Unit 7 Reveal Grade 1

Content Area: **Math**
Course(s): **Math**
Time Period: **January**
Length: **2 weeks**
Status: **Published**

Unit Overview

UNIT 7 PLANNER
Meanings of Addition

PACING: 10 days

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener	Perfect Triangle	Apply problem-solving strategies while practicing addition facts to solve a puzzle.				
						Math Terms
7-1	Represent and Solve Add To Problems	Students represent an add to situation with an equation when the two addends are known.	Students use *can* to apply their understanding of representing word problems when the two addends are known.	Students develop and execute a plan, including selecting tools for mathematical problem solving.	7-1	addend, sum total, unknown word problem
7-2	Represent and Solve More Add To Problems	Students represent an add to situation with an equation when the first or second addend is unknown.	Students use *if* to respond to add to situations in word problems when one addend is unknown.	Students break down a situation to identify the problem at hand.	7-2	addend sum total unknown word problem
7-3	Represent and Solve Put Together Problems	Students represent a put together situation with an equation when the two addends are known.	Students describe how to solve addition word problems using simple present tense verbs.	Students recognize personal strengths through thoughtful self-reflection.	7-3	addend part sum, unknown whole word problem
7-4	Represent and Solve More Put Together Problems	Students represent a put together situation with an equation when both addends are unknown or when one addend is unknown.	Students solve addition word problems when one or both addends are unknown using *there is* and *there are*.	Students determine the strategies and analyses necessary to make informed decisions when engaging in mathematical practices.	7-4	addend, part sum, unknown whole word problem
Math Probe	**Problems and Equations 1**	Select an equation that shows the problems and explain why.				
7-5	Represent and Solve Addition Problems with Three Addends	Students represent an addition situation with an equation when there are three addends.	Students use *there* to explain solutions to addition word problems with three addends.	Students explore taking different perspectives on approaches to problem solving.	7-5	addend sum total unknown word problem
7-6	Solve Addition Problems	Students represent and solve various addition problems.	Students use *is* and *are* when solving and explaining how to represent word problems.	Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.	7-6	addend, part sum, total unknown whole word problem
Unit Review **Fluency Practice**						
Unit Assessment **Performance Task**						

Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities

LESSON 7-1

Represent and Solve Add To Problems

Learning Targets

- I can add one part to another part to find the result.
- I can represent a word problem to show adding two parts to find the result.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Model with mathematics.

MPP Reason abstractly and quantitatively.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent an add to situation with an equation when the two addends are known.	• Students use *can* to apply their understanding of representing word problems when the two addends are known. • To optimize output, ELs participate in MLR3: Critique, Correct, and Clarify.	• Students develop and execute a plan, including selecting tools for mathematical problem solving.

Coherence

Previous	Now	Next
• Students added and subtracted within 10 (Grade K). • Students used count on, doubles, near doubles, and making a 10 to help them add within 20 (Unit 4).	• Students apply their understanding of representing word problems with drawings and equations by solving addition word problems when the two addends are known.	• Students represent an add to situation with an equation when the first or second addend is unknown (Unit 7). • Students solve word problems that vary across situations (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students represent and solve add to problems when the result is unknown. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students use addition strategies to solve add to problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students build on their proficiency for solving addition word problems by representing and solving add to word problems within 20 using objects and equations.

LESSON 7-2

Represent and Solve More Add To Problems

Learning Targets

- I can solve a word problem that has an unknown addend.
- I can represent a word problem that has an unknown addend.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent an add to situation with an equation when the first or second addend is unknown.	• Students use *if* to respond to add to situations in word problems when one addend is unknown. • To support sense-making, ELs participate in MLR8: Discussion Supports.	• Students break down a situation to identify the problem at hand.

Coherence

Previous	Now	Next
• Students added and subtracted within 10 (Grade K). • Students represented an add to situation with an equation when two addends are known (Unit 7).	• Students apply their understanding of representing word problems with drawings and equations by solving addition word problems when one addend is unknown.	• Students represent a put together situation with an equation (Unit 7). • Students solve word problems that vary across situations (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students represent and solve add to problems based on connections between the quantities in the problem. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students use drawing and addition strategies as they solve add to problems when one addend is unknown. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students build on their proficiency for solving addition word problems by applying their experience solving add to problems with unknown results to solving add to problems with unknown addends.

