1 Math Unit 07: Meanings of Addition

Content Area: **Mathematics**
Course(s):
Time Period: **Marking Period 3**
Length: **7 days**
Status: **Published**

Unit Overview

Meanings of Addition

In this unit, students represent and solve addition word problems for two common addition situations: add to and put together. Students are familiar with these situations from Unit 4, where they focused on conceptual understanding. In Unit 7, the focus is on application . Students apply what they know about addition to solving different types of add to and put together word problems within 20.

Throughout the unit, students also make connections between words and numbers in the problem and an equation that matches the story in the problem. The same type of equation is used for each type of problem: two addends with a plus sign between them on one side of the equal sign and a total on the other side. Students will extend their understanding of strategies to solve addition word problems. These include:

- **Representations Using Objects and Equations:** By acting out the problem with objects and manipulatives, students make critical connections between the objects and the numbers in the word problem as well as between what they do with the objects and how the words in the problem describe the problem-solving process.
- **Addition Strategies for Solving Word Problems:** For some types of addition problems, certain strategies fit better with the process than others. For example, for an add to problem when the change is unknown, counting on using a number line allows the student to visualize the change. For a put together problem when the sum is unknown, using the make a 10 strategy with a double ten-frame and counters allows students to visualize the sum.

What Students Are Learning

- Students represent an add to situation with equations when either the result or one or two addends are unknown.
- Students represent a put together situation with equations when either the result or one or two addends are unknown.
- Students represent addition word problems that have three addends with equations.

Number Routines

- Where Does It Go?
- What Did You See
- Which Benchmark Is It Closest To?
- Notice & Wonder
- Numberless Word Problem

Standards

MATH.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.
MATH.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.

Materials

Core Materials:

Reveal Math

7.1 Represent and Solve Add To Problems

7.2 Represent and Solve More Add To Problems

7.3 Represent and Solve Put Together Problems

7.4 Represent and Solve More Put Together Problems

7.5 Represent and Solve Addition Problems with Three Addends

7.6 Solve Addition Problems

Supplemental Materials:

- ST Math
- Happy Numbers
- 3 Act Lessons
- Building Fact Fluency Kit
- Brainingcamp Manipulatives
- Nearpod Lessons
- Brainpop Resources
- Online Resources

Technology

CS.K-2.8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
CS.K-2.8.1.2.AP.2	Model the way programs store and manipulate data by using numbers or other symbols to represent information.

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
CS.K-2.8.1.2.DA.4	Make predictions based on data using charts or graphs.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Assessment

Formative Assessment

- Unit Readiness Diagnostics
- Lesson Checks
- Exit Tickets
- Teacher Observation

Summative Assessment

- Unit Assessment Performance Task
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Differentiated Instruction			
Accommodate Based on Students' Individual Needs: Strategies			
Time/General • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	**Processing** • Extra response time • Have students verbalize steps • Repeat, clarify, or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	**Comprehension** • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback	**Recall** • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal

		• Small group instruction • Emphasize multi-sensory learning	reminders • Graphic organizers
Assistive Technology • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	**Tests/Quizzes/Grading** • Extended time • Study guides • Focused/chunked tests • Read directions aloud	**Behavior/Attention** • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	**Organization** • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

504

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

- Manipulatives
- Math Diagnosis & Intervention System

At-risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

Gifted & Talented

- Independent projects
- Enrichment pages
- Online games
- Leveled Homework
- Extension Activities
- Today's Challenge

Interdisciplinary Connections

SCI.K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
SCI.K-2.ETS1.B	Developing Possible Solutions Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions, such as climate change, to other people.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
ELA.W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
HE.K-2.2.2.2.PF	Physical Fitness

Career Readiness, Life Literacies & Key Skills

Creativity and Innovation: Brainstorming can create new, innovative ideas.

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Example: Students will share ideas of multiple strategies and draw models to illustrate their perspective to the solution path they utilize to solve word problems.

Critical Thinking and Problem-Solving: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Example: Students will work in small groups and collaborate to identify possible solutions paths to word problems, utilizing the strategies they have learned to solve addition and subtraction operations, such as place value charts, number lines, hundred chart, ten frames, etc., that could best illustrate the solution to the problem.

Digital Citizenship: Individuals should practice safe behaviors when using the Internet.

- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the Internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Example: Students will model appropriate use of all digital platforms and share examples of their work that exhibit proper use of various platforms.

Interaction of Technology and Humans: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

- **8.2.2.ITH.3:** Identify how technology impacts or improves life.

Example: Students will track their progress using Reveal Math or other math programs often utilized in class. Students will discuss the pros and cons of using the program with the teacher. Students will use analog and digital clocks.

Career Ready Practices

STEM Career: Carpenter- Students talk about the work of a carpenter.

Students solve an addition word problem while building a tree house.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.