Unit 3 Reveal Grade 1

Content Area: **Math**
Course(s): **Math**
Time Period: **October**
Length: **3 weeks**
Status: **Published**

Unit Overview

UNIT 3 PLANNER
Place Value

PACING: **14 days**

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener	IWB Seeing Dots	Determine, by sight, the number of dots when presented with unstructured and structured patterns.				
3-1	Numbers 11 to 19	Students understand that teen numbers are composed of a ten and some ones.	Students use *and* to describe that the numbers 11 through 19 are represented on ten frames and composed of a ten and some ones.	Students identify and discuss the emotions experienced during math learning.	3-1	Math Terms group of ten ones teen number ten-frame
Math Probe	**Show the Value of the Digit: Student Interview**	Identify the value of a digit in a 2-digit number.				
3-2	Understand Tens	Students understand that ten ones can be grouped as one ten.	Students use *some* to explain that ones can be grouped as one ten.	Students recognize personal strengths through thoughtful self-reflection.	3-2	ones tens
3-3	Represent Tens and Ones	Students represent 2-digit numbers with some tens and some ones.	Students use plurals to define 2-digit numbers with some tens and some ones.	Students set a focused mathematical goal and make a plan for achieving that goal.	3-3	ones tens
3-4	Represent 2-Digit Numbers	Students use place value to show 2-digit numbers.	Students use *can* to explain showing 2-digit numbers with different tools and representations.	Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others.	3-4	ones place value place-value chart tens
3-5	Represent 2-Digit Numbers in Different Ways	Students can represent 2-digit numbers in different ways.	Students use *also* to describe representing 2-digit numbers in different ways.	Students engage in respectful discourse with peers about various perspectives for approaching a mathematical challenge.	3-5	ones tens
3-6	Compare Numbers	Students can compare 2-digit numbers.	Students use comparatives such as *greater than*, *less than*, and *equal to* to compare 2-digit numbers.	Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.	3-6	compare equal to greater than less than
3-7	Compare Numbers on a Number Line	Students can use number lines to compare 2-digit numbers.	Students locate 2-digit numbers on a number line and compare them based on their location using comparatives.	Students discuss and practice strategies for managing stressful situations.	3-7	compare equal to greater than less than number line
3-8	Use Symbols to Compare Numbers	Students compare numbers using the >, <, and = symbols.	Students use the simple present tense to state facts to compare 2-digit numbers represented by base-ten blocks and two 2-digit numbers with the symbols >, <, and =.	Students demonstrate thoughtful reflection through identifying the causes of challenges and successes while completing a mathematical task.	3-8	compare equal to (=) greater than (>) less than (<)
Unit Review **Fluency Practice**						
Unit Assessment **Performance Task**						

