

Grade 1

Unit	Unit Title	Lesson	Day
4.3	Place Value – Adding and Subtracting Tens	1 of 2	1 - 8
Lesson Focus			
1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
1.NBT.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 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.	Add within 100, including •Add a 2-digit number and a 1-digit number. •Add a 2-digit number and a multiple of 10. •Use concrete models (hundreds charts, linking cubes), drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. •Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes compose a ten. Relate a strategy to a written method.	SMP5 Use appropriate tools strategically. SMP7 Look for and make use of structure. SMP8 Look for and express regularity in repeated reasoning.	•What strategies/methods can you use to add a two-digit number and a one-digit number? Explain your thinking. •What place value strategy will help you add a 2-digit number and a multiple of 10? •How can you use a hundreds chart to count on (or back) by ones and tens? •How does compose a ten help you add a two-digit number and a one-digit number?
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
•Understand that 10 ones are equal to 1 ten. •Use concrete models to add one-digit numbers. •Find a missing number to make 10. •Understand how to represent two-digit numbers as tens and ones.	Multiple (of tens) Compose (a ten)	Regrouping, place value, and misaligning of the addition problem.	Oncore Lesson 62 – 64, 66 Student pages 121 – 128, 131 - 132 Investigations Snap-In Unit 8, Session 4A.3 pg.C83 –C86 K-5 Math Resources Adding 2 Digit and One Digit Numbers Addition Split (2 digit + multiple of 10) www.math-aids.com <i>Domino/TenFrame Addition</i> <i>Multiples of 10</i>

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Instruction		
9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)	
<p>Teachers will guide students to add within 100, including adding a 2-digit number with a 1-digit number and adding a 2-digit number and a multiple of 10. They will encourage students to use concrete models, drawings and strategies based on place value, properties of operations and the relationship between addition and subtraction.</p> <p>Teachers will help students to understand that when adding two-digit numbers, you add tens and tens, ones and ones and sometimes need to compose a ten (For example, $35 + 7$, $7 + 5 = 12$ or one ten and two more). They will help students to move from using base ten blocks to writing the equation. Teachers may use the <i>Domino/TenFrame Addition</i> or the <i>Multiples of 10</i> worksheets. If needed, they could print out additional pages like this from the www.math-aids.com site.</p> <p>*Please note that when looking for materials to match this standard I found pages that were incorrect. Be careful that the 2-digit plus 2-digits must have a sum within 100, and one of the addends must be a multiple of 10.</p>	<p>Students will add within 100. They will add a 2-digit number and a 1-digit number and a 2-digit number and a multiple of 10. Students will use concrete models, drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. They will understand that when adding two-digit numbers you add tens to tens, ones to ones and sometimes need to compose a ten from the amount of ones they have. This is best seen using place value blocks (Lesson 64). They will move from drawing pictures to writing equations. Students will practice this standard using OnCore, Investigations snap-ins, and any additional resources provided by the teacher.</p>	

Grade 1				
Unit 4.3	Unit Title Place Value – Adding and Subtracting Tens	Lesson 2 of 2	Day 7 - 15	
Lesson Focus				
1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question	
1.NBT.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.	<ul style="list-style-type: none"> Subtract multiples of 10 from multiples of 10 (both in the range 10 – 90). Use concrete models or drawing and strategies based on place value, properties of operations, and the relationship between addition and subtraction. Understand how to relate a strategy to a written method and explain the reasoning used. 	SMP5 Use appropriate tools strategically. SMP7 Look for and make use of structure. SMP8 Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> What strategies/methods can you use to subtract multiples of 10 from multiples of 10 (both in the range of 10 – 90)? Explain your thinking. How can you use a place value model to show subtraction of tens? 	
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials	
Understand how to draw models to show subtraction.		Knowing to subtract the smallest number from the largest number.	OnCore Lesson 68 Student pages 135 – 136 Investigations Snap-In Unit 8, Session 4A.3 pg.C83 –C86 K- 5 Math Resources <i>Subtraction Split</i> (subtract multiple of ten from a 2-digit)	
Instruction				
9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)			
Teachers will guide students to subtract multiples of 10 from multiples of 10 (both in the range 10 – 90). They will encourage students to use different strategies, with an emphasis on place value. Teachers will help students relate their strategy or picture as a written equation and explain what they did. They will use OnCore Lesson 68, Investigations Snap-in Unit 8 Session 4a.3 and K-5 Math Resources.	Students will subtract multiples of 10 from multiples of 10 (both in the range 10 – 90). They will use different strategies, focusing on the use of place value. Students will explain their strategy and write equations that represent how they solved the problem. They will practice using OnCore and Investigations student pages along with the Subtraction Split activity.			

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