

1st Grade Math Curriculum Bundle # 4



Title	Suggested Dates
Number Relationships in Addition and Subtraction	October 26 – November 13 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
Numbers in addition and subtraction are connected to each other.	<p>How can patterns help you create and use strategies for solving addition and subtraction problems?</p> <p>Why is the order of a number sentence important?</p> <p>How are addition and subtraction related?</p>

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)		
<p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>1.11A Identify mathematics in everyday situations.</p> <p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>1.11C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p>1.11 The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>1.11D Use tools such as real objects, manipulatives, and technology to solve problems.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Create and solve addition and subtraction problems related to everyday situations 	<p>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.</p> <p><u>Teacher Note:</u> When planning this bundle, be aware that it will continue into bundle 5.</p>		
	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Select and use previously learned problem-solving strategies to solve addition and subtraction problems. 	<p><u>Math Investigations</u></p> <p><u>How Many of Each?</u></p> <p>Unit 1</p> <p>Investigation 3 Sessions 1 – 7 Pages 101 – 141</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 5 Lesson 5</p>	
	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use a variety of manipulatives when solving addition and subtraction problems. 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 14 Lesson 9</p>	

1st Grade Math Curriculum Bundle # 4

<p>1.12 The student communicates about Grade 1 mathematics using informal language.</p> <p>1.12A Explain and record observations using objects, words, pictures, numbers, and technology.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> Use objects, words, pictures, and numbers to represent observations when solving addition and subtraction problems. 	<p><u>Solving Story Problems</u> Unit 3</p> <p>Teacher Note: Session 1 - This activity was introduced in bundle 2. Extend it by counting forward and backward.</p> <p>Investigation 1 Sessions 1 – 9 Pages 29 – 75</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 6 Lesson 6</p>
<p>1.13 The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p> <p>1.13A Justify his or her thinking using objects, words, pictures, numbers, and technology</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> Use objects, words, pictures, and numbers to explain how addition and subtraction problems were solved. 	<p><u>Solving Story Problems</u> Unit 3</p> <p>Investigation 2 Sessions 1 – 3 Pages 81 – 99</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 5 Lessons 1 – 4</p> <p>Teacher Note: Work on the concept of ten!</p>
<p>1.3 The student recognizes and solves problems in addition and subtraction situations.</p> <p>1.3B Use concrete objects and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$).</p> <p>Teacher Note: Students should have multiple opportunities to compose/decompose the number ten.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> Compose and decompose numbers into a maximum of two parts and use different ways to express the same number ($9+1=10$, $5+5=10$). EMPHASIZE the concept of 10 by finding multiple ways to “make” 10. Determine the results of adding or subtracting two even, two odd, or an even and odd number. Use multiple formats for solving addition and subtraction problems (i.e. number lines, counting on, concrete objects, pictures, etc.). 	<p><u>Solving Story Problems</u> Unit 3</p> <p>Investigation 3 Sessions 1 – 5 Pages 107 – 132</p> <p><u>Solving Story Problems</u> Unit 3</p> <p>Investigation 4 Session 4.8 Pages 172 – 75</p>	<p><u>Whole Group Lessons</u></p> <p>Teacher Note: Topics 6 and 7 cover number facts to 12. Topics 14 and 15 cover number facts to 18</p> <p><u>Envision</u> Topic 6 Lessons 4 – 5</p> <p><u>Envision</u> Topic 7 Lessons 1, 3 – 4</p> <p><u>Envision</u> Topic 14 Lessons 5 – 8</p>
<p>1.5 The student recognizes patterns in numbers and operations.</p> <p>1.5D Use patterns to develop strategies to solve basic addition and basic subtraction problems.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> Create and extend addition and subtraction patterns ($9 + 1 = 10$, $9 + 2 = 11$). Use combining and separating strategies such as doubles plus or minus one, sums of ten, etc. 	<p><u>Number Games and Crayon Puzzles</u> Unit 6</p> <p>Investigation 2 Sessions 1 – 5 Pages 71 – 96</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 14 Lessons 1 – 3</p> <p><u>Envision</u> Topic 15 Lesson 3</p>

1st Grade Math Curriculum Bundle # 4

		<p><u>Number Games and Crayon Puzzles</u> Unit 6</p> <p>Investigation 3 Sessions 1 – 8 Pages 103 – 138</p>	<p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> The Power of Using Patterns Page 144</p>
<p>1.5 The student recognizes patterns in numbers and operations.</p> <p>1.5E Identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Develop strategies for addition and subtraction involving even and odd combinations such as even plus an even always equals an even sum • Generate the remaining equation when one fact from a fact family is given. • Generate all members of the fact family when given three numbers. 	<p><u>Texas Curriculum Unit</u> Activity 10 Page 30</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 15 Lesson 2 and 4</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Fact Family Concentration Page 152</p>