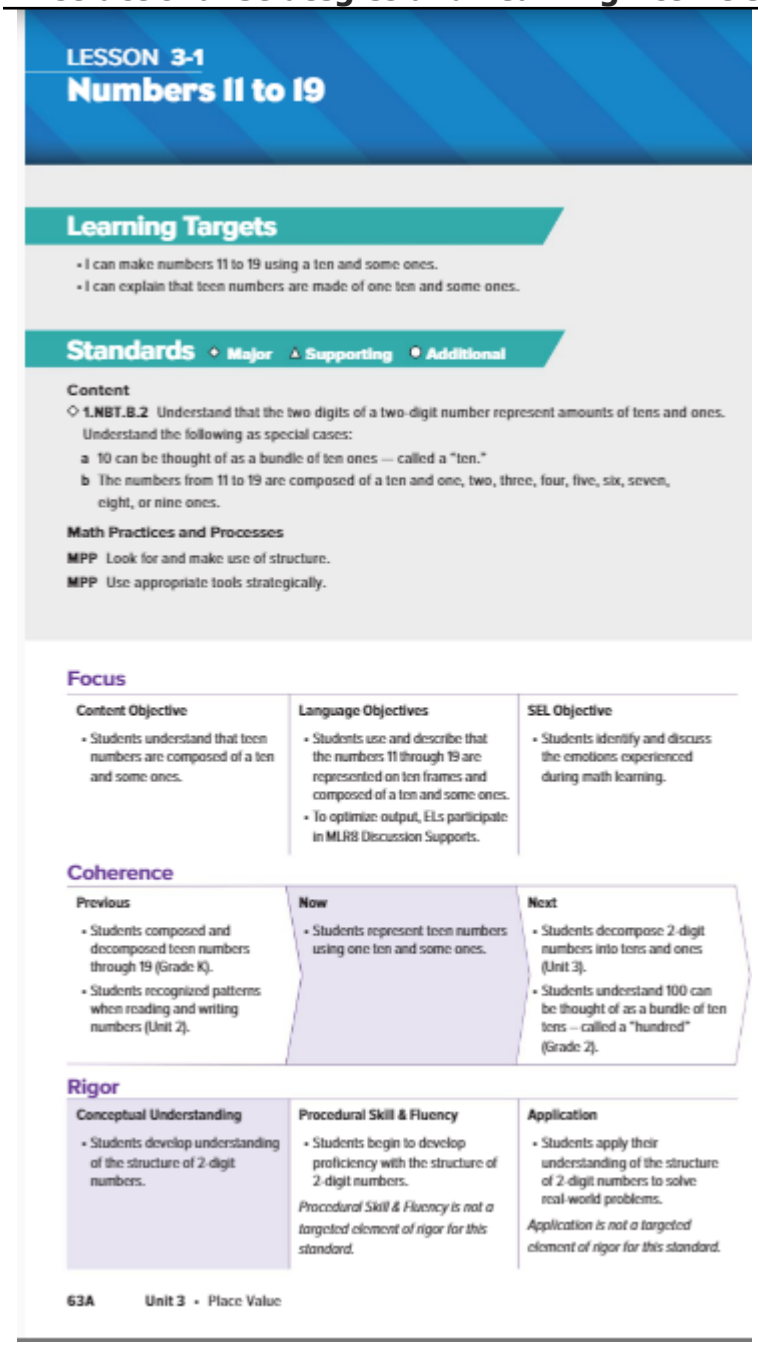
Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities



LESSON 3-1

Numbers 11 to 19

Learning Targets

- I can make numbers 11 to 19 using a ten and some ones.
- I can explain that teen numbers are made of one ten and some ones.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.
Understand the following as special cases:

a 10 can be thought of as a bundle of ten ones — called a "ten."

b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Math Practices and Processes

MPP Look for and make use of structure.

MPP Use appropriate tools strategically.

Focus

Content Objective	Language Objectives	SEL Objective
• Students understand that teen numbers are composed of a ten and some ones.	• Students use and describe that the numbers 11 through 19 are represented on ten frames and composed of a ten and some ones. • To optimize output, ELs participate in MLR8 Discussion Supports.	• Students identify and discuss the emotions experienced during math learning.

Coherence

Previous	Now	Next
• Students composed and decomposed teen numbers through 19 (Grade K). • Students recognized patterns when reading and writing numbers (Unit 2).	• Students represent teen numbers using one ten and some ones.	• Students decompose 2-digit numbers into tens and ones (Unit 3). • Students understand 100 can be thought of as a bundle of ten tens — called a "hundred" (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop understanding of the structure of 2-digit numbers.	• Students begin to develop proficiency with the structure of 2-digit numbers. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply their understanding of the structure of 2-digit numbers to solve real-world problems. *Application is not a targeted element of rigor for this standard.*

LESSON 3-2

Understand Tens

Learning Targets

- I can show and count tens.
- I can explain that 10 ones can be grouped as 1 ten.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a 10 can be thought of as a bundle of ten ones — called a "ten."

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).

