

Unit
9

GUIDED MATH

$$60 - 40 =$$

$$100 - 20 =$$

1ST
GRADE

ADDITION & SUBTRACTION

UNIT RELEASE DATES

These are tentative release dates. Units will be released AROUND these dates.

Unit 1: Review & Intro to Guided Math	RELEASED
Unit 2: Number Sense	RELEASED
Unit 3: Place Value/Base 10	RELEASED
Unit 4: Addition to 10	RELEASED
Unit 5: Subtraction from 10	RELEASED
Unit 6: Addition Strategies	RELEASED
Unit 7: Subtraction Strategies	RELEASED
Unit 8: Numbers to 120	RELEASED
Unit 9: Addition & Subtraction w/in 100	RELEASED
Unit 10: Geometry	February 23 rd
Unit 11: Measurement & Time	March 30 th
Unit 12: Graphing and Data	May 4 th
Unit 13: Money & Financial Literacy	June 8 th

GUIDED MATH LESSONS

Lesson Plan

Small Group Instructional Materials

LESSON 7 Number Chart Addition

MATERIALS

- Mason the Magician Hundreds Chart Addition by Kathleen L. Stone
- Mason the Magician Presents mat
- addition cards
- Teacher card
- math mats
- class set of independent practice pages

OBJECTIVES

- Students will review adding on a number chart.
- Students will add a 2-digit number to a 2-digit number.
- Students will add using a number chart.

STANDARDS

Common Core: 1.OA.B.3 and 4, 1.OA.C.5 and 6, 1.OA.D.7 and 8, 1.NBT.C.5 and 6

TEKS: 1.5 c, 1.3, 1.2 c, 1.3 a, 1.5 e, 1.5 f, 1.2 c, 1.5 g

INDEPENDENT PRACTICE

44-24...
82-14...
67-32...
51-43...

Strategic Intervention

23 + 23 83 + 17 34 + 27

Mason the Magician Presents

On-Level

23 48 + 52
37 57 + 38
12 33 + 42
10 + 20

Teacher Card

Advanced

Number Chart Addition

Use the teacher mat as you read *Mason the Magician Hundreds Chart Addition* by Kathleen L. Stone. As you read, use examples 28-36 and 37-42 from the book to act out Mason's actions. Show students how to find the first number on the chart. Students will then decompose the second number to show the expanded form of the number. Students will use the chart again to go down by tens and then go over by the ones.

- Hand out the math mats. Using the same equations that you just modeled, allow students to practice. This is a difficult skill for students so this is an important step so they can practice what you just modeled to feel more confident. Choose a few equations with the group's level in mind for students to try. When you feel confident that students have a good understanding, have students flip over their mats.
- Hand out 3 cards to each student and have them complete the cards independently as you check in, assist, and reteach as necessary. If students are having a difficult time, it may be necessary to review this lesson the following day.

This lesson will continue tomorrow using Base-Ten blocks or Place Value discs.

Mason the Magician Presents:

Place addition cards here.

Mason the Magician Presents:

Place addition cards here.

$83 + 17$

$34 + 27$

$12 + 87$

$+ 28$

$28 + 71$

$+ 26$

$70 + 11$

$+ 27$

68

Independent Practice

Directions:

- Cut and glue into your notebook.
- Add using the chart and number bond.
- Write the sum.

44-24...

can add 2-digit numbers using a number chart.

44 + 21 = ___

82 + 14 = ___

67 + 32 = ___

51 + 43 = ___

Teacher Card

Number Chart Addition

1

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

2

Number Chart Addition

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

3

Number Chart Addition

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

4

Number Chart Addition


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

PRE & POST ASSESSMENTS

Pre-Assessments

pre-assessment

Name: _____ Date: _____ Score: /10

1 Solve. 

2 Solve.

tens	ones
4	4

3 Count on and solve. $56 + 3 = \underline{\quad}$

4

53	
24	
+	

tens	ones
5	8
3	4

5 The kids at ABC Elementary School on a field trip. There are 78 kids. 22 more kids got on the bus. How many are on the bus total?

