

<p>Grade: 1 Subject: Mathematics</p>	<p><b>Unit of Study: Unit 5 – Ten-Structured Applications</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Unit 5 reviews and builds on children’s understanding of tens-and-ones groupings to 100. Children first perform simple addition with tens and ones. They then explore relationships that will help them gain automaticity with greater numbers, such as the relationship between ten-partners and hundred-partners (<math>6+4=10</math> and <math>60+40=100</math>). Children also engage in extensive practice sequencing 2-digit numbers to develop facility in counting to 100.</li> <li>• Dimes and pennies</li> <li>• Find patterns and relationships</li> <li>• Teen solution methods</li> </ul>
<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>• Students will understand that:</li> <li>• Each coin has a distinctive front, back, size, color and value.</li> <li>• When counting money it helps to start with the coin or bill with the greatest value and work your way down.</li> <li>• Counting money is an important skill in our life.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What is money?</li> <li>• Why do we need to count money?</li> <li>• How are dimes and pennies similar to 10-sticks and circles?</li> <li>• How can a ten group be used to make counting money easier?</li> <li>• Why would exchanging smaller coins to larger ones help make counting easier?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Recognize the dime and know its equivalent in pennies.</li> <li>• Associate dimes and pennies with numerical tens and ones</li> <li>• Use simple drawings to represent dimes and pennies.</li> <li>• Associate dimes and pennies with tens and ones.</li> <li>• Use 10-groups and ones to count large quantities.</li> <li>• Solve equations &amp; story problems using the Make a ten strategy.</li> <li>• Convert teen penny amounts to a dime and extra pennies.</li> <li>• Develop spatial concepts.</li> <li>• Solve teen coin problems using the Make a Ten strategy.</li> <li>• Convert teen penny amounts to a dime, nickel and extra pennies.</li> <li>• Write all the numbers to 100 in consecutive order.</li> <li>• Detect the pattern that is formed when a ten is added to a two-digit number, for example: we, 33, 43, 53.</li> <li>• Describe patterns and other numerical relationships.</li> <li>• Distinguish between adding ones and adding tens to any two-digit number.</li> <li>• Recognize and continue ten based sequences, such as 23, 33, 43.</li> </ul>

	<ul style="list-style-type: none"> <li>• Add a decade number to any two-digit number, such as <math>23 + 20</math> or <math>46 + 30</math> (L)</li> <li>• Find the hundred partner of a decade number.</li> <li>• Find the hundred partner of a decade number.</li> <li>• Solve dollar-based problems by using knowledge of hundred partners.</li> <li>• Develop spatial concepts.</li> <li>• Know the penny-equivalents of nickels, dimes, and dollars.</li> <li>• Using dimes, nickels and pennies, show monetary amounts with the fewest possible coins.</li> <li>• Explore child-generated methods of solving teen problems with an unknown addend.</li> <li>• Use the Make a Ten strategy to find unknown addends in teen totals.</li> <li>• Solve teen story problems that involve monetary amounts and unknown addends.</li> <li>• Explore child-generated methods of solving teen subtraction problems.</li> <li>• Use the Make a Ten strategy in teen subtraction.</li> <li>• Solve teen story problems that involve converting coins.</li> <li>• Explore various child-generated methods of solving different types of teen problems.</li> <li>• Find varying unknowns in addition and subtraction.</li> <li>• Solve teen story problems with various unknowns.</li> <li>• Use the Make a Ten strategy to find unknown partners in teen totals.</li> <li>• Solve a variety of problems using mathematical concepts and skills.</li> <li>• Use mathematical processes in the context of problem solving, connections, reasoning and proof, communication, and representation.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Standards</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1.OA.A.5:</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</li> <li>• <b>1.OA.A.6:</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</li> <li>• <b>1.NBT.A.1:</b> 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.</li> <li>• <b>1.NBT.B.2:</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</li> <li>• <b>1.NBT.B.2.B:</b> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• <b>1.NBT.C.5:</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</li> <li>• <b>1.G.A.1:</b> Distinguish between defining attributes (e.g., triangles are closed</li> </ul>

	and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
<b>Materials and Resources</b>	<ul style="list-style-type: none"><li>• First Grade Math Expressions, Math Journals, manipulatives, Math themed literature, IXL Mathematics</li></ul>