Unit 5 - Place Value

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

Unit Overview

In Unit 5 will connect with the theme of We're at the Toy Store!, which centers on different types of toys and games that children could have gotten from a toy store. How math is used in running a toy store is reflected in problem solving and the visuals used throughout the unit. Students continue to identify number patterns such as 1 more, 1 less, 10 more, or 10 less than a given number.

Essential Questions

“How can I use place value?”

Content

How to make ten using ones.

How to show a number as tens and ones.

How to compare two-digit numbers.

Greater than/less than.

Mentally find ten more and/or ten less than a given number without having to count the numbers.

Skills

Read and write numbers up to 120.

Put 10 ones together to make one ten.

Gather ones into groups of 10 to make counting tens and ones easier.

Compare two two-digit numbers or groups of objects and determine if the number or groups are equal.

Compare two two-digit numbers or groups of objects and determine which number or group is greater.

Compare two two-digit numbers or groups of objects and determine which number or group is less.

Find ten more or ten less than a given number.

Assessments

Chapter Readiness Quiz

Teacher Observation

Check My Progress

Oral and Listening Assessment

Chapter Test

Lessons/Learning Scenarios

MyMath Grade 1

Chapter 5: Lessons 1-14

Standards

CCSS.Math.Content.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.
CCSS.Math.Content.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”
CCSS.Math.Content.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.
CCSS.Math.Content.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).
CCSS.Math.Content.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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
- ten-section spinners
- counters
- connecting cubes
- hundred chart