

Unit Plan by Prioritized Standards

Content Area	Math
Grade/Course	1st Grade Math
Unit of Study	Operations and Algebraic Thinking Units 1 and 2 (Modules 1 and 2)
Duration of Unit	52 days

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

Module 1:

1.OA.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

1.OA.3

Apply properties of operations as strategies to add and subtract.2 *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.)*

1.OA.6

Add and subtract within 20.

1.OA.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.*

Module 2: (in addition)

1.NBT.2

Understand that the two digits of a two-digit number represent amounts of tens and ones.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Solve Compare Take apart Put together Add to	Addends Word Problems Objects Drawings Equations	2
Understand and apply Add Subtract	Properties of operations Strategies Commutative Property Associative Property	2

Add Subtract	Numbers 0-20	2-4 Depends on task.
Determine Relate	Unknown whole number Addition Subtraction Equation	2
Understand	Tens and ones	1
Compare	<, >, = Two-digit numbers	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> ● Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. ● Students use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations. They will use these models to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. ● Students understand connections between counting and addition/subtraction (e.g., adding two is the same as counting on two). ● Students use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. ● By comparing a variety of solution strategies, students will build an understanding of the relationship between addition and subtraction ● Students think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). ● Numbers can be broken into tens and ones. 		<ul style="list-style-type: none"> ● How can we represent a set of objects using numerals? ● What happens when we join two quantities or take one from another? ● How can we find the total when we join two quantities? ● How can we find what is left when we take one quantity from another? ● How can we find the difference when we compare one quantity to another? ● How can we represent problem situations? ● What happens when we change the order of numbers when we add (or subtract)? Why? ● How can we show that addition and subtraction are related through fact families? ● How can we use different combinations of numbers and operations to represent the same quantity? ● How can we represent a number in a variety of ways? ● How can we use counting to compare objects in a set? ● How do we know if a set has more or less? ● How can we represent a number using tens and ones? ● How can large quantities be counted efficiently? ● What do less than, greater than, and equal to mean?

- Two digit numbers can be compared.
- Numbers can be added using tens and ones.

Essential Unit Vocabulary

Addition, Associative property, Commutative property, compare, compose, counting on, decompose, equal to, number line, number patterns, number relationships, representation, strategies for addition/subtraction, same, whole, less than, more than (greater), ones, place value, same, strategies for addition and subtraction, tens

Next step, create assessments and engaging learning experiences