

## HPISD First Grade Math

UNIT NAME		ESTIMATED DURATION	9 WEEKS			
<b>UNIT 9: NUMBERS TO 120</b>		<b>2 WEEKS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Unit Overview</b>						
This unit develops ideas about counting and quantity, the composition of numbers, and place value. It provides concrete models for skip counting by objects in a collection of equal parts.						
<b>Enduring Understandings</b>						
<b>The student will understand that:</b>	<ul style="list-style-type: none"> <li>• Counting forward to and backward from 120 follows the same place value counting rules as counting forward to and backward from two-digit numbers.</li> <li>• The decade number is built on groups of 10. The oral names are similar, but not the same as the number of tens counted.</li> <li>• Skip counting can be used to find the total number of objects in a collection of equal groups.</li> <li>• Numbers greater than 100 can be represented as the sum of hundreds, tens, and ones.</li> <li>• Numbers greater than 100 can be named in more than one way and have the same value.</li> </ul>					
<b>Concepts</b>						
Number Uses, Classification, and Representation	Numbers can be used for different purposes, and numbers can be classified and represented in different ways.					
Numbers and the Number Line	The set of real numbers is infinite and ordered. Whole numbers, integers, and fractions are real numbers. Each real number can be associated with a unique point on the number line.					
The Base-Ten Numeration System	The base-ten numeration system is a scheme for recording numbers using digits 0-9, groups of ten, and place value.					
Equivalence	Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.					
Patterns, Relations, and Functions	Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways. For some relationships, mathematical expressions and equations can be used to describe how members of one set are related to members of a second set.					
Practices, Processes, and Proficiencies	Mathematics content and processes can be applied to solve problems.					

**Guiding/Essential Questions**

How does skip counting help you add or subtract?  
What are ways to count forward and backward to 120?

**Learning Targets & Prerequisites**

**Prerequisite:**

- Count forward or backwards from any number to 120.

**Learning Target:**

- The student will skip counts by 2s, 5s, or 10s to find the total number of objects in a set up to 120.

**Second Grade Connection:**

- 2.7 (A) Determine whether a number up to 40 is even or odd using pairings of objects to represent the number.

**Prerequisite:**

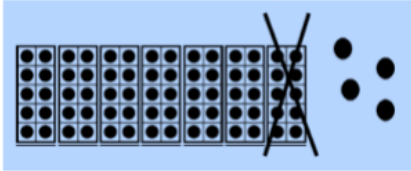
- Decompose numbers to 99

**Learning Target:**

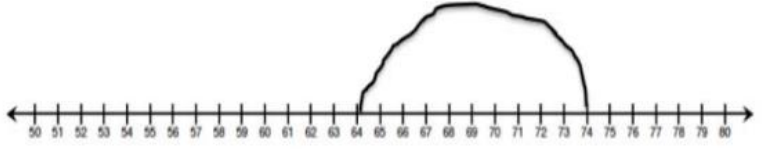
**Progressions**

- Use concrete and pictorial models to represent numbers to 120.

I pictured 7 ten frames and 4 left over in my head. Since 10 birds flew away, I took one of the ten frames away. That left 6 ten frames and 4 left over. So, there are 64 birds left in the park.



I thought about a number line. I started at 74. Then, because 10 birds flew away, I took a leap of 10. I landed on 64. So, there are 64 birds left in the park.



- Find the number that is 10 more than a given number to 120.
- Use expanded form to represent numbers to 120.

<ul style="list-style-type: none"> <li>The student will decompose numbers to 120 into hundreds, tens, and ones in more than one way.</li> </ul> <p><b>Second Grade Connection:</b></p> <ul style="list-style-type: none"> <li>2.2 (A) Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens and ones.</li> </ul>	<ul style="list-style-type: none"> <li>Place value T-chart</li> <li>Use standard form to represent numbers to 120.</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>TEKS: Readiness Standards</b>	<b>TEKS: Supporting Standards</b>
<p><b>*1.2 (C) Use objects, pictures, and expanded and standard forms to represent numbers up to 120.</b></p>	<p><b>*1.2(B) Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;</b>  1.5(A) Recite numbers forward and backward from any given number between 1 and 120.  <b>*1.5(B) Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.</b>  1.5(C) Use relationships to determine the number that is 10 more and 10 less than a given number up to 120.</p>
<b>TEKS Process Standards</b>	
<p>1.1 (A) Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>1.1 (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>1.1 (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>1.1 (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>1.1 (E) Create and use representations to organize, record, and communicate mathematical ideas.</p>	

1.1 (F) Analyze mathematical relationships to connect and communicate mathematical ideas.	
<b>Processes and Skills:</b> <b>What students should be able to DO</b>	<b>Facts:</b> <b>What students should KNOW</b>
<ul style="list-style-type: none"> <li>• Students should be able to find and extend skip counting patterns on a hundreds chart.</li> <li>• Students should skip count to find total number of items in sets of 10's, 5's, and 2's.</li> <li>• Students should be able to read and write 2 digit numbers as groups of ten with some leftover.</li> <li>• Student should be able to use groups of tens and ones to show and write a 2 digit number.</li> </ul>	<ul style="list-style-type: none"> <li>• Students know how to count forward and backward by 1's to the number 120.</li> <li>• Students know how to skip count by 10's, 5's, and 2's.</li> <li>• Students know how to skip count to find a total number of objects in a collection of equal groups.</li> <li>• Students know that the numbers greater than 100 can be represented as the sum of hundreds, tens, and ones.</li> <li>• Students know that numbers greater than 100 can be named in more than one way and have the same value.</li> </ul>
<b>Topics</b>	
Envision Topic 9	
<b>Language of Instruction</b>	
column digit doubles-plus-1 fact expanded form ones ones digit row skip count standard form tens tens digit	
<b>State Assessment Connections</b>	<b>National Assessment Connections</b>

## Resources

### I can count by fives.

Count by 5's and fill in the missing numbers on the hands.  
Use your book to help you count.

 5				 25
		 50		
	 60			 75
			 85	
 95				Nice work!

2	4	6	8
10	12	14	16
18	20	22	24