Grade 1 Mathematics – Unit 3: Number Sense to 40

Phoenixville Area School District

Stage 1 Desired Results	
PA Core Standards: **CC.2.1.1.B.2** Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers. **CC.2.1.1.B.3** Use place-value concepts and properties of operations to add and subtract within 100. **CC.2.2.1.A.2** Understand and apply properties of operations and the relationship between addition and subtraction.	***Transfer***
	TRANSFER GOALS *Students will be able to independently use their learning to…* • Number Sense: Develop a sound foundation to demonstrate the value of numbers by describing their various representations, relationships, and patterns. • Fluency: Demonstrate automatic recall of addition, subtraction, multiplication, and division facts. • Problem-Solving: Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems. • Mathematical Vocabulary: Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale.
	Meaning
	UNDERSTANDINGS *Students will understand that…* **ESSENTIAL QUESTIONS** *Students will keep considering...*
PSSA Assessment Anchors: [Add anchors]	UNDERSTANDINGS *Students will understand that…* • There are many ways to represent a number. • Identifying relationships between numbers helps classify and compare them. • Operations and numerical properties increase computational fluency. • Depending on the situation, problems may be solved using a variety of tools and strategies. ESSENTIAL QUESTIONS *Students will keep considering...* • What are the different ways to represent a number? • How can I use models and words/expanded form to order and compare numbers? • How are the basic operations related to one another? • What information and strategies do I use to solve this problem? What is the right tool for the job?
	Knowledge and Skills Acquisition
	KNOWLEDGE *Students will know…* SKILLS *Students will be skilled at…*

	- Numbers to 40 - Compare numbers to 40 - Place-value - Addition and Subtraction strategies - Regrouping - Addition and Subtraction sentences and real-world word problems VOCABULARY - thirty - Forty - Sequence - tens - ones - Place-value - Doubles - Doubles plus 1 - Balanced equation	**Counting** - Reading and writing numbers up to 40 in word, numerical, and expanded form. - Counting from 0 to 40 from any starting point, forwards and backwards, orally or in writing (including, one less/one more, count on to add, count pictures/objects, and base ten blocks). - Comparing numbers 0 to 40, using the terms more than, less than, and equal to. - Making and extending number patterns with numerals 0-40. **Place-Value** - Using a place-value chart (base ten blocks, drawing, numerals) to represent numbers to 40. - Identifying place-value of numbers in one- and two-digit numbers. **Addition and Subtraction** - Using pictures to tell addition and subtraction stories in verbal and written forms. - Writing and solving addition and subtraction sentences and real-world word problems, using concepts of place-value. - Balance addition and subtraction equations

Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
A	*What criteria will be used in each assessment to evaluate attainment of the desired results?*	Unit 3 Test Part 1: Number Sense with Numbers 11 to 40 Combination of multiple choice and fill in the blank questions. • Count groups of tens and ones and select number in numeral and word form • Extend counting sequence • Identify 10 more/10less than a number • Solve number sentences adding 10 more to a number or subtracting 10 from a number • Given a number in word form, write the numeral • Write numbers in tens and ones (expanded form) • Identify and show tens and ones within a number. • Find missing numbers in a counting sequence • Identify numbers that are more than a given number and less than a given number.	Differentiation Considerations: [Work on this section after completing Stages 1-2 of all units]
A		Unit 3 Test Part 2: Addition and Subtraction within 40 Combination of multiple choice and fill in the blank questions. • Given a picture, identify matching number sentence • Add and subtract with and without regrouping • Solve real world story problems and write matching number sentence used to find answer • Solve a number sentence and find a related fact using opposite operation	Differentiation Considerations: [Work on this section after completing Stages 1-2 of all units]