Sept. Gr.1:Unit 1: Addition Concepts

Content Area: **Math**
Course(s):
Time Period: **September**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

In this unit, students learn the basic addition concepts.

Enduring Understandings

Adding a number and zero makes a sum.

We can make a sum of 10 by adding two numbers.

The equal sign can help identify if a math statement is true or false.

Essential Questions

How do we join parts to make a whole?

What symbols do we use in addition?

How do we make a sum with two numbers?

Instructional Strategies & Learning Activities

Math Unit 1

- **Pacing Guide**
  Suggested Pacing

Instruction   19 days
Review/Assessment   2 days
Total*   **21 days**

- *Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1	Use models to represent and	• 5 chairs		1.OA.1

pp. 109-114 **Subtraction Stories**	solve subtraction situations.	• musical recording • two-color counters		**Major Cluster** **MP 1, 2, 3, 4, 5**
Lesson 2 *pp. 115-120* **Model Subtraction**	Subtract parts from a whole.	• dominoes • cubes • rulers • pencils • staplers • books • sticky notes • two-color counters • Work Mat 3	**subtract**	1.OA.1 1.OA.4 **Major Cluster** **MP 1, 2, 3, 4, 8**
Lesson 3 *pp. 121-126* **Subtraction Number Sentences**	Write subtraction number sentences.	• number cubes (red 0-5, blue 6-10) • number/symbol cards • two-color counters	**difference minus sign (−) subtraction number sentence**	1.OA.1 **Major Cluster** **MP 1, 2, 4, 6**
Lesson 4 *pp. 127-132* **Subtract 0 and All**	Subtract 0 or find a difference of 0.	• two-color counters • timer		1.OA.3 **Major Cluster** **MP 1, 2, 4, 5, 6, 7**
Lesson 5 *pp. 133-138* **Vertical Subtraction**	Subtract across and down.	• cubes • dominoes • two-color counters		1.OA.6 **Major Cluster** **MP 1, 3, 6, 7**
Check My Progress				
Lesson 6 *pp. 141-146* **Problem Solving Strategy: Draw a Diagram**	Draw a diagram to solve problems.	• write-on/wipe-off boards		1.OA.1 **Major Cluster** **MP 1, 2, 3, 5, 6, 7, 8**
Lesson 7 *pp. 147-152* **Compare Groups**	Compare groups of up to nine objects.	• paper bag • cubes • two-color counters • Work Mat 1 • craft sticks	**compare**	1.OA.1 **Major Cluster**

				MP
				1, 2, 3, 4, 5
Lesson 8 *pp. 153-158* **Subtract from 4 and 5**	Subtract numbers from four and five.	• connecting cubes		1.OA.6 **Major Cluster**
				MP 1, 2, 4, 5, 6
Lesson 9 *pp. 159-164* **Subtract from 6 and 7**	Subtract numbers from six and seven.	• number/symbol cards • connecting cubes • computer games • board games • flash cards		1.OA.6 **Major Cluster**
				MP 2, 3, 4, 5, 6, 8
Check My Progress				
Lesson 10 *pp. 167-172* **Subtract from 8**	Subtract numbers from eight.	• index cards • stickers • connecting cubes		1.OA.6 **Major Cluster**
				MP 1, 2, 3, 6
Lesson 11 *pp. 173-178* **Subtract from 9**	Subtract numbers from nine.	• connecting cubes • flash cards • number/symbol cards		1.OA.6 **Major Cluster**
				MP 1, 2, 3, 4, 6
Lesson 12 *pp. 179-184* **Subtract from 10**	Subtract numbers from 10.	• ten-frame • cubes • Work Mat 3		1.OA.6 **Major Cluster**
				MP 1, 2, 3, 5, 6, 8
Lesson 13 pp. *185-190* **Relate Addition and Subtraction**	Find related addition and subtraction facts.	• connecting cubes • two-color counters • Work Mat 3 • string	**related facts**	1.OA.6 **Major Cluster**
				MP 2, 3, 4, 6, 7, 8
Lesson 14 *pp. 191-196* **True and False Statements**	Determine whether math statements are true or false.	• index cards • cubes		1.OA.7 **Major Cluster** **MP**

Fluency Practice
My Review and Reflect

_

Integration of Career Readiness, Life Literacies and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.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).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.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).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.

Technology Integration

Students will engage in the lesson through the Interactive Smartboard. Studetns engage in math activities such as Dreambox on the Ipad in math centers.

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

Interdisciplinary Connections

Students will use leveled books to reinforce and extend problem-solving skills and strategies.

LA.RI.1.1	Ask and answer questions about key details in a text.
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Differentiation

Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

Modifications & Accommodations

IEP and 504 accommodations will be followed.

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

Benchmark Assessments

Aimsweb Benchmark testing three times a year.

Summative Assessments

My Math Chapter Assessments

Instructional Materials

See materials listed in above lesson plans.

Standards

MA.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.
MA.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
MA.1.OA.B.4	Understand subtraction as an unknown-addend problem.
MA.1.OA.C.6	Add and subtract within 20, demonstrating fluency 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 $6 + 6 + 1 = 12 + 1 = 13$).
MA.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.