

## Grade 1 Unit 5 Math Curriculum Unit

### Canterbury Public Schools

<b>Subject</b>	Math
<b>Grade Level</b>	Grade 1
<b>Unit Title</b>	Adding within 100
<b>Unit Goals</b>	Students use place value understanding and properties of operations to add within 100
<b>Pacing (# of weeks)</b>	4 - 6 weeks
<b>Standards</b>	<p>Section A Add without making a ten 1.NBT.A.1, 1.NBT.B.2, 1.NBT.c.4, 1.OA .A.1, 1. OA.C.6, 1.OA.D.8 Add within 100 without composing a 10 Use equations to represent addition methods</p> <p>Section B Make a Ten; add on and two digit numbers 1.NBT.C.4, 1.OA.C.6, 1.OA.D.8 Add a one digit and a two digit number within 100 with composing a ten Use equations to represent addition methods</p> <p>Section C Mae a Ten: Add within 100 1.NBT.A.1, 1.NBT.B.1, 1.NBT.B.3, 1.NBT.C.4, 1. NBT.C.5, 1.NBT.C.6, 1.OA.C.5 Add two digit numbers within 100, with composing a ten Use equation to represent addition methods</p>
<b>Content/Conceptual Knowledge (know)</b>	Place value, equations, and representations
<b>Skills (be able to do)</b>	<p>Build on understanding of place value to find sums Compose a new 10 Add on by place value and add units by place Compare methods such as continue on and making use of known sums Compose a new ten Encouraged to explain, connect, and compare methods for finding the value of sums Compare and connect different methods Make sense of equations that represent addition methods</p>

	<p>Make a 10 within 100</p> <p>Determine the unknown addend in equations with sums that are multiples of 10.</p> <p>Add two digit numbers within 100, with composing a ten          Use equation to represent addition methods          Apply learning about adding one and two-digit numbers to add any numbers within 100/ with and without composing a ten          Apply the associative and commutative properties as they count on, add tens, and tens, and add ones and ones</p>
<b>Essential Questions</b>	<p>What happens when you have more than 10 ones?          What possible ways are there to show a number less than 100 ?          What are some strategies to add and subtract with tens and ones?          What is a mental strategy to add or subtract 10 from a given two digit number without having to count?</p> <p>How can numbers to 100 be compared and ordered?</p> <p>Is there more than one way to interpret equations that represent different methods for addition?</p>
<b>Enduring Understandings</b>	<p>No matter which order students use to combine parts of the addends, the sum remains the same</p> <p>When objects are grouped in sets of 10s and leftovers countin the groups of 10 and adding in the ones tells how many there are in all.</p> <p>Numbers greater than 10 can be represented as groups of tens and ones</p> <p>Understanding place value can be useful in solving multi-digit addition and subtraction problems.</p> <p>Adding and subtracting groups of tens is similar to adding and subtracting less than 10</p> <p>Concrete models, such as base 10 blocks, and drawings can be useful in solving multi-digit addition and subtraction problems</p>
<b>Vocabulary</b>	Add, subtract, make a ten
<b>Common Learning Experiences broken</b>	<p>Number talks</p> <p>Warm ups and cool downs</p>

<p><b>down by standard addressed in the unit</b></p>	<p>5 in a row addition and subtraction (learning target, lesson structure, strategy implementation) Number puzzles addition and subtraction Add Em' up cards Use digit cards to make addition and subtraction equations within 100 without composing true Compose and decompose within 100 Instructional Routines using 10 frames</p> <p>Add tens and ones... activity 2 Add numbers and find matching equations</p> <p>Analyze two different representations of addition methods and identify the equations that match each method.</p> <p>Orally explain steps in adding and subtracting within 100</p> <p>Centers Use digit cards to make addition equations within 100 without composing a 10</p> <p>Add two digit and one digit numbers Composing a 10</p> <p>Students can add a two digit number and a one digit number within 100, with composing a 10, in a way that makes sense to them. Solve story problems that require adding a two-digit number and a one digit number with composing a 10. Show and explain</p>
<p><b>Assessments</b></p>	<p>Cool Downs check ins, class informal observations/ group work and math conversations</p>
<p><b>Student Resources</b></p>	<p>Ten frames, 5 frames, cubes, place value mats, towers, tools for creating towers, counters</p>
<p><b>Teacher Resources</b></p>	<p>Cubes, towers, ten frames, 5 frames, math mats</p>