Unit 3 - Addition Strategies to 20

Content Area: **Mathematics**
Course(s):
Time Period: **November**
Length: **4-6 weeks**
Status: **Published**

Unit Overview

In Unit 3 students will connect with the theme of We're in the Big City!, which centers around things children could see in a big city such as buildings, bridges, and airplanes. How math is used when planning a trip to the city or while visiting the city is connected to problem solving.

Essential Questions

"How do I use strategies to add numbers?"

Content

How to apply properties of operations to add.

How to count on to add another number.

How to use a number line to add.

How to use doubles to add.

How to add near doubles to find the sum.

Skills

Add three numbers to find a sum.

Use the greater number and count on by the smaller number to find the sum.

Start with the greater number and move to the right to add the smaller number.

Add together two of the same addends to find a sum.

Add together near doubles facts to find the sum.

Assessments

Chapter Readiness Quiz

Teacher Observation

Check My Progress

Oral and Listening Assessment

Chapter Test

Lessons/Learning Scenarios

MyMath Grade 1

Chapter 3: Lessons 1-9

Standards

CCSS.Math.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.
CCSS.Math.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.
CCSS.Math.Content.1.OA.B.3	Apply properties of operations as strategies to add and subtract.
CCSS.Math.Content.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
CCSS.Math.Content.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 $6 + 6 + 1 = 12 + 1 = 13$).
CCSS.Math.Content.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Resources

MyMath Grade 1, McGraw-Hill (2013)

- dominoes
- two-color counters
- number cubes
- rulers
- pencils
- staplers
- books
- sticky notes
- index cards
- stickers
- connecting cubes
- two-color counters
- write-on/wipe-off boards
- Work Mats

Additional Resources:
- [Find the Missing Addend Chart](#)
- [Additional Games for Common Core](#)
- [Addition Word Problems](#)
- [Super Teacher Addition Worksheets](#)
- [More Math Worksheets](#)
- [Fact Family House](#)
- [Addition Strategies](#)
- [Count On to Solve](#)

- [My Little Book of Addition Strategies](#)

Videos:

- [BrainPop Jr. Counting On](#)

Technology Games:
- [Fun Brain Math Arcade](#)
- [Scrambled Egg City Doubles Facts](#)
- [Scrambled Egg City Coubles Plus One Facts](#)