1st Grade Math Curriculum Bundle # 3

Title	Suggested Dates
Addition and Subtraction	October 5 – October 23 (14 days) **AMI BOY Window 10/1 – 10/15

Big Idea/Enduring Understanding	Guiding Questions
Numbers represent quantities which can be combined or taken apart.	What happens to the quantity when you add or subtract? What patterns can you find in addition and subtraction? How can the same quantity be represented in different ways?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above) **Teachers will use Math Investigations as the main instructional resource.** District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with TEKS.	
1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. 1.11A Identify mathematics in everyday situations.	Including but not limited to • Solve addition and subtraction problems about everyday experiences with teacher modeling and guidance.	**Math Investigations** Teacher Note: You will need to combine some pattern lessons. **Color, Shape, and Number Patterns** **Unit 7** Investigation 1 Sessions 3 – 8 pages 40 – 68 **Color, Shape, and Number Patterns** **Unit 7** Teacher Note: Students may need to review the Penny Jar and Staircase Towers activities. Investigation 2 Sessions 5 – 7 pages 98 – 114	**Small Group Lessons/ Centers** Kamico A Day in the Life of Dixie Page 327
1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. 1.11D Use tools such as real objects, manipulatives, and technology to solve problems.	Including but not limited to • Use a variety of manipulatives to model and create addition and subtraction problems.		**Whole Group Lessons** Envision Topic 3 Lesson 7
1.12 The student communicates about Grade 1 mathematics using informal language. 1.12A Explain and record observations using objects, words, pictures, numbers, and technology.	Including but not limited to • Use objects, word, pictures, and numbers to represent observations when solving problems about number patterns. • Use objects, word, pictures, and numbers to represent observations when solving addition and subtraction problems.		**Small Group Lessons/ Centers** Kamico Get set, Gather! Page 379

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1.13 The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. 1.13A Justify his or her thinking using objects, words, pictures, numbers, and technology	Including but not limited to • Use objects, words, pictures, and numbers to explain how addition and subtraction problems were solved.	**Twos, Fives, and Tens** **Unit 8** Investigation 2 Sessions 5 – 8 pages 76 – 90	
1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. **1.11B** Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. Teacher Note: Process skill to be addressed with relevant content.	Including but not limited to • Develop problem solving strategies for solving addition and subtraction problems.	Teacher Note: In the following lessons, students should be recording their work as number sentences. Games should be related to addition and subtraction. **Twos, Fives, and Tens** **Unit 8** Investigation 3 Session 3.1 Pages 97 – 102 **Texas Curriculum Unit** Activity 11and 12 page 31 – 32 Teacher Note: Modified versions of the activity pages are available on the district website. **Number Games and Crayon Puzzles** **Unit 6** Investigation 1 Sessions 1 – 7 pages 27 – 66	**Whole Group Lessons** Envision Topic 9 Lesson 9 **Small Group Lessons/ Centers** Kamico Got a Problem? Get a Plan! Page 339
1.12 The student communicates about Grade 1 mathematics using informal language. 1.12B Relate everyday language to mathematical language and symbols. Teacher Note: Process skill to be addressed with relevant content.	Including but not limited to • Use mathematical language and symbols related to number sentences.		
1.5 The student recognizes patterns in numbers and operations. 1.5A Use patterns to skip count by twos, fives, and tens.	Including but not limited to • Use patterns to solve problems involving skip counting by 2s, 5s, and 10s (i.e. 1 person has 2 eyes, 2 people have 4 eyes)		
1.5 The student recognizes patterns in numbers and operations. 1.5B Find patterns in numbers, including odd and even.	Including but not limited to • Use real life examples to create and extend patterns • Identify missing numbers in a series only using patterns on a hundreds chart		

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1.3 The student recognizes and solves problems in addition and subtraction situations. 1.3A Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences. Teacher Note: Use numbers up to a sum of 18. *Kindergarten will model, create, and write number sentences up to 8 (4+4=8, 8-4=4). Teacher Note: Students should have multiple opportunities to compose/decompose the number ten.	Including but not limited to • Model and explain addition or subtraction problems using concrete materials and pictures in contextual situations. • Analyze and explain that subtraction of whole numbers equals an answer smaller than or equal to the original number • Analyze and explain that addition of whole numbers equals an answer equal to or greater than the original number • Model real addition and subtraction situations when parts are unknown • Use equation (number sentence) to represent addition or subtraction situations	Teacher Note: Use the following lessons as needed for remediation ONLY: **How Many of Each?** **Unit 1** Investigation 4 Sessions 1 – 7 pages 149 – 187	**Whole Group Lessons** Envision Topic 3 Lessons 1 – 6 Envision Topic 4 Lessons 1 – 7 **Small Group Lessons/ Centers** Kamico How Many? How Much? Page 78