Grade 1 Math Unit 2

Content Area: **Mathematics**
Course(s):
Time Period: **Trimester 2**
Length: **59 days**
Status: **Published**

Brief Summary of Unit

In this unit, students will begin by showing doubles facts as two equal groups, and how near doubles are related to doubles (within 20). Students will choose strategies to solve equations and relate stories to known and missing values, representing them using equations. Students will use concrete and visual models to represent compare situations and solve difference-unknown compare problems to find how many more or fewer. Students will collect and organize data and represent data with charts and graphs. They will then analyze a data set to make sense of it and ask and answer questions about it. In addition, students will understand that the equal sign connects two quantities with the same value and determine if equations are true or false. Also, in this unit, students will organize concrete objects by tens and ones, counting them by 10s, and then counting on by 1s. Students will make connections between concrete objects and visual representations of tens and ones. Then, students will read, write and count on from any number up to 120. They will recognize patterns on the 120 chart that show relationships between numbers. Students will understand that 10 more or 10 less than a number results in a change in the tens digit, but the ones digit remains the same. Students will use place value to compare two-digit numbers and understand the meaning of the symbols <,>, =. Students will use the symbols to compare two-digit numbers. Finally, students will describe the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as a number of groups of ten and 0 ones. They will then add and subtract multiples of 10 to and from other multiples of 10 and add multiples of 10 to any two digit number.

Revision Date: August 2024

Essential Questions

Essential Questions:

- How can numbers greater than 10 be shown, counted, read and written?
- What are two-digit numbers?
- How can numbers to 100 be compared?
- What are strategies for adding and subtracting?
- How does composing and decomposing a number in many ways help with computation?
- How can numbers up to 120 be counted, read and written?
- What information can be gathered from data, charts, and graphs?

Enduring Understandings:

- Students will understand the concept of two-digit numbers.
- Students will understand that numbers greater than 10 can be represented as groups of tens and ones.
- Students understand that concrete models, such as base ten blocks, and drawings can be useful in solving multi-digit addition and subtraction problems
- Students will understand that some questions can be answered by collecting and
- analyzing data.
- Students will understand that the counting sequence in our number system extends beyond 100.
- Students will understand that the decade numbers are built on groups of tens.
- Students will understand that place value can be used to compare and order numbers. For some relationships, mathematical symbols (i.e. > "more than", < "less than" , and = "equal") can be used to describe how one set of numbers is related to another set.
- Students will understand the meaning of the equal sign. They will understand that the equal sign (=) means, "is the same as" and each.
- Students will understand that the counting sequence in our number system extends beyond 100.
- Students will understand that the decade numbers are built on groups of tens.
- Students will understand that place value can be used to compare and order numbers. For some relationships, mathematical symbols (i.e. > "more than", < "less than" , and = "equal") can be used to describe how one set of numbers is related to another set.

Students Will Know/Students Will be Skilled At

Students will know:

- How to show doubles facts as two equal groups, and how near doubles are related to doubles (within 20).
- How to choose strategies to solve equations and relate stories to known and missing values, representing them using equations.
- How to use concrete and visual models to represent compare situations and solve difference-unknown compare problems to find how many more or fewer.
- How to collect and organize data and represent data with charts and graphs.
- How to analyze a data set to make sense of it and ask and answer questions about it.
- How to understand that the equal sign connects two quantities with the same value and determine if

equations are true or false.

- How to organize concrete objects by tens and ones and counting them by 10s and then counting on by 1s.
- How to make connections between concrete objects and visual representations of tens and ones.
- How to read, write and count on from any number up to 120.
- How to recognize patterns on the 120 chart that show relationships between numbers.
- How to understand that 10 more or 10 less than a number results in a change in the tens digit, but the ones digit remains the same.
- How to use place value to compare two-digit numbers
- How to understand the meaning of the symbols <,>, =.
- How to use the symbols to compare two-digit numbers.
- How to describe the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as a number of groups of ten and 0 ones.
- How to add and subtract multiples of 10 to and from other multiples of 10
- How to add multiples of 10 to any two digit number.