6 $88 - 3 = \underline{\quad}$

7 Solve. Draw a quick picture to help you solve the equation.

tens	ones
6	0
4	0

8 Count back and solve. $88 - 3 = \underline{\quad}$

9 Solve. Draw a quick picture to help you solve the equation.

tens	ones
6	0
4	0


10 Solve.

8	14	16	5	10	19
+ 8	- 4	+ 2	+ 6	- 3	- 5

Standards Addressed: CCSS (1A.B.3, 1A.C.3, 1A.C.6, 1A.C.7, 1A.D.8, 1B.E.1, 1B.E.2, 1B.E.6, 1B.E.7, 1B.E.8, 1B.E.9, 1B.F.1, 1B.F.2, 1B.F.3, 1B.F.4, 1B.F.5, 1B.F.6, 1B.F.7, 1B.F.8, 1B.F.9, 1B.G.1)

pre-assessment

Name: _____ Date: _____ Score: /10

1 Solve. 

2 Solve.

tens	ones
4	4

3 Count on and solve. $56 + 3 = \underline{\quad}$

4

53	
24	
+	

tens	ones
5	8
3	4

5 The kids at ABC Elementary School on a field trip. There are 78 kids. 22 more kids got on the bus. How many are on the bus total?

6 $88 - 3 = \underline{85}$

7 Solve. Draw a quick picture to help you solve the equation.

tens	ones
6	0
4	0

8 Count back and solve. $88 - 3 = \underline{85}$

9 Solve. Draw a quick picture to help you solve the equation.

tens	ones
6	0
4	0

10 Solve.

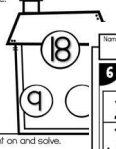
8	14	16	5	10	19
+ 8	- 4	+ 2	+ 6	- 3	- 5

Standards Addressed: CCSS (1A.B.3, 1A.C.3, 1A.C.6, 1A.C.7, 1A.D.8, 1B.E.1, 1B.E.2, 1B.E.6, 1B.E.7, 1B.E.8, 1B.E.9, 1B.F.1, 1B.F.2, 1B.F.3, 1B.F.4, 1B.F.5, 1B.F.6, 1B.F.7, 1B.F.8, 1B.F.9, 1B.G.1)

Post-Assessments

post-assessment

Name: _____ Date: _____ Score: /10

1 Solve. 

2 Solve.

tens	ones
6	7
2	5

3 Count on and solve. $67 + 3 = \underline{\quad}$

4

23	
74	
+	

tens	ones
6	7
2	5

5 Buddy caught 23 bugs. Jasmine caught 32 bugs. How many bugs did they catch together?

6 $96 - 2 = \underline{\quad}$

7 Solve. Draw a quick picture to help you solve the equation.

tens	ones
9	0
5	0

8 Count back and solve. $96 - 2 = \underline{94}$

9 Solve. Draw a quick picture to help you solve the equation.

tens	ones
9	0
5	0


10 Solve.

9	12	18	7	10	20
+ 9	- 2	+ 2	+ 4	- 6	- 5

Standards Addressed: CCSS (1A.B.3, 1A.C.3, 1A.C.6, 1A.C.7, 1A.D.8, 1B.E.1, 1B.E.2, 1B.E.6, 1B.E.7, 1B.E.8, 1B.E.9, 1B.F.1, 1B.F.2, 1B.F.3, 1B.F.4, 1B.F.5, 1B.F.6, 1B.F.7, 1B.F.8, 1B.F.9, 1B.G.1)