Math Practices and Processes

MPP Use appropriate tools strategically.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students understand that ten ones can be grouped as one ten.	• Students use *same* to explain that ones can be grouped as one ten. • To cultivate conversation, ELs participate in MLR4: Information Gap.	• Students recognize personal strengths through thoughtful self-reflection.

Coherence

Previous	Now	Next
• Students composed and decomposed numbers up to 20 (Grade K). • Students made 2-digit numbers 11 to 19 as one group of ten and some ones (Unit 3).	• Students count groups of 10 and represent them with a 2-digit number. • Students group ones into tens to make them easier to count.	• Students compare 2-digit numbers (Unit 3). • Students identify patterns on hundred charts when skip counting by fives, tens, and hundreds (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of 2-digit numbers by recognizing that ten ones can be grouped as one ten.	• Students use these number sense skills to count groups of ten and represent them with a 2-digit number. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply these skills to real-world problem situations. *Application is not a targeted element of rigor for this standard.*

LESSON 3-3

Represent Tens and Ones

Learning Targets

- I can show tens and ones.
- I can explain how to show tens and ones.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.

Math Practices and Processes

MPP Look for and make use of structure.

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent 2-digit numbers with some tens and some ones.	• Students use plurals to define 2-digit numbers with some tens and some ones. • To support sense-making, ELs participate in MLR2: Collect and Display.	• Students set a focused mathematical goal and make a plan for achieving that goal.

Coherence

Previous	Now	Next
• Students composed and decomposed numbers up to 20 (Grade K). • Students represented multiples of 10 as groups of ten using connecting cubes (Unit 3).	• Students represent the tens and ones of 2-digit numbers using physical manipulatives. • Students count groups of tens and ones and represent them with 2-digit numbers.	• Students compare 2-digit numbers (Unit 3). • Students represent 3-digit numbers (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of 2-digit numbers being made up of tens and ones.	• Students use these skills to identify the tens and ones in 2-digit numbers.	• Students apply these skills to real-world problem situations. *Application is not a targeted element of rigor for this standard.*

LESSON 3-4

Represent 2-Digit Numbers

Learning Targets

- I can show 2-digit numbers with tens and ones.
- I can explain how to show 2-digit numbers with tens and ones.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.

Math Practices and Processes

MPP Use appropriate tools strategically.

MPP Model with mathematics.

Focus

Content Objective

- Students use place value to show 2-digit numbers.

Language Objectives

- Students use *con* to explain showing 2-digit numbers with different tools and representations.
- To optimize output, ELs participate in MLR4: Information Gap.

SEL Objective

- Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others.

Coherence

Previous

- Students represented a number of objects with a written numeral 0–20 (Grade K).
- Students represented 2-digit numbers using base-ten blocks (Unit 3).

Now

- Students represent 2-digit numbers using physical manipulatives.

Next

- Students compare 2-digit numbers on a number line (Unit 3).
- Students represent 3-digit numbers (Grade 2).

Rigor

Conceptual Understanding

- Students develop conceptual understanding of 2-digit numbers with different representations.

Procedural Skill & Fluency

- Students use these skills to represent 2-digit numbers using different tools.

Procedural Skill & Fluency is not a targeted element of rigor for this standard.

Application

- Students apply these skills to real-world problem situations.

Application is not a targeted element of rigor for this standard.

LESSON 3-5

Represent 2-Digit Numbers in Different Way

Learning Targets

- I can show a number in different ways.
- I can explain more than one way to show the same number.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students can represent 2-digit numbers in different ways.	• Students use also to describe representing 2-digits numbers in different ways. • To cultivate conversation, ELs participate in MLR8: Discussion Supports.	• Students engage in respectful discourse with peers about various perspectives for approaching a mathematical challenge.

