# CAR Unit Template

## Unit Title: Mathematics – Place Value Strategies and Composite Shapes – Unit 4 – 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.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** 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 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 and a one-digit number within 100 to a written method and explain the reasoning used to solve |  |  |  |  |
| **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.4 – WALT** when adding two-digit numbers, one adds tens and tens, ones and ones |  |  |  |  |
| **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.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** add and subtract within 10 with accuracy and efficiency |  |  |  |  |

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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