# CAR Unit Template

## Unit Title: Mathematics – Place Value and Two Digit Addition and Subtraction Strategies – Unit 3 –Module A

**Grade level: Grade 1**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

**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.

**1.NBT.C.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.

**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.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).

**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.C.4** **– WALT** sometimes it is necessary to compose tens when adding |  |  |  |  |
| **1.NBT.C.4** **– WALT** compose tens when adding two-digit numbers, if necessary |  |  |  |  |
| **1.NBT.C.4** **– WALT** when adding two-digit numbers, one adds tens and tens, ones and ones |  |  |  |  |
| **1.NBT.C.4** **– WALT** 10, 20, 30, 40, 50, 60, 70, 80, and 90 are multiples of 10 |  |  |  |  |
| **1.NBT.C.4** **– WALT** add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings |  |  |  |  |
| **1.NBT.C.4** **– WALT** add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction |  |  |  |  |
| **1.NBT.C.4** **– WALT** relate strategies for adding a two-digit and a one-digit number within 100 to a written method and explain the reasoning used to solve |  |  |  |  |
| **1.NBT.C.4** **– WALT** add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings |  |  |  |  |
| **1.NBT.C.4** **– WALT** add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction |  |  |  |  |
| **1.NBT.C.4** **– WALT** relate strategies for adding a two-digit number and a multiple of 10, within 100, to a written method and explain the reasoning used to solve |  |  |  |  |
| **1.NBT.C.5 – WALT** mentally find 10 more or 10 less than any given two-digit number, without having to count |  |  |  |  |
| **1.NBT.C.5 – WALT** explain how to mentally find 10 more or 10 less than any given two-digit number |  |  |  |  |
| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using concrete models or drawings (multiples of 10 less than or equal to 90) |  |  |  |  |
| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) |  |  |  |  |
| **1.NBT.C.6 – WALT** subtract multiples of 10 from multiples of 10 using the relationship between addition and subtraction (multiples of 10 less than or equal to 90) |  |  |  |  |
| **1.NBT.C.6 – WALT** relate the strategy used to subtract multiples of 10 from multiples of 10 to a written method |  |  |  |  |
| **1.NBT.C.6 – WALT** explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90) |  |  |  |  |
| **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.C.6 – WALT** add and subtract within 20 using strategies such as counting on, making ten, decomposing a number leading to a ten, relationships within addition and subtraction, and using easier or known facts 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 |  |  |  |  |

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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