Grade 1 Mathematics – Unit 5: Number Sense to 120

Phoenixville Area School District

Stage 1 Desired Results

PA Core Standards:	**Transfer**
CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.	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.
CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers.	• 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.
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.	**Meaning**	
	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?
CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.		

(2nd grade standard)	Knowledge and Skills Acquisition	
PSSA Assessment Anchors: [Add anchors]	KNOWLEDGE *Students will know…* • Numbers to 120 • Compare numbers to 120 • Place-value • Addition and Subtraction strategies • Regrouping • Addition and Subtraction sentences and real-world word problems VOCABULARY • Estimation • Multiplication • Repeated addition • Sharing equally	SKILLS *Students will be skilled at…* **Counting** • Reading and writing numbers up to 120 in word, numerical, and expanded form. • Counting from 0 to 120 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 120, using the terms more than, less than, and equal to. • Making and extending number patterns with numerals 0-120. **Place-Value** • Using a place-value chart (base ten blocks, drawing, numerals) to represent numbers to 120. • Identifying place-value of numbers in one-, two- and three-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 5 Test Part 1: Number Sense with Numbers 41-120 Combination of multiple choice and fill in the blank questions. • Count groups of hundreds, 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 hundreds, tens and ones (expanded form) • Identify and show hundreds, 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	*What criteria will be used in each assessment to evaluate attainment of the desired results?*	Unit 5 Test Part 2: Addition and Subtraction within 120 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]