

MATH NEWS



Volume 2

1st Grade Math

2nd 9 Weeks-Unit 2

UNIT 2 GOALS

- Count, write, and read numbers 0-120.
- Represent numbers 0-120 in groups of tens & ones.
- Fluently add and subtract within 10.
- Add and subtract numbers up to 20.
- Solve addition and subtraction word problems to 20.
- Addition of three numbers up to 20.
- Relate subtraction to addition.
- Understand and use math symbols (+, -, =).
- Solve for unknown number in equations ($5 + \underline{\quad} = 12$; $\underline{\quad} - 8 = 4$)
- Use strategies to add and subtract (see below).



Strategies to Use:

1. Use counting when adding or subtracting.
2. Use doubles, doubles plus 1 or doubles minus 1.
3. Use Think Addition to solve subtraction.
4. Looking for combinations of ten.
5. Make a ten.
6. Decomposing a number leading to a ten.

Words to Know:

Decompose – Breaking a number apart. i.e. 7 can be decomposed into 6 and 1; 5 and 2; 4 and 3.

Addend – A number in an addition problem. i.e. $5 + 3 = 8$; 5 and 3 are addends. 8 is the sum of the addends 5 and 3.

Fluent – To quickly and accurately recall basic math facts without hesitation.

1. Use counting when adding or subtracting:

- **Counting On:** Students start with a number and count on. For example, if the problem is $5 + 2$, students start with 5 and count 5, 6, 7.
So $5 + 2 = 7$.
- **Counting Back:** Students start with a number and count backwards. If the problem is $5 - 2$, students start with 5 and count back 5, 4, 3.
So $5 - 2 = 3$.
- **Counting Up to Subtract:** Students start with a number being subtracted and count up to the number from which it is being subtracted. For example, for the problem $8 - 5$, students can count 6, 7, 8. So $8 - 5 = 3$.



Images from Lafayette Parish School System

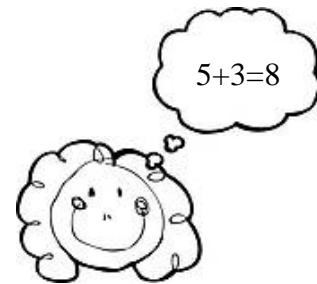
2. Use doubles and doubles plus or minus 1:

- **Doubles:** When two addends are the same, such as $3 + 3$ or $8 + 8$.
- **Doubles Plus One:** Where one addend is one more than the other, students use the doubles fact of the smaller addend to solve the problem. Such as $7 + 8$
Think: $7 + 7 + 1 = 14 + 1 = 15$.
- **Doubles Minus One:** Where one addend is one more than the other, students use the doubles fact of the larger addend to solve the problem. Such as $7 + 8$
Think: $8 + 8 - 1 = 16 - 1 = 15$.

3. Using Think Addition to solve subtraction:

Students think of the related addition fact when presented with a subtraction problem.

Example:
 $8 - 5 = \underline{\quad}$



I know $5 + 3 = 8$, so $8 - 5 = \underline{3}$.

Ask your child, "What strategy did you use?" Expect them to be able to explain their thinking.

4. Looking for combinations of ten:

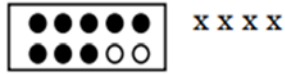
When presented with a problem, students notice numbers that make a "friendly" ten.

$$8 + 2 + 4 = \underline{\quad}$$

I know $8 + 2 = 10$. Then I add $10 + 4$.

$$\text{So } 8 + 2 + 4 = 14.$$

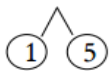
$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ 8 \quad 2 \\ \hline 8 + 2 + 4 = 14 \end{array}$$



5. Make a Ten:

$9 + 6 = \underline{\quad}$ I know $9 + 1 = 10$. I can take 1 from the 6. Now it is just 5.

$$9 + 6 = 15$$



$9 + 1 = 10$. Now I have $10 + 5$.

$$10 + 5 = 15, \text{ so } 9 + 6 = 15.$$

6. Decomposing a number leading to a ten:

$$15 - 8 = \underline{\quad}$$

I know 8 can be decomposed into 5 and 3.

I can easily take 5 from 15.

Now I have $10 - 3$.

$$10 - 3 = 7, \text{ so } 15 - 8 = 7.$$

Students will count, read, and write numbers to 120.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Word Problems

Students will continue to solve a variety of addition and subtraction situations. In this unit, we will be focusing on story problems using numbers up to 20.

Examples:

John has 14 fish. Sally has 6 fish. How many more fish does John have than Sally?

$$14 - 6 = \underline{\quad}$$

John has more fish than Sally.

John has 14 fish. Sally has some fish. Together they have 20 fish. How many fish does Sally have?

$$14 + \underline{\quad} = 20$$

Sally has fish.

John has some fish. Sally has 6 fish. Together they have 20 fish. How many fish does John have?

$$\underline{\quad} + 6 = 20$$

John has fish.

Understanding the Meaning of the Equal Sign & Determine if Equations are True or False

True

$$9 + 2 = 5 + 6$$

$$8 - 6 = 5 - 3$$

$$8 - 5 = 3 + 0$$

False

$$9 + 2 = 5 + 5$$

$$8 - 6 = 5 - 4$$

$$8 - 4 = 4 + 1$$