

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: Mathematics

GRADE: 1

UNIT: # 3

UNIT NAME: Understand Place Value

Anticipated finish: Week of February 15

STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS	
1	Decompose two- digit numbers as the sum of tens and ones for numbers less than 100.	1.NBT.2c	Decompose two- digit numbers as the sum of tens and ones for numbers less than 100.
2	Compare two digit numbers using <, >, and = symbols.	1.NBT.3	Compare two digit numbers using <, >, and = symbols.
3	Add a 2-digit and a 1-digit number, and a 2-digit number and a multiple of 10, using concrete models or drawings (sums within 50). Add tens and tens, and ones and ones, by decomposing 2-digit numbers and composing an additional ten when necessary (e.g., $18 + 20$ equals $10 + 8 + 20$ equals $30 + 8$ equals 38; and, $37 + 5$ equals $30 + 7 + 5$ equals $30 + 12$ equals $30 + 10 + 2$ equals $40 + 2$ equals 42).	1.NBT.4	Add a 2-digit and a 1-digit number, and a 2-digit number and a multiple of 10, using concrete models or drawings (sums within 50). Add tens and tens, and ones and ones, by decomposing 2-digit numbers and composing an additional ten when necessary (e.g., $18 + 20$ equals $10 + 8 + 20$ equals $30 + 8$ equals 38; and, $37 + 5$ equals $30 + 7 + 5$ equals $30 + 12$ equals $30 + 10 + 2$ equals $40 + 2$ equals 42).
4	Mentally find ten more or ten less than a number without having to count and explain the reasoning used.	1.NBT.5	Mentally find ten more or ten less than a number without having to count and explain the reasoning used.
5	Subtract multiples of ten from multiples of ten (numbers less than 100, differences greater than or equal to zero) and explain the reasoning used.	1.NBT.6	Subtract multiples of ten from multiples of ten (numbers less than 100, differences greater than or equal to zero) and explain the reasoning used.

Bold type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

Selected Opportunities for Connection to Mathematical Practices

1. Make sense of problems and persevere in solving them.

SLO #1 Explain what it means to decompose a two-digit number into two parts (numbers less than 100).

SLO #3 Explain how to solve addition problems involving 1-digit numbers, 2-digit numbers, and multiples of 10.

2. Reason abstractly and quantitatively.

SLO #1 Understand the quantities that are represented in a two-digit decomposed number.

SLO #2 Understand the quantities of numbers and their relationship to each other in order to correctly apply the $<$, $>$, or $=$ symbols.

3. Construct viable arguments and critique the reasoning of others.

SLO #5 Accurately and efficiently explain the reasoning involved in subtracting multiples of ten from multiples of ten.

4. Model with mathematics.

5. Use appropriate tools strategically.

SLO #3 Be able to identify the proper tools to help model addition problems involving 1-digit numbers, 2-digit numbers, and multiples of 10.

6. Attend to precision.

SLO #2 State the meaning behind the $<$, $>$, and $=$ symbols, and apply the signs consistently and appropriately.

7. Look for and make use of structure.

SLO #1 Understand the pattern of decomposing numbers less than 100 (e.g. 82 is equal to 8 groups of 10 and two ones).

SLO #3 Understand the structure involved in adding 2-digit and 1 digit numbers, and 2-digit numbers and a multiple of 10 (include decomposing 2-digit numbers).

8. Look for and express regularity in repeated reasoning.

Bold type identifies possible starting points for connections to the SLOs in this unit.