Students will be skilled at:

- Showing doubles facts as two equal groups, and how near doubles are related to doubles (within 20).
- Choosing strategies to solve equations and relate stories to known and missing values, representing them using equations.
- Using concrete and visual models to represent compare situations and solve difference-unknown compare problems to find how many more or fewer.
- Collecting and organizing data and representing data with charts and graphs.
- Analyzing a data set to make sense of it and ask and answer questions about it.
- Understanding that the equal sign connects two quantities with the same value and determining if equations are true or false.
- Organizing concrete objects by tens and ones and counting them by 10s and then counting on by 1s.
- Making connections between concrete objects and visual representations of tens and ones.
- Reading, writing and counting from any number up to 120.

- Recognizing patterns on the 120 chart that show relationships between numbers.
- Understanding that 10 more or 10 less than a number results in a change in the tens digit, but the ones digit remains the same.
- Using place value to compare two-digit numbers
- Understanding the meaning of the symbols <,>, =.
- Using the symbols to compare two-digit numbers.
- Describing the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as a number of groups of ten and 0 ones.
- Adding and subtracting multiples of 10 to and from other multiples of 10
- Adding multiples of 10 to any two digit number.

Learning Plan

Daily Warm-ups (5-10 minutes):

*As an opening to each math lesson, the instructor can use these different routines

- Number Talks- District Created Number Talk Slides
- Quick Images- This routine helps students to subitize, or "instantly see how many". The teacher should briefly show an image of a quantity (using dot cards, ten frames, etc.). Students are then asked to identify the quantity they saw and to describe the image.
- Count Around the Room - Have students stand in a large circle around the room and count in a circle starting at different numbers within 110 (count by 10s forwards backwards, count by 1's forwards and backwards).
- Buzz - Have students stand in a large circle around the room. Students will count around the room however, one number will be the "Buzz Number". When a student says the "Buzz Number," that child is "out" and will sit down. Then, the counting sequence begins again. Keep playing until there is only one student left.
- Partner Counting- The first partner will tell their partner a number to start counting from. The partner will start counting. Using hand signals, the first partner can signal their partner to stop counting. Then, begin counting backward and then forward again. (Hand signals: Fist = Stop, Pointing up = Count Up, Pointing Down= Count Down) They can count for 30 seconds and then switch partner roles.

*First graders need to be fluent in adding and subtracting within 10. This is a skill that should be worked on throughout the year utilizing the Ready Math Program and supplemental resources that are located under materials.

1. **Doubles and Near Doubles**: The instructor will show doubles and near doubles by identifying and giving examples. The instructor will explain how to use doubles to solve near doubles problems using words and models. Instruct students to justify orally or with writing or a drawing why a strategy is helpful for adding within 20.

    a. Complete Lesson 10 , Sessions 1-5 (5 days)

    b. Strategies to Teach:

        i. Show doubles as two equal groups, and how near doubles are related to doubles.

        ii. Find totals for doubles facts within 20.

        iii. Use doubles facts to solve near doubles facts within 20.

        iv. Choose strategies to use when adding within 20.

        v. Doubles Facts- an addition fact in which the two addends are the same: 1+1, 2+2, 3+3, 4+4, 5+5

        vi. Doubles Plus 1 Facts- an addition fact in which one of the addends is one more than the other: 2 + 3 = ____ (2 + 2 + 1), 3 + 4 = ____ (3 + 3 + 1)

    c. Lesson Vocabulary: doubles plus 1(or doubles minus 1), add, addend, count on, decompose, doubles, plus, explain, strategy

2. **Solve Word Problems to 20:** The instructor will use addition and subtraction within 20 to solve word problems of all situation types. Instruct students to write equations to represent the known and missing numbers in word problems heard or read. Students will be instructed to explain hot to choose strategies to solve equations. Instruct students to use fact families by writing related equations.

    a. Complete Lesson 11, Sessions 1-5 (5 days)

    b. Possible strategies include but are not limited to:

        i. Relate stories to known and missing values. Represent them using equations

        ii. Choose strategies to solve equations

        iii. Use related equations to help check work.

        iv. Utilize a variety of word problems/word problem types (comparison, start unknown, etc.) that are relatable to students so they can ‘acted out’ by the students so the students can determine how they will solve the problem.

        v. Students should be able to use manipulatives, models, drawings, and equations to solve the word problems.

