

FIRST WEEK PLAN-ORGANIZATION AND REVIEW

The first days of school set the tone for your classroom. How you are organized and have materials planned are instrumental in starting off on the right foot. Taking the first week of school to develop classroom math routines will allow for greater instructional and learning time for students in the future. Your math routines may include: calendar time, Early Bird Work for math, copying homework assignments, reading TNReady I Can Statements, journal books, math task books, etc.

Modeling and providing guided practice of expectations and feedback will allow students to develop and practice their growing number sense in meaningful and purposeful ways. Time will need to be spent establishing expectations for:

- * Choosing and using manipulatives strategically
- * Building a classroom that encourages the Standards for Mathematical Practice
- * Accountable Talk-teaching accountable talk is ongoing throughout the year.
- * Cooperative Learning/Centers
- * Quick Writes/ Draws or Journals

This guide will allow you to begin to establish classroom math routines as well as meet other demands of the beginning of the year-welcoming new students, issuing textbooks, etc.

Where do I begin? – Creating the Mathematics Classroom: From Practice to Procedure

This first week guide will allow you to choose ideas that will fit well with your grade level and expectations.

Number Talks - <http://schoolwires.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/3791/Number%20Talk%20Overview.pdf>

Number Talks were developed for classroom teachers to engage students in "mental math" through grappling with interesting mathematics problems. Educators can use number talks regularly as introductions to the day's mathematical practice, as "warm ups" for other lessons, or as stand-alone extended engagements with mathematical concepts. A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide.

Number Talks should be structured as short sessions alongside (but not necessarily directly related to) the ongoing math curriculum. It is important to keep Number Talks short, as they are not intended to replace current curriculum or take up the majority of the time spent on mathematics. In fact, teachers need to spend only 5 to 15 minutes on Number Talks. Number Talks are most effective when done every day.

The number talk is designed to be only five to fifteen minutes of focused discussion.

- Select a designated location that allows you to maintain close proximity to your students for informal observations and interactions.
- Provide appropriate wait time for the majority of the students to access the problem.
- Accept, reject, and consider all answers.
- Encourage student communication throughout the number talk.

Quick Write

Learning mathematics is much more complex than memorizing sets of facts and examples. In order to develop new and/or improved conceptual frameworks, students must be given the opportunity

to process their ideas before, during, and after new learning takes place. This can be done orally, mentally, or in writing. Information must be personalized in some way. Students must be expected to include reflections and questions when they write. By making these personal connections, students will begin to develop a conceptual understanding of the mathematics they are exploring in their studies. The quick write is a strategy used to build a habit of reflection and informally assess students thinking. Students are asked to respond to an open-ended question in 2-10 minutes.

Accountable Talk

Talking with others about ideas and work is fundamental to learning. It gives us the opportunity to organize our thinking into coherent utterances, hear how our thinking sounds out loud, listen to how others respond, and, often, hear others add to or expand on our thinking. But not all talk sustains learning. For classroom talk to promote learning it must be accountable: to the learning community, to accurate and appropriate knowledge, and to rigorous thinking.

There are a variety of moves that teachers can use to insure purposeful, coherent, and productive conversation. A number of moves have been identified that help students in building understanding of complex ideas, while at the same time keeping students engaged and "on the same page."

Each day a specific Accountable Talk Move (ATM) should be emphasized. This type of conversation may be new for some students but it is important to promote Accountable Talk and encourage students to practice this week in order to establish a classroom culture that promotes learning and students feel safe to express their thoughts. (Provided are links for additional information on Accountable Talk.)

Mathematical Discussions/Math Message

A daily message or the Math Message helps set the tone for the day/mathematics block as well as reinforce academic skills. Integrating this in your daily routines can only enhance your classroom culture and help focus students on the learning ahead. Students will be introduced to the eight Mathematical Practices and should be an overview of each. Students will be given many opportunities to 'practice' throughout the school year.

