Grade 1

Unit	Unit Title	Lesson	Day
4.1	Problem Solving: Focusing on Compare Problems **Read, Write, & Represent Numerals to 120**	1 of 2	1 - 3

Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
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., using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[2] [2]See CCSS Glossary, Table 1	•Use addition and subtraction within 20 to solve word problems involving comparisons, with unknowns in all positions (see Table 1). •Use objects, drawings, and equations with a symbol for the unknown to represent the problem. •Model and compare groups to show the meaning of subtraction.	**SMP1** Make sense of problems and persevere in solving them. **SMP2** Reason abstractly and quantitatively. **SMP3** Construct viable arguments and critique the reasoning of others.	•What strategy could you use to solve a comparison problem? •How can using objects or drawing help you solve a comparison problem? •How can using a bar model help you solve a comparison problem? •How can you represent the problem using an equation with a symbol for the unknown?
5. Prerequisite Knowledge	**6. Essential Vocabulary**	**7. Possible Misconceptions**	**8. Necessary Materials**
Use addition and subtraction within 20 to solve word problems involving adding to, taking from, putting together and taking apart. Using objects, drawings and equations with a symbol for the unknown. See Q3Unit 3.4	More Fewer	•Incorrect equation used to solve the problem. •Meaning of the equal sign**.**	**OnCore** Lesson 10 Student pages 19 & 20 **Worksheet:** *Comparison Problems* (Based on CCSS Table1)

Instruction

9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)
Teachers will guide students to use addition and subtraction to solve word problems involving comparisons with unknowns in all positions (see Table 1). They will model for students how to use objects, drawings and especially how to write an equation with a symbol for the unknown to represent the problem. Teachers may include problems involving other situations like adding to and taking apart after time is spent on comparing. They may use Oncore lesson 10 and the worksheet that has been provided.	Students will use addition and subtraction to solve word problems involving comparisons, with unknowns in all positions. They will use objects, drawings and equations with a symbol for the unknown to represent the problem. Students will practice using OnCore student pages 19 & 20 and Comparisons Problems.

Grade 1

Unit	Unit Title	Lesson	Day
4.1	Problem Solving: Focusing on Compare **Read, Write, & Represent Numerals to 120**	1 of 2 *Only for students that have not mastered this standard. Students that have mastered will continue working with strategies in lesson 2.*	4 - 5

Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
1.NBT.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.	•Count to 120, starting at any number less than 120. •Read, write, and represent numerals to 120.	**SMP6** Attend to precision.	•How do you represent how many objects are on this plate? •What does this numeral represent? •What number comes after --- ? •Can you count to 120 starting at --- ? Show me.

5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
•Count proficiently to any number close to 120. •Read, write, and represent any numeral close to 120.	Read, write, represent	Knowing the decade names.	Revisit Q3 Unit 3.2 for lesson ideas and strategies. ***Crossing the Decade*** http://www.illustrativemathematics.org/illustrations/405 www.worksheetworks.com Multiple Sequencing Maze: Help the Worm Multi-digit Counting

Instruction

9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)
Teachers will continue to work with students that have yet to master the concept of counting to 120, starting at any number less than 120. They will also work with those students that still have difficulty reading and writing numerals to represent objects within this range. For those students, that have mastered this concept, the teacher will continue to provide them with the strategies and practices of Lesson 1 (Problem Solving focusing on Compare).	Students will convince their teacher that they can count to 120, starting at any number less than 120 along with reading and writing numerals within this range to represent objects. For those students that have mastered this concept, they will spend this time continuing to practice the strategies from Lesson 1 (Problem Solving focusing on Compare)