Coherence

Previous	Now	Next
• Students composed and decomposed numbers up to 20 (Grade K). • Students represented 2-digit numbers as tens and ones (Unit 3).	• Students represent 2-digit numbers using physical manipulatives. • Students decompose a 2-digit number in different ways.	• Students break apart addends to solve addition equations (Unit 4). • Students add tens and ones (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of 2-digit numbers by decomposing them into different but equivalent groups of tens and ones.	• Students will use these skills with addition fluency as students are able to decompose numbers to add more efficiently. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply these skills to real-world problem situations. *Application is not a targeted element of rigor for this standard.*

LESSON 3-6

Compare Numbers

Learning Targets

- I can tell which of two numbers is greater.
- I can explain how to tell which of two numbers is greater.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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 <.

Math Practices and Processes

MPP Attend to precision.

MPP Reason abstractly and quantitatively.

Focus

Content Objective	Language Objectives	SEL Objective
• Students can compare 2-digit numbers.	• Students use comparatives such as *greater than*, *less than*, and *equal to* to compare 2-digit numbers. • To maximize linguistic and cognitive meta-awareness, ELs participate in MLR7: Compare and Connect.	• Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.

Coherence

Previous	Now	Next
• Students compared numbers 1 to 5 (Grade K). • Students represented the tens and ones in 2-digit numbers (Unit 3).	• Students represent 2-digit numbers using base-ten blocks. • Students compare the tens and ones in 2-digit numbers to determine which number is greater.	• Students compare numbers on a number line (Unit 3). • Students compare 3-digit numbers (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of 2-digit numbers by using place value to compare them.	• Students use these skills to compare numbers. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply these skills to real-world problem situations. *Application is not a targeted element of rigor for this standard.*

LESSON 3-7

Compare Numbers on a Number Line

Learning Targets

- I can use a number line to compare numbers.
- I can explain how to use a number line to compare numbers.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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 <.

Math Practices and Processes

MPP Look for and make use of structure.

MPP Use appropriate tools strategically.

Focus

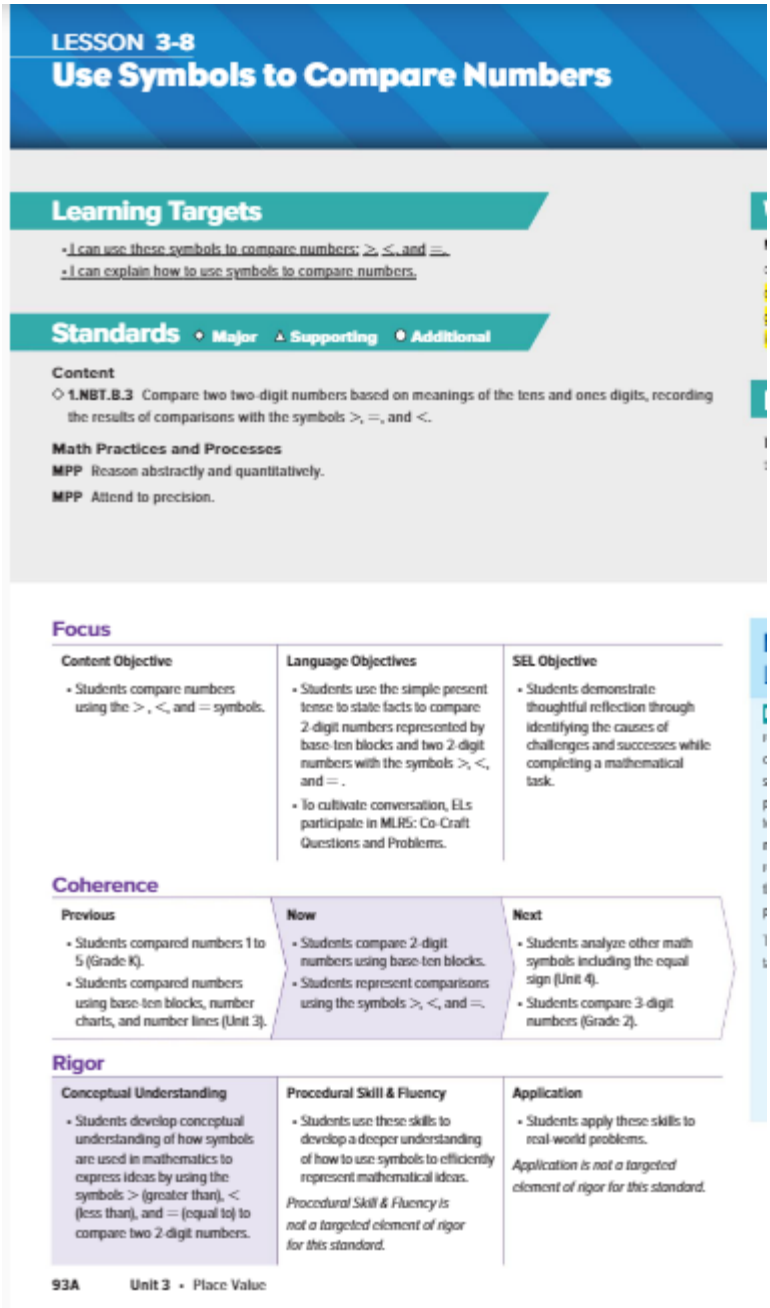
Content Objective	Language Objectives	SEL Objective
• Students can use number lines to compare 2-digit numbers.	• Students locate 2-digit numbers on a number line and compare them based on their location using comparatives. • To optimize output, ELs participate in MLR2: Collect and Display.	• Students discuss and practice strategies for managing stressful situations.

