1st Grade Math Curriculum Bundle # 8

Title	Suggested Dates
Coins	Jan. 31 – Feb. 18 (14.5 days) **AMI MOY Window 2/1-2/15

Big Idea/Enduring Understanding	Guiding Questions
Each coin has its own value and appearance.	Why is it important to know the differences between coins? How can skip counting help you count coins? What are the different ways to represent the same value with different coins?

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.	
Stuart Murphy Grade Level Library: **<u>100 Days of Cool</u>**– Numbers to 100 Guided Problems for the Math Library Activity pages Page 112			
1.1 The student uses whole numbers to describe and compare quantities. 1.1C Identify individual coins by name and value and describe relationships among them	Including but not limited to • Find the value of a combination of coins ONLY to understand relationships among coins: 1 dime is 2 nickels, 1 nickel and five pennies, or 10 pennies; 1 quarter = two dimes and a nickel. (NOT finding the value of a random combination of mixed coins i.e.3dimes and 2 pennies equal 32 cents) • Use cent symbol with value. • Find the value of sets of like coins (i.e. set of 5 nickels). • Use dimes and pennies to model place		**<u>Whole Group Lessons</u>** <u>Envision</u> Topic 12 Lesson 3 **<u>Small Group Lessons/Centers</u>** <u>Kamico</u> Pocket Change Page 41

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	value.		**Online Resources** PISD Website Coin Relationships Lessons The Coin Movie
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. Teacher Note: Continue to reinforce addition and subtraction skills through problem solving.	Including but not limited to • Solve place value problems related to coins.	**Math Investigations** **Solving Story Problems** **Unit 3** Investigation 4 Sessions 3 – 7 Pages 149 – 170 Teacher Notes: Session 4.4 Activities 1, 2a, and 4 ONLY Session 4.5 (Do NOT do activity 2C.)	**Whole Group Lessons** Envision Topic 19 Lesson 5
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 when solving place value problems, including base ten blocks, coins, and technology.		
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, words, pictures, and numbers to represent observations when solving problems about place value and time.	**Texas Curriculum Unit** Activity 8 Page 28	
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 problems about place value and time were solved.		

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1.5 The student recognizes patterns in numbers and operations. 1.5C Compare and order whole numbers using place value. Teacher Note: Model place value with dimes and pennies.	Including but not limited to • Use concrete models, numerals, pictures, and words to represent place value through 99.		**Online Resources** PISD website Coins and Place Value Lessons Website http://www.mathsolutions.com/documents/0-941355-45-4_L.pdf