Module [2] Understanding: **Introduction to place value through addition and subtraction within 20.**	**Grade level: [1st]** **(Standards shaded represent the focus standards for the module.)**
Subject Area: Math	**Time Frame: 7 weeks**
Designed By: 1st Grade Instructional Team	**Beginning Date:**
School: Morrilton Primary School	**Ending Date:**

Stage 1 – Desired Results

Standards:

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.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, (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.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)

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.) 10 can be thought of as a bundle of ten ones – called a “ten”. 2.) The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 3.)The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones.

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
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.
Represent and be able to solve addition word problems involving three addends using objects, drawings, and equations with a symbol for the unknowns in all positions.
Understand that the two digits of a 2-digit number represent the amount of 10's and 1's. Count, read, and write a number forward from any given number less than 120.
Essential Question(s):
Demonstrate the difference between taking apart and putting together?
Explain the difference between adding to and taking from?
How is addition 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 with three addends?
Can you distinguish the difference between the 10's and 1's place? Demonstrate counting forward from 52 to 120?

Students will know…	Students will be able to…
• Word Problems • Addition of 3 whole numbers • Symbols representing unknowns • Place Value (1's-10's) • Counting Forward (up to 120)	• Write equations from word problems. • Solve equations with three addends. • Solve for the unknown. • Distinguish the 1's and 10's place in a 2-digit number. • Count from forward from any given number

Stage 2 – Acceptable Evidence

Performance Tasks:	Other Evidence:
• Use story problems to find sums and differences. • Use balance scale for teaching the equal sign. • Use independent practice • Use interactive lesson on the SMARTboard • Use bundles of items to represent 10.	• 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	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.A.1 1.OA.D.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 • Multiplication		1.OA.A.1 1.OA.C.6 1.OA.B.3	
1	House/Swamp, example: 3+2=4+1	• House/swamp assessment	• Math forms • House/swamp	1.OA.D.7	
1&2	Write numbers in math journal beginning with 0-100	Observation	• Math Journals	1.NBT.B.2	
2	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.A.1 1.OA.D.7	

Week	Activities/Lessons	Assessments	Material	CCSS	
2	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 • Multiplication		1.OA.A.1 1.OA.D.6 1.OA.B.3	
2	House/Swamp, example: 3+2=4+1	• House/swamp assessment	• Math forms • House/swamp	1.OA.D.7	
3	Treasure Count using base ten	Observation	• Mathland • Illustration in Math Journals • Base ten blocks	1.NBT.B.2	
3&4	Write numbers in math journal beginning with 0-100	Observation	• Math Journals	1.NBT.A.1	
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 • Multiplication (groups of 10, example: 3 groups of 10)		1.OA.A.1 1.OA.D.6 1.OA.B.3	
4	Treasure Count using base ten	Observation	• Mathland • Illustration in Math Journals • Base ten blocks	1.NBT.B.2	
5&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 • Multiplication (groups of 10, example: 3 groups of 10)	• Math Journals	1.OA.A.1 1.OA.D.6 1.OA.B.3	

Week	Activities/Lessons	Assessments	Material	CCSS	
5 & 6	Write numbers in math journal beginning with 0-100	Observation	• Math Journals	1.NBT.A.1	
5&6	Race to 50	Observation	• Mathland • Illustration in Math Journals • Base ten blocks	1.NBT.B.2	
5&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 • Partitive Division	• Math Journals	1.OA.A.1 1.OA.D.6 1.OA.B.3	
7	Review Concepts	Module 2 Summative Assessment			