post-assessment

Name: _____ Date: _____ Score: /10

1 Solve. 

2 Solve.

tens	ones
6	7
2	5

3 Count on and solve. $67 + 3 = \underline{70}$

4

23	
74	
+	

tens	ones
6	7
2	5

5 Buddy caught 23 bugs. Jasmine caught 32 bugs. How many bugs did they catch together?

6 $96 - 2 = \underline{94}$

7 Solve. Draw a quick picture to help you solve the equation.

tens	ones
9	0
5	0

8 Count back and solve. $96 - 2 = \underline{94}$

9 Solve. Draw a quick picture to help you solve the equation.

tens	ones
9	0
5	0

10 Solve.

9	12	18	7	10	20
+ 9	- 2	+ 2	+ 4	- 6	- 5

Standards Addressed: CCSS (1A.B.3, 1A.C.3, 1A.C.6, 1A.C.7, 1A.D.8, 1B.E.1, 1B.E.2, 1B.E.6, 1B.E.7, 1B.E.8, 1B.E.9, 1B.F.1, 1B.F.2, 1B.F.3, 1B.F.4, 1B.F.5, 1B.F.6, 1B.F.7, 1B.F.8, 1B.F.9, 1B.G.1)

SPIN-ITS MATH STATIONS

15 Spin-Its Math Stations (all stations NOT shown)

Spin It * Subtract It * Write It

- Spin the spinners.
- Use the number line to count back.
- On the recording sheet, write the equation and solve it.

Spin It * Subtract It * Write It

- Spin the spinners.
- Use the number line to count back.
- On the recording sheet, write the equation and solve it.

Spin It * Subtract It * Write It

Directions: Record your number line, write the equation and solve it.

Name: _____

1. _____ = _____

2. _____ = _____

3. _____ = _____

4. _____ = _____

Spin It Subtract It Write It

- Spin spinner 1. Write the number.
- Spin spinner 2. Write the number.
- Use a quick picture to subtract and write the difference.

Spin It Subtract It Write It

- Spin spinner 1. Write the number.
- Spin spinner 2. Write the number.
- Use a quick picture to subtract and write the difference.

Spin It Subtract It Write It

- Spin spinner 1. Write the number.
- Spin spinner 2. Write the number.
- Use a quick picture to subtract and write the difference.

quick picture

quick picture

quick picture

quick picture

Spin It * Chart It * Write It

- Spin spinner 1. Find the number on the chart.
- Spin spinner 2. Decompose the number and chart it.
- Write the equation and sum.

Spin It * Chart It * Write It

- Spin spinner 1. Find the number on the chart.
- Spin spinner 2. Decompose the number and chart it.
- Write the equation and sum.

Spin It * Chart It * Write It

- Spin spinner 1. Find the number on the chart.
- Spin spinner 2. Decompose the number and chart it.
- Write the equation and sum.

10

10

Spin It * Count It * Add It * Write It

- Spin the **tens** and **ones** spinners. Build the number with Base-Ten blocks.
- Write the addend on your recording sheet and color the blocks.
- Spin the **tens** and **ones** spinners again. Build the number with Base-Ten blocks.
- Write the addend on your recording sheet and color the blocks.
- Add the two addends together to find the sum.

tens

ones

12


12

12

12

MATH JOURNALS

20 Math Journal Prompts (all journals NOT shown)



George grabbed some Base-Ten blocks. He grabbed 8 tens. He gave 6 to his partner. How many blocks does George have left? Use a quick picture to solve.

Teddy had 48 toy cars in his collection. He got 20 more cars for his birthday. How many toy cars does Teddy have now?

Dolly has 50 hats in her closet. She donates 30 hats. How many hats does Dolly still have?

Lola likes to collect sea shells. She had 50 shells already in her collection. While on vacation, Lola found 40 more shells to add to her collection. How many shells does she have now?

Harry and Megan both have rock collections. Harry has 67 rocks and Megan has 22 rocks. How many do Harry and Megan have in all? (Use the chart to help you solve.)

Pico needed 90 cupcakes for his party. He has 40 cupcakes. How many more cupcakes does he need to bake? Use a quick picture to solve.

Hank went fishing with his dad. Hank caught 24 fish and his dad caught 24 fish. How many fish did they catch altogether? (Decompose to add.)

Lola likes to collect sea shells. She had 50 shells already in her collection. While on vacation, Lola found 40 more shells to add to her collection. How many shells does she have now?