LESSON 7-3

Represent and Solve Put Together Problems

Learning Targets

- I can put together two parts to find the total.
- I can represent a word problem to show putting together two parts to find the total.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Look for and make use of structure.

MPP Look for and express regularity in repeated reasoning.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent a put together situation with an equation when the two addends are known.	• Students describe how to solve problems using simple present tense verbs. • To support sense-making, ELs participate in MLR6: Three Reads.	• Students recognize personal strengths through thoughtful self-reflection.

Coherence

Previous	Now	Next
• Students added and subtracted within 10 (Grade K). • Students represented an add to situation with an equation (Unit 7).	• Students apply their understanding of representing word problems with drawings and equations by solving addition word problems when the two addends are known.	• Students represent a put together situation with an equation (Unit 7). • Students solve word problems that vary across situations (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students represent and solve put together problems based on the connections between the quantities in the problem. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students use composing number skills and addition strategies as they solve put together problems when the total is unknown. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students build on their proficiency for solving addition word problems by representing and solving put together word problems within 20 using objects and equations.

LESSON 7-4

Represent and Solve More Put Together Problems

Learning Targets

- I can solve an addition problem with both addends unknown.
- I can solve an addition problem with one addend unknown.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Make sense of problems and persevere in solving them.

MPP Look for and make use of structure.

Focus

Content Objective

- Students represent a put together situation with an equation when both addends are unknown or when one addend is unknown.

Language Objectives

- Students solve addition word problems when one or both addends are unknown using *there is* and *there are*.
- To support sense-making, ELs participate in MLR2: Collect and Display.

SEL Objective

- Students determine the strategies and analyses necessary to make informed decisions when engaging in mathematical practices.

Coherence

Previous

- Students added and subtracted within 10 (Grade K).
- Students represented a put together situation with an equation when the two addends are known (Unit 7).

Now

- Students represent word problems with drawings and equations by solving addition word problems when one or both addends are unknown.

Next

- Students represent an addition situation with an equation with three addends (Unit 7).
- Students solve word problems that vary across situations (Grade 2).

Rigor

Conceptual Understanding

- Students represent and solve put together problems based on the connections between the quantities in the problem.

Conceptual understanding is not a targeted element of rigor for this standard.

Procedural Skill & Fluency

- Students use drawing and addition strategies as they solve put together problems when both addends are unknown or when one addend is unknown.

Procedural skill & fluency is not a targeted element of rigor for this standard.

Application

- Students build on their proficiency for solving addition word problems by using objects and equations to represent and solve put together word problems within 20 when both addends are unknown or when one addend is unknown.

LESSON 7-5

Represent and Solve Addition Problems with Three Addends

Learning Targets

- I can represent an addition problem with an equation when there are three addends.
- I can solve an addition problem with three addends.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Look for and express regularity in repeated reasoning.

Focus

Content Objective

- Students represent an addition situation with an equation when there are three addends.

Language Objectives

- Students use *there* to explain solutions to addition word problems with three addends.
- To maximize linguistic and cognitive meta-awareness, ELs participate in MLR8: Discussion Supports.

SEL Objective

- Students explore taking different perspectives on approaches to problem solving.

Coherence

Previous

- Students added and subtracted within 10 (Grade K).
- Students represented add to and put together situations with equations (Unit 7).

Now

- Students apply their understanding of representing word problems with drawings and equations by solving addition problems when there are three addends.

Next

- Students represent and solve various addition problems (Unit 7).
- Students solve word problems that vary across situations (Grade 2).

Rigor

Conceptual Understanding

- Students represent and solve addition problems with three addends.

Conceptual understanding is not a targeted element of rigor for this standard.