Greater Brunswick Charter School Curriculum

Grade level: 1		Subject: Math			Unit #: 3		
Day	Topic	SLO	Learning Objectives	Essential Questions	Suggested Student Activities		Possible Resources
					Whole Group	Small Group / Stations	
1	<ul style="list-style-type: none"> Numbers 11 to 19 	1, 4	Count and write numbers 11 to 19	<i>How can you show the numbers 11 to 19 in different ways?</i>		<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 5.1 p. 347-352 Critter Junction Game
2	<ul style="list-style-type: none"> Tens 	1	Count groups of tens	<i>How would you use cubes to model the number 100?</i>		<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 5.2 p.353-358 YouTube Video - Tens and Ones Interactive Place Value Game
3	<ul style="list-style-type: none"> Count by Tens Using Dimes 	1,3,4	Use dimes to count by tens	<i>How can you use dimes and pennies to count tens and ones?</i>		<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 5.3 p. 359-364 Fact Dash Critter Junction Dimes and Pennies Game
4	<ul style="list-style-type: none"> Ten and Some More 	1,3,4	Make groups of ten and some more	<i>How can making a ten help you show a number?</i>		<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 5.4 p.365-370
5	<ul style="list-style-type: none"> Tens and Ones 	1,3,4	Make groups of tens and ones	<i>How can making groups of tens and ones help make a number?</i>		<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 5.5 p. 371-376 Tens and Ones Activity Sheets Place Value Activity Sheet Place Value Mystery Picture Puzzle

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6	<ul style="list-style-type: none"> • Checking Progress • Problem Solving 	1,3,4	Make a table to solve problems	<i>How can making a table help organize information to solve a problem?</i>	<p><u>Formative Assessment:</u> Think/Pair/Share Have students discuss with their partners the advantages of making a table to help solve a problem.</p>	<ul style="list-style-type: none"> • Fluency Practice • Differentiated intervention as needed • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath 5.CP p. 377-378 • MyMath 5.6 p. 379-384
7	<ul style="list-style-type: none"> • Numbers to 100 	1,3,4	Write numbers to 100 in different ways	<i>How do base ten blocks help model a number?</i>		<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath 5.7 p.385-390 • Online Place Value Model to 100 Activity • Reteach Master
8	<ul style="list-style-type: none"> • Ten More, Ten Less 	4	Identify numbers that are 10 more and 10 less than a given number	<p><i>What happens when we move to the right on the number line?</i></p> <p><i>What happens when we move to the left on the number line?</i></p>	<p><u>Exit Slip:</u></p> <p>Give students a number, call on a student to give you the number that is 10 more, that student will call on another student to give 10 less. Repeat until all students had a turn.</p>	<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath 5.8 p. 391-396 • 10 More 10 Less Online Activity • Pinterest Activity Sheet - 10 More 10 Less
9	<ul style="list-style-type: none"> • Count by Fives Using Nickels 	No SLO, however a valuable skill to be taught	Use nickels to count by fives	<p><i>What are different ways to model 5?</i></p> <p><i>How is counting by fives different than counting by tens?</i></p>	This lesson can be used as a review	<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath 5.9 p. 397-402
10	<ul style="list-style-type: none"> • Use Models to Compare Numbers 	2	Compare Two, Two-Digit Numbers	<i>Why do we compare numbers?</i>		<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice • I-Ready 	<ul style="list-style-type: none"> • MyMath 5.10 p. 403-408 • ABCya • Pinterest Comparing Numbers Activity Sheet
11	<ul style="list-style-type: none"> • Checking Progress 	1,2,3,4	Identify weakness from the past 10 days	What don't I know enough of yet?		<ul style="list-style-type: none"> • Review • Assessment 	<ul style="list-style-type: none"> • MyMath 5.CP p. 415-416 • Reteach Masters • Critter Junction