    c. Lesson Vocabulary: addend, equal sign (=), equation, fact family, minus, plus, total, solve

3. **Solve Compare Problems**: Instructor will teach children to solve comparison word problems by using subtraction to find the difference. Note that they are not expected to read word problems independently. Children will use models that show one-to-one correspondence to find the difference between two quantities. The instructor will explain how to solve compare problems using more than, fewer than, and difference. The instructor will describe how addition and subtraction can be used to solve compare word problems.

a. Complete Lesson 12 , Sessions 1-5 (5 days)

b. Strategies to Focus On:

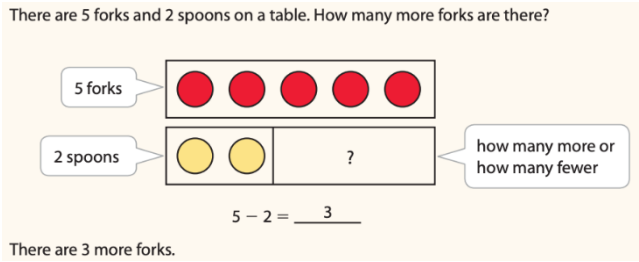
i. Use concrete and visual models to represent compare situations.

ii. Solve difference-unknown compare problems to find how many more or fewer.

iii. Solve bigger-unknown and smaller-unknown compare problems to find an unknown quantity.

iv. Use related addition and subtraction equations to solve compare word problems.

v. Bar Model and an Equation to solve



a. Lesson Vocabulary: difference, fewer, fewer than, addition, compare, equation, more, more than, subtraction, organize

4. **Collect and Compare Data**: The instructor will have students sort objects into categories and begin to understand the benefits of organizing and representing such data. Engage the students in representing categorical data in tally charts, in charts with numbers, and in picture graphs. Provide situations in which students ask and answer questions about data, using what they know about addition, subtraction and comparison.

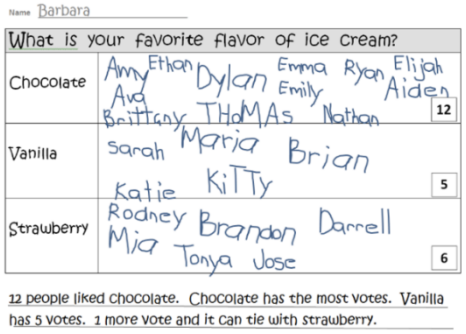
a. Complete Lesson 13, Sessions 1-5 (5 days)

b. Possible strategies include but are not limited to:

i. Provide opportunities for students to collect and use categorical data (e.g., eye color, shoe size, age) to answer a question. The data collected can be organized in a chart or table. Once the data is collected, students interpret the data to answer a question. Students are also expected to describe the data noting particular aspects such as the total number of answers, which category had the most/least responses, and interesting differences/similarities between the categories.

ii. When looking at data encourage the students to answer questions about how many more

and how many less are in one category than in another. These should all be one-step problems limited to numbers within 20.


Name Barbara

What is your favorite flavor of ice cream?	
Chocolate	Amy Ethan Dylan Emma Ryan Elijah Ava Emily Aiden Brittany THOMAS Nathan 12
Vanilla	Sarah Maria Brian Katie KiTTy 5
Strawberry	Rodney Brandon Darrell Mia Tonya Jose 6

12 people liked chocolate. Chocolate has the most votes. Vanilla has 5 votes. 1 more vote and it can tie with strawberry.

a. Lesson Vocabulary: data, picture graph, sort, tally chart, tally marks, attribute, compare, equal, fewer, more, survey

5. **True and False Equations:** The instructor will guide children to work with concrete and visual models that show different ways to express equal quantities on both sides of the equal sign. Students will be taught that the = sign means "is the same as." Students will use the equal sign (=) to indicate that one quantity is the same as another and identify true and false equations. Students will indicate that a false equation is not true by drawing a line through an equal sign and rewrite a false equation as a true equation.

