



TPSD Grade 1 Math Syllabus Units 5-7, Second Nine Weeks

Unit 5: Solve Addition and Subtraction Problems to 10

Unit Summary: *Topic 5* focuses on the understanding that the equal sign indicates that both sides of an equation represent the same value. Students determine whether addition and subtraction equations are true or false, and they find the missing number in addition and subtraction equations. The Associative Property of Addition ($4 + 5 = 9$, $5 + 4 = 9$) is introduced as a way to group numbers flexibly to help in solving problems with three addends.

Performance Skills:

- I can find the unknown number in an equation.
- I can understand that the equal sign means “has the same value, is the same as”.
- I can fill in the missing number in equations to make them true.
- I can use different strategies to solve word problems with 3 addends.
- I can find different strategies to add three numbers.
- I can solve word problems involving comparisons.
- I can understand that the equal sign means “the same value, is the same as” and I will use precise language when talking about it.

Academic Vocabulary/Words to Understand:

All vocabulary used in Topic 5 has been mastered to this point. There are no new terms.

Unit 6: Represent and Interpret Data and Extend the Counting Sequence

Unit Summary: In *Topic 6*, students explore concepts of data analysis involving up to three categories of data. Students collect, organize, represent, and interpret data. Many of the problems about data are structured to represent a variety of addition and subtraction situations. In *Topic 7*, the focus is on counting to 120 by tens and ones, reading and writing numbers to 120, and representing a number of objects with a written numeral for quantities to 120. Counting by tens and ones builds understanding about 2-digit numbers that will prove useful in upcoming topics involving place value.

Performance Skills:

- I can organize data into categories.
- I can collect information and organize it using a picture graph.
- I can use a picture graph to interpret organized data.
- I can count by tens and ones to 120.
- I can count on a number chart to 120.
- I can find number patterns on a hundred chart.
- I can count to 120 using an open number line.
- I can write a numeral to show how many objects are in the group.

Academic Vocabulary/Words to Understand:

tally marks, data, tally chart, picture graph, survey, hundred chart, tens digit, row, ones digit, column

Unit 7: Understand Place Value

Unit Summary: *Topic 8* develops the concept of tens and ones, which is a key foundation of the base-10 number system. Students understand that 10 can be thought of as a bundle of 10 ones, called a “ten”. Students understand that each number from 11 to 19 has 1 ten and some ones. ex: 14 has 1 ten and 4 ones.

Performance Skills:

- I can read and write numbers 11 to 19.
- I can show groups of 10 with connecting/linking cubes.
- I can group tens to solve problems.
- I can count tens and ones to find a two-digit number.
- I can use drawings to solve problems with tens and ones.
- I can use tens and ones to make numbers in different ways.

Academic Vocabulary/Words to Understand:
ten, ones

Remember:

- *Use the free Bounce Pages app to view math help videos at home!*
- *Play math fluency games at home, helping your child become fluent with adding and subtracting to 10!*
- *Use the Math My Word Cards as conversation starters when they come home! This helps your child with new math vocabulary.*
- *The Home-School Connection letters that come home with each new Topic have great activities!*



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