**Grade 1 Quarter 1 Day 37**

**.OA.1** Use addition and subtraction within

20 to solve word problems involving

situations of adding to, taking from, putting

 together, taking apart, and comparing, with

unknowns in all positions, e.g., by using

objects, drawings and equations with a

symbol for the unknown number to represent

the problem.

**1.OA.5** Relate counting to addition and

subtraction (e.g., by counting on 2 to add 2)

**1.OA.6-** Add and subtract within 20, demon-

strating fluency for addition and subtraction

within 10. Use strategies such as counting on;

making ten (eg. 8+6=10+4=14); decomposing

a number leading to a ten (eg. 13-4 = 13-3-1=

10-1=9); using the relationship between

addition and subtraction (eg. knowing that 8+

4=12; 12-4=8); and creating equivalent but

easier or known sums (eg. adding 6+7=

6+6+1=13).

**1.OA.8-** Determine the unknown whole

number in an addition or subtraction

equation relating three whole numbers. *For*

*example, determine the unknown number that*

*makes the equation true in each of these*

*equations: 8+?=11; 5=\_\_-3; 6+6=\_\_*

**Materials Needed:**

* Math Expressions Volume 1
	+ TE pages 241-246
	+ SAB pages 95
	+ MathBoard materials

Vocabulary

* Number Grabber
* Unknown Partner
* Math Mountain- A visual representation of the partners and total of a number. The total appears at the top and the two partners that are added to produce the larger number are below to the left and right.

###### Math Expressions Lesson

###### Unit 3 Lesson 5: Practice with Unknown Partners

**Activity 1**

1. Begin by presenting the following story problem: **“I have**

 **9 marbles. 7 of them are green. The rest are red. How**

 **many marbles are red?”** Have several students to come to

 the board to solve the problem in any way they choose. Have

 students repeat the problem in their own words and discuss the

 solution methods together and with groups at student’s desks.

2. Have all students draw a Math Mountain to represent the story.

 Invite a volunteer to draw a Math Mountain on the board and

 discuss the partners and the total in the drawing. Ask

 questions such as *“Which number is the total?”* and *“Which*

 *numbers are the partners?”* Challenge all students to write an

 equation that represents the story.

3. As students are sharing their equations, point out that 7+2=9

 and 9= 7+2. Ask *“Where is the total now?”* and *“Where are*

 *the partners now?”* Some students may write the subtraction

 equation 9-7=2. Connect the numbers in the equations to the

 corresponding numbers in the Math Mountain and discuss

 student’s thinking.

4. Invite students to make up their own unknown partner story

 problems. As volunteers share their problems, have all

 children solve each and represent the story problem with a

 Math Mountain and an equation.

**Activity 2**

1. Begin by drawing all the Math Mountains with totals of 10 on

 the board in order, so children can play *Number Grabber*.

2. Invite one student to be the “number grabber” and erase one of

 the partner numbers on any mountain while the other students

 close their eyes.

3. When the Number Grabber says*, “Open your eyes for a big*

 *surprise,”* the class looks for the mountain with the unknown

 partner and solves for it.

4. When a student names the unknown partner, the “number

 grabber” pretends to find the number that was hidden and

 writes it back on the mountain. Children take turns being the

 “number grabber.”

**Activity 3**

1. Using SAB page 95, play, “Same Number, Different Partners.”

 Have students cut out the cards and spread them face down on

 the table. Student take turns turning over two cards. If both

 cards show partners for the same number, the child keeps the

 cards. Play continues until all cards are matched.

**Homework**

* Homework page 77-78

Assessment

* As students are creating story problems, observe whether they are able to solve the problems using Math Mountains, and whether they can represent the problems with equations.

**Okie dokie y’all it’s time for another assessment!!!**

 Day 38 assessment items on CMAPP

**Assessment** (1.OA.1, 1.OA.5)

[Sample Items](http://cmapp.wcpss.net/uploads/files/13-14_elem_math/grade_1/1_assessment_items/1_assessment4_38.docx) on CMAPP can be saved for 2nd quarter!! Will be needed 2nd quarter so not a waste of time!!!

**Grade 1 Quarter 1 Day 39**

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| **1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the numberthat makes 10 when addedto 8**.****1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |
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**Materials Needed:**

* Math Expressions Volume 1
	+ TE pp. 253-258
	+ SAB p. 99

Vocabulary

* Penny

###### Math Expressions Lesson

###### Unit 3 Lesson 7: Subtraction Stories

**Activity 1**

* Present this story to the class and invite several children to solve the problem at the board. *I had 9 buttons on my coat. 4 of the buttons fell off. How many buttons are left?* Encourage students to use an equation or math mountain to solve the problem. Students should work to become fluent with both methods as they contribute conceptually to understanding subtraction. Accept circle drawings while continuing to model math mountains and equations. Have students discuss methods they used. *See Math Talk in Action on TE p. 254 to guide your math discussion.*
* Have students solve and explain other subtraction story problems. *Three additional problems are provided on TE p. 254.*

**Activity Cards**

* Present the story problems from the Intervention and On Level Activity Cards for students to solve.
* On these Activity Cards students will use the given word problem to write a related equation using a Math Mountain.
* Remind students to label their answers to correspond to the word problems.

**Going Further**

* Have students look at SAB p. 99 and discuss the pictures. As a class, have students read and solve #1. Guided questions are listed on TE p. 256. Some children may find it helpful to draw simple pictures of coins. Have students work independently to solve the rest of the page. Remind students to label their answers.

Assessment

**Story Problem**: Tony had five cookies. He ate 3. How many does he have left? Write or draw to explain how you found your answer. *Challenge students to write an addition and subtraction equation*

**Homework**

Homework- Homework p. 81