Nov. Gr. 1 Unit 3: Add. strategies to 20

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

Unit Overview

Students will learn to add up to the sum of 20.

Enduring Understandings

You can use the properties of operations to find the sum of 3 numbers.

You can count on to add by starting with the greater number.

Number lines can help us to add.

Using doubles helps us to add.

Near doubles can help us to add.

Essential Questions

How do we add numbers up to 20?

Instructional Strategies & Learning Activities

- Math – Chapter 3
- **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 *pp. 211-216* **Count**	Count on from the greater	• classroom	**count on**	1.OA.5

Lesson	Objective	Materials	Vocabulary	Standards
On 1, 2, or 3	number to find the sum.	objects • crayons • domino • connecting cubes • index cards		1.OA.6 **Major Cluster** **MP 1, 2, 4, 8**
		• number cube • cups • connecting cubes • manipulative pennies		1.OA.5 1.OA.6 **Major Cluster**
Lesson 2 *pp. 217-222* **Count On Using Pennies**	Use pennies to count on.	• number cards (0-9)		**MP 1, 2, 3, 4, 5** 1.OA.5 1.OA.6 **Major Cluster**
		• masking tape • number cards (0-12)		**Major Cluster**
Lesson 3 *pp. 223-228* **Use a Number Line to Add**	Use a number line to help find the sum.	• connecting cubes • number lines • connecting cubes • write-on/wipe-off boards • manipulative pennies	number line	**MP 1, 2, 3, 5, 8** 1.OA.6 **Major Cluster**
Lesson 4 *pp. 229-234* **Use Doubles to Add**	Use the doubles to add strategy to help find the sum.	• two-color counters	addends doubles	**MP 1, 2, 6, 7, 8** 1.OA.6
			doubles doubles minus 1	**Major Cluster**
Lesson 5 *pp. 235-240* **Use Near Doubles to Add Check My Progress**	Use the near doubles to add strategy to help find the sum.	• connecting cubes • two-color counters	doubles plus 1	**MP 1, 2, 3, 4, 5, 6, 7** 1.OA.1
				Major Cluster
Lesson 6 *pp. 243-248* **Problem-Solving Strategy: Act It Out**	Act it out to solve problems.	• connecting cubes		**MP 1, 3, 4, 6** 1.OA.6 **Major Cluster**
Lesson 7 *pp. 249-254* **Make 10 to Add**	Use counters and a ten-frame to make sums greater than 10.	• Work Mat 2 • two-color counters • crayons • timer		**MP 1, 3, 4, 5, 6, 8** 1.OA.1
Lesson 8 *pp. 255-260* **Add in Any Order**	Identify related addition facts.	• Work Mat 2 • two-color		1.OA.3

		counters • crayons • dominoes • write-on/wipe-off boards	**Major 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**

– Chapter 3

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.

Technology 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 students 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 benchmark assessments for math 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.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.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
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 $6 + 6 + 1 = 12 + 1 = 13$).