Ideas:

*Add vocabulary words/definitions to journal book

*Math Task Problems

*Math Interactive Pages

*Math Poems

	Mathematical Discussion/ Math Message	Accountable Talk (AT)	Number Talks Number Talks: Helping Children Build Mental Math and Computation by Sherry Parrish gives specific examples	Quick Write
Day 1	<p>(Mathematical Practice 1: Make sense of problems and persevere in solving them.) I will keep trying. I can solve problems without giving up. I want you to try and solve this problem: <i>When I woke up this morning I had 3 chocolate donuts and 4 sprinkle donuts in my lunch box. Draw a picture and write a number sentence about how many donuts I had in all in my lunch box.</i></p>	<p><u>Accountable Talk Moves:</u> -</p> <ul style="list-style-type: none"> • Keeping the Channels Open- <i>Ensure that students can hear Each other and remind them that They must hear what others have said.</i> <p>*Say that again and louder (if student was too quiet). *Can someone repeat what was just said?</p> <p><u>Accountable Talk Stems:</u></p> <ul style="list-style-type: none"> • Did everyone hear that? • Can someone repeat what was just said? <p>Ask you shoulder partner how many donuts were in the lunch box? Encourage students to ask each other Questions.</p>	<p>Tell the students that we are playing a game called “Guess My Number.” Write the clues on the board as you say them. Clues:</p> <ul style="list-style-type: none"> - My number has one digit. - My number is less than nine. - My number is more than 3. - My number is the amount of money in a nickel. - My number is the number of fingers you have on one hand. <p>When I say go, whisper my number. Go. How did you figure out my number? Call on students to reveal their thinking. Prompt them to say the number they chose, “because.....” Elicit participation from the group by a using their hand signals, do they agree/disagree with what was said? The class agrees on the real answer. Thank the students for their participation in the Number Talk.</p>	<p>Draw a picture for the number sentence $4 + 2 = 6$</p>
Day 2	<p>(Mathematical Practice 2: Reason abstractly and quantitatively.) I can think of numbers in many different ways. (Review yesterday’s problem.) I want you to try and solve this problem: <i>This morning I woke up and found 5 chocolate donuts and 2 sprinkle donuts in my lunchbox. Draw a picture and write a number sentence about how many donuts I had in all in my lunch box.</i></p> <p>Note: Ask students what they notice about yesterday’s problem and today’s problem. Are they thinking about 7 in a</p>	<p><u>Accountable Talk Moves:</u></p> <ul style="list-style-type: none"> • Keeping the Channels Open • Keeping Everyone Together- <i>Ensure that everyone not only heard, but also understood, what a speaker said.</i> <p><u>Accountable Talk Stems:</u></p> <ul style="list-style-type: none"> • Did everyone hear that? • Can someone repeat what was just said? • Can someone add on to what was said? 	<p>What mental strategies can you use to solve this problem? $2 + 8 = \underline{\quad}$ Discuss mental strategies as ways you can solve problems in your mind. You may want to have a ten frame ready so that kids can refer to it to help explain their strategies. Allow ample wait time while students are thinking and you may want to teach a non-verbal signal to show the number of strategies I’ve thought about, such as putting your hand over your head and using fingers to show the number of strategies (two fingers showing=two strategies in mind to solve the problem). Using a signal other than raising hands allows for other students to continue their thinking without interruption.</p>	<p>Draw a picture for the number sentence $1 + 5 = 6$</p>

	<p>couple of different ways? Integrate AT stems and Teacher move (revoicing) in discussion, first allowing students to share how they solved the problem with each other, then as a whole group.</p>	<p><u>Teacher Move: Restating</u> This AT move is made by the teacher. The teacher is simply repeating (restating) what the student said.</p> <ul style="list-style-type: none"> • i.e. “You’re saying…” 	<p>Record all student answers before going back and sharing strategies.</p> <p>While students share strategies, record names and representations of strategies and labels on class chart.</p> <p>How did you solve the problem? Turn to the person next to you and restate what ___ just said in your own words. How are ___’s strategy and ___’s strategy alike? How are they different?</p>	
Day 3	<p>(Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.) I can explain my thinking and try to understand others. Today I need your help solving a new problem. I want you to solve it in a way that is best for you—draw a picture, write a number sentence, use counters, etc.: <i>This morning I woke up and found two trays of cookies on my counter. One tray had 5 sugar cookies and the other tray had 4 chocolate chip cookies. How many cookies did I have in all?</i> Note: Integrate AT stems and Teacher move (restating) in discussion, first allowing students to share how they solved the problem with each other, then as a whole group. Note: Discuss using AT stems and Teacher move (restating) in discussion, first allowing students to share how they solved the problem with each other, then as a whole group.</p>	<p><u>Accountable Talk Moves:</u></p> <ul style="list-style-type: none"> • Keeping the Channels Open • Keeping Everyone Together • Linking Contributions- <i>Make explicit the relationship between a new contribution and what has gone before.</i> <p><u>Accountable Talk Stems:</u></p> <ul style="list-style-type: none"> • Did everyone hear that? • Can someone repeat what was just said? • Can someone add on to what was said? • Does someone have a similar idea? • Do you agree or disagree? <p>Continue to use the Teacher Move: <u>Restating</u></p>	<p>In today’s Number Talk we’re going to work with today’s date: 8/6/14. What strategies could I use to add all of those digits together and get a sum?</p> <p>Write $8 + 6 + 1 + 4 =$ on the board. Remind the students that they should be ready to share their strategies with the class. Model hand signals. Give think time</p>	<p>Draw a picture for the number sentence $6 + 3 = 9$</p>
Day 4	<p>(Mathematical Practice 4: Model with mathematics.) I can show my work in many different ways. Today I need your help solving a new problem. I</p>	<p><u>Accountable Talk Moves:</u></p> <ul style="list-style-type: none"> • Keeping the Channels Open • Keeping Everyone Together 	<p>Maria had some pennies. There were 8 pennies on the floor and there were 11 pennies in her piggy bank. How many pennies did she</p>	<p>Draw a picture for the 8 pencils in another way. (i.e. instead of 5 red and 3blue, it’s 6 red and</p>

