# CAR Unit Template

## Unit Title: Mathematics – Place Value and More Strategies for Addition and Subtraction – Unit 2 – Module A

**Grade level: Grade 1**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**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.

**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.

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).

**1.NBT.B 3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

**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.B.3** Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* {Students need not use formal terms for these properties}

**1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 − 8 by finding the number that makes 10 when added to 8.

**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).

**1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

**1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine*

*the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 =* � *– 3, 6 + 6 =* �*.*

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **1.NBT.A.1 – WALT** read numbers up to 120 |  |  |  |  |
| **1.NBT.A.1 – WALT** write numbers up to 120 |  |  |  |  |
| **1.NBT.A.1 – WALT** represent objects with a written number in sets within 120 objects |  |  |  |  |
| **1.NBT.B.2 – WALT** in a two-digit number, one digit represents the amount of tens and the other digit represents the amount of ones |  |  |  |  |
| **1.NBT.B.2 – WALT** the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 are made up of some tens and 0 ones |  |  |  |  |
| **1.NBT.B.3 – WALT** compare two two-digit numbers using the meanings of the tens and ones digits |  |  |  |  |
| **1.NBT.B.3 – WALT** compare two numbers using the symbols <, >, and = |  |  |  |  |
| **1.OA.A.1 – WALT** represent a word problem using objects, drawings, or equations using a symbol for the unknown |  |  |  |  |
| **1.OA.A.1 – WALT** solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions |  |  |  |  |
| **1.OA.A.3 – WALT** apply the associative, commutative and identity properties as strategies to add and subtract |  |  |  |  |
| **1.OA.A.4 – WALT** subtraction can be thought of as an addition problem with an unknown addend |  |  |  |  |
| **1.OA.A.4 – WALT** a related addition problem can be used to solve a subtraction problem |  |  |  |  |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as counting on, making ten, and decomposing a number leading to a ten |  |  |  |  |
| **1.OA.C.6 – WALT** add and subtract within 20 using strategies such as relationship between addition and subtraction, and using easier or known sums within 10 |  |  |  |  |
| **1.OA.C.6 – WALT** working towards accuracy and efficiency for addition and subtraction within 10, use efficient strategies to add and subtract within 20 |  |  |  |  |
| **1.OA.A.7 – WALT** determine if equations involving addition and subtraction within 20 are true or false using the meaning of the equal sign |  |  |  |  |
| **1.OA.A.8 – WALT** determine the missing number (in any position) that makes an equation within 20 true |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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