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| Grade: 1 | | | | Unit Number: 5 | | |
| Unit Overview: In this unit there are four main focus areas:   * To investigate place-value concepts for ten and ones * To explore addition of 2-digit numbers * To make up and solve a variety of numbers stories * To introduce the “What’s My Rule?” routine | | | | | | |
| Essential Question: How do we use place value, number stories and number facts in our everyday lives? | | | | | | |
| Academic Vocabulary: <,>,= addition addend subtraction subtract equation multiple of 10 compose place value commutative property associative property make 10 length analog clock hour digital clock count on count back half-hour  Spanish Immersion: es menor que< es major que > es igual a= adicion sumando resta restar operacion multiple de 10 componer valor posicional propiedad comutativa propiedad asociativa complementos de 10 el largo reloj analogico la hora reloj digital contar hacia adelante contar hacia atras media hora | | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | | Differentiation | Student Learning Goals |
| 5.1 | **1.NBT.1**  **1.NBT.2** | * How do longs and cubes help you understand what a number means? * What are other ways to represent numbers besides using base 10 blocks? |  | |  | I can…   * 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 objects up to 120   1.NBT.1   * Show 10 s a bundle of 10 ones. * Show the numbers 11 to 19 as a ten and some ones. * Use number names to represent multiple sets of ten (20, 30, 40, etc.) * Tell how many tens and ones are in a number up to 99 (place value).   1.NBT.2   * Compar two two-digit numbers using symbols to represent greater than, less than, and/or equal to (>, < =).   1>NBT.3   * 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, and explain why these strategies work (e.g., collecting the tens, collecting the ones, or composing ten ones to make a ten).   1.NBT.4   * 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   * (use the commutative property to) showthat changing the order of the numbers (addends) does not change the answer (sum). * (use the associative property to) show when adding three number in any order, the answer (sum) does not change (e.g., 2+3+1=5+1=6   1.OA.3   * Show a subtraction equation as an addition equation with a missing number (addend)   1.OA.4   * 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+6+6).   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 adition or subtraction equation.   1.OA.8   * Organize, represent, and interpret data in up to three categories (groups). * Ask and answer questions about data.   1.MD.4 |
| 5.2 | **1.NBT.2** | * How could you explain the 10s pattern to a friend? * What does “tens place” mean? What does “ones place” mean? |  | |  |
| 5.3 | **1.OA.7**  **1.NBT.2**  **1.NBT.3** | * Why do we use the symbols >, < and = when we do math? |  | |  |
| 5.4 |  | * Why does it mean to find the area of a surface? |  | |  |
| 5.5 | **1.OA.1**  **1.OA.3**  1.OA.6  **1.NBT.2**  **1.NBT.4** | * What makes a math problem hard?   How might explaining your solution help you become a better problem solver? |  | |  |
| 5.6 | **1.OA.1**  1.NBT.2  **1.NBT.3** | * How can numbers and symbols be used to tell stories? |  | |  |
| 5.7 | **1.OA.1**  **1.OA.4**  **1.OA.6**  1.NBT.3 | * What are other words we use when we talk about subtraction? |  | |  |
| 5.8 | **1.OA.1**  **1.OA.3**  **1.OA.4**  **1.OA.8**  1.NBT.2  **1.NBT.4** | * What could you do if you don’t understand what a problem is asking you to do? |  | |  |
| 5.9 | **1.OA.6**  1.NBT.2  1.NBT.2a  **1.MD.4** | * What can you do to explain your ideas better in math? |  | |  |
| 5.10 | **1.OA.1**  **1.OA.6**  **1.OA.7**  **1.OA.8** | * Why might we call the doubles-plus-one and –two shortcuts? |  | |  |
| 5.11 | **1.OA.3**  **1.OA.6**  **1.OA.8** | * How do you decide when to use a calculator to solve a math problem and when to use your brain? |  | |  |
| 5.12 | 1.OA.3  **1.OA.8** | * Why is it important to check your answers? |  | |  |
| 5.13 | 1.OA.6  **1.OA.8** | * How might you explain a function machine to a friend who has never seen one? |  | |  |
| 5.14 |  |  |  | |  |
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| Assessments: | | | | | | |