	<p>want you to solve it different ways: drawing a picture, writing a number sentence and using counters.</p> <p><i>When I got home yesterday I dropped my bag and my pencils fell out. I found 5 red pencils under the table and 3 blue pencils under the couch. How many pencils fell out of my bag?</i></p> <p>Note: Allow students to solve problem in different ways. Do they get the same sum? Discuss using AT stems and Teacher move (restating) in discussion, first allowing students to share how they solved the problem with each other, then as a whole group.</p>	<ul style="list-style-type: none"> • Linking Contributions • Verifying & Clarifying – revoice a student’s contribution helping all listeners to engage in discussion. <p>Accountable Talk Stems:</p> <ul style="list-style-type: none"> - Did everyone hear that? - Can someone repeat what was just said? - Can someone add on to what was said? - Does someone have a similar idea? - Do you agree or disagree? - Can you say more? - Who understood what was said? <p>Continue to use the Teacher Move: Restate</p>	<p>have? Share solutions, share strategies.</p>	<p>2 blue)</p>
<p>Day 5</p>	<p>(Mathematical Practice 5:Use appropriate tools strategically.) I can use tools and tell you why I chose them. I want you to solve a new problem by drawing a picture, writing a number sentence and/or using counters.</p> <p><i>As a first grader you will have several books to help you learn. You will have 6 reading books, 2 math books and 1 science book. How many books will you have in all?</i></p> <p>Note: Allow students to solve problem in different ways and let them select the tool they want to use. Discuss using AT stems and Teacher move (restating) in discussion, first allowing students to share how they solved the problem with each other, then as a whole group.</p>	<p>Review all Accountable Talk Moves:</p> <ul style="list-style-type: none"> • Keeping the Channels Open • Keeping Everyone Together • Linking Contributions • Verifying & Clarifying 	<p>To establish uses for different manipulatives so that kids can choose and use them strategically for later problem solving.</p> <p>Math Tool Scavenger Hunt:</p> <p>Students work in pairs</p> <p>to find and record manipulatives that serve different purposes. Some manipulatives to have available may be unifix cubes, pattern blocks, color tiles, digi-blocks, animal counters, etc.</p> <ul style="list-style-type: none"> - Find one or more manipulatives/ math tools that could be used to build the number 20. - Find one or more math tools that Connect together. - Find one or more math tools that could be used to make a design on the floor or table. - Find one or more math tools that could be used to find out how long your arm is. 	<p>If you had a social Studies book how many books would you have in all?</p>



First Grade Mathematics Curriculum Map 1st Nine Weeks 2018-19

First Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 2 & 3: Chapter 1: Addition Concepts		
<p>1.OA.A.1 Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.B.3 Apply properties of operations (additive, identity, commutative, and associative) as strategies to add and subtract.</p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How do pictures show adding to? 2) How can you model adding 	<p>Learning Targets</p> <p>I can:</p> <p>Use pictures to add and find sums.</p> <p>Use concrete objects to solve “adding to” addition problems.</p> <p>Use concrete objects to solve “putting together” addition problems.</p> <p>Solve adding to and putting together situations using the strategy make a model.</p> <p>Understand and apply the Additive Identity Property for Addition.</p> <p>Explore the Commutative Property of addition.</p> <p>Model and record all the ways to put together within 10.</p> <p>Morning Meeting/Calendar Math: It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2’s, 5’s, 10’s, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 1</p> <p>Lesson 1.1 Use Pictures to Add To</p> <p>Lesson 1.2 Hands On- Model Adding To</p> <p>Lesson 1.3 Hands On- Model Putting Together</p> <p>Lesson 1.4 Problem Solving- Model Addition</p> <p>Lesson 1.5 Algebra- Add Zero</p> <p>Lesson 1.6 Hands On: Algebra- Add in Any Order</p> <p>Lesson 1.7 Hands On: Algebra- Put Together Numbers to 10</p> <p>Lesson 1.8 Addition to 10</p> <p>Vocabulary: addition sentence, is equal to, plus, sum, add, zero, addends, order</p> <p>Mathematical Practices Focus</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning.

