Unit 4: Using Models and Strategies to Add and Subtract Tens and Ones

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Unit 4: Using Models and Strategies to Add and Subtract Tens and Ones

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Mathematics: Grade 1

Unit 4: Using Models and Strategies to Add and Subtract Tens and Ones

Belleville Board of Education

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Unit Overview

Unit 4 will cover two topics including (T10) Using Models and Strategies to Add Tens and Ones and (T11) Using Models and Strategies to Subtract Tens.

Enduring Understandings

Topic 10 focuses on:

- Adding groups of ten is similar to adding numbers less than ten.
- When adding tens to a two-digit number, the tens digit changes. The ones digit remains the same.
- When a two-digit number is added to a one-digit number, the ones are added to the ones. When a two digit number is added to a multiple of ten, the tens are added to the tens.
- When a two-digit number is added to a one-digit number, the ones are added to the ones and sometimes it is necessary to compose a ten.
- When a two-digit number is added to a two-digit number, the ones are added to the ones and sometimes it is necessary to compose a ten. That ten is added to the tens.
- You can use different strategies to complete addition problems.
- Good math thinkers use math they know to show and solve problems.

Topic 11 focuses on:

- Subtracting a multiple of ten from another multiple of ten is similar to subtracting numbers less than 10.
- Subtracting multiples of ten is like counting back by 10s. You can show how to subtract a multiple of ten by another multiple of ten on the hundreds chart.

- Addition and subtraction have inverse relationship. This relationship can be used to solve subtraction equations; every subtraction equations has a related addition equation.
- When subtracting ten from a two-digit number, the tens digit changes. The ones digit stays the same.
- You can use different strategies to solve subtraction problems.
- Good math thinkers use math they know to show and solve problems.

Essential Questions

(T10): Using Models and Strategies to Add Tens and Ones

- How is adding groups of ten like adding numbers less than ten?
- How can you mentally add ten to a number?
- How do you use a hundreds chart to add a two-digit number to a one-digit number and a two-digit number to a multiple of ten?
- How do you use a number line to add a two-digit number to a one-digit number and a two-digit number to a multiple of ten?
- How do you use blocks to add a two-digit number to a one-digit number and a two-digit number to a multiple of ten?
- How does making a ten help you add?
- How can you use drawings of place-value blocks two add two-digit numbers?
- What are some different tools or strategies that you can use to solve an addition problem?
- How does showing a problem help you solve a problem?

(T11): Using Models and Strategies to Subtract Tens

- How is subtracting groups of ten similar to subtracting numbers less than ten?
- How can you use a hundred chart to subtract a multiple of ten from another multiple of ten?
- How is subtracting 70 - 30 like subtracting 7 - 3?
- How can you use addition to help you solve subtraction problems?
- How can you mentally subtract ten from a two-digit number?
- What are some different strategies you could use to solve a subtraction problem?
- How does modeling your thinking help you solve a word problem?

Exit Skills

Topics 10 and 11 Cluster: Use Place Value understanding and properties of operations to add and subtract

New Jersey Student Learning Standards (NJSLS)

The Math Practices, as put forth by the National Council of Teachers of Mathematics (NCTM), are connected

within all lessons:

MP.1 - Make sense of problems and persevere in solving them.

MP.2 - Reason abstractly and quantitatively.

MP.3 - Construct viable arguments and critique the reasoning of others.

MP.4 - Model with mathematics.

MP.5 - Use appropriate tools strategically.

MP.6 - Attend to precision.

MP.7 - Look for and make use of structure.

MP.8 - Look for and express regularity in repeated reasoning.

MA.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 (e.g., base ten blocks) 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.
MA.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.
MA.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.

Interdisciplinary Connections

- Reference the "Topic Opener" pages in TE for STEM Connections e.g. pg. 541, pg. 609

LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Learning Objectives

After completing Unit 4, students will be able to:

Topic 10:

- Add two multiples of 10.
- Use mental math to add tens to two-digit numbers.
- Use a hundreds chart to add tens and ones.
- Use a number line to solve an addition problem.
- Solve an addition problem using blocks or drawings.
- Make a ten to help solve addition problems.
- Add 2 two-digit numbers.
- Model and solve problems by drawing a picture and writing an equation.

Topic 11:

- Use models to subtract tens.
- Use a hundreds chart to subtract a multiple of ten from another multiple of ten.
- Use an open number line to solve subtraction problem.
- Use addition to subtract tens.
- Use mental math to subtract ten from a two-digit number.
- Use different strategies to subtract.
- Model thinking to solve problems.

