

DUVAL Math

Parent Tips

Introduction to Place Value using Addition and Subtraction up to the number 20.

In this Module, students will extend their work with addition and subtraction to the numbers 1-20, and learn some new strategies along the way.

First Grade,
Module 2

Before This Module: Students worked with ways to make numbers up to 10, including simple addition and subtraction.

What Comes After This Module: Students will continue to compare and order numbers now expanding to topics in length measurement.

Special points of interest:

- ✓ Word to Know
- ✓ Result Unknown and Total Unknown Word Problems
- ✓ Change and Added Unknown Word Problems
- ✓ Mathematical Practices
- ✓ Want to help with homework?

Words to Know

Units students will use:

Ten: students will focus on one ten during this module.

Ones: these are individual units, ten of which become a ten.

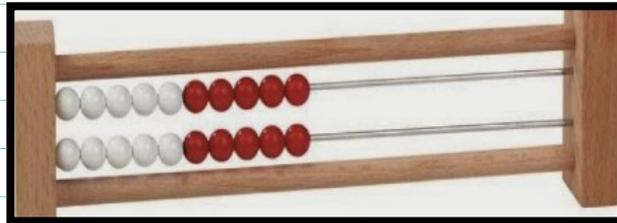
Mathematical words:

Add

Subtract

Equals

“Teen Numbers” e.g, 13, 15, 19, etc.



Partners to 10: two numbers that together make 10.

5 groups: representations of numbers that are lined up in groups of 5.

Number Bonds: a pictorial representation of how two or more smaller numbers can be combined to make a larger number.

Rekenrek: students will use this tool to represent numbers in more and complex ways as they grow.

Questions?

Mrs. Wendy Dobson

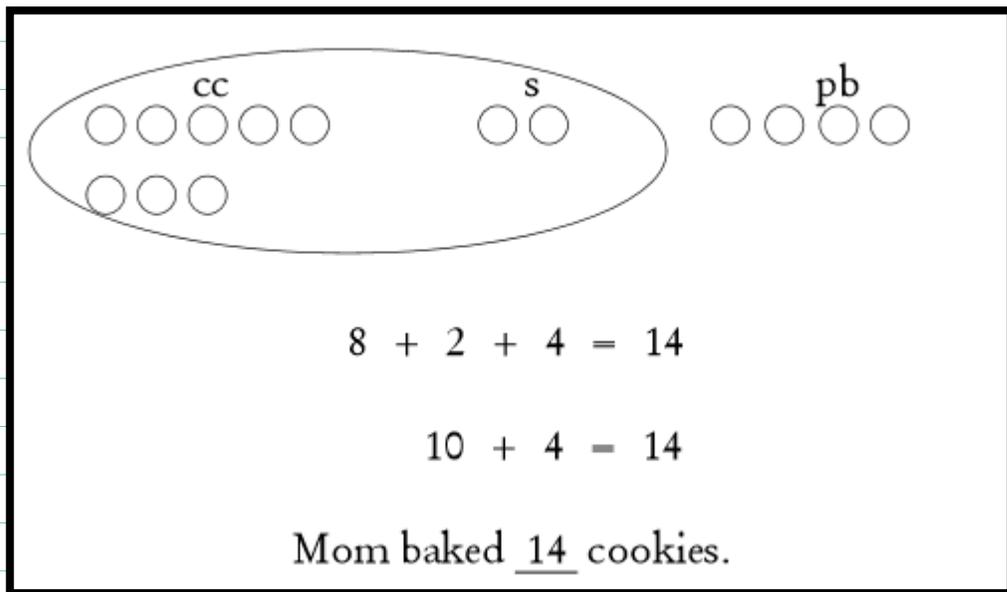
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Result Unknown and Total Unknown Word Problems

Counting On or Making Ten to Solve Result Unknown and Total Unknown Word Problems

Mom baked some cookies. She made 8 chocolate chip cookies, 2 sugar cookies, and 4 peanut butter cookies. How many cookies did mom make?