<p>within 10?</p> <ol style="list-style-type: none">3) How do you model adding to a group?4) How do you model putting together?5) How do you solve addition problems by making a model?6) What happens when you add 0 to a number?7) Why can you add addends in any order?8) How can you show all ways to make a number?9) Why are some addition facts easy to add?		
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Mathematical Practices

Posters Using Community Helpers (created by Dogwood Elementary teacher Mary Lirette)

<http://www.teacherspayteachers.com/Product/CCSS-Mathematical-Practice-Standards-Free-Posters>

K-1 Posters by Standard

<http://elemmath.jordandistrict.org/mathematical-practices-by-standard/>



First Grade Mathematics Curriculum Map 1st Nine Weeks 2018-19

First Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 4 & 5: Chapter 2: Subtraction Concepts		
<p>1.OA.A.1 Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How can you subtract numbers from 10 or less? 2) How can you show taking from with pictures? 3) How can you model taking from a group? 4) How do you model taking apart? 5) How do you solve subtraction problems by making a model? 	<p>Learning Targets I can:</p> <p>Use pictures to show “taking from” and find differences”.</p> <p>Use concrete objects to solve “taking from” subtraction problems.</p> <p>Use concrete objects to solve “taking apart” subtraction problems.</p> <p>Solve taking from and taking apart subtraction problems using the strategy make a model.</p> <p>Compare pictorial groups to understand subtraction.</p> <p>Model and compare groups to show the meaning of subtraction.</p> <p>Identify how many are left when subtracting all or 0.</p> <p>Model and record all the ways to take apart numbers within 10.</p> <p>Build fluency within 10.</p> <p>Morning Meeting/Calendar Math: It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2’s, 5’s, 10’s, number word forms, days of the week, months</p>	<p>Go Math Chapter 2: Lesson 2.1 Use Pictures to Show Taking From Lesson 2.2 Hands On: Model Taking From Lesson 2.3 Hands On: Model Taking Apart Lesson 2.4 Problem Solving: Model Subtraction Lesson 2.5 Use Pictures and Subtraction to Compare Lesson 2.6 Hands On: Subtract to Compare Lesson 2.7 Subtract All or Zero Lesson 2.8 Hands On: Algebra- Take Apart Numbers Lesson 2.9 Subtraction from 10 or Less</p> <p>Vocabulary: minus, difference, subtraction sentence, subtract, compare, fewer, more</p> <p>Mathematical Practices Focus</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning <p>Math Task Suggestion: http://www.edutoolbox.org</p>

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| <ol style="list-style-type: none">6) How can you use pictures to compare and subtract?7) How can you use models to compare and subtract?8) What happens when you subtract 0 from a number?9) How can you show all the ways to take apart a number?10) Why are some subtraction facts easy to subtract? | | |
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First Grade Mathematics Curriculum Map
1st Nine Weeks 2018-19