Coherence

Previous	Now	Next
• Students compared numbers 1 to 5 (Grade K). • Students compared numbers using base-ten blocks and a number chart (Unit 3).	• Students compare the location of two numbers on a number line to identify the greater number.	• Students represent comparisons using >, <, and = (Unit 3). • Students compare 3-digit numbers (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of 2-digit numbers by locating them on a number line and using this visual to compare the numbers.	• Students use these skills with subtraction fluency as students are able to compare numbers and find a difference more efficiently. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply these skills to real-world problems. *Application is not a targeted element of rigor for this standard.*



LESSON 3-8

Use Symbols to Compare Numbers

Learning Targets

- I can use these symbols to compare numbers: $\geq$, $\leq$, and $=$.
- I can explain how to use symbols to compare numbers.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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 <.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students compare numbers using the >, <, and = symbols.	• Students use the simple present tense to state facts to compare 2-digit numbers represented by base-ten blocks and two 2-digit numbers with the symbols >, <, and =. • To cultivate conversation, ELs participate in MLR5: Co-Craft Questions and Problems.	• Students demonstrate thoughtful reflection through identifying the causes of challenges and successes while completing a mathematical task.

Coherence

Previous	Now	Next
• Students compared numbers 1 to 5 (Grade K). • Students compared numbers using base-ten blocks, number charts, and number lines (Unit 3).	• Students compare 2-digit numbers using base-ten blocks. • Students represent comparisons using the symbols >, <, and =.	• Students analyze other math symbols including the equal sign (Unit 4). • Students compare 3-digit numbers (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students develop conceptual understanding of how symbols are used in mathematics to express ideas by using the symbols > (greater than), < (less than), and = (equal to) to compare two 2-digit numbers.	• Students use these skills to develop a deeper understanding of how to use symbols to efficiently represent mathematical ideas. *Procedural Skill & Fluency is not a targeted element of rigor for this standard.*	• Students apply these skills to real-world problems. *Application is not a targeted element of rigor for this standard.*

93A Unit 3 • Place Value

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
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).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks,

	debit and credit cards).
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).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2	Explain why an individual would choose to save money.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Technology and Design Integration

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.3	Identify and describe patterns in data visualizations.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.1.2.AP.5	Describe a program’s sequence of events, goals, and expected outcomes.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

Interdisciplinary Connections

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:



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Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Reveal Unit assessments

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation

Checklists

Questioning and Discussion

Quizzes

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

End of Unit assessments

Instructional Materials

See above

1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
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 <.