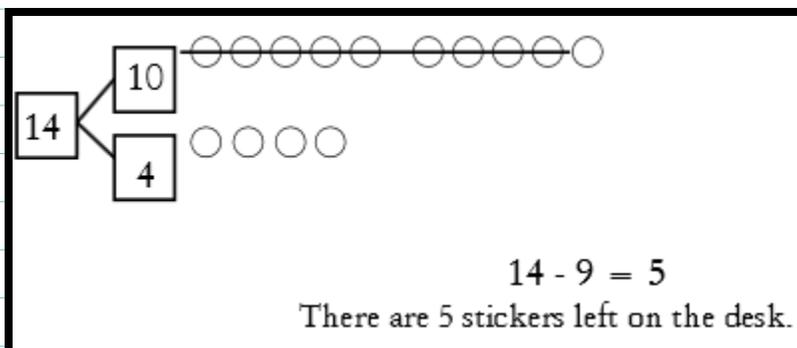


$8 + 2 + 4 = 14$
 $10 + 4 = 14$
 Mom baked 14 cookies.

First, make a simple math drawing with labels. Then, circle 10 and fill in the number sentences to solve the problem.

Counting On or Taking From Ten to Solve Result Unknown and Total Unknown Problems

There are 14 stickers on the desk. 10 stickers are of princesses. 4 stickers are of super heroes. A child took 9 of the princess stickers. How many stickers are left on the desk?



$14 - 9 = 5$
 There are 5 stickers left on the desk.

First, make simple math drawing.

Then, cross out from the 10 or the other part in order to show what happens in the stories.

Change and Added Unknown

Word Problems

Solve add to with change unknown

There were 6 birds on a branch. Then there were 13 birds on a branch. How many birds came?

$6 + 7 = 13$

Read Draw Write

1. Read the problem
2. Draw the problem (number bonds, pictures)
3. Write the solution (number sentence, sentence with answer).

There were 6 birds on the branch, more came and there were 13. Draw 6 circles. Count on to 13 drawing a different shape or each time a number is said. There are 13 birds, is this part of the birds or more birds? It's the total number of birds. How many birds came? 7 Number sentence: $6 + 7 = 13$. Statement: 7 more birds came.

Solve take away from with change unknown

There are 9 cats in the yard. Some ran away. Now there are 6 cats in the yard. How many ran away?

Draw 9 shapes, circle and label the 6 that remained. How many cats ran away?

Number sentence: $9 - 3 = 6$

Statement: 3 cats ran away.

$9 - 3 = 6$

Equal signs to solve equivalent expressions

Tammy has 12 dolls and lost 4. Casey has 4 dolls and her mom gave her 4 more. Who has more dolls, Tammy or Casey?

Tammy has 12 and now she has 8. Casey has 4 and now she has 8. Both girls have the same number of dolls.

$12 - 4 = 4 + 4$

$8 = 8$

They have the same number of dolls.

$12 - 4 = 8$

$4 + 4 = 8$

Standards for Mathematical Practice

Mathematical Practices Addressed in this Module:

MP.2 Reason abstractly and quantitatively. Students solve change unknown problem types such as, “Maria has 8 snowballs. Tony has 15 snowballs. Maria wants to have the same number of snowballs as Tony. How many more snowballs does Maria need, to have the same number as Tony?”

MP.4 Model with Mathematics. Students use 5-groups, number bonds, and equations to represent decompositions when both subtracting from the teens and adding to make teens when crossing the ten.

MP.7 Look for and make use of structure. This module introduces students to the unit ten. Students use the structure of the ten to add within the teens, to add to the teens, and to subtract from the teens.

MP. 8 Look for and make use of repeating reason. Students realize that when adding 9 to a number 1-9, they can complete the ten by decomposing the other addend into “1 and ___”. They internalize the commutative and associative properties, looking for ways to make ten within situations and equations.

Want to help with homework?

A great resource can be found following the link below:

http://www.oakdale.k12.ca.us/ENY_Hmwk_Intro_math

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Math Homework Help

Engage New York (ENY) Homework provides additional practice for math that is learned in class. This site is intended to help guide students/parents through assigned homework. You will see a sample of what was done in class and how it was completed correctly. Below is a *sample* of the top of the homework page. It is for **Grade 3, Module 1, Lesson 1**.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 1 Homework Grade 3 3•1 Module 1

Begin by clicking on your student's **GRADE**, next select the **MODULE**, and finally select the **LESSON**.

▶ PK ▶ K ▶ 1st ▶ 2nd ▶ 3rd
▶ 4th ▶ 5th ▶ 6th ▶ 7th ▶ 8th