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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. | | | | | |
| 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 |  | |  |  | | --- | --- | | * What is a pattern? Name some different kinds of patterns.  |  | | --- | |  | | |  |  | 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? |  |  |
| 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? |  |  |
| 3.5 |  | * How can a number line help us see patterns in counts? |  |  |
| 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? |  |  |
| 3.7 | **1.MD.3** | * Why is it important to be able to read a clock? |  |  |
| 3.8 | **1.OA.5**  **1.OA.8**  **1.MD.3** | |  | | --- | | * How can you get better at explaining to others what you did and why you did it? | |  |  |
| 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? |  |  |
| 3.10 | **1.OA.2**  **1.OA.3**  **1.OA.5** | * Why might you need to check the answers you found on your calculator? |  |  |
| 3.11 | **1.OA.1** | * When might it be helpful to use different sets of coins for the same amount of money? |  |  |
| 3.12 | **1.OA.1** | * What does it mean to be accurate? |  |  |
| 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? |  |  |
| 3.14 | **1.OA.1**  **1.OA.6** | * How are Parts-and-Total diagrams and dominos similar? How are they different? |  |  |
| Assessments: | | | | | |