

20 Days of Lesson
Plans and Activities

1st
grade

THE MAGIC OF MATH

Unit **10: addition
& subtraction**

by Hope King and Amy Lemons

Unit ten

ADD & SUB OVERVIEW

	FOCUS	STANDARD
WEEK 1	Expressions Equal sign, true/false equations, balancing equations	TEKS: 1.5E CC: 1.OA.D.7
WEEK 2	Subtraction Unknown Numbers, Word Problems	TEKS: 1.3BEF, 1.5F CC: 1.OA.A.1, 1.OA.B.4, 1.OA.C.6, 1.OA.D.8
WEEK 3	2-Digit Addition 2-Digit Plus 1-Digit, 2-Digit Plus Multiple of 10, Adding tens and tens and ones and ones, Compose a ten	TEKS: 1.3A CC: 1.NBT.C.4
WEEK 4	2-Digit Subtraction Subtract Multiples of 10 (10-90) based on place value and the relationship between addition and subtraction	CC: 1.NBT.C.6

WEEK ONE

balancing

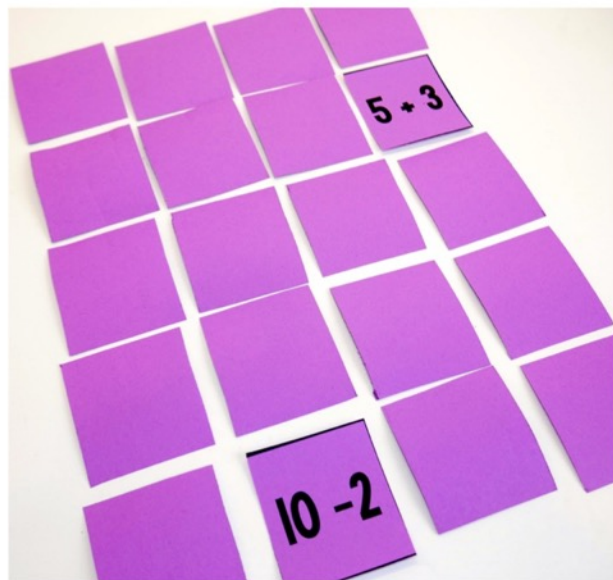
EXPRESSIONS

day 1

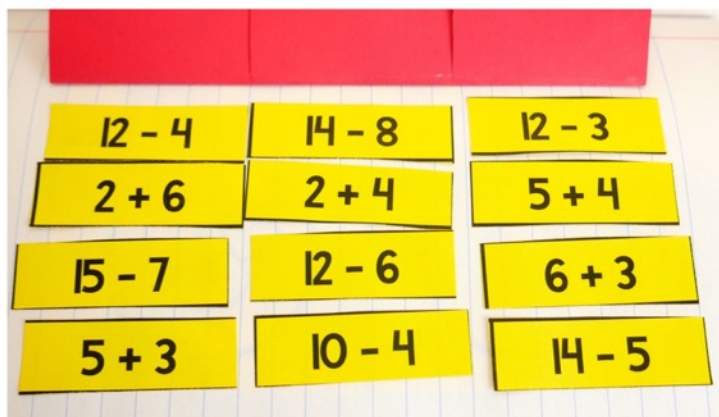
Minilesson:
Expressions
that Equal
Sort



Activity:
Expressions
Memory



Independent Work:
Expressions that Equal Flap-Ups

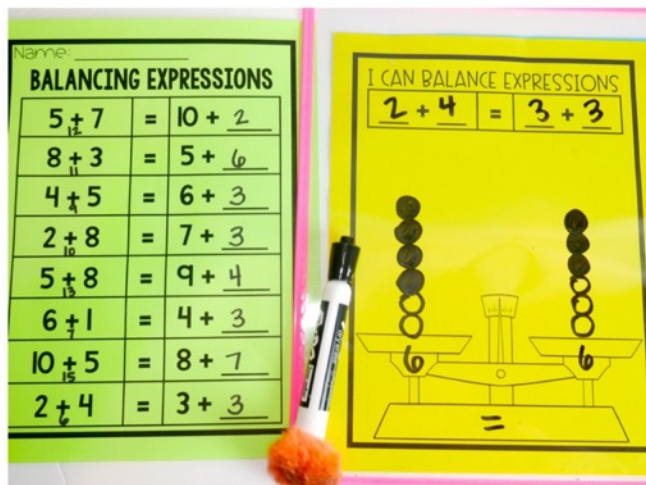
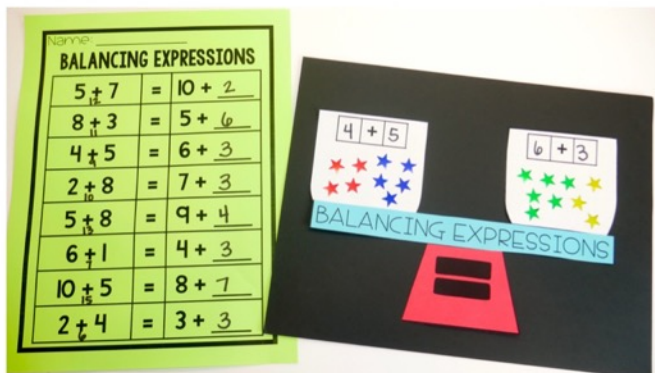


