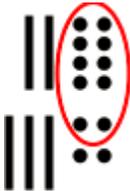
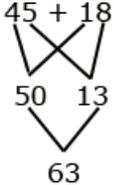


Seymour Public Schools Math Grade 1 Unit 8

<p>Grade: 1</p> <p>Unit 8- Visualize and Represent Two-Digit Addition</p>	<p>Subject: Math</p> <ul style="list-style-type: none"> • Time Frame: 12 days • Domain: Numbers and Operations in Base Ten 	
<p>Standards</p>	<p>Content Standards: 1.NBT.3, 1.NBT.4, 1.NBT.6 http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf</p>	<p>Practice Standards: MP 1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Enduring Understandings</p>	<p>1. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p>	
<p>Essential Questions</p>	<p>1. How do we add two-digit numbers?</p>	
<p>Vocabulary</p>	<p>group, new group below method, new group above method, proof drawing, show all totals method</p>	

Priority and Supporting CCSS	Explanations and Examples*
	<p>Examples:</p> <ul style="list-style-type: none"> <p>• $43 + 36$ Student counts the 10s (10, 20, 30...70 or 1, 2, 3...7 tens) and then the 1s.</p> <p>• 28 $\begin{array}{r} 28 \\ +34 \\ \hline \end{array}$ Student thinks: 2 tens plus 3 tens is 5 tens or 50. S/he counts the ones and notices there is another 10 plus 2 more. 50 and 10 is 60 plus 2 more or 62.</p>  <p>• $45 + 18$ Student thinks: Four 10s and one 10 are 5 tens or 50. Then 5 and 8 is $5 + 5 + 3$ (or $8 + 2 + 3$) or 13. 50 and 13 is 6 tens plus 3 more or 63.</p>  <p>• $\begin{array}{r} 29 \\ +14 \\ \hline \end{array}$ Student thinks: "29 is almost 30. I added one to 29 to get to 30. 30 and 14</p>

Priority and Supporting CCSS	Explanations and Examples*
<p>1. NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>is 44. Since I added one to 29, I have to subtract one so the answer is 43.”</p> <p>1.NBT.6. This standard is foundational for future work in subtraction with more complex numbers. Students should have multiple experiences representing numbers that are multiples of 10 (e.g. 90) with models or drawings. Then they subtract multiples of 10 (e.g. 20) using these representations or strategies based on place value. These opportunities develop fluency of addition and subtraction facts and reinforce counting up and back by 10s.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 70 - 30: Seven 10s take away three 10s is four 10s • 80 - 50: 80, 70 (one 10), 60 (two 10s), 50 (three 10s), 40 (four 10s), 30 (five 10s) • 60 - 40: I know that 4 + 2 is 6 so four 10s + two 10s is six 10s so 60 - 40 is 20 <p>Students may use interactive versions of models (base ten blocks, 100s charts, number lines, etc.) to demonstrate and justify their thinking.</p>

Seymour Public Schools Math Grade 1 Unit 8

Resources

Math Expressions - Unit 8, Lessons 1-6
Soar to Success Math Intervention
Mega Math
Destination Math
Common Core Mathematics-Newmark Learning- Units-11, 12, 13, 14, 15

Unit Assessments

Unit Test
Quick Quizzes
Formative Assessments
Performance Assessment

Technology: Videos, Websites, Links

www.learnzillion.com

www.xtramath.org

<https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx>

<http://exchange.smarttech.com/index.html#tab=0>

<http://nlvm.usu.edu/en/nav/vlibrary.html>

<https://grade1commoncoremath.wikispaces.hcpss.org/1.OA.1>

<https://grade1commoncoremath.wikispaces.hcpss.org/1.OA.3>

http://www.internet4classrooms.com/common_core/apply_properties_operations_strategies_add_subtract_operations_algebraic_thinking_first_1st_grade_math_mathematics.htm

http://mrnussbaum.com/grade_1_standards/

<http://www.youtube.com/watch?v=OWpTqaSr7e8>

http://ccsmath.org/?page_id=49

<http://www.ohiorc.org/standards/commoncore/mathematics/grade.aspx?id=5022>

<https://sites.google.com/a/bryantschools.org/math-common-core-resource-site/home-1/1st-grade/1-0a-6>

<http://www.mrmaffesoli.com/1stGrade/1stGradeCCS.html>