

1st Grade Math Curriculum Bundle # 5

Title	Suggested Dates
Introduction to Place Value	November 16 – December 4 (12 days)



Big Idea/Enduring Understanding	Guiding Questions
Our number system uses the digits 0 – 9 to represent different quantities.	<p>How do tens and ones affect number order?</p> <p>How does the position of a digit in a number affect its value?</p> <p>How are place value patterns repeated in numbers?</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><i>Teacher Note: Continue to reinforce addition and subtraction skills through problem solving.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • <i>Students identify the place value of numbers in the world around them.</i> 	<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>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"> • <i>Use a variety of manipulatives when solving place value problems, including base ten blocks.</i> 	<p><u>Math Investigations</u></p> <p><u>Twos, Fives, and Tens Unit 8</u></p> <p>Investigation 3 Sessions 2 – 5 Pages 103 – 125</p> <p><i>Teacher Note: In session 3.2, you may not want to use all of the mats at this time. The activity will be repeated in Bundle 9.</i></p>	
<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"> • <i>Use objects, words, pictures, and numbers to represent observations when solving problems about place value.</i> 	<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 6 Lesson 5 <i>Teacher Note: Incorporate addition/subtraction problems when using double-tens frames.</i></p> <p><u>Small Group Lessons/ Centers</u></p> <p><u>Kamico</u> “Tens of Fun” Page 11</p> <p><u>TEXTEAMS</u></p> <p>“Race for a Flat” “Clear the Board” “Who Has More?”</p>	

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<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 problems about place value were solved. 		<p><u>Teacher Note: Students should only roll the dot cube twice instead of three times.</u> <u>Math TEKS Connection</u></p> <p>Groups and Singles I</p> <p>Comparing Tens</p> <p>Up To One Hundreds</p> <p><u>“Let’s Frame It”</u></p>
<p>1.1 The student uses whole numbers to describe and compare quantities.</p> <p>1.1B Create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.</p> <p>Teacher Note: Numbers 11 – 19 are the most conceptually challenging, even though they are the easiest to model. Spend more time ensuring students fully understand $11 = 10 + 1$, $12 = 10 + 2$, etc. Then move on to understanding numbers larger than 19, such as $23 = 20 + 3$, $44 = 40 + 4$</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> ● Use place value concepts to represent whole numbers with expanded notation and concrete models. ● Connect concrete to pictorial by making pictorial representations to illustrate concrete examples (Ex. Draw a picture to represent a set of manipulatives.). ● Connect pictorial to concrete by making concrete examples to model pictorial representations (Ex. Use manipulatives to represent a set of pictorial objects.). ● Create concrete and pictorial models that are more or less than a given model. ● Connect models to numbers to describe, compare, and order up to 3 numbers. 		<p><u>Online Resources</u> <u>PISD First Grade Place Value lessons</u></p> <p><u>Ten Frame Pattern</u></p> <p>Expanded Notation Cards – found on district web page</p> <p><u>Illuminations Ten Frame Activity</u></p>