Module [1] Understanding: Sums and Differences to 10	**Grade level: [1st]**
Subject Area: Math	**Time Frame: Approximately 9 weeks**
Designed By: 1st Grade Instructional Team	**Beginning Date: August**
School: Morrilton Primary School	**Ending Date:**

Stage 1 – Desired Results

Standards:

Represent and solve problems involving addition and subtraction.

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.)

1.OA.B.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) [Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)]

1.OA.B.4 Understand subtraction as an unknown-addend problem. (For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.)

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
(NOTE: Computational fluency is demonstrating the method of student choice. Students should understand the strategy he/she selected and be able to explain how it can efficiently produce accurate answers.)

1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.)

Standards Continued:

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.)	
Goal(s):	
Represent and be able to solve addition and subtraction word problems using objects, drawings, and equations with a symbol for the unknowns in all positions.	
Understand vocabulary terms adding to, taking from, putting together, taking apart, and comparing.	
Apply properties of operations such as commutative and associative property of addition and subtraction.	
Add and subtract within 20 using various strategies such as counting on from larger numbers, making 10, decomposing a number, relating addition and subtraction (fact families), and using doubles to find the sum.	
Calculate addition and subtraction equations by understanding the meaning of the equal sign. Determine whether the equations are true or false.	
Determine the unknown number that makes the equation true.	
Essential Questions:	
Explain the difference between taking apart and putting together?	
Demonstrate the difference between adding to and taking from?	
Share with us your interpretation of the equal sign?	
Can you distinguish the difference between true and false?	
Compare how addition is related to subtraction?	
How would you compare and apply the properties of addition and subtraction?	
Can you explain/describe the strategy used to solve the addition or subtraction problem?	
Can you determine the unknown number that makes the equation true?	
Students will know…	**Students will be able to…**
• Vocabulary (taking apart, putting together, adding to, and taking from) • Equal Sign • True and False • Properties/Characteristics of Operations	• Represent the process of taking apart, putting together, adding to, and taking from. • Solve equations by identifying the unknown. • Determine if an equation is true or false • Calculate addition/subtraction problems with =

• Addition/Subtraction (within 20)	sign • Apply properties of operations (add/sub)

Stage 2 – Acceptable Evidence	
Performance Tasks:	**Other Evidence:**
• Using divided plastic plates (3 compartments) with manipulatives and numerals to demonstrate putting together and taking apart. • Use story problems to find sums and differences. • Use balance scale for teaching the equal sign. • Use independent practice • Use interactive lessons on the SMARTboard	• Math journals • Observation and student explanation • Formative assessment • Peer/teacher observation

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS
1	Classroom rules and procedures	• Observation	• Anchor Chart	
1		• CRT • DIBELS (Math & Reading)	• CRT Assessment and DIBELs Booklets	Pre-assessments
1	Use manipulatives to demonstrate the addition and subtraction concept of joining and separating and discuss the equal sign. (Add and subtract within 20, fluency within 10)	• Minute Math • Daily Math Review • Independent Practice	• Counting Collections • Math forms	1.OA.1 1.OA.7
1	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	• CGI problem • Join Result Unknown (JRU)		1.OA.1 1.OA.6
Week	**Activities/Lessons**	**Assessments**	**Materials**	**CCSS**

2	Read counting books	• Anchor chart	• Rock it, Sock it Number Line • Candy Counting: Delicious Ways to Add and Subtract • Chicka-Chicka 123 • Hershey's, M&M, Reeses addition & subtraction books	1.OA.1
2 & 3	Number Combinations Mathland - Number Quilts	Number Quilts	• Mathland Book	1.OA.3
2 & 3	-Write numbers in math journal beginning with 0-25	Observation	• Math Journals	1.NBT.1
3	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	CGI Problem Separate Result Unknown (SRU)		1.OA.1 1.OA.6
3	Teach addition using the number line, dominoes, and dice.	Observation	• Number lines • Manipulatives	1.OA.1 1.OA.3
Week	**Activities/Lessons**	**Assessments**	**Materials**	**CCSS**
4 & 5	Write numbers in math journal beginning	Observation	• Math Journals	1.NBT.1

	with 0-40			
4	Mathland: The Big Bean Count pages 136-137	Bean counts	• Mathland Book	1.OA.1 1.OA.3
4	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	CGI Problem Separate Result Unknown (SRU)		
5	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	CGI Problem Join Change Unknown (JCU)		1.OA.1 1.OA.6 1.OA.3
5	Mathland: Upstairs/Downstairs Pgs 158-167	Upstairs/Downstairs	• Mathland Book	1.OA.8
6 & 7	Write numbers in math journal beginning with 0-75.	Observation	• Math Journals	1.NBT.1
6	Mathland: Bears on the Bus Build addition facts on SMARTboard	Bears on the Bus True and False Equations	• Mathland Book • SMARTboard	1.OA.1 1.OA.6
6	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	CGI Problem Join Change Unknown (JCU)		1.OA.1 1.OA.6 1.OA.3
Week	**Activities/Lessons**	**Assessments**	**Materials**	**CCSS**

7	Mathland: Bears off the Bus Pgs 214-221 Matific: Bears off the Bus Build subtraction Facts on SMARTboard	Bears off the Bus True and False Equations	• Mathland Book • SMARTboard	1.OA.6 1.OA.1
7	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the	CGI Separate Result Unknown (SRU)		1.OA.1 1.OA.3 1.OA.6
8 & 9	Write numbers in math journal beginning with 0-75.	Observation	• Math Journals	1.NBT.1
8	Mathland: Gremlins pages 222-229 Associate addition with subtraction	Gremlins	• Mathland Book	1.OA.8
8	Students may use "tools" to solve equations – they may draw/write as well as use tools. Students will share strategies with the	CGI Separate Change Unknown (SCU)		1.OA.1 1.OA.8
9	Review Concepts	Module 1 Summative Assessment		