day 2

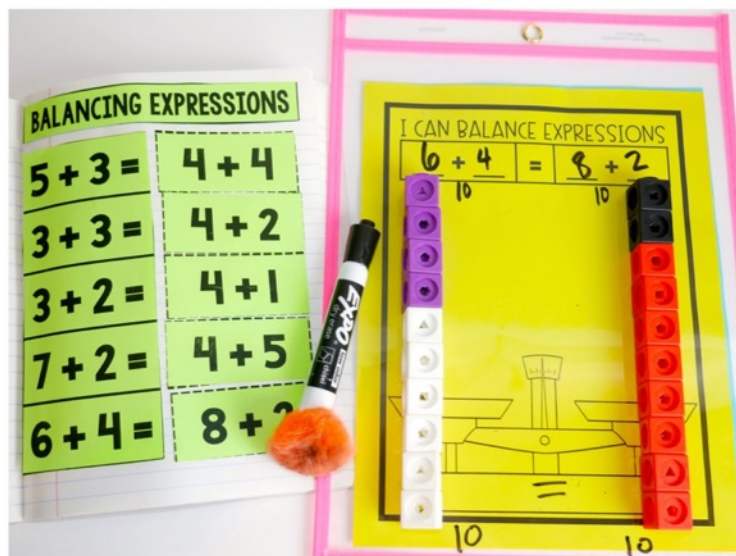
Minilesson: Balancing Expressions



Activity: Balancing Expressions:
Creating a Balance

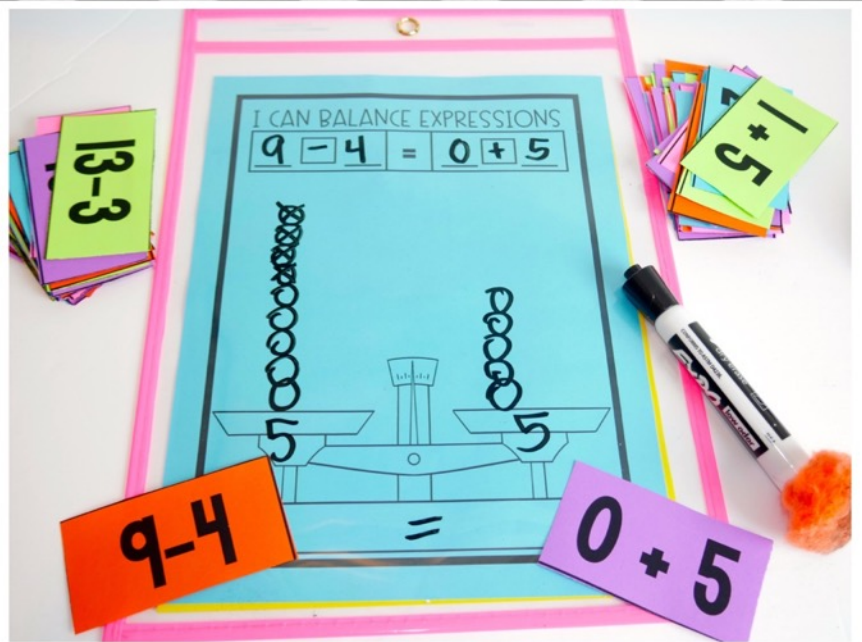


Independent
Work:
Balancing
Expressions
Match

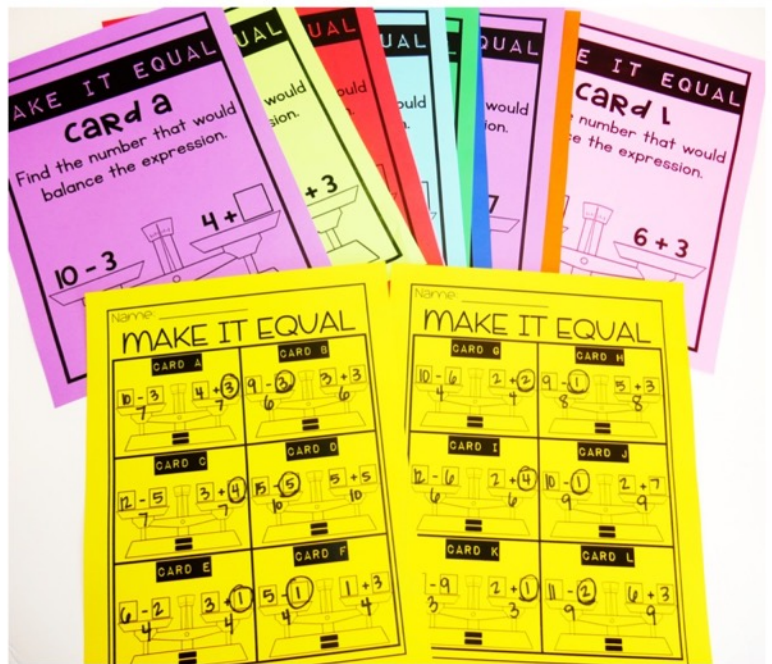


day 3

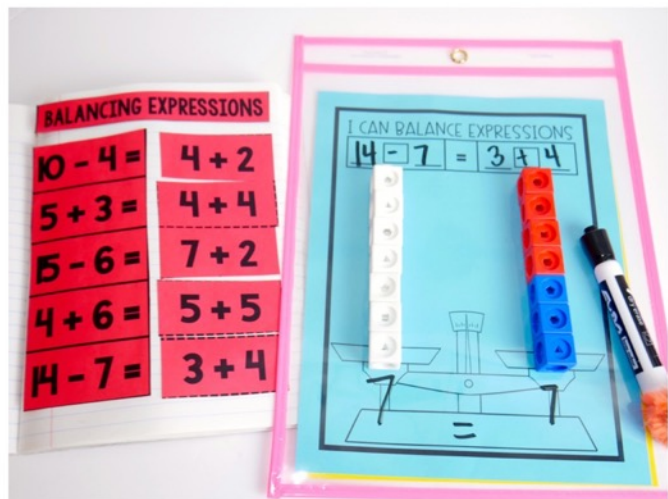
Minilesson:
Balancing
Expressions with
Addition and
Subtraction



Activity: Make
It Equal Scoot

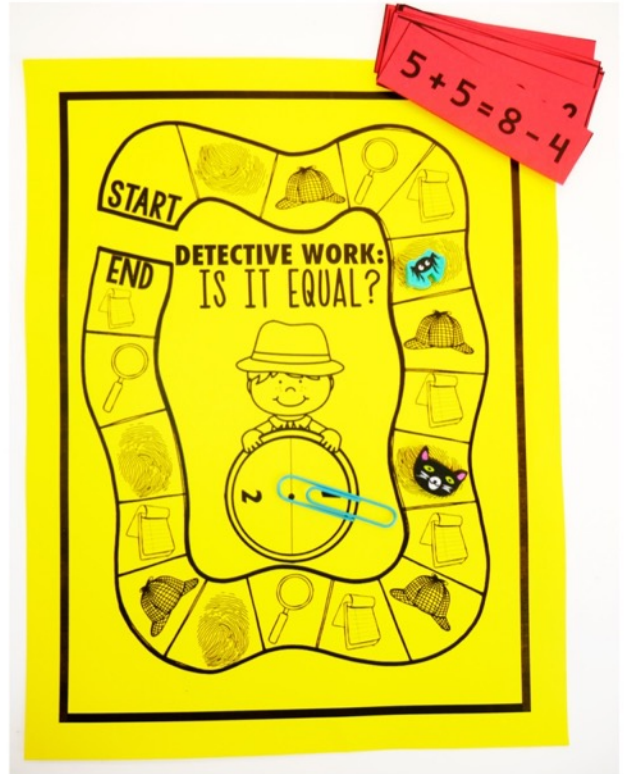
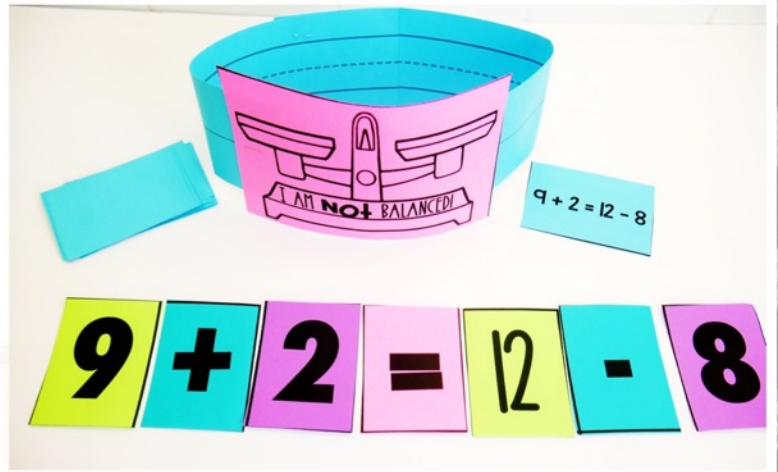


Independent Work:
Balancing Expressions
Match



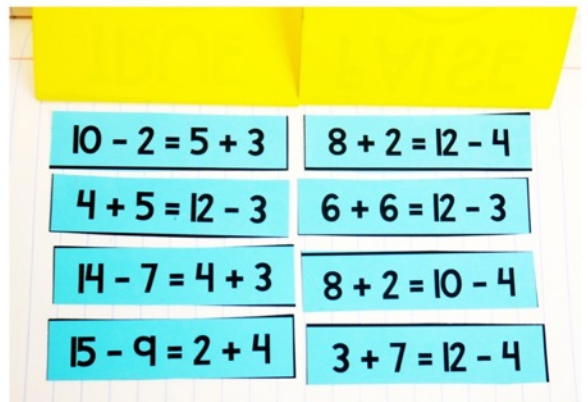
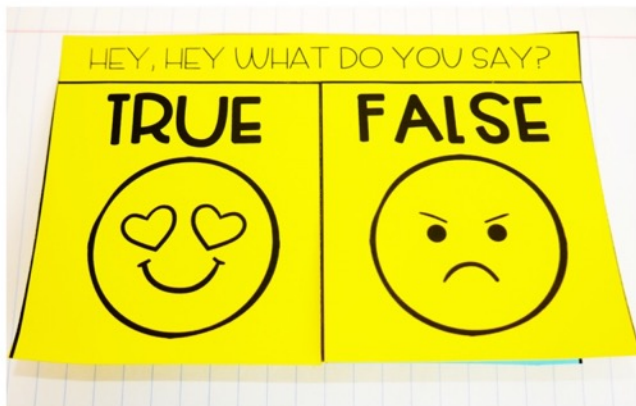
day 4

Minilesson: I am Balanced & I am NOT Balanced



Activity: Detective Work: Is It Equal? Game

Independent Work: Hey, Hey What Do you Say? True or False



day 5

Minilesson:
Word
Problem
Wrap-up



Activity: Feed Me

Assessment:

Name: _____

EXPRESSIONS

1. Which expression show the same value?
 $5 = 7 + 2$ ✓
 $3 \neq 2 = 5$ $7 \neq 2 \times$
 $6 \neq 4 = 3$ $12 \neq 9 \times$

2. Find the number that would balance the equation.
 $4 + 3 = 12 - \frac{5}{\quad}$
 $7 \times$ ✓
 $5 \times$ ✓
 $8 \times$

3. Which expression show the same value?
 $2 \neq 8 = 10$ $3 \neq 7 \times$
 $6 \neq 4 = 14$ $6 \neq 8 \times$
 $7 \neq 3 = 15$ $10 \neq 5 \times$ ✓

4. Find the number that would balance the equation.
 $15 - 7 = 4 + \frac{4}{\quad}$
 $4 \times$ ✓
 $8 \times$
 $7 \times$

5. Sarah has 6 green balloons and 3 red balloons. Which expression shows the same value?
 $6 + 4$ $10 \times$
 $5 + 5$ $10 \times$
 $4 + 5$ $9 \times$ ✓
 $6 + 3 = 4 + 5$
 $9 = 9$

6. Rod had 12 pencils. He gave away 4. Which expression shows the same value?
 $10 + 2$ 12
 $10 - 2$ $8 \times$ ✓
 $12 + 4$ 16
 $12 - 4 = 10 - 2$
 $8 = 8$

