## Unit 4

Content Area: Mathematics
Course(s): Mathematics 1
Time Period: December
Length:
15 Days
Status:
Published

## Unit Overview

In unit 4, students will learn to:

- Students will learn using tens and ones to organize and count.

Unit skills include:

- Understand tens and ones
- Count and write to 120
- Find 10 more and 10 less than a number
- Compare two digit numbers, using tens and ones


## Priority Standards

MATH.1.NBT.A. 1

MATH.1.NBT.B. 2

MATH.1.NBT.B. 3

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.

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

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>,=$, and $<$.

## Learning Targets

## I can...

- Count by grouping tens and then count by ones, using objects and base ten blocks
- Count by tens
- Find 10 more and 10 less of a number within 120
- Read, write, and count from any number up to 120
- Represent two digit numbers using objects and numbers
- Understand the meaning of the symbols < and >
- Use place value to compare two-digit numbers
- Write the symbols <, >, and = to compare two-digit numbers


## Essential Questions

- How can I compare two digit numbers based on tens and ones and what are the correct symbols to compare them?
- Why is it important to understand that two digits of a two digit number represent amounts of tens and ones?


## Materials and Resources

- 100s chart
- Base-10 blocks
- iReady Learning Path components
- iReady Math book
- iReady Math Centers
- Whiteboards


## Unit Assessments (Required)

- Diagnostic Assessments
- Exit Tickets
- Independent practice pages
- My Learning Path weekly progress
- Teacher Observation
- Unit Tests


## Learning Plan (Skills and Activities)

\(\left.$$
\begin{array}{|l|l|l|l|}\hline \text { Time Frame } & \text { Lesson } & \text { Standard } & \text { Targets } \\
\hline \begin{array}{l}\text { Lesson 15-5 } \\
\text { days }\end{array} & \text { Tens and Ones } & \text { 1.NBT.B.2 } & \begin{array}{l}\text { - Represent two digit } \\
\text { numbers using objects } \\
\text { and numbers }\end{array}
$$ <br>
- Count by grouping tens <br>
and then count by ones, <br>
using objects and base <br>

ten blocks\end{array}\right\}\)| - Count by ten |
| :--- |

\(\left.$$
\begin{array}{|l|l|l|l|}\hline \begin{array}{l}\text { Lesson 16-5 } \\
\text { days }\end{array} & \text { Numbers to 120 } & \text { 1.NBT.A.1 } & \begin{array}{l}\text { - Find } 10 \text { more and 10 less } \\
\text { of a number within 120 } \\
\text { Read, write, and count } \\
\text { from any number up to } \\
120\end{array} \\
\hline \begin{array}{l}\text { Lesson 17-5 } \\
\text { days }\end{array} & \begin{array}{ll}\text { Compare } \\
\text { Numbers }\end{array} & \text { 1.NBT.B.3 } & \begin{array}{l}\text { - Write the symbols }<,>, \\
\text { and = to compare two- } \\
\text { digit numbers }\end{array}
$$ <br>
- Understand the meaning <br>

of the symbols<and>\end{array}\right\}\)| - Use place value to |
| :--- |
| compare two-digit |
| numbers |

## Strategies for Multilingual Learners

- Access to manipulatives
- Clarify test directions, read test questions
- Consistent routine
- Continue practicing vocabulary
- Modeling
- Peer partners
- Read directions to student
- Read word problems aloud
- Small group/individual review of prerequisite and current skills
- Use of visuals


## Strategies for Students in Need of Intervention

- Access to manipulatives
- Additional time for assignments
- Answers to be dictated
- Concrete examples
- Extra visual and verbal cues and prompts
- Have student restate information
- Instruction on prerequisite skills/spiral review
- Review of directions
- Small group instruction
- Support auditory presentations with visuals
- Varied reinforcement procedures
- Work in progress check


## Strategies for Enrichment

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction w/ coaching to promote self directed learning
- Provide higher-order questioning and discussion opportunities
- Tiered centers or assignments


## Technology Integration

- . 8.1.2.A. 1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A. 4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).


## Interdisciplinary Connections

Connections to Reading: Apply comprehension startegies to solve word problems. Incorporate literature relating to the math skill in lesson, such as, books on time.

Connections to Writing: Students write descriptions of composite shapes they have made.
Connections to Science: Incoporate time in experiments/investigations.

## 21st Century Skills/Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

WRK.9.1.2.CAP. 1
TECH.9.4.2.CT. 3
TECH.9.4.2.TL. 3
TECH.9.4.2.IML. 1
TECH.9.4.2.IML. 2
TECH.9.4.2.IML. 4

Make a list of different types of jobs and describe the skills associated with each job.
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Enter information into a spreadsheet and sort the information.
Identify a simple search term to find information in a search engine or digital resource.
Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