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Lola likes to collect sea shells. She had 50 shells already in her collection. While on vacation, Lola found 40 more shells to add to her collection. How many shells does she have now?

Tracey had 66 stickers. She bought 28 more stickers at Target. How many stickers does Tracey have now? Use a quick picture to solve.

Candice put 68 beads on a string. She has 20 more beads to put on the string to finish her necklace. How many beads will Candice's necklace have in all?

Nancy got a new journal for her birthday. On the first day, she wrote 55 words in her journal. The next day, she wrote 45 words in her journal. How many words does Nancy have in her journal so far? Use a quick picture to solve.

Lillian picked 58 apples from her apple tree, all but 4 apples to make some pies. How many apples did Lillian use to make her pies? Use the number line to count on or count back.

The zoo had 20 flamingos on Monday. By Tuesday, the zoo had 98 flamingos. How many new flamingos did the zoo get on Tuesday?

Paige went to a farm. She saw 12 large hens and 64 chicks. How many chickens did Paige see total? (Decompose to add.)

Tracey had 66 stickers. She bought 28 more stickers at Target. How many stickers does Tracey have now? Use a quick picture to solve.

Candice put 68 beads on a string. She has 20 more beads to put on the string to finish her necklace. How many beads will Candice's necklace have in all?


Nancy got a new journal for her birthday. On the first day, she wrote 55 words in her journal. The next day, she wrote 45 words in her journal. How many words does Nancy have in her journal so far? Use a quick picture to solve.

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Paige went to a farm. She saw 12 large hens and 64 chicks. How many chickens did Paige see total? (Decompose to add.)

ADDITIONAL MATERIALS

 Binder Spine Labels

Unit 5

SUBTRACTION FROM 10

Unit 4

ADDITION TO 10

Unit 3

PLACE VALUE / BASE 10

Unit 2

NUMBER SENSE 1-30

Unit 1

NUMBERS TO 10

Unit 10

GEOMETRY 2D & 3D SHAPES

Unit 9

ADDITION & SUBTRACTION

Unit 8

NUMBERS TO 120

Unit 7

SUBTRACTION STRATEGIES TO 20

Unit 6

ADDITION STRATEGIES TO 20

Unit 13

FINANCIAL LITERACY

Unit 12

GRAPHING & DATA

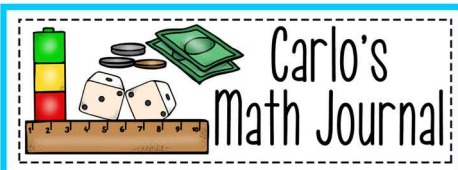
Unit 11

MEASUREMENT & TIME

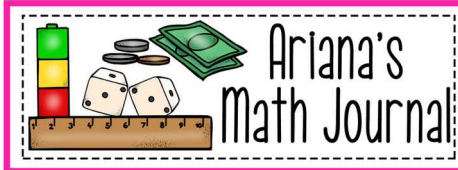
 Editable Lesson Plan

LESSON		
Materials	Objectives	Standards
		Independent Practice
Whole Group Instruction:		
Strategic Intervention	On-Level	Advanced

 Editable Journal Labels



Carlo's
Math Journal



Ariana's
Math Journal

UNIT OVERVIEW

Unit Number and Number of Days	Name of Unit	Skills	Common Core Standards	Texas Standards	Florida Standards
Unit # 9 15 days	Addition and Subtraction within 100 using Place Value/ Base-Ten	<ul style="list-style-type: none"> Use place value (drawings and models) as a way to add and subtract without regrouping Subtract with regrouping 	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.</p> <p>CCSS.Math.Content.1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>CCSS.Math.Content.1.NBT.C.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.</p>	<p>(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:</p> <p>(A) recognize instantly the quantity of structured arrangements;</p> <p>(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;</p> <p>(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120.</p> <p>(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:</p> <p>(A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.</p>	<p>MAFS.1.NBT.3.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten</p>