

Grade 1

Unit	Unit Title	Lesson	Day
1.3	Place Value, Grouping Tens	1 of 3	1 - 4

Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p>	<ul style="list-style-type: none"> • Understand that the two digits of a two-digit number represent’s amounts of tens and ones. • The number 10 is made up of ten ones that are bundled to make what is called a “ten”. 	<p>SMP6 Attend to precision.</p> <p>SMP7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> • How can you represent the digits of a 2-digit number? • What is another name for 10? • How is a 2-digit number different than a 1-digit number?
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
<p>In kindergarten, students counted object to 100 by ones and tens .</p> <p>Understand how to use a place - value chart.</p> <p style="color: red;">Students understand how to read and use ten-frames.</p>	<p>Equal Place Value Digit Bundle Compose Decompose</p>	<p>Students make think that a group of 10 is the same as a unit of 1- (i.e.4 trains of ten cubes, each have a value of 10, but students may count as 4 rather than 40) (they are thinking of single units instead of grouping which is important for understanding place value.)</p>	<p>Investigations Unit 8 Session 3.4 Discussion 2 TM pp.118-119 (Save chart made in lesson to use later)</p> <p>OnCore Lessons 51-53 Student pp.101-106 Place value mats Base ten blocks or unifix cubes Ten Frames http://www.k-5mathteachingresources.com Teens On The Ten Frame Game and others</p>

Instruction

<p>9. Instruction Practices (What are the teachers doing)</p> <p>Teachers will be following lessons from Unit 8 Investigations Session 3.4 Discussion 2 materials. (TM 109-115) In these lessons teachers will:</p> <ul style="list-style-type: none"> • Help students develop meaning for counting by groups of 10s. <p>Teachers guide students to group objects showing numbers to 100 as 10s & 1s following the guidelines in lessons 51-53 (TM pp. 53-55), teachers will: Emphasize the relationship between the models and the digits in the number. Make sure they understand that both models show the same number. Note that in Lesson 53 children are just manipulating rods and cubes and trading 1 ten into 10 ones.</p>	<p>10. Learning Practices (What are the students doing)</p> <p>In Lessons 51-53 students will:</p> <ul style="list-style-type: none"> • Count the tens and ones and write the numbers. • Make connections between the models and the digits in a number. • Count the tens and ones and write the numbers. • Show numbers in different ways. (i.e 3tens 4 ones and 2 tens 14 ones)
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Grade 1

Unit 1.3	Unit Title Place Value, Grouping Tens	Lesson 2 of 3	Day 5 -9
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Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<ul style="list-style-type: none"> •Understand that the two digits of a two-digit number represents amounts of tens and ones. •Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 	<p>SMP6 Attend to precision.</p> <p>SMP7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> •How can you represent the digits of a 2-digit number from 11 to 19? •Based on place value, what are the numbers 11 to 19 composed of? •How are 11 ones and 1 ten and 1 one alike or different •How can you use different ways to show or write tens and ones?
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
In kindergarten students composed and decomposed numbers from 10 to 19 into ten ones and some more ones. (Now they will “bundle” the ten ones into a “ten”.)	Tens Ones Digit Teen Numbers (All numbers 11-19)	Eleven and twelve don’t have the cue of the “teen” to aid understanding of number value and may cause confusion.	Investigations Unit 8 Session 3.3 Resource Master pp.42-47 OnCore Lessons 54-55 Student pp.107-110 Place value mats Base ten blocks or unifix cubes Ten Frames

Instruction

9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)
<p>Teachers will be following lessons from Unit 8 Investigations Session 3.3 materials. (TM 109-115) In these lessons teachers will:</p> <p>Facilitate a discussion on the activity Ten Plus where the student adds two single digit numbers to get one ten and some ones and have them record and think about the numbers in term of how they relate to 10.</p> <p>Teachers will guide children to use models and write to represent equivalent forms of tens and ones and use objects, pictures, and numbers to represent a ten and some ones following the lesson guidelines in lessons 54-55 (TM pp. 56-57), teachers will:</p> <ul style="list-style-type: none"> •Help students write numbers in 3 ways. •Encourage students when making models of numbers to keep models simple (i.e. make a vertical line to represent the ten rod). 	<p>In Lessons 54-55 students will:</p> <ul style="list-style-type: none"> •Use ten-frames and base-ten block or linking cubes to represent the teen numbers. •Write the teen numbers in three ways •Represent teen numbers as 1 ten and some ones and draw models of those numbers.

Grade			
Unit	Unit Title	Lesson	Day
1.3	Place Value, Grouping 10's	3 of 3	10 - 15
1.3			
1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	<ul style="list-style-type: none"> Compare two 2-digit numbers based on meanings of tens and ones digits. 	SMP6 Attend to precision. SMP7 Look for and make use of structure.	<ul style="list-style-type: none"> How do you know if a number is greater than or less than another number?
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
In kindergarten students compared numbers between 1-10. Understand how to represent two-digit numbers as tens and ones. Students count to 100. Students understand how to read and use ten-frames.	Compare Is Greater Than Is Less Than Equal	Students may think if the ones digit is larger (smaller) than the other number, then that number is greater (or less) than the other number. (i.e. 39 and 42 student thinks 39 is larger because 9 is greater than 2)	Investigations Snap-Ins Unit 8 Session 4A.1 (Use chart from Unit 1.3 Lesson1) Student pp.C75-C76 and C79 OnCore Lessons 57 and 58 Student pages 113-116 Investgations Number Cards <i>Important...Find other resources with "equal to"</i> http://www.k-5mathteachingresources.com/support-files/tenframecompare.pdf Ten-Frame Compare
Instruction			
9. Instruction Practices (What are the teachers doing)	10. Learning Practices (What are the students doing)		
Teachers guide children to model and compare two-digit numbers to determine which is greater than or less than another number following the guidelines in lessons 57-58 (TM pp. 59-60), teachers will: <ul style="list-style-type: none"> Guide students to use one-to-one correspondence to match 10s and 1s before comparing, emphasize looking at the tens first when comparing the two-digit numbers. Teachers will be following lessons from session 4A.1 in the Unit 8 Investigations Snap-In materials. (TM CC91-95) In these lessons teachers will: <ul style="list-style-type: none"> Communicate information about the value of each place (tens and ones) and facilitate discussions on comparing numbers of cubes counted. Teachers will need to guide students in understanding equal to when using Ten Frame Compare or other resources.	In Lessons 57-58 students will: <ul style="list-style-type: none"> Compare 2 two-digit numbers to determine which is greater than or less then the other number and will be able to explain why. Students will use base ten blocks and one-to-one correspondence to match tens and ones when comparing 2 two-digit numbers. Please note: Although students will be starting to recognize and use the $>$ and $<$ symbols they are not asked to write them in comparing. They will do that later in quarter 2.1 in OnCore lessons 59 and 60.		

**Lesson Alignment Guide – Mathematics
Cranston Public Schools**