WEEK TWO

understanding

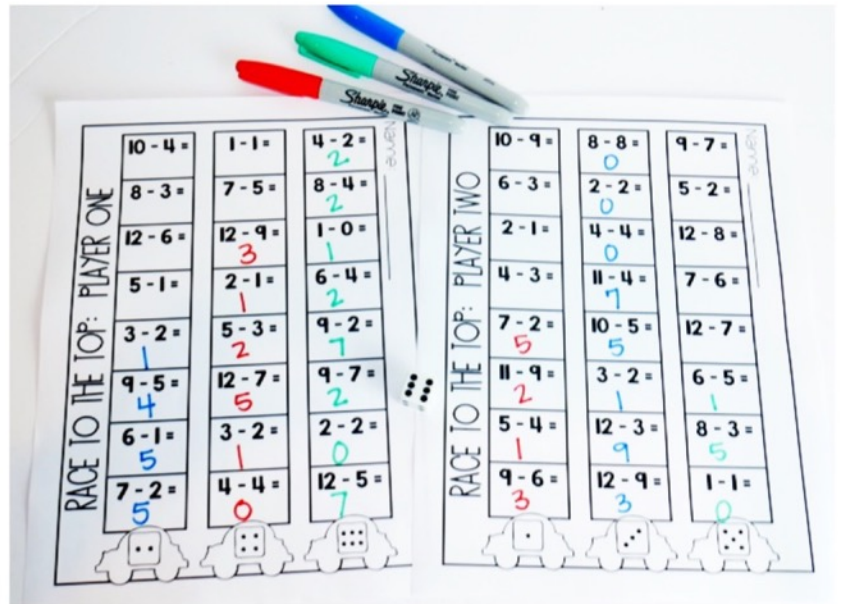
SUBTRACTION

day 1

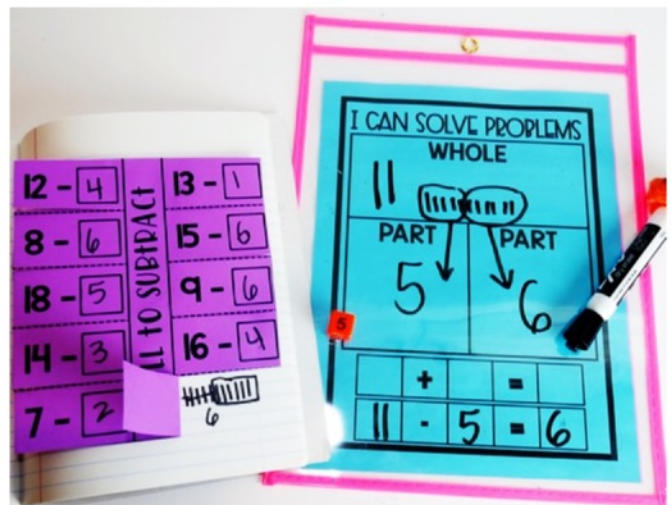
Minilesson:
Word Problems with Work Mat



Activity: Race to the Top

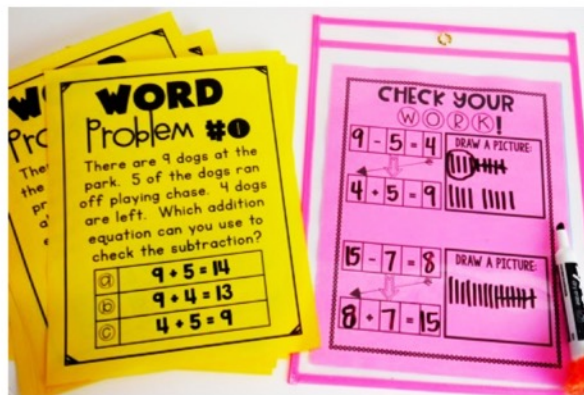


Independent Work:
Roll to Subtract

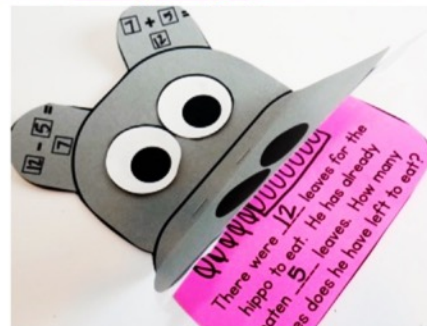
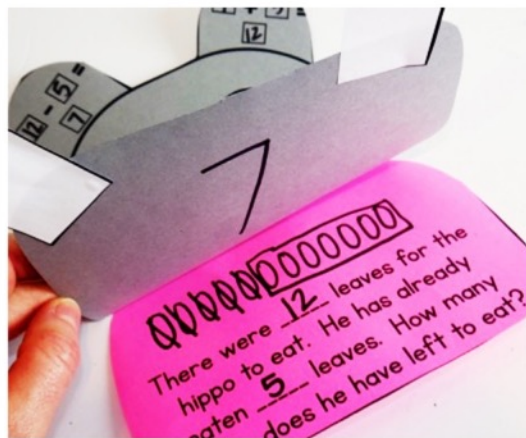


day 2

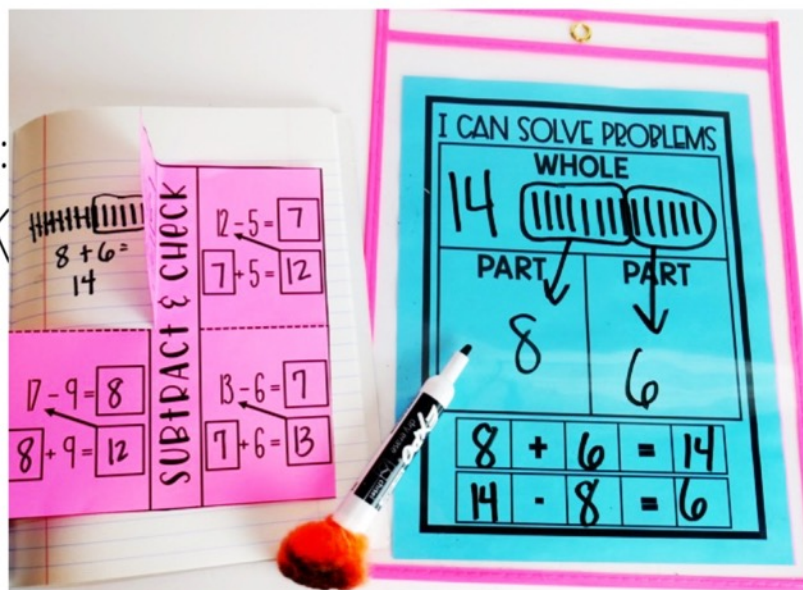
Minilesson:
Word Problems



Activity:
Hungry
Hungry
Hippo



Independent Work:
Subtract and Check



day 3

Minilesson:
Word Problems

WORD Problem #1
There are 12 goats in the field. 4 goats get away from the flock. 8 goats remain. Which equation can you use to solve the problem?
 A $8 - 4 = 4$
 B $12 + 4 = 16$
 C $4 + 8 = 12$

NAME: _____
SOLVING WORD PROBLEMS

WORD PROBLEM 1 $12 - 4 = 8$ C	WORD PROBLEM 2 $15 - 7 = 8$ B	WORD PROBLEM 3 $10 - 4 = 6$ A
WORD PROBLEM 4 $9 - 4 = 5$ C	WORD PROBLEM 5 $16 - 9 = 7$ C	WORD PROBLEM 6 $6 + 7 = 13$ B
WORD PROBLEM 7 $12 - 8 = 4$ C	WORD PROBLEM 8 $15 - 6 = 9$ A	WORD PROBLEM 9 $10 - 7 = 3$ B

Activity:
Riddle Me this

RIDDLE ME THIS!
 $2 + 6 = 8$ $5 + 4 = 9$ $10 - 9 = 1$
 $12 - 7 = 5$ $17 - 8 = 9$ $6 + 3 = 9$
 $9 + 7 = 16$ $9 - 1 = 8$ $2 + 9 = 11$
 $16 - 8 = 8$ $12 - 0 = 12$ $8 + 9 = 17$

RIDDLE:
Which letter of the alphabet is a part of your head?
1 4 8
13 7 0
18 11 15
20 6 17
16 12 21
22 5 19
23 9 14
3 2 10

I CAN SOLVE PROBLEMS

WHOLE		
20		
PART		PART
9		11
11	+	9 = 20
	-	=

Independent Work: The Unknown Number Is

THE UNKNOWN NUMBER IS:
4 2 6

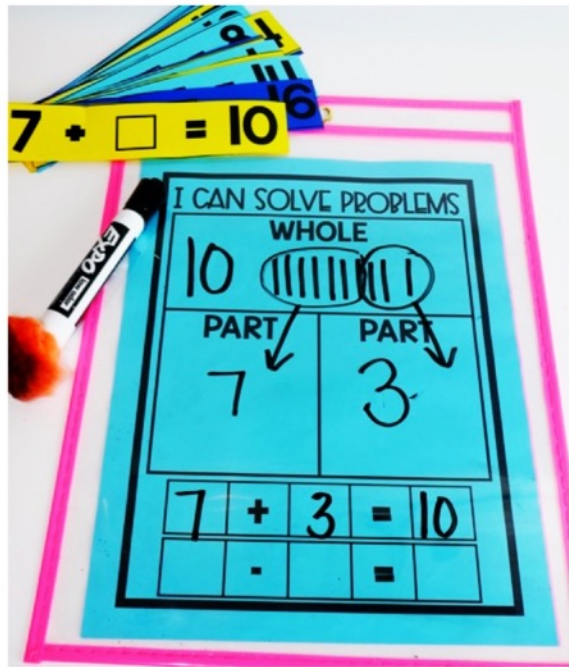
I CAN SOLVE PROBLEMS

WHOLE		
10		
PART		PART
6		4
	+	=
10	-	6 = 4

4 + 4 = 8 4 + 2 = 6 3 + 6 = 9
7 - 4 = 3 2 + 8 = 10 12 - 6 = 6
9 - 4 = 5 6 - 2 = 4 7 + 6 = 13
4 + 6 = 10 9 - 3 = 6 10 - 6 = 4

day 4

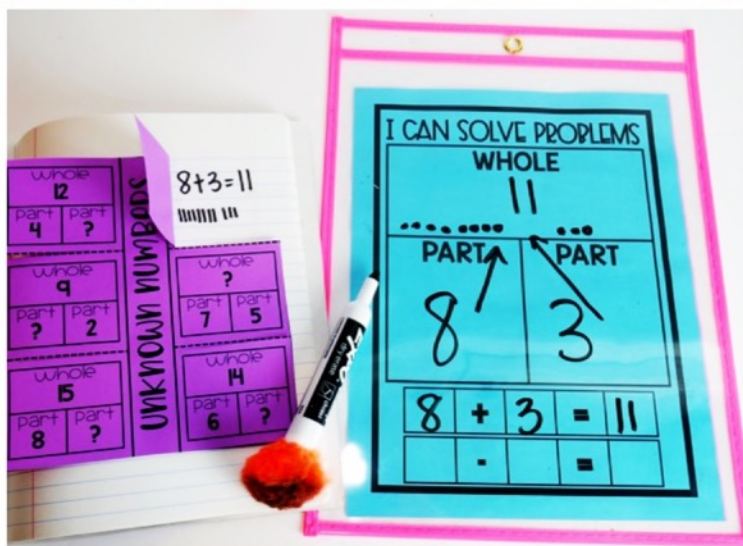
Minilesson:
Unknown
Numbers



Activity:
Shark
Attack



Independent
Work:
Unknown
Numbers



day 5

Minilesson: Part Part Whole Headbandz



Activity: Disappearing Numbers



Assessment:

