HPISD First Grade Math

Unit Name	Estimated Duration	9 Weeks			
UNIT 3: UNDERSTANDING FIVE AND TEN RELATIONSHIPS	1 WEEK	**1**	**2**	**3**	**4**

Unit Overview

Recognizing and representing numbers and parts of numbers using 5 and 10.

Enduring Understandings

The student will understand that:	● Numbers to 10 can be represented on a ten frame using 5 and 10 as benchmarks. ● The number 10 can be broken into parts of the whole in different ways. ● A missing part of a whole can be found when the whole and the other part are known. ● Some problem can be solved by recording and organizing data in a table and by finding and using numerical patterns in the table.

Concepts

Number Uses, Classification, and Representation	Numbers can be used for different purposes, and numbers can be classified and represented in different ways.
Equivalence	Any number, measure, numerical expression, algebraic expression can be represented in an infinite number of ways that have the same value.
Operation Meanings and Relationships	There are multiple interpretations of addition, subtraction, multiplication, and division of rational numbers, and each operation is related to other operations.
Practices, Processes, and Proficiencies	Mathematics content and processes can be applied to solve problems.

Guiding/Essential Questions

How can you show numbers up to ten?
How does knowing different combinations of addends help you add and subtract?

Learning Targets & Prerequisites	Progressions
Prerequisite: ● Represent numbers to 10 on a ten frame. **Learning Target:** ● The student will find different combinations of addends to make 10 **Second Grade Connection:** ● 2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200.	● Find missing parts of 10. ● Find a pattern in addends that make 10.

Formative Assessments	Summative Assessments

TEKS: Readiness Standards	TEKS: Supporting Standards
*1.2 (C) Use objects, pictures, and expanded and standard forms to represent numbers up to 120.	***1.2(A) Recognize instantly the quantity of structured arrangements.** ***1.3(C) Compose 10 with two or more addends with and without concrete objects.**

TEKS Process Standards
1.1 (A) Apply mathematics to problems arising in everyday life, society, and the workplace. 1.2 (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. 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.

1.1 (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

1.1 (E) Create and use representations to organize, record, and communicate mathematical ideas.

1.1 (F) Analyze mathematical relationships to connect and communicate mathematical ideas.

1.1 (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Processes and Skills: What students should be able to DO	Facts: What students should KNOW
- Students use their counting ability to compare sets of objects. They may use matching strategies, counting strategies or equal share to determine whether one group is greater than, less than, or equal to the number of objects in another group. - Students should be able to decompose the number 10 into the different number combinations - Students should be able to show numbers up to ten using counters and a ten-frame. - Students show be able to show numbers up to ten as parts of ten. (Example: There are 10 boxes. 3 boxes are open. How many boxes are closed? 10-2=7. 7 boxes are closed)	- Addends are numbers used in an addition problem, 2 + 3 = 5. Two and 3 are the addends, while 5 is the sum. Addition problems can have two or more addends, which can be single- or double-digit numbers. - Counters in a ten-frame can show numbers up to 10.

Topics	
Envision Topic 3	

Language of Instruction	
addends analyze	

classify
compose
counting on
decompose
digits
five
infinite
number combinations
organize
part part whole
patterns
record
skip count
sum
ten
ten frame

State Assessment Connections	National Assessment Connections

Resources

Envision Topic 3

https://www.teacherspayteachers.com/Product/Making-Tens-Dice-Roll-Game-FREEBIE-879479