Grade level: 1		Subject: Math			Unit #: 3		
Day	Topic	SLO	Learning Objectives	Essential Questions	Suggested Student Activities		Possible Resources
					Whole Group	Small Group / Stations	
12	• Numbers to 120	1,3,4	Make groups of hundreds, tens, and ones	<i>Would it make sense to model 100 with all unit cubes?</i>		<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath 5.12 p. 417-422
13	• Count to 120	1,3,4	Count numbers up to 120	<i>What is the difference between a 10 and a 100? How are they related?</i>		<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice i-Ready 	<ul style="list-style-type: none"> • MyMath 5.13 p. 423-428
14	• Read and Write Numbers to 120	1,3,4	Read and write numbers up to 120	<ul style="list-style-type: none"> • <i>What do you know about a three-digit number?</i> • <i>What is the greatest place value of a three-digit number?</i> 		<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath 5.14 p. 429-434 • TeachersPayTeachers Activity Sheet - Fill In Missing Numbers to 120 • Fill In the Missing Number Sheets
15	• Review	1,2,3,4				<ul style="list-style-type: none"> • Differentiated Intervention as needed • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath 5.Review p. 435-438
16	• Assessment					<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath • Summative Assessment
17	• Add Tens	1,3	Add 10's within 100	<i>How does adding one-digit numbers help you add two-digit numbers?</i>		<ul style="list-style-type: none"> • Warm-up • Lesson & Guided Practice • Independent Practice • i-Ready 	<ul style="list-style-type: none"> • MyMath 6.1 p. 447-452 • Add Tens Activity Sheet

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18	<ul style="list-style-type: none"> Count on Tens and Ones 	1,3	Count on by tens and ones	<i>What is the difference between counting on by ones and counting on by tens?</i>	<i>Take the time to reinforce addition skills and review tens and ones place value</i>	<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 6.2 p. 453-461 Online Interactive Activity Tens and Ones Tens and Ones Activity Sheet
19	<ul style="list-style-type: none"> Add Tens and Ones 	1,3	To find sums within 100	<i>What happens to the next number in the sequence?</i>		<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 6.3 P.462-470
20	<ul style="list-style-type: none"> Problem Solving: Guess, Check, and Revise 	3,4	Guess, Check, and Revise to solve problems	<i>What strategies can be used to solve addition word problems?</i>		<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 6.4 p. 465-470 Guess, Check, and Revise Word Problem Activity Sheet
21	<ul style="list-style-type: none"> Add Tens and Ones With Regrouping 	3,4	Add the tens and ones to find the sum with regrouping	<i>When do you need to regroup?</i>	<i>Literature Connection: Read the trade book "The Good Neighbors Store an Award; A Cheesy Mouse Tale of Addition with Regrouping" by: Mark Ramsey to introduce the lesson</i>	<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 6.5 p. 471-476 Two Digit Addition Activity Sheets
22	<ul style="list-style-type: none"> Checking Progress 	3,4	Identify weakness from the last 3 days	<i>What don't I know?</i>	<i>Take your time and revisit any skills students are lacking. Great opportunity to differentiate interventions. Students will benefit from review of the previous skills to move forward with the Chapter</i>	<ul style="list-style-type: none"> Warm-up Lesson & Guided Practice Independent Practice i-Ready 	<ul style="list-style-type: none"> MyMath 6.CP p. 477-478 Reteach Masters <i>3-2-1 Strategy – Have students orally say 3 things they have learned, 2 things they want to know more about, and 1 question they may have</i>

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Authentic Application

Your Goal: Place Value & Adding and Subtracting 10 to get the highest number

Your Role: Participant

Your Audience: Classmates

The Situation: Part 1: Each player takes turns rolling a die (0-9) twice and deciding whether to put the number in the tens place or ones place. Once they have their two-digit number, each student turns their paper over and reveals the number. Whoever has the highest number puts a tally mark in the box. Play continues until a student gets 10 tallies.

Part 2: Each player will take their numbers from the game and draw the corresponding longs and cubes and color them. Next, the student will add 10 to the number and subtract 10 to the number and show their work. Example... 54 – Draw 5 longs and 4 cubes, $54+10=64$, $54-10=44$.

Part 3 (Extra Credit): Create a word problem and illustrate, to go with each of the number sentences.

[ROLL FOR TENS.doc](#) – HAVE MULTIPLE COPIES FOR STUDENTS

Your Product: Student will have the activity sheet completed with the attached illustration of the longs and cubes and number sentences.

Success Criteria: Completed sheet with attached drawings, number sentences, and possible word problems.