

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

## Unit Name: Addition & Subtraction 2

### Common Core State Standards:

**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.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 the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .

**1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

**1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

### Essential Vocabulary:

- |                 |               |                    |
|-----------------|---------------|--------------------|
| • Addition      | • Less/More   | • Subtraction      |
| • Compare       | • Mental Math | • Ten              |
| • Decade Number | • Number Line | • Tens Frame       |
| • Equation      | • Strategy    | • Two-Digit Number |

### Unit Overview:

First Graders use their knowledge of addition and subtraction during and the relationship between three numbers in an equation in this Addition and Subtraction unit. They build on their knowledge of counting by tens work in Kindergarten by mentally adding ten more and ten less than any number less than 100. First graders are not expected to compute differences of two-digit numbers other than multiples of ten. Ample experiences with ten frames and the number line provide students with opportunities to think about groups of ten, moving them beyond simply rote counting by tens on and off the decade. Such representations lead to solving such problems mentally. First Grade students use concrete models, drawings and place value strategies to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50).

### Strategies/Skills:

In this unit, First Grade Students will:

- Extend their experiences in Kindergarten by working with numbers to 20 to solve a new type of problem situation: Compare. In a Compare situation, two amounts are compared to find “How many more” or “How many less”.
- First Graders use their understanding of and strategies related to addition and subtraction as well as to solve equations with an unknown.
- Explain and reason mentally adding ten more or ten less to numbers through 120.
- Explain, reason, and relate strategies to a written method when subtracting multiple tens from decade numbers using concrete models, drawings, and/or strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

### Wake County Public Schools, Unit Overview for Parents

*This document should not replace on-going communication between teachers & parents.*

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### **Video Support:**

Video support can be found on The YouTube Channel.

- [10 More or 10 Less using Mental Math](#)

Video support can be found on Khan Academy

- <https://www.khanacademy.org/>
  - [Creating a Number Grid](#)

### **Additional Resources:**

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- NCDPI Unpacking Document: [1<sup>st</sup> Grade Unpacking Document](#)
- Games
  - [http://www.abcya.com/interactive\\_100\\_number\\_chart.htm](http://www.abcya.com/interactive_100_number_chart.htm)
  - <https://www.khanacademy.org/math/early-math/cc-early-math-place-value-topic/cc-early-math-skip-counting/e/skip-counting-by-10s>
  - <http://www.mathwire.com/100board/hbpuzzles.pdf>
  - [http://nlvm.usu.edu/en/nav/frames\\_asid\\_337\\_g\\_1\\_t\\_1.html?from=grade\\_g\\_1.html](http://nlvm.usu.edu/en/nav/frames_asid_337_g_1_t_1.html?from=grade_g_1.html)