Module [4] Understanding: Place Value, Comparison, Addition and Subtraction to 40.	**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.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.

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. a. 10 can be thought of as a bundle of ten ones – called a “ten” b. 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.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, <, and =.

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
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.
Read, write, and count to120 starting at any number less than 120.
Understand that the two digits of a 2-digit number represent the amount of 10's and 1's.
Compare two 2-digit numbers using <,>, and =
Adding two digit numbers within 100 using concrete models or drawings based on place value, properties of operations, and the relationship between addition and subtraction.
Mentally find 10 more or 10 less without having to count.
Subtract multiples of 10 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.

Essential Question(s):	
Describe the difference between taking apart and putting together?	
Explain the difference between adding to and taking from?	
Can you demonstrate how to read, write, and count to 120?	
Can you explain the tens and ones place in this number?	
Can you compare two digit numbers using <,>, and =?	
Can you construct a model adding two digit numbers within 100?	
Can you mentally calculate ten more or ten less?	
Can you subtract multiples of ten from any given number?	
Students will know…	**Students will be able to…**
Word Problems Addition and Subtraction Place Value (1's & 10's) Compare Numbers Addition (2-digits) Addition 10-More Subtract 10-Less Subtract Multiples of 10	Solve word problems using the process of taking apart, putting together, adding to, and taking from. Add and subtract up to two digit numbers Count and write numbers to 120 Explain place value for 1's and 10's Compare quantities Add two digit numbers using constructed models/strategies Mentally calculate 10 more or 10 less Subtract multiples of 10

Stage 2 – Acceptable Evidence

Performance Tasks:	Other Evidence:
• Use story problems to find sums and differences • Use guided and independent practice • Use interactive lesson on the SMARTboard • Use bundles of 10 items	• Math journals • Formative assessment • Peer/teacher observation • Summative Assessment

Stage 3: Part 1 – Weekly Learning Plan

Week	Activities/Lessons	Assessments	Materials	CCSS	
1&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	
1&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 Join Start Unknown (JSU)	• Math Journals	1.OA.A.1 1.OA.C.6 1.OA.B.3	
1&2	Write numbers in math journal beginning with 0-120	• Observation	• Math Journals	1.NBT.A.1	

1&2	Revisit House/Swamp to teach comparing. Example: 53>21	• House/swamp assessment	• Math forms • House/swamp • SMARTboard	1.NBT.B.3	
3&4	Write numbers in math journal beginning with 0-120	• Observation	• Math Journals	1.NBT.A.1	
3&4	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	
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) Multiples of 10s	• Math Journals	1.OA.A.1 1.OA.D.6 1.OA.B.3 1.NBT.C.6 1.NBT.C.5	
3&4	Adding multiples of tens using base-ten blocks.	Use base-ten blocks to add two digit numbers	• Math forms • Math Journals • Base-ten blocks	1.NBT.C.4	
5&6	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	
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 Join Result Unknown (JRU) Multiples of 10	• Math Journals	1.OA.A.1 1.OA.D.6 1.OA.B.3 1.NBT.C.5	
7	Review Concepts	Module 4 Summative Assessment			