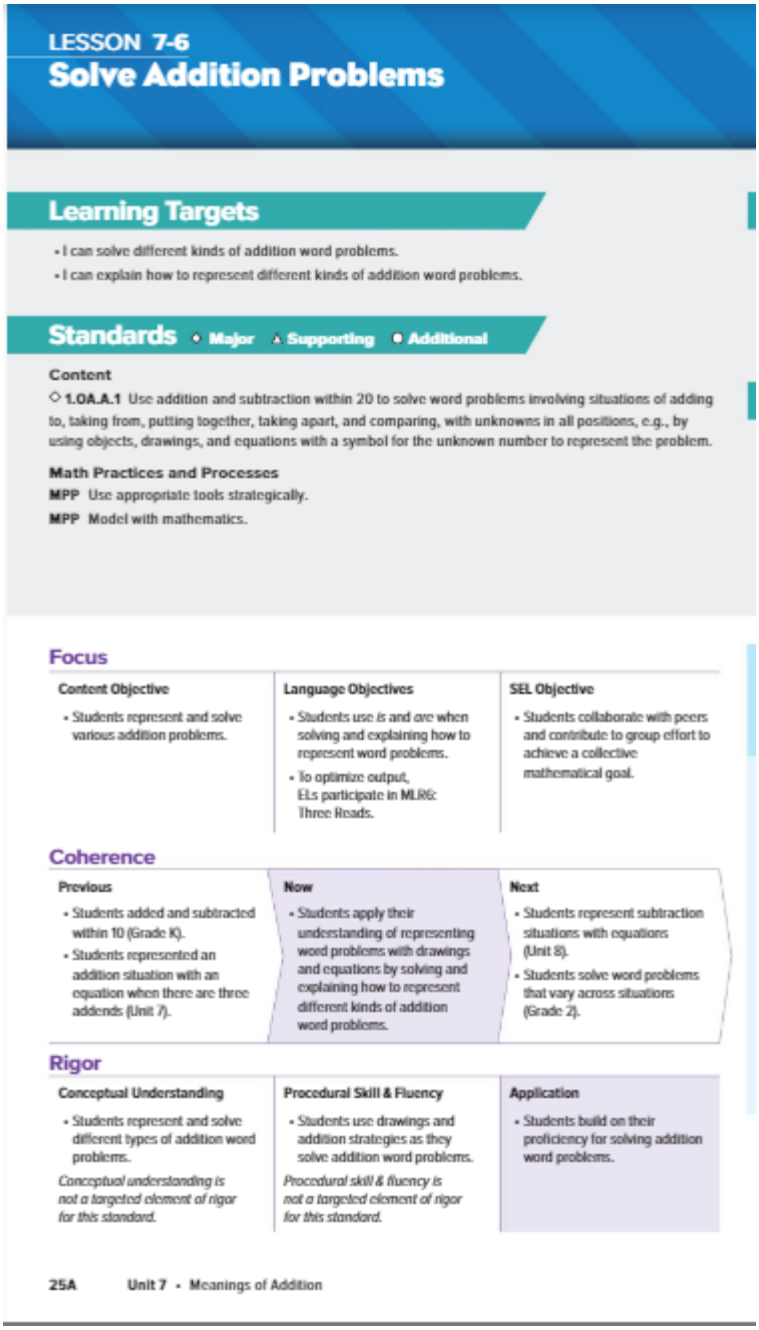
Procedural Skill & Fluency

- Students use drawings and addition strategies as they solve addition problems with three addends.

Procedural skill & fluency is not a targeted element of rigor for this standard.

Application

- Students build on their proficiency for solving addition word problems with three addends.



LESSON 7-6

Solve Addition Problems

Learning Targets

- I can solve different kinds of addition word problems.
- I can explain how to represent different kinds of addition word problems.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Use appropriate tools strategically.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve various addition problems.	• Students use *is* and *are* when solving and explaining how to represent word problems. • To optimize output, ELs participate in MLR6: Three Reads.	• Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.

Coherence

Previous	Now	Next
• Students added and subtracted within 10 (Grade K). • Students represented an addition situation with an equation when there are three addends (Unit 7).	• Students apply their understanding of representing word problems with drawings and equations by solving and explaining how to represent different kinds of addition word problems.	• Students represent subtraction situations with equations (Unit 8). • Students solve word problems that vary across situations (Grade 2).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students represent and solve different types of addition word problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students use drawings and addition strategies as they solve addition word problems. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students build on their proficiency for solving addition word problems.

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.1.4	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.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
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.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.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.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.
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.