Name: _____

SUBTRACTION

1 Solve and check:	2 Solve and check:
3 Kiki has 10 pieces. She has 3 pieces in her hand. The rest are under the table. How many pieces are in her basket? a. 5 b. 7 c. 6	4 Jaden has 12 cars. He has 2 yellow cars and 4 green cars. The rest are red. How many red cars does he have? a. 6 b. 8 c. 12
5 $7 + \boxed{3} = 10$	9 $4 + \boxed{8} = 12$
6 $\boxed{8} - 5 = 3$	10 $\boxed{16} - 8 = 8$
7 $\boxed{4} + 3 = 7$	11 $\boxed{5} + 6 = 11$
8 $9 - \boxed{7} = 2$	12 $10 - \boxed{6} = 4$

WEEK THREE

two digit

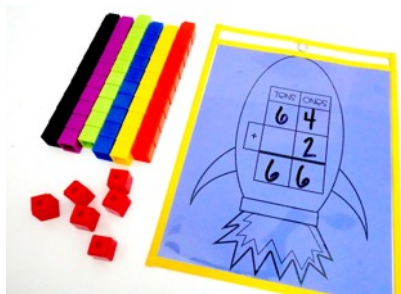
ADDITION

day 1

Minilesson: Create and build equations. (2-digit + 1 digit)

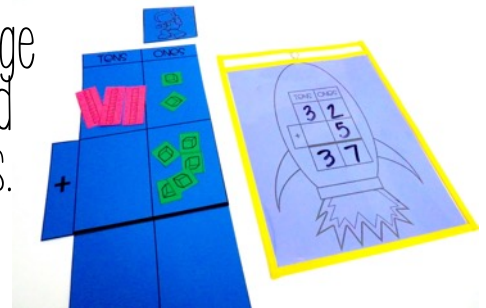


Minilesson for student: Create and build equations. (2-digit + 1 digit)

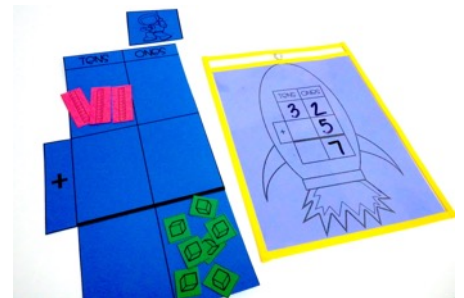


Option 1: Use unifix cubes to build and solve.

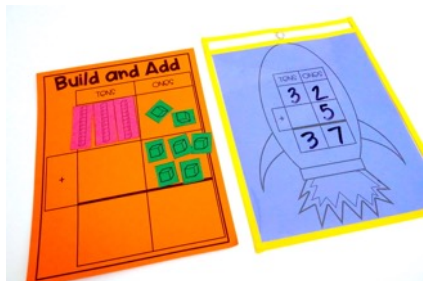
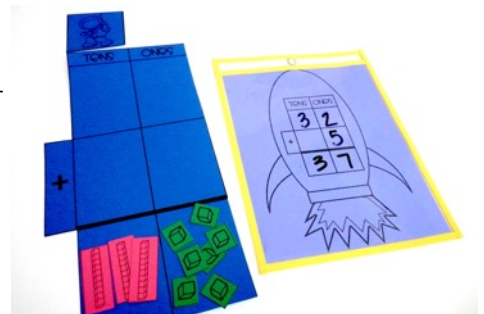
Option 3: Use large building mat and base ten blocks.



Begin with the astronaut in the ones place. Combine ones.



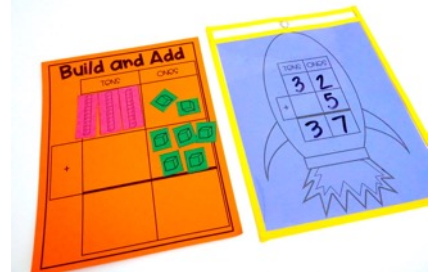
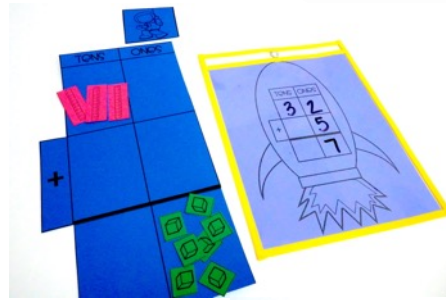
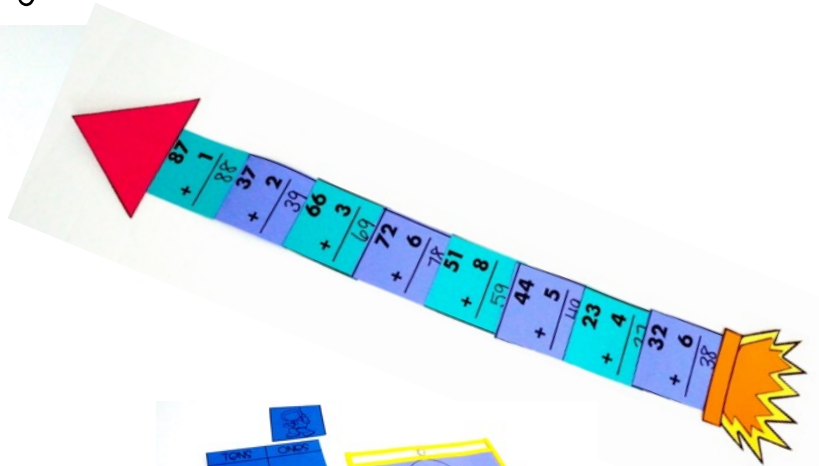
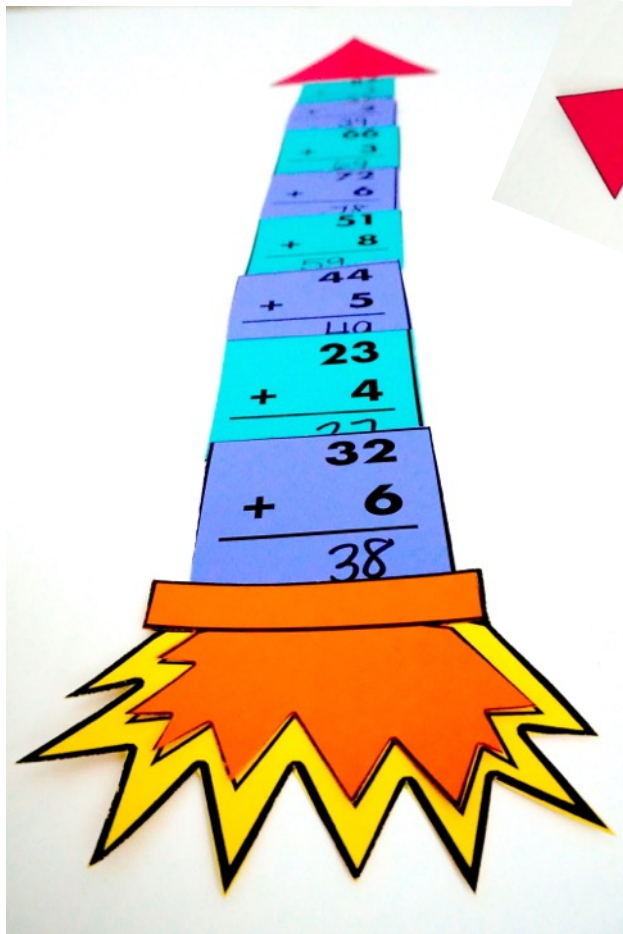
Move astronaut to tens place. Solve.



Option 2: Use building mat and base ten blocks to build and solve.

day 1

Activity: Students solve equations (using manipulatives if necessary) and create a rocket.



Independent Work:
Students solve equations
by drawing base ten
blocks.