Suggested Activities & Best Practices

- Consider Extension Activity e.g. Topic 10-1, pg. 541N

- Further suggested activities embedded within each Topic

Assessment Evidence - Checking for Understanding (CFU)

- Common Formative Assessments (Formative)
- Common Summative Assessments (Summative)
- District Benchmark (Benchmark)

- Do Now
- Exit Tickets
- Higher-order Questioning / Rich Discussion
- Journals
- KWL Chart
- Learning Center Activities
- Performance Task (Alternative)
- Quick Check (enVisionmath)
- Quick Write
- Quizzes (Formative)
- Rubrics
- Rubrics
- Surveys
- Surveys
- Teacher Observation Checklist
- Think-Pair-Share
- Turn-and-Talk / Share-out
- Unit Assessments (Summative)
- WIK / WINK

Primary Resources & Materials

EnVision Math Teacher Edition

PearsonRealize.com

Ancillary Resources

New Jersey Student Learning Standards for Mathematics

NJSLS Mathematics Crosswalk

IXL Learning

NCTM Illuminations

Technology Infusion

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
TECH.8.2.2.A.1	Define products produced as a result of technology or of nature.
TECH.8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills

- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Use the "Quick Check" feature on Pearson Realize (embedded in each Unit) to help determine the strategy for differentiating instruction; the "Assess and Differentiate" page will prescribe the differentiated instructional activity

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments aloud
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal-setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Consider Intervention Activity and/or Reteach e.g. Topic 10-1, pg. 547A

- Use suggestions under Technology Center section in Pearson Realize to target students with disabilities

- Use the Pacer Center Action Information Sheet for research-based ideas on accommodations and

modifications

- Allow for open-note/open-book assessments
- Check classwork frequently for understanding
- Conduct preview of content, concepts, and vocabulary
- Consider behavior management plan
- Implement accommodations/modifications as dictated in the student's IEP/504 plan
- Modified test content/format
- Modified written assignments
- Multi-sensory presentation
- Pre-annotate text
- Preferential seating
- Promote pair work
- Provide extended time on various assignments
- Provide printed/online copies of lesson notes
- Secure attention before providing instruction/directions
- Use assistive technology

English Language Learning (ELL)

- Use Teaching Tool 48 as a graphic organizer to help students connect a visual to the vocabulary term

- Use Teaching Tool 49 to connect students' understanding of vocabulary terms with actual meanings

- Use suggestions under English Language Learners section in Pearson Realize to target beginning, intermediate, and advanced learners e.g. Topic 10-1, pg. 543A

- Use suggestions under Technology Center section in Pearson Realize to target ELLs

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Ask and give information using key words
- Demonstrate listening comprehension by responding to questions
- Develop basic sight vocabulary
- Differentiate assessments to reflect selected objectives
- Express ideas in single words
- Leverage computer spell checker
- Modify reading assignments to correlate with lexile level
- Peer tutoring / Peer note-taking
- Speak using content area vocabulary in context

- Teacher-created Study Guide
- Use prior experiences to understanding meanings
- Use videos, illustrations, pictures, and drawings to explain or clarify

At Risk

- Decrease the amount of work represented or required by assigning the "Do You Understand?" and the "Do You Know How?" sections of each lesson

- Use suggestions under Technology Center section in Pearson Realize to target at-risk students

- Use suggestions under Intervention Activity e.g. Topic 10-1, Error Intervention, pg. 544

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Allow students to select from given assignment choices
- Differentiate assessments to reflect selected objectives
- Mark students' correct and acceptable work, not the mistakes
- Peer tutoring / Peer note-taking
- Promote student collaboration on in-class / outside class assignments
- Reduce lengthy outside reading assignments
- Teach key aspects of a topic - eliminate non-essential information
- Teacher-created Study Guide
- Use authentic assessments with real-life problem-solving
- Use videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Use suggestions under Extension for Early Finishers section in Pearson Realize to target advanced learners e.g. Topic 10-1, pg. 541N

- Use suggestions under Advanced Activity Centers to target advanced learners e.g. Topic 10-1, pg. 547A

- Administer Unit Assessment to determine level of proficiency
- Allow gifted children to create and publish a class newspaper to distribute
- Allow students to work at a faster pace
- Complete activities aligned with above grade-level text using Benchmark results
- Consider parental input about the education of their gifted children
- Create a blog or social media page about a topic of interest
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments

- Involve students in academic contests
- Promote advanced problem-solving
- Remember that gifted children may not excel in all areas
- Set individual goals
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge