

Dec. Gr. 1 Unit 4: Subtraction Strategies to 20

Content Area: **Math**
Course(s):
Time Period: **December**
Length: **3-5 Weeks**
Status: **Published**

Unit Overview

Students will learn to subtract numbers to 20.

Enduring Understandings

You can count backwards to subtract.

You can take apart a number so the result is 10, then subtract the remaining part from 10.

You can find missing addends using addition and subtraction.

We can create fact families to help us.

Essential Questions

What strategies can I use to subtract larger numbers?

Instructional Strategies & Learning Activities

- Math – Chapter 4
- **Pacing Guide**
Suggested Pacing

Instruction	13 days
Review/Assessment	2 days
Total*	15 days

- *Includes additional time for remediation and differentiation.
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Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 <i>pp. 211-216</i> Count On 1, 2, or 3	Count on from the greater number to find the sum.	<ul style="list-style-type: none">• classroom objects• crayons• domino	count on	1.OA.5 1.OA.6

		<ul style="list-style-type: none"> • connecting cubes • index cards 		<p>Major Cluster</p> <p>MP 1, 2, 4, 8</p> <p>1.OA.5</p> <p>1.OA.6</p>
Lesson 2 <i>pp.</i> 217-222 Count On Using Pennies	Use pennies to count on.	<ul style="list-style-type: none"> • number cube • cups • connecting cubes • manipulative pennies • number cards (0-9) 		<p>Major Cluster</p> <p>MP 1, 2, 3, 4, 5</p> <p>1.OA.5</p> <p>1.OA.6</p>
Lesson 3 <i>pp.</i> 223-228 Use a Number Line to Add	Use a number line to help find the sum.	<ul style="list-style-type: none"> • masking tape • number cards (0-12) • connecting cubes • number lines 	number line	<p>Major Cluster</p> <p>MP 1, 2, 3, 5, 8</p> <p>1.OA.6</p>
Lesson 4 <i>pp.</i> 229-234 Use Doubles to Add	Use the doubles to add strategy to help find the sum.	<ul style="list-style-type: none"> • connecting cubes • write-on/wipe-off boards • manipulative pennies • two-color counters 	addends doubles	<p>Major Cluster</p> <p>MP 1, 2, 6, 7, 8</p> <p>1.OA.6</p>
Lesson 5 <i>pp.</i> 235-240 Use Near Doubles to Add Check My Progress	Use the near doubles to add strategy to help find the sum.	<ul style="list-style-type: none"> • connecting cubes • two-color counters 	doubles doubles minus 1 doubles plus 1	<p>Major Cluster</p> <p>MP 1, 2, 3, 4, 5, 6, 7</p> <p>1.OA.1</p>
Lesson 6 <i>pp.</i> 243-248 Problem-Solving Strategy: Act It Out	Act it out to solve problems.	<ul style="list-style-type: none"> • connecting cubes 		<p>Major Cluster</p> <p>MP 1, 3, 4, 6</p> <p>1.OA.6</p>
Lesson 7 <i>pp.</i> 249-254 Make 10 to Add 10.	Use counters and a ten-frame to make sums greater than 10.	<ul style="list-style-type: none"> • Work Mat 2 • two-color counters • crayons 		<p>Major Cluster</p> <p>MP 1, 3, 4, 5, 6, 8</p> <p>1.OA.1</p> <p>1.OA.3</p>
Lesson 8 <i>pp.</i> 255-260 Add in Any Order	Identify related addition facts.	<ul style="list-style-type: none"> • timer • Work Mat 2 • two-color counters 		<p>Major</p>

- crayons
- dominoes
- write-on/wipe-off boards

Cluster

**MP 1, 3, 4,
6, 8**
1.OA.2
1.OA.3

Lesson 9 pp. 261-266
Add Three Numbers
Fluency Practice
My Review and Reflect

Add three numbers by looking for doubles or making a ten.

- Work Mat 2
- two-color counters
- number cards
- connecting cubes

Major Cluster

**MP 1, 2, 3,
5, 6, 7**

- **Chapter 3: Targeted Strategic Intervention**
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- **Differentiated Instruction**
- **What's the Math in This Chapter?**
- **Reading Connections**

Integration of Career Readiness, Life Literacies and Key Skills

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

TECH.9.4.2.CT	Critical Thinking and Problem-solving Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
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). Brainstorming can create new, innovative ideas.
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job. Different types of jobs require different knowledge and skills.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

Students will interact with the textbook/workbooks on the Smartboard throughout My Math Lessons.

Students will engage in lessons on Dreambox, an interactive Math program that allows progress at a student's own pace through the Standards in Math for Grade 1.

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.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
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.

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 Math testing three times a year.

Summative Assessments

My Math chapter assessments.

Instructional Materials

See materials listed in the 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.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.
MA.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
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.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).