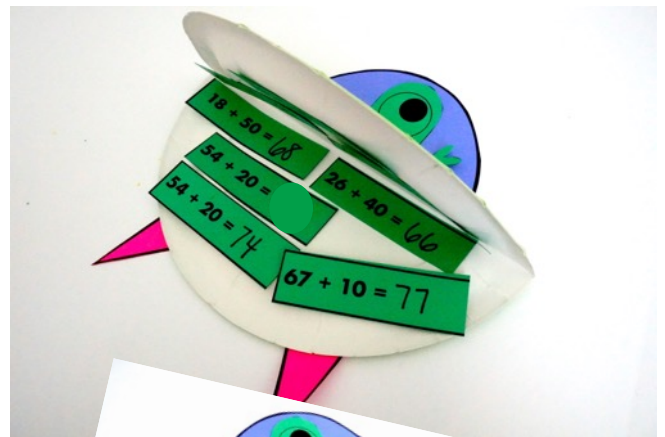
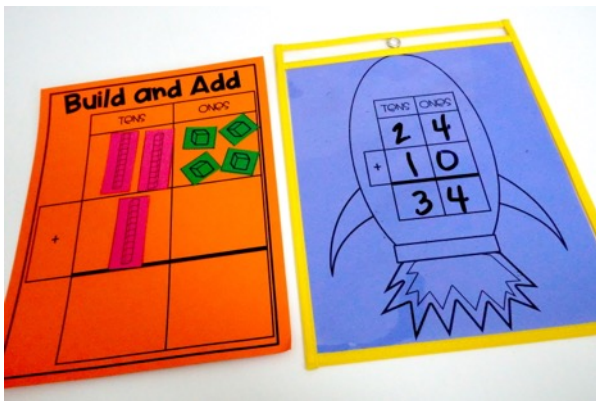


day 2

Minilesson: Build and solve equations (two-digit + a multiple of ten)



Activity: Students create an alien ship by building and solving equations.



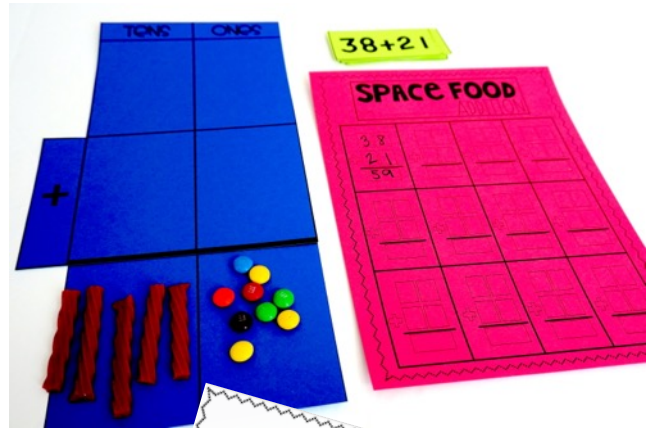
Independent Work: Students solve equations by drawing base ten blocks.

day 3

Minilesson: Build and solve equations (two digit + two digit)



Activity: Space Food - Use licorice and M&M's to solve equations.



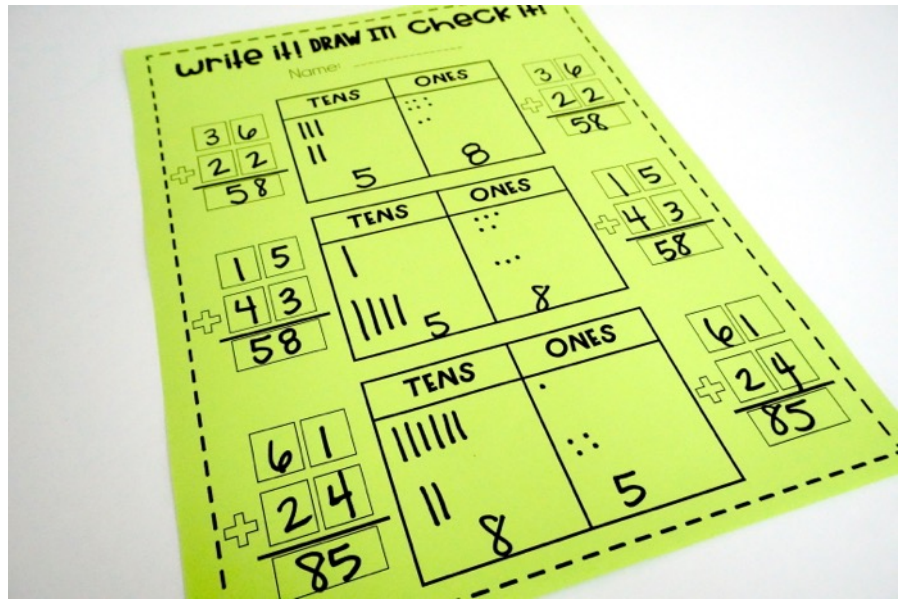
Independent Work:
Quick Check Assessment

ADDITION QUICK CHECK
NAME: _____

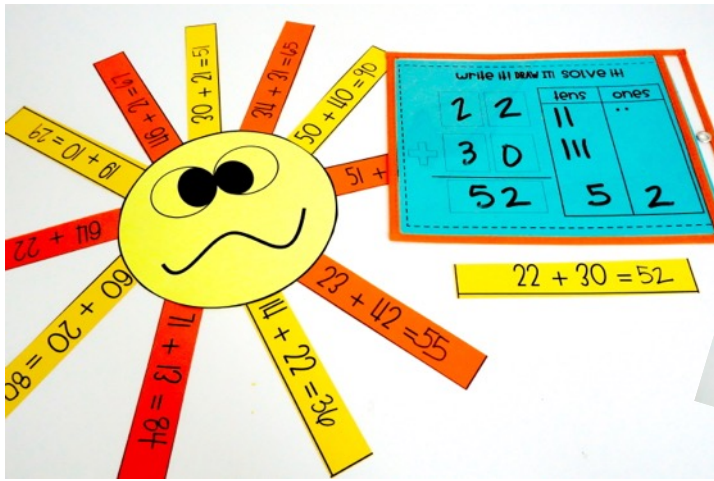
PROBLEM	DRAW IT	SOLVE IT
$22 + 6 =$ 		
$45 + 30 =$ 		

day 4

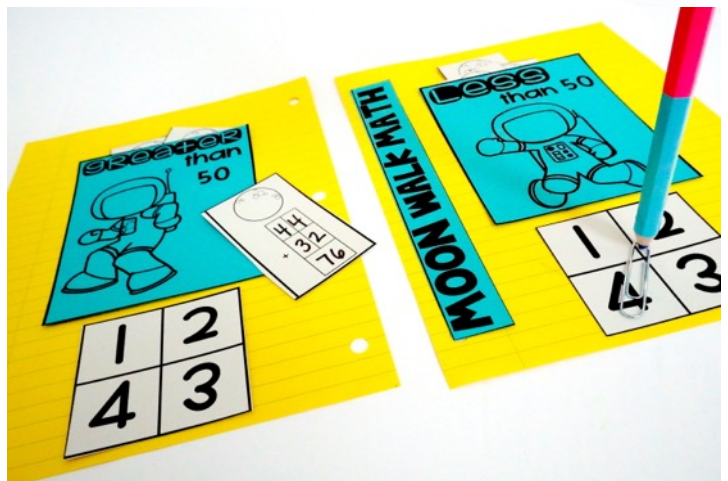
Minilesson: Solve two-digit addition equations by drawing base ten blocks.



Activity: Draw & Solve two digit addition equations.

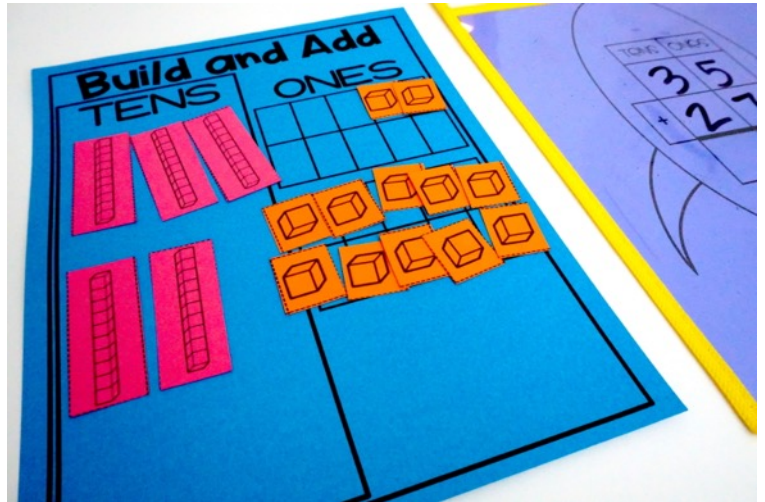
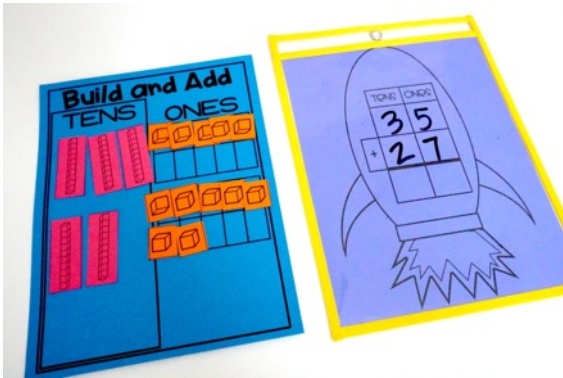


Independent Work: Spin, Write, Draw, Sort (two digit addition equations).

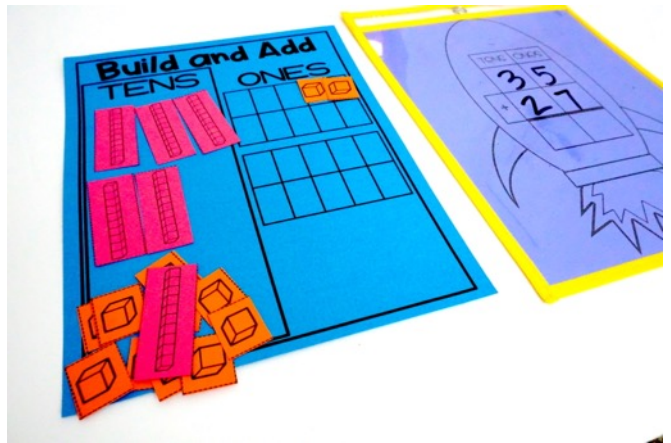
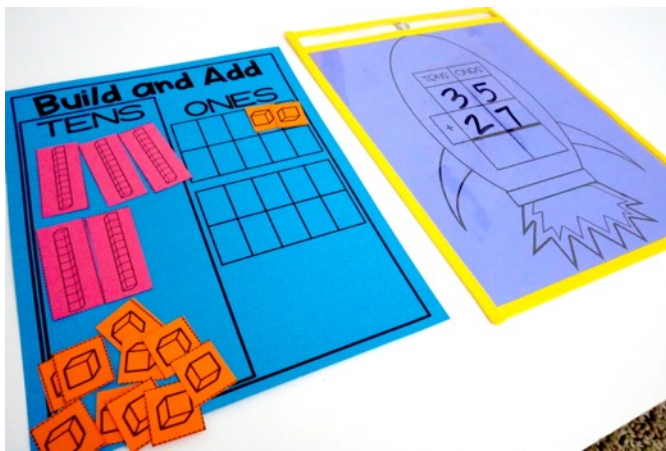


day 5

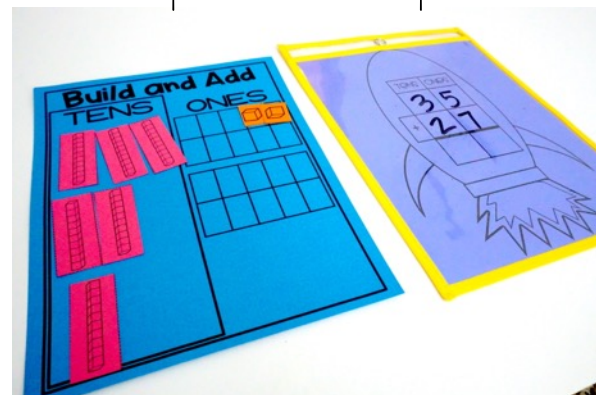
Minilesson: Composing a ten



Step one: Build the equation using base ten blocks. Write the problem on the rocket.



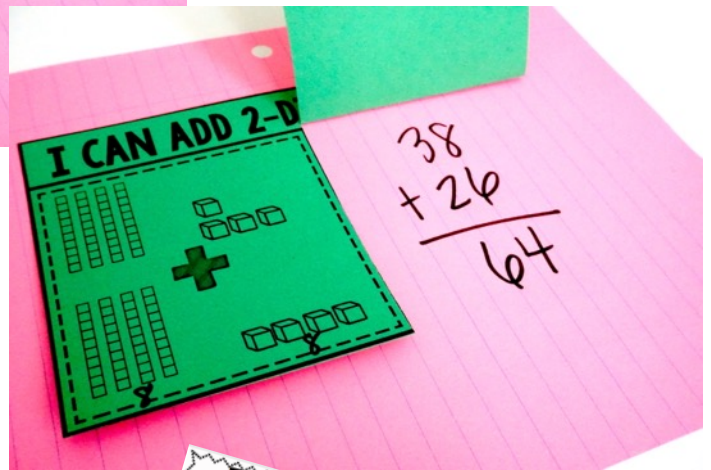
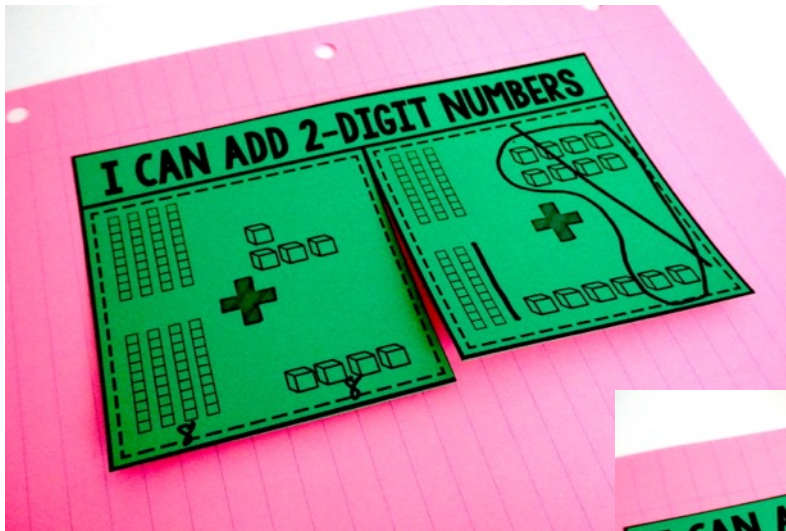
Step two: Combine ones. If you have 10 or more, compose a group of ten. First have the students move the ten ones to the tens place leaving the leftover ones in the ones. Then place a ten on top to show that we are exchanging for the same value.



Step three: Combine your groups of ten and solve.

day 5

Interactive Notebook: Students combine ones to compose a group of ten. Write equation and solve.



Independent Work:
Weekly Assessment

TWO DIGIT ADDITION

Name: _____

1. Draw base ten blocks to solve the problem:

3	3
+	2 4

2. Solve the following problems:

$43 + 5 =$

+	

$27 + 52 =$

+	

3. Solve:

5	9
+	2 0

6	7
+	1 0

4. If I combined the following two numbers, would I need to create a new group of 10? Draw base ten blocks to explain your answer the solve.

+	

5. The boys were collecting cars. If they collected 53 in the morning and 21 in the afternoon, how many did they collect in one day?

a. 92
b. 74
c. 29

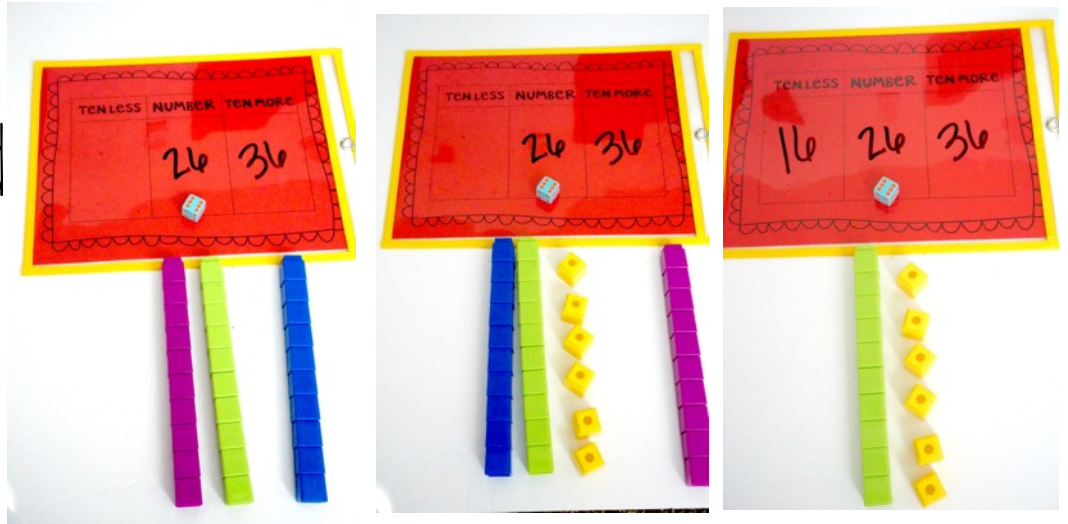
WEEK FOUR

two digit

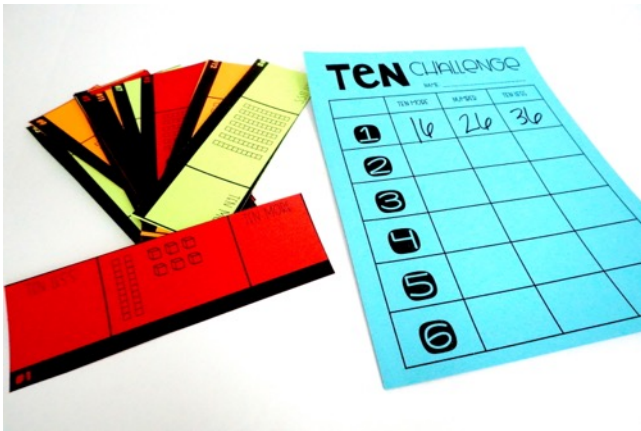
SUBTRACTION

day 1

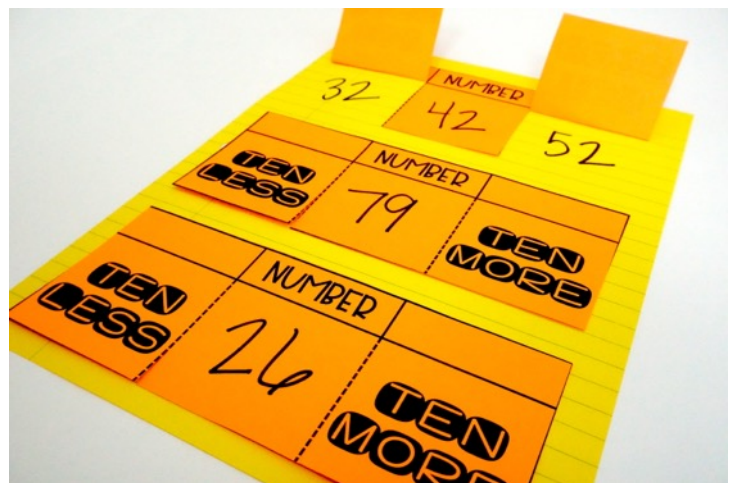
Minilesson:
Roll, build, and
identify ten
more and
less.



Activity: Ten more or less scoot



Independent Work: Ten
more or less interactive
notebook



day 2

Minilesson: Build and solve equation (multiple of ten - multiple of ten)



Activity: Subtraction Bingo

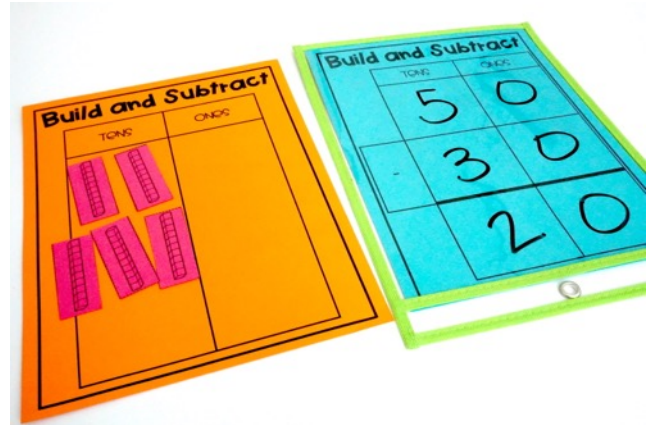


Independent Work:
Solve subtraction equations by drawing base ten blocks.

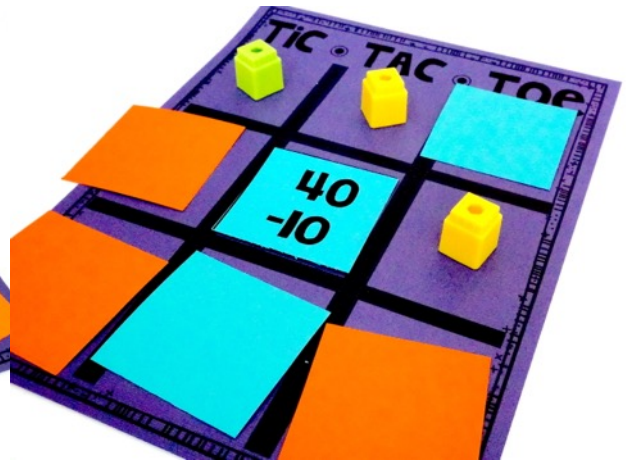


day 3

Minilesson: Build and solve equations (multiple of ten - multiple of ten)



Activity: Subtraction Tic-Tac-Toe

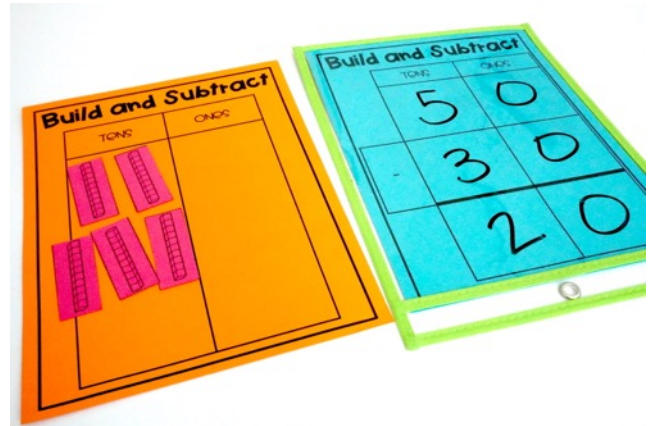


Independent Work:
Subtraction is Sweet!
Solve and sort

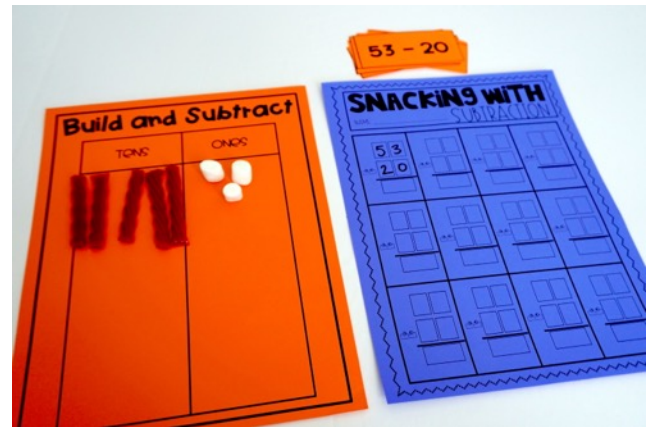
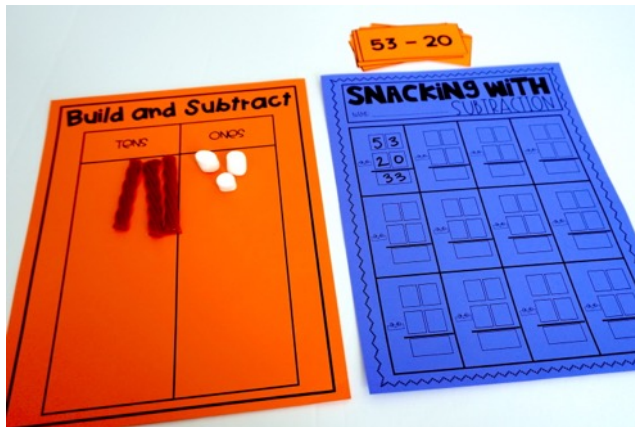


day 4

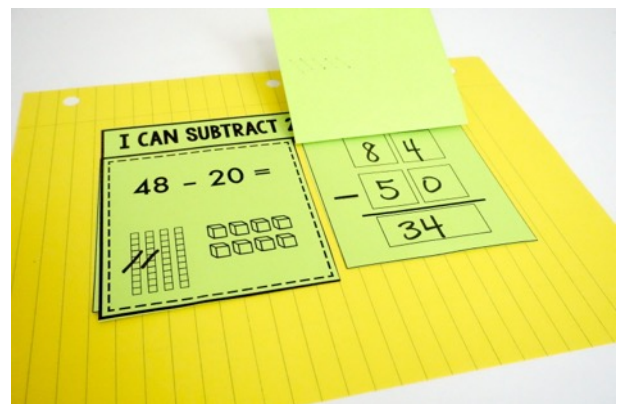
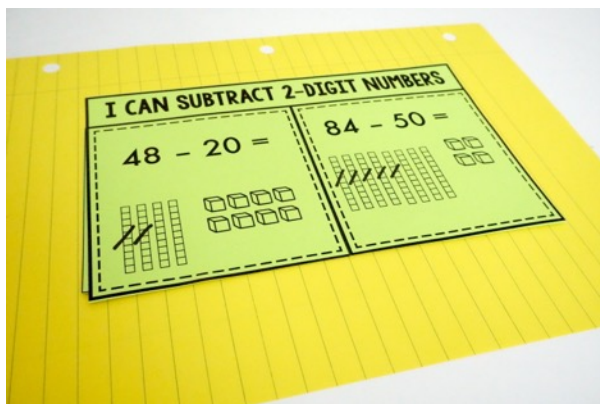
Minilesson: Build and solve equations (two-digit - multiple of ten)



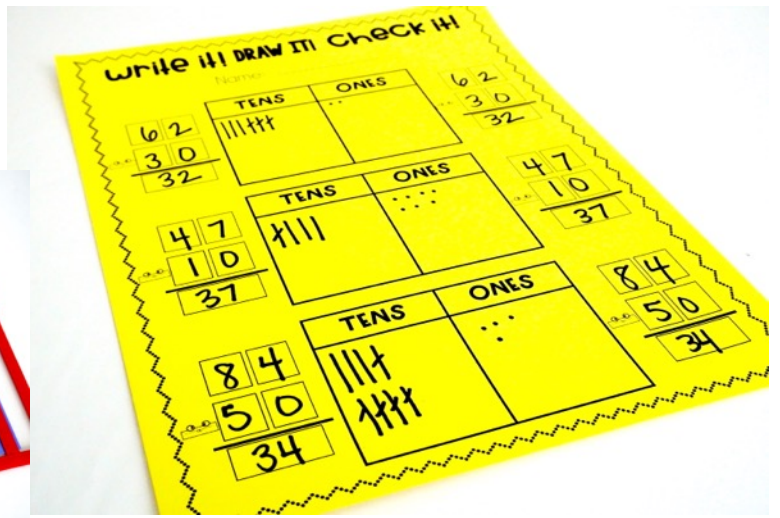
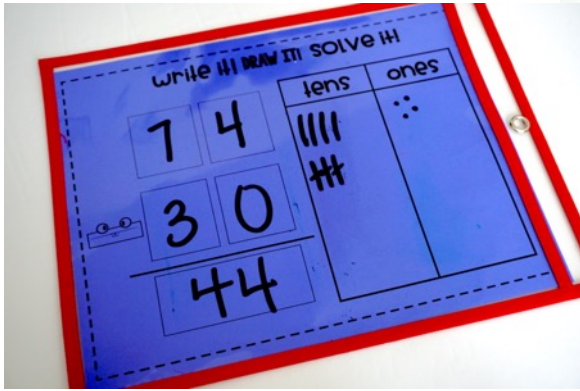
Activity: Use licorice and marshmallows to solve subtraction equations



Independent Work: Interactive notebook



day 5



Minilesson: Draw base ten blocks to solve subtraction equations.