a. Complete Lesson 14 , Sessions 1-5 (5 days)

b. Strategies to Focus On:

i. The equal sign (=) means: is the same as

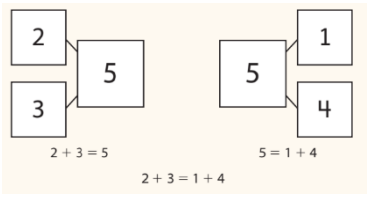
ii. Students need to be able to understand a model equations with the equal sign in different places: 4 + 1 = 5, 5 = 4 + 1, 4 + 1 = 2 + 2

iii. Use manipulatives, such as counters and connecting cubes to model equations

iv. The equal sign connects two quantities with the same value

v. Find unknown number in any position in an addition or subtraction equation.

vi. Use number bonds to model equations



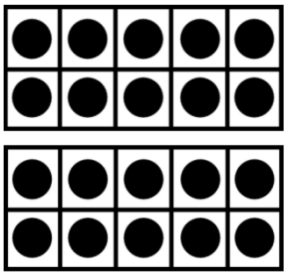
a. Lesson Vocabulary: quantity, compare, equal, equal sign (=), equation, fact family, false, true

6. **Tens and Ones**: The instructor will have the students explore the concept often as 10 ones by composing and decomposing, counting, recording, and comparing multiple groups of ten. The students should reason that ten can be shown as one group of 10 or as 10 individual ones and compare numbers expressed in the two forms. Concepts in this lesson lay the groundwork for counting to 120, understanding that the two digits in two-digit numbers represent a number of tens and a number of ones, and understanding adding and subtracting multiples of ten. Instruct the students to read and write numbers to 100, to count by grouping tens and then counting by 1s. Students should be taught to recognize how the number of tens and ones connects to written numbers.

a. Complete Lesson 15, Sessions 1-5 (5 days)

b. Possible strategies include but are not limited to:

i. Use ten frames and build numbers in the tens. Encourage conversations and model how to say and read the number in tens and ones. For example, the model below can be named as 2 tens or 20 ones.



Working with concrete manipulatives will allow students to physically count the ones and group the tens.

i. Move from the ten frames to using base ten blocks to show the number in tens and ones. Like the models below.



2 tens 20 ones

Have the students note the above in different ways such as '2 tens is the same as 20 ones', '2 tens is the same as 2 groups of 10', '2 tens is the same as 20 ones.' etc.

a. Lesson Vocabulary: digit, place value, row, column, ones, tens, organize, predict

7. **Numbers to 120:** The instructor will have students use a 120 chart to count up by 1s from any given number within 120. Instruct the students to look for patterns in the 120 chart that show relationships between numbers. Instruct students to identify numbers that are 1 more than a given number, and instruct them to pick up the count and continue the counting sequence from any number. Instruct students to count objects that are

in groups of ten with extra ones and related these quantities to the multiples of 10 on the 120 chart. Instruct students to identify and record numbers to 120. Students should chorally count on from any number up to 120, The instructor should discuss patterns and relationships between numbers in the 120 chart using the terms row and column. The instructor should describe how to find 10 more or 10 less than a given two-digit number using a mental strategy or understanding of how the tens digit changes.

a. Complete Lesson 16, Sessions 1-5 (5 days)

b. Possible strategies include but are not limited to:

   i. Read, write, and count on from any number up to 120.

   ii. Recognize patterns in the 120 chart that show relationships between numbers.

   iii. Understand that 10 more or 10 less than a number results in a change in the tens digit but the ones digit remains the same.

   iv. Mentally identify 10 more or 10 less than any two-digit number

   v. Utilize a variety of 120 charts. For example, have some completely filled in, some missing, numbers in a row, in a column, or random missing numbers so the students have exposure to different patterns.

   vi. If students are unsure about numbers greater than 100, allow them the use of the 120 chart to find and name the numbers they do not know.

   vii. Pose questions to students varying the start of their count, such as can you start counting from 112? Or next number identification and ask what number comes after 87?

c. Lesson Vocabulary: column, row, digit, ones, tens, chart, order

8. **Compare Numbers:** The instructor will have the students use models of base-ten blocks to compare the number of tens and ones in 2 two-digit numbers. Instruct students to use quick drawings and draw their own representations to compare 2 two-digit numbers. Two-digit numbers should be compared using their relative positions on the 100s chart. Instruct students to write <, >, or = to record their comparisons. The instructor should interpret and read aloud the symbols <, >, and as less than and greater than.

