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|  Grade: 1  | Unit Number: 3 |
| Unit Overview: Unit 3 has four main areas of focus:* To explore numeric, visual, and concrete patterns
* To introduce additiona dn subtraction on the number line
* To introduce the Frames-and-Arrows routine
* To find the values of collections of dimes, nickels, and pennies.
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| Essential Question: How do we use visual patterns, number patterns and counting in our everyday lives? |
| Academic Vocabulary: add addition subtract subtraction even odd count on count back make 10 equal sign equation true equation false equation analog clock digital clock hour half-hour Spanish Immersion: sumar sumas restar restas par impar contar hacia adelante contar hacia atras complementos de 10 es igual a = operacion operacion verdadero operacion falso reloj analogico reloj digital hora media hora |
| Lesson | Standard | Guiding Questions | Additional Resources | Differentiation | Student Learning Goals |
| 3.1 |  |

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| * What is a pattern? Name some different kinds of patterns.

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 |  |  | I can…* Identify two-dimensional and three-dimensional shapes.
* Create new shapes using two-dimensional or three-dimensional shapes.

1.G.2* 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, drawings, and equations with unknown numbers in different positions.

1.OA.2* (Use the commutative 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 answer (sum) does not change (e.g., 2+3+1=5+1=6).

1.OA.3* Explain how adding and subtracting are the same as counting on or counting back by a given number.

1.OA.5* Quickly add and subtact within 10.
* Add and subtact 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+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* Determine the unknown number in an addition or subtraction equation.

1.OA.8* 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 |
| 3.2 |  |  |  |  |
| 3.3 |  | * How might the number grid better help you understand counting?
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| 3.4 |  | * Why is there always a dot in the middle of an odd number of dots?
* What other words might you use to help you describe patterns?
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| 3.5 |  | * How can a number line help us see patterns in counts?
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| 3.6 | **1.OA.1** **1.OA.5****1.OA.6****1.OA.7****1.NBT.1** | * What clues might you use to help understand new problems?
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| 3.7 | **1.MD.3** | * Why is it important to be able to read a clock?
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| 3.8 | **1.OA.5****1.OA.8****1.MD.3** |

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| * How can you get better at explaining to others what you did and why you did it?
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| 3.9 | **1.OA.5****1.OA.6****1.OA.8** **1.NBT.4****1.NBT.5** | * Could you figure out the rule if you were only given one filled-in frame? Why or why not?
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| 3.10 | **1.OA.2****1.OA.3****1.OA.5** | * Why might you need to check the answers you found on your calculator?
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| 3.11 | **1.OA.1** | * When might it be helpful to use different sets of coins for the same amount of money?
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| 3.12 | **1.OA.1** | * What does it mean to be accurate?
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| 3.13 | **1.OA.1****1.MD.4** | * Do you think a line plot was a good way to show the data? Why or why not?
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| 3.14 | **1.OA.1****1.OA.6** | * How are Parts-and-Total diagrams and dominos similar? How are they different?
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| Assessments:  |