

Jan. Gr.1 Unit 5: Place Value

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

Unit Overview

Students will learn about place value.

Enduring Understandings

We can represent objects with a written numeral.

We can make group and regroup to represent place value.

We can compare two two-digit numbers to see if they are equal.

The symbol $<$ is less than, $>$ is greater than.

We can use mental math.

Essential Questions

How can I use place value?

Instructional Strategies & Learning Activities

- Math – Chapter 5
- **Pacing Guide**
Suggested Pacing

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

- *Includes additional time for remediation and differentiation.
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| Lesson | Objective | Material & Manipulatives | Vocabulary | Standard |
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| Lesson 1 <i>pp.</i> 347-352 Numbers 11 to 19 | Count and write numbers 11 to 19. | <ul style="list-style-type: none"> • two-color counters • hole punch • pennies • craft sticks • cup • Work Mat 2 • rubber bands • connecting cubes | | 1.NBT.2b Major Cluster MP 1, 2, 4, 6, 7, 8 |
| Lesson 2 <i>pp.</i> 353-358 Tens | Count groups of tens. | <ul style="list-style-type: none"> • connecting cubes • hundred chart • classroom objects | tens | 1.NBT.2a 1.NBT.2c Major Cluster MP 2, 3, 6, 7, 8 |
| Lesson 3 <i>pp.</i> 359-364 Count by Tens Using Dimes | Use dimes to count by tens. | <ul style="list-style-type: none"> • manipulative pennies • connecting cube • manipulative dimes | | 1.NBT.1 Major Cluster MP 1, 3, 4, 5, 7, 8 |
| Lesson 4 <i>pp.</i> 365-370 Ten and Some More | Make groups of ten and some more. | <ul style="list-style-type: none"> • two-color counters • base-ten blocks • connecting cubes • write-on/wipe-off board • crayons • hundred chart | | 1.NBT.2a 1.NBT.2c Major Cluster MP 2, 3, 4, 5, 6, 7 |
| Lesson 5 <i>pp.</i> 371-376 Tens and Ones | Make groups of tens and ones. | <ul style="list-style-type: none"> • two-color counters • ten-section spinners • counters • connecting cubes • hundred chart | ones regroup | 1.NBT.2a 1.NBT.2b Major Cluster MP 1, 2, 3, 6, 7, 8 |
| Check My Progress | | | | 1.NBT.2a 1.NBT.2c Major Cluster |
| Lesson 6 <i>pp.</i> 379-384 Problem-Solving Strategy: Make a Table | Make a table to solve problems. | | | MP 1, 2, 3, 4, 5, 6, 7, |

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| Lesson 7 <i>pp.</i> 385-390 Numbers to 100 | Write numbers to 100 in different ways. | <ul style="list-style-type: none"> • Work Mat 7 • index cards • connecting cubes • base-ten blocks | <p>8 1.NBT.2a 1.NBT.2c</p> <p>Major Cluster</p> |
| Lesson 8 <i>pp.</i> 391-396 Ten More, Ten Less | Identify numbers that are ten more and ten less than a given number. | <ul style="list-style-type: none"> • connecting cubes | <p>MP 1, 3, 4, 6, 7 1.NBT.5</p> <p>Major Cluster</p> |
| Lesson 9 <i>pp.</i> 397-402 Count by Fives Using Nickels | Use nickels to count by fives. | <ul style="list-style-type: none"> • manipulative pennies and nickels | <p>MP 1, 2, 3, 5, 7 1.NBT.1</p> <p>Major Cluster</p> |
| Lesson 10 <i>pp.</i> 403-408 Use Models to Compare Numbers | Compare two two-digit numbers. | <ul style="list-style-type: none"> • base-ten blocks • hundred chart • cubes • two-color counters | <p>equal to greater than less than</p> <p>MP 1, 2, 3, 4, 5, 6 1.NBT.3</p> <p>Major Cluster</p> |
| Lesson 11 <i>pp.</i> 409-414 Use Symbols to Compare Numbers | Compare two two-digit numbers using symbols. | <ul style="list-style-type: none"> • number and symbol cards • base-ten blocks | <p>equal to (=) greater than (>) less than (<)</p> <p>MP 1, 2, 3, 4, 5, 6 1.NBT.3</p> <p>Major Cluster</p> |
| Check My Progress Lesson 12 <i>pp.</i> 417-422 Numbers to 120 | Make groups of hundreds, tens, and ones. | <ul style="list-style-type: none"> • connecting cubes • base-ten blocks | <p>MP 2, 3, 4, 6, 7</p> <p>hundred</p> <p>1.NBT.1</p> <p>Major Cluster</p> |
| Lesson 13 <i>pp.</i> 423-428 | Count numerals up to 120. | <ul style="list-style-type: none"> • number charts • hundred chart | <p>MP 1, 2, 4, 5, 6, 7 1.NBT.1</p> |

Count to 120

- crayons or colored pencils

Major Cluster

MP

2, 5, 6, 7
1.NBT.1

Lesson 14 pp. 429-434
Read and write numbers up to 120.

- number chart
- crayons
- timer

Read and Write Numbers to 120

Major Cluster

MP

1, 2, 3, 5, 6, 8

My Review and Reflect

- **Chapter 5: 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.

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.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.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.

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Different types of jobs require different knowledge and skills.

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.

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| 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 benchmark testing three times a year.

Summative Assessments

My Math chapter assessments.

Instructional Materials

See materials listed in the above lesson plans.

Standards

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| MA.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. |
| MA.1.NBT.B.2a | 10 can be thought of as a bundle of ten ones — called a “ten.” |
| MA.1.NBT.B.2b | The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. |
| MA.1.NBT.B.2c | 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). |
| MA.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 $<$. |