Activity: Alien splat subtraction scoot

TWO DIGIT SUBTRACTION

Name: _____

1. Draw base ten blocks to solve the problem:

$$\begin{array}{r} 54 \\ - 20 \\ \hline \end{array}$$

2. Solve the following problems:

$$96 - 90 = \square$$

$$24 - 10 = \square$$

3. Solve:

$$\begin{array}{r} 50 \\ - 10 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ - 50 \\ \hline \end{array}$$

4. Use the base ten blocks to solve the following subtraction equation.

$$68 - 36 = \square$$

5. Trevor had 70 cents in his piggy bank. Then he spent three dimes on a piece of bubblegum. How much money does he have left?

a. 50
b. 60
c. 40
d. 36

Independent Work: Subtraction Assessment

DAILY LESSON PLANS

expressions day 1

FOCUS	OBJECTIVE	MATERIALS
Expressions with the Same Value	I can solve and balance expressions.	counters or unifix cubes

VOCABULARY
EXPRESSION, AE

expressions day 2

MINILESSON	FOCUS	OBJECTIVE	MATERIALS
<p>This week we are going to work on balancing expressions (making that both sides of the equal sign have the same value). This can be a tricky concept for students, so we are going to first focus on solving expressions with the same value. That means that whether I am adding or subtracting, they equal the same amount.</p> <p>During today's lesson you will use large numbers as your "mats," the large numbers out in front of your class.</p> <p>You will use the expression card unifix cubes or counters with your students. You can pass these expression cards out to each student, or just do one at a time in class. Show students an expression model how to solve that expression on the number mat that shows same value. Continue going through all of the expressions; discuss modeling with counters, and sort onto the number mats.</p>	Balancing Expressions with Addition	I can solve and balance expressions.	pan balance, counters or unifix cubes, stickers or bingo dabbers.

VOCABULARY
EXPRESSIONS, BAL

expressions day 3

MINILESSON	FOCUS	OBJECTIVE	MATERIALS
<p>Today we are going to introduce balancing expressions. If you pan balance to use that will be a visual for the students. Do equal sign with the poster: 1 sign always wants both sides same. Just like with an equation, the sum has to be the same amount as the other side together. The equal sign wants to be FAIR and BALANCED. sides. Use the pan balance poster with your students. For Put 3 red cubes and 4 blue cubes on one side. What can we put on the other side to make it equal? balanced? Put different cubes don't equal 7 to show how to be unbalanced. Then put a counter such as 6 and 1 to show it balanced. Continue doing this with your students. Have students to assist.</p> <p>As you are creating problems pan balance, students have to put these in dry erase pocket; students can draw and model problems being solved.</p> <p>There are two work-mats in front of you. The one with square used today and tomorrow.</p>	Balancing Expressions with Addition and Subtraction	I can solve and balance expressions.	pan balance, counters or unifix cubes

VOCABULARY WORDS
EXPRESSIONS, BALANCE

WORD PROBLEM

expressions day 4

MINILESSON	FOCUS	OBJECTIVE	MATERIALS
<p>Today our minilesson will be yesterday. Using a pan balance cubes would be a great visual for students. Today, we are adding and subtraction expressions like yesterday, we solve an expression and then the sure the expression is balanced.</p> <p>Example Problem: $7 + 3 = N - 1$</p> <p>If you have a pan balance addition side of the equation, $7 + 3 = 7$ (7 blue cubes). Now, to build the equation with 4 cubes because that our scale balanced? No, many cubes do I need to need to take away 4 cubes is balanced. Take this side; students how to solve one the other.</p> <p>Use the addition cards from well as the work-mats. To use the subtraction cards; addition and subtraction would have the same as students model that on the as you are modeling with</p>	True or False Expressions		

VOCABULARY
EXPRESSIONS, BALANCED EXPRESSIONS

FOCUS	OBJECTIVE	MATERIALS
Review and Assess	I can solve and balance expressions.	paperclips

MINILESSON
<p>In preparation, create sentence strips using the Balanced, I am Balanced Print 4 sets of the number symbols</p> <p>Divide the students into the balanced/unbalanced what you give to the groups them these cards). Each piece for what is shown card. So, if the card shows they need a 4, 5, 7, 2, +, must work together to balance the expression; balance the expression, then I am Balanced hat. If the expression, they will be balanced!</p> <p>After groups have worked discuss what they did expressions, or why it balanced. Collect number</p> <p>This could also be done sort with the balance expression cards</p>

expressions day 5

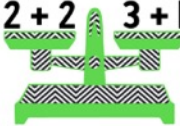
VOCABULARY WORDS	WORD PROBLEM
EXPRESSIONS, BALANCED EXPRESSIONS, UNBALANCED EXPRESSIONS, ADD, SUBTRACT	Write numbers to show expressions of equal values: _____ + _____ = _____

MINILESSON	ACTIVITY	ASSESSMENT
<p>Word Problem Wrap-Up: Use these word problems during your minilesson to review before the assessment. Discuss and guide students on how to solve the word problems. Students can use the recording sheet or these can be solved on white boards and through discussion.</p>	<p>Feed Me: Students need a spinner (there are three levels for differentiation) and a recording sheet. You can also use dice in lieu of the spinner. Students will spin twice to create an addition expression. They will "feed" those numbers to Edgar the Equal Sign. If needed, use the workmats from earlier this week. After students have built their expression, they will create an expression that has the same value as the one spun. This will complete Edgar the Equal Sign's meal. Students must make sure their expressions are balanced.</p>	<p>Students take an expressions assessment.</p>

VOCABULARY CARDS

equal TO


expression
 $8 - 5$

BALANCED expressions
 $2 + 2 = 3 + 1$



UNBALANCED expressions
 $2 + 1 \neq 3 + 1$



TEN MORE
 NUMBER $45 + 10 = 55$ ^{10 MORE}


TEN LESS
 NUMBER $45 - 10 = 35$ ^{10 LESS}


MINUS SIGN



PLUS SIGN



ADD



SUBTRACT



MISSING ADDEND
 $4 + ? = 12$
 $? + 8 = 12$

UNKNOWN NUMBER
 $12 - ? = 4$
 $? - 8 = 4$

SUM
 $9 + 5 = 14$


ADDENDS
 $9 + 5 = 14$


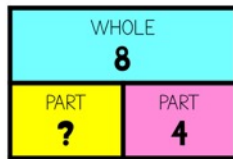
EQUATION
 $9 - 4 = 5$


DIFFERENCE
 $9 - 4 = 5$


i CAN STATEMENTS

I CAN:

FIND AN UNKNOWN NUMBER



SOLVE AND BALANCE EXPRESSIONS



ADD AND SUBTRACT TEN TO



A GIVEN NUMBER

$$49 + 10 = 59$$

$$49 - 10 = 39$$

SOLVE SUBTRACTION WORD PROBLEMS

JENN HAS EIGHT DONUTS.
SHE ATE THREE OF THEM.
HOW MANY DONUTS DOES
JENN HAVE NOW?



ADD TWO DIGIT NUMBERS WITHIN ONE HUNDRED

$$22 + 12 = 34$$

SUBTRACT TWO DIGIT NUMBERS

$$43 - 10 = 33$$

ADD FLUENTLY

WITHIN 20

$$8 + 4 = 12$$



SUBTRACT FLUENTLY

$$8 - 5 = 3$$



USE STRATEGIES TO SUBTRACT



$$10 - 3 = 7$$

SOLVE ADDITION AND SUBTRACTION

PROBLEMS WITH UNKNOWN NUMBERS



DAILY WORD PROBLEMS

WORD PROBLEM- DAY ONE

Raul has 4 blue marbles and 6 red marbles.
Christi has 5 blue marbles and 5 red marbles.
Who has the greatest amount of marbles?

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Christi has 5 blue marbles and 5 red marbles.
Who has the greatest amount of marbles?

WORD PROBLEM- DAY TWO

Ben has 4 green cars and 2 blue cars.
Carrie has 3 green cars and 4 blue cars.
Pablo has 5 green cars and 1 blue car.
Which two children have the same amount of cars?

Ben has 4 green cars and 2 blue cars.
Carrie has 3 green cars and 4 blue cars.
Pablo has 5 green cars and 1 blue car.
Which two children have the same amount of cars?

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WORD PROBLEM- DAY THREE

$4 + 5 = 9$
List three more expressions that have the same value.

$4 + 5 = 9$
List three more expressions that have the same value.

List three numbers that have the same value as $4 + 5 = 9$.

List three numbers that have the same value as $4 + 5 = 9$.

List three numbers that have the same value as $4 + 5 = 9$.

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List three numbers that have the same value as $4 + 5 = 9$.

WORD PROBLEM- DAY FOUR

What number would make expressions of equal value?
 $12 - 3 = 4 + \underline{\quad}$

What number would make expressions of equal value?
 $12 - \underline{\quad} = 4 + 3$

What number would make expressions of equal value?
 $12 - \underline{\quad} = 4 + 3$

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What number would make expressions of equal value?
 $12 - \underline{\quad} = 4 + 3$

What number would make expressions of equal value?
 $12 - \underline{\quad} = 4 + 3$

WORD PROBLEM- DAY FIVE

Write numbers to show expressions of equal values.
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$

Write numbers to show expressions of equal values.
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$

Write numbers to show expressions of equal values.
 $\underline{\quad} + \underline{\quad} = \underline{\quad} + \underline{\quad}$

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Write numbers to show expressions of equal values.
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