |
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| Assessments: | | | | | | |