Module [6] Understanding: Place Value, Comparison, Addition and Subtraction to 10	**Grade level: [1]** **(Standards review)**
Subject Area: Math	**Time Frame: 5 weeks**
Designed By: 1st Grade Instructional Team	**Beginning Date:**
School: Morrilton Primary School	**Ending Date:**

Stage 1 – Desired Results

Standards:

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.
1.MD.B.3 Tell and write time in hours and half hours using analog and digital clocks.
Goal(s):
Read, write, and count to120 starting at any number less than 120.
Understand the digits of a 2-digit number that represent the amount of 10's and 1's.
Compare two two-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.
Tell and write time in hours and half hours. (analog and digital)
Essential Question(s):
Can you read, write, and count to 120?
Can you explain the tens place? Can you explain the ones place in this number?
Can you compare these 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?
Can you use the hour and minute hand to tell time? (analog) Can you determine digital time correctly?

Students will know…	**Students will be able to…**
Reading, Writing, and Counting to 120 Place Value (10's and 1's). Number Comparison (<, >, =) Modeling of addition (2-digit numbers) Mental Addition (10 more) Mental Subtraction (10 less) Mulitples of 10 (subtraction) Time (analog and digital)	Add and subtract one/two digit numbers. Count, read, and write numbers to 120. Explain place value for ones and tens. Compare quantities. Add two digit numbers using constructed models/strategies. Mentally calculate ten more or ten less. Subtract multiples of ten. Tell time using the hour and minute hand (digital and analog).

Stage 2 – Acceptable Evidence	
Performance Tasks:	**Other Evidence:**
• Use white boards to write numbers to 120 from any given number. • Smartboard Interactive Lessons on counting, times and number comparison • Fill in the big hand and the small hand to represent a time on an analog clock. • Recite counting of numbers to 120. • Recite digital time correctly. • Independent practice • Guided Practice	• Peer/Teacher Observation • Formative Assessments • Summative Assessments • Math Journals

Stage 3: Part 1 – Weekly Learning Plan					
Week	Activities/Lessons	Assessments	Materials	CCSS	
1-6	Write numbers in math journal beginning with any number from 0-120	• Observation	• Math Journals	1.NBT.A.1	
1-6	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	
1	Review time to the hour and half hour – clocks around the room	• Math assessment to the hour	• Student Clocks • Large clock	1.MD.B.3	
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 – Separate Start Unknown (SSU)	• Math Journals	1.OA.A.1 1.OA.C.6 1.OA.B.3	
2	Review Standard Measurement with Rulers	• Math forms	• Mathland • Rulers	1.MD.A.1 1.MD.A.2	
	Students may use "tools" to	• CGI problem –	• Math Journals	1.OA.A.1	

3&4	solve equations – they may draw/write as well as use tools. Students will share strategies with the class.	Separate Result Unknown (SRU) with larger numbers		1.OAC.6 1.OA.B.3	
3	Review House/Swamp to teach comparing. Example: 53>21	• House/swamp assessment	• Math forms • House/swamp • SMARTboard	1.NBT.B.3	
4	Review 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	Review Concepts	• Module 5 Summative Assessment			
4&5	CRT Final Testing				