a. Complete Lesson 17, Sessions 1-5 (5 days)

b. Possible strategies include but are not limited to:

   i. Use place value to compare numbers

   ii. Understand the meaning of the symbols < and >

   iii. Write the symbols <, >, and = to compare two-digit numbers.

   iv. Encourage students to model the numbers when first comparing them (pictorial models, manipulative models such as base ten blocks, or a place value chart).

   v. The greater than, less than, and equal symbols are first introduced in first grade. Using the written and spoken words along with the abstract symbols is important so students

can make connections from the words to the symbols. One suggestion during lessons or games could be to provide the words and symbols to be used together.

vi. One suggestion would be for students to create their own problems, provide the symbols and have students create their own inequalities to match the symbol, and encourage discussions between students to support why their inequality is correct.



i. BrainPop Jr. Video on place value that lends itself to comparing numbers.

a. Lesson Vocabulary: greater than symbol (>), less than symbol (<), compare, greater than, less than, ones, place value, tens, example, value

9. **Add and Subtract Tens**: The instructor will help students apply their knowledge of basic addition and subtraction facts to adding and subtracting tens within 100. The instructor will show in writing how 10, 20, 30, 40, 50 , 60, 70, 80, and 90 are groups of ten and 0 ones. The instructor will explain how to add and subtract multiples of 10 to and from other multiples of 10. Students will use previously learned strategies to successfully solve equations that involve adding or subtracting multiples of ten.

a. Complete Lesson 18, Sessions 1-5 (5 days)

b. Possible strategies include but are not limited to:

i. Describe the numbers 10, 20, 30, 40, 50 , 60, 70, 80, and 90 as a number of groups of tens and 0 ones.

ii. Add and subtract multiples of 10 to and from other multiples of 10.

iii. Add multiples of 10 to any two-digit number.

iv. Using base ten blocks to add multiples of ten

v. Using a hundred chart to add multiples of ten

vi. Use knowledge of place value to subtract multiples of tens (7 tens - 4 tens = 3 tens so 70 - 40 = 30)

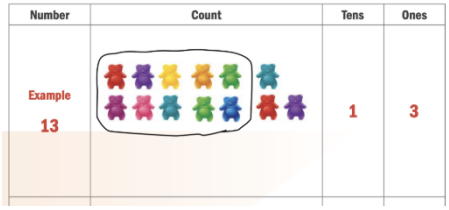
vii. Use basic fact fluency skills to compute sums and differences of equations with multiples of tens

viii. An introduction or reinforcement activity could be to write a two-digit number, for example 34. Have the students show the number with manipulatives. Have the students count out the sets of 10. The student places each set of 10 in a different pile. The

students should then count the sets of 10 and write the number of tens. The students count the remaining ones and write the number of ones. The students then state the number of tens and ones in the original number for example "34 is three sets of 10 and four ones. Repeat with two more examples.

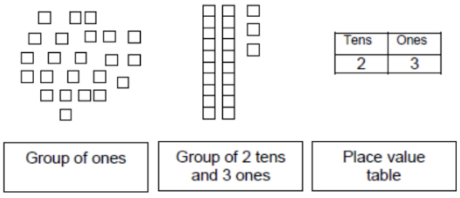
1. Focus on the groups of ten and counting each of them as a ten. Move to place value blocks where the ten is a single rod. To show the ten ones, join to form a single ten.

2. Have students draw (with tallies, stars, circles) or use manipulatives. Draw a circle around each group of ten, or otherwise mark to show a group of ten. Then, write how many tens and ones are in the number on a place value chart. Replace the group of ten with a ten rod.



1. Move to using the base ten and showing the work as an equation, for example 34 is 30 + 4 or 34 = 30 + 4. Students can also show the same number in different ways. For example 34 os 20 + 14, etc.

i. Another strategy is showing the work through three different representations as shown below.



a. Lesson Vocabulary: digit, ones, tens, total, chart, represent

GENERAL QUESTIONS FOR TEACHER USE

Adapted from Growing Success and materials from Math GAINS and TIPS4RM (Georgia Department of Education)

Reasoning and Proving

• How can we show that this is true for all cases?

• In what cases might our conclusion not hold true?

