

1st Grade Math Curriculum Bundle # 9

Title	Suggested Dates
Application of Place Value	February 22 – March 12 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
Place value can help you in everyday situations.	<p>How can you represent place value in different ways?</p> <p>How can place value help you combine quantities and take them apart?</p> <p>How does place value help you compare quantities?</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"> • Solve place value problems. • Work individually or in small groups to create graphs representing information important to students. 	<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>Math Investigations</u></p> <p><u>Twos, Fives, and Tens</u> Unit 8</p> <p>Investigation 3 Session 3.2 Pages 104 – 108</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"> • Use a variety of manipulatives when solving place value problems, including base ten blocks. 	<p><i>Note: This activity was introduced in Bundle 5. Concentrate on larger numbers (up to 99).</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"> • Use objects, words, pictures, and numbers to represent observations when solving problems about place value and coins. 	<p><u>Twos, Fives, and Tens</u> Unit 8</p> <p>Investigation 3 Session 3.4 Pages 117 – 119</p>	

Note: This activity was

1st Grade Math Curriculum Bundle # 9

<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 and coins were solved. 	<p>introduced in Bundle 5. Concentrate on larger numbers (up to 99).</p> <p><u>Twos, Fives, and Tens</u> Unit 8</p> <p>Investigation 3 Sessions 5 and 6 Pages 120 – 130</p>	
<p>1.1 The student uses whole numbers to describe and compare quantities.</p> <p>1.1A Compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.</p> <p>Teacher Note: This is building on bundle #2. Students should now be working with numbers up to 99.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Recognize and generate equivalent forms for the same number up to 99 using concrete and pictorial models. • Connect concrete to pictorial by making pictorial representations to illustrate concrete examples up to 99 (Ex. Draw a picture to represent a set of manipulatives.). • Connect pictorial to concrete by making concrete examples to model pictorial representations up to 99 (Ex. Use manipulatives to represent a set of pictorial objects.). • Compare or order up to three sets of concrete or pictorial objects from greatest to least and least to greatest in different formats up to 99 (Ex. Vertically, horizontally). • Compare and order using correct mathematical vocabulary (ex: 58 is greater than 49) and symbols $>$ $=$ $<$. 	<p><u>Texas Curriculum Unit</u> Activities 16 – 17 Pages 36 – 37</p>	

1st Grade Math Curriculum Bundle # 9

<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: The focus should be on understanding that the numbers up to 99 are composed of a base 10 number plus another single digit number. Students should be able to add a single-digit number to any base 10 number without counting on fingers. (45=40+5, 98=90+8)</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use place value concepts to represent whole numbers up to 99 with expanded notation and concrete models (example: $16 = 10 + 6$). • 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>Small Group Lessons/Centers</u></p> <p>Region IV Prep Place Value Lesson Pages 16-29</p> <p>Online Resources Coins and Place Value</p>
<p>1.1 The student uses whole numbers to describe and compare quantities.</p> <p>1.1C Identify individual coins by name and value and describe relationships among them.</p> <p>Teacher Note: Money is introduced in first grade. The initial set of lessons on identifying coins and their individual values SHOULD TAKE about one week. Do NOT count combinations of coins.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Identify similarities and differences between pennies, nickels, dimes, and quarters (Ex. All coins say “United States of America,” Nickels say “five cents.”) • Recognize real and pictorial coins (front and back, new and old). • Sort, name, and compare coins (pennies, nickels, dimes, and quarters). • Use cent symbol with value. 	<p><u>Math Investigations</u></p> <p><u>How Many of Each?</u> Unit 1</p> <p>Investigation 4 Session 4.3 Activity 1 ONLY Pages 162 – 163 (See also page 164)</p>	<p><u>Small Group Lessons/Centers</u></p> <p>Kamico Pocket Change Page 41</p> <p>Online Resources Learning Coins and Their Values</p> <p>Coin Relationships</p> <p>Money Song</p> <p>Coin Movie</p> <p>http://www.usmint.gov</p>
<p>1.1 The student uses whole numbers to describe and compare quantities.</p> <p>1.1D Read and write numbers to 99 to describe sets of concrete objects.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Write a numeral to describe a set of concrete of pictorial objects up to 99. • Create a concrete or pictorial set to illustrate 		<p><u>Small Group Lessons/Centers</u></p> <p>Kamico Place Value Relay Page 55</p>

1st Grade Math Curriculum Bundle # 9

	a numeral up to 99.		
<p>1.9 The student displays data in an organized form.</p> <p>1.9A Collect and sort data.</p> <p>Teacher Note: Students should be choosing topics and questions, not teacher.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Work together to create different ways to collect and sort data (surveys, tables, and tally marks). 	<p><u>Math Investigations</u> Teacher Note: Incorporate surveys (still somewhat teacher-directed) which occur beyond the number of students in your classroom. Link to the study of place value.</p>	
<p>1.9 The student displays data in an organized form.</p> <p>1.9B Use organized data to construct real object graphs, picture graphs, and bar-type graphs.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Work together to create different ways to collect and sort data. • Label graphs appropriately including title, category labels, key (on picture graphs). • Construct both horizontal and vertical bar-type graphs or picture graphs (NOT a bar graph with numbers, x-axis, and y-axis). 		<p><u>What Would You Rather Be? Unit 4</u> Investigation 2 Session 2.1 Note: Do Activities 1-3 and 5 ONLY. Pages 53 – 57, 59</p> <p>Session 2.2 Note: Do Activities 2 – 4 ONLY. Pages 63 - 66</p> <p>Session 2.3 Note: Do Activities 1 – 4 ONLY. Pages 68 – 74</p> <p>Session 2.4 Note: Do Activities 1 - 4 ONLY. Pages 76 – 79</p>
<p>1.10 The student uses information from organized data</p> <p>1.10A Draw conclusions and answer questions using information organized in real object graphs, picture graphs, and bar-type graphs.</p> <p>Teacher Note: Students should use addition and subtraction number sentences to describe information on graph.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Answer questions to compare quantities. (Ex. Which has more? How many more?) 		<p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Luscious Lollipops Activities 1, 3, and 4 Only (Don't write numbers on graph) Page 288</p>
<p>1.10 The student uses information from organized data</p> <p>1.10B Identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.</p> <p>Teacher Note: Make sure when using the term “impossible” that you also discuss “not</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Connect concrete examples to pictorial representations. • Use many attributes: color, shape, different objects, food, etc. 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 20 Lessons 9 – 10</p>

1st Grade Math Curriculum Bundle # 9

possible”.			<u>Small Group Lessons/Centers</u> <u>Kamico</u> Are You Certain That’s Impossible? Page 321 <u>Math TEKS Connection</u> “Are You Certain?”
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