First Nine Weeks

TN Standards	Learning Outcomes	Content
Week 6,7 & 8: Chapter 3: Addition Strategies		
<p>1.OA.A.2 Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.B.3 Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)</p> <p>1.OA.C.5 Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., $13-4=13-3-1=10-1=9$ or adding $6+7$ by creating the known equivalent $6+4+3=10+3=13$)</p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> How do you solve addition problems? What happens if you change the order of addends when 	<p>Learning Targets I can:</p> <p>Understand and apply the Commutative Property of Addition.</p> <p>Use count on 1,2, or 3 strategy to find sums within 20.</p> <p>Use doubles as a strategy to solve addition facts with sums within 20.</p> <p>Use doubles to create equivalent but easier sums.</p> <p>Use doubles plus 1 and doubles minus 1 as strategies to find sums within 20.</p> <p>Use the strategies count on, doubles, doubles plus 1, and doubles minus 1 to practice addition facts within 20.</p> <p>Use a ten frame to add 10 and an addend less than 10.</p> <p>Use make a ten strategy to find sums within 20.</p> <p>Use numbers to show how to use make a ten strategy to add.</p> <p>Use the Associative Property of Addition to add three addends.</p> <p>Understand and apply the Associative Property or Commutative Property of Addition on three addends.</p> <p>Solve adding to and putting together situations using the strategy draw a picture.</p> <p>Morning Meeting/Calendar Math: It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's,</p>	<p>Go Math Chapter 3 Lesson 3.1 Algebra: Add in Any Order Lesson 3.2 Count On Lesson 3.3 Hands On: Add Doubles Lesson 3.4 Hands On: Use Doubles to Add Lesson 3.5 Hands On: Doubles Plus and Doubles Minus 1 Lesson 3.6 Practice the Strategies Lesson 3.7 Hands On: Add 10 and more Lesson 3.8 Hands On: Make a 10 to Add Lesson 3.9 Use Make a 10 to Add Lesson 3.10 Hands On: Algebra- Add 3 Numbers Lesson 3.11 Add 3 Numbers Lesson 3.12 Problem Solving- Use Addition Strategies</p> <p>Tasks: https://www.illustrativemathematics.org/1</p> <p>Vocabulary: count on, doubles, doubles plus one, doubles minus one, make a ten, Commutative Property, Associative Property</p> <p>Mathematical Practices Focus</p> <ol style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively Construct viable arguments and critique the reasoning of others. Model with mathematics Use appropriate tools strategically. Attend to Precision Look for and make use of structure Look for and express regularity in repeated reasoning <p>Math Task Suggestion: Copy and paste the links below to browser Math Tasks for Q1 correlated with Reading Street Stories https://docs.google.com/file/d/0BxWkWA8-Ab3BQ25yUmdxeWVPNUU/edit</p>

<p>you add?</p> <ol style="list-style-type: none">3) How do you count on 1,2, or 3?4) What are doubles facts?5) How can you use doubles to help you add?6) How can you use what you know about doubles to find other sums?7) What strategies can you use to solve addition fact problems?8) How can you use a ten frame to add 10 and some more?9) How do you use the make ten strategy to add?10) How can you make a ten to help you add?11) How can you add three addends?12) How can you group numbers to add three addends?13) How do you solve addition word problems by drawing a picture?	<p>5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Represent and Solve Problems Involving Addition and Subtraction http://commoncoretasks.ncdpi.wikispaces.net/1.OA.1-1.OA.2+Tasks Add and Subtract within 20 http://commoncoretasks.ncdpi.wikispaces.net/1.OA.3-1.OA.4+Tasks Work with Addition and Subtraction Equations http://commoncoretasks.ncdpi.wikispaces.net/1.OA.7-1.OA.8+Tasks</p> <p>http://firstgradecssmresources.blogspot.com/p/first-quarter.html</p>
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First Grade Mathematics Curriculum Map 1st Nine Weeks 2018-19

First Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 9: Chapter 4: Subtraction Strategies (cont'd in Q2, W1)		
<p>1.OA.C.5 Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., $13-4=13-3-1=10-1=9$ or adding $6+7$ by creating the known equivalent $6+4+3=10+3=13$)</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, to solve $10-8=$____, a student can use $8+$____=10.</i></p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>Essential Questions: 1) How do you solve subtraction</p>	<p>Learning Targets I can:</p> <p>Use count back 1,2, or 3 as a strategy to subtract. Recall addition facts to subtract numbers within 20. Use addition as a strategy to subtract numbers within 20.</p> <p>Morning Meeting/Calendar Math: It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 4 Lesson 4.1 Count Back Lesson 4.2 Hands On: Think Addition to Subtract Lesson 4.3 Use Think Addition to Subtract</p> <p>Vocabulary: difference, counting back, part, whole, separating, comparing, minus sign (-), equal sign (=), subtract, subtraction sentence</p> <p>Mathematical Practices Focus</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning <p>Math Task Suggestion https://www.illustrativemathematics.org/1 Represent and Solve Problems Involving Addition and Subtraction Add and Subtract within 20 www.edutoolbox.org Work with Addition and Subtraction Equations 20 www.edutoolbox.org</p> <p>http://firstgradecssmresources.blogspot.com/p/first-quarter.html</p>

problems?

- 2) How can you count back 1, 2, or 3?
- 3) How can you use an addition fact to find the answer to a subtraction fact?
- 4) How can you use addition to help you find the answer to a subtraction fact?
- 5) How can you make a ten to help you subtract?
- 6) How do you break apart a number to subtract?
- 7) How can acting out a problem help you solve the problem?