• How can we verify this answer?

• Explain the reasoning behind your prediction.

• Why does this work?

• What do you think will happen if this pattern continues?

• Show how you know that this statement is true.

• Give an example of when this statement is false.

• Explain why you do not accept the argument as proof.

• How could we check that solution?

• What other situations need to be considered?

Reflecting

• Have you thought about...?

• What do you notice about...?

• What patterns do you see?

• Does this problem/answer make sense to you?

• How does this compare to...?

• What could you start with to help you explore the possibilities?

• How can you verify this answer?

• What evidence of your thinking can you share?

• Is this a reasonable answer, given that...?

Selecting Tools and Computational Strategies

• How did the learning tool you chose contribute to your understanding/solving of the problem? Assist in your communication?

• In what ways would [name a tool] assist in your investigation/solving of this problem?

• What other tools did you consider using? Explain why you chose not to use them.

• Think of a different way to do the calculation that may be more efficient.

• What estimation strategy did you use?

Connections

• What other math have you studied that has some of the same principles, properties, or procedures as this?

• How do these different representations connect to one another?

• When could this mathematical concept or procedure be used in daily life?

• What connection do you see between a problem you did previously and today's problem?

Representing

• What would other representations of this problem demonstrate?

• Explain why you chose this representation.

• How could you represent this idea algebraically? graphically?

• Does this graphical representation of the data bias the viewer? Explain.

• What properties would you have to use to construct a dynamic representation of this situation?

• In what way would a scale model help you solve this problem?

Note: The instructor is encouraged to consult the supplemental resources located under materials to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments.

Evidence/Performance Tasks

Formative Assessment:

- Fact Fluency Practice Assessments
- Administer Ready Math Quizzes at the end of each Lesson
- Administer Comprehension Check (digital)

Summative Assessments:

- Administer Ready Math Mid-Unit Assessments
- Administer Ready Math End of Unit Assessments

Benchmark Assessments:

- iReady Diagnostic
- Fact Fluency Assessment
- Acadience Assessment

Alternative Assessments:

- Informal Observation
- Small Group Observation
- Exit Tickets
- Math Journal
- Oral and Written Explanations of Reasoning
- Math Journal
- Oral and Written Explanations of Reasoning

Materials

The following are approved resources that teachers can include to further unit related objectives:

Core Book List

- Ready Math Teacher Toolbox Resources
    - Whole Class Instruction
        - Teach: Instruction & Practice, Interactive Tutorials,
        - Assess: Lesson Quizzes & Unit Assessments
    - Small Group Differentiation
        - Prepare: Prerequisite Lessons
        - Reteach: Tools for Instruction
        - Reinforce: Math Center Activities
        - Extend: Enrichment Activities
- Ready Math Workbook
- Ready Math Slides

- Digital Math Tools
- iReady My Path
- iReady Math Learning Game
- Manipulatives: two-color counters, tens frames, connecting cubes
- Dry Erase Boards
- Blank Number Bonds
- CPS District Mathematics Google Drive Folder

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Standards

Diversity and Inclusion: Students will focus on equity, inclusion, and tolerance when analyzing the comparison of various quantities regarding characteristics of people. Equality will also be highlighted which can be associated with both numerical representations and the connection between people. This can be associated with treating people fairly and equally.

1	Make sense of problems and persevere in solving them
P.1	Act as a responsible and contributing community members and employee.
2	Reason abstractly and quantitatively
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.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
3	Construct viable arguments and critique the reasoning of others
1.OA.B.3	Apply properties of operations as strategies to add and subtract.
4	Model with mathematics
1.OA.B.4	Understand subtraction as an unknown-addend problem.

5	Use appropriate tools strategically
6	Attend to precision
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
7	Look for and make use of structure
1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency 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).
8	Look for and express regularity in repeated reasoning
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
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.a	10 can be thought of as a bundle of ten ones — called a “ten.”
1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
1.NBT.B.2.c	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 (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.
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.DL.A.1	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.PE.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).
SL.PE.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Suggested Strategies for Modification

Possible accommodations/modification for Grade 1

Note: Teachers can find more specific modifications for English learners, learners with special needs, learners reading below grade level, and advanced learners on the Ready Math website.