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**Module 4: Place Value, Comparison, Addition and Subtraction to 40
(Trimester 3: 35 Days)**

Topic A	Tens and Ones		1.NBT.1 1.NBT.2 1.NBT.5
Topic B	Comparison of Pairs of Two-Digit Numbers		1.NBT.3 1.NBT.2 1.NBT.1
Topic C	Addition and Subtraction of Tens		1.NBT.2 1.NBT.4 1.NBT.6
Topic D	Addition of Tens or Ones to a Two-Digit Number		1.NBT.4
Topic E	Varied Problem Types Within 20		1.OA.1
Topic F	Addition of Tens and Ones to a Two-Digit Number		1.NBT.4
ASSESSMENT	Formative	Reporting Strand: Adds and subtracts up to 100 using place value understanding	Report Card M / I

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten.” c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a twodigit 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.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.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.

Reporting Strand: Adds and subtracts up to 100 using place value understanding

Question	Meets (Student is able to solve without major errors)	Proficient	Improvement Needed (Student needs to work on the following....)
1		1.NBT.2 Understands two-digit numbers using place value, including all of the following: <ul style="list-style-type: none"> • 10 is a bundle of ten ones • 11 to 19 are composed of ten and some ones 10, 20, 30 etc. refer to one ten, two tens, three tens, etc.	
2		1.NBT.3 Compares two two-digit numbers with words and symbols (<, >, =) and explains the comparison based on the meaning of tens and ones digits, using a model or words	
3		1.NBT.4, 1.NBT.6 Subtract multiples of 10 (10-90) from multiples of 10 (10-90) and add the following within 100: <ul style="list-style-type: none"> • a two-digit number and a one-digit number when composing may be necessary • a two-digit number and a multiple of 10 • 2 two-digit numbers, when composing may be necessary using concrete models or drawings to explain, based on any of the following strategies <ul style="list-style-type: none"> • place value • properties of operations • the relationship between adding and subtracting 	
4		1.NBT.5 Mentally find 10 more than a given two-digit number and mentally find 10 less than a given two-digit number without counting and use a model or words to explain your reasoning	

Suma y resta hasta 100 usando la comprensión de valor posicional

Pregunta	Cumple con el objetivo (El estudiante es capaz de resolver el problema sin grandes errores)	Domina el objetivo	Necesita mejorar (El estudiante necesita trabajar en lo siguiente....)
1		1.NBT.2 Entiende los números de dos dígitos usando el valor posicional, incluyendo todos los casos siguientes: <ul style="list-style-type: none"> • 10 es un conjunto o agrupación de 10 unidades • Los números entre 11 y 19 se componen por una decena y varias unidades • Los números 10, 20, 30, etc. se refieren a una decena, dos decenas, tres decenas, etc. 	
2		1.NBT.3 Compara dos números de dos dígitos con palabras y con símbolos (<, >, =) y explica la comparación basándose en el significado de los dígitos en las unidades y decenas, usando un modelo o palabras.	
3		1.NBT.4, 1.NBT.6 Resta múltiplos de 10 (10-90) de otros múltiplos de 10 (10-90) y suma los siguientes números hasta el 100: <ul style="list-style-type: none"> • un número de dos dígitos y un número de un dígito cuando el componer una decena pueda ser necesario • un número de dos dígitos y un múltiplo de 10 • 2 números de 2 dígitos cuando el componer una decena pueda ser necesario utilizando modelos concretos o dibujos para explicarlo, basándose en alguna de las siguientes estrategias: <ul style="list-style-type: none"> • valor posicional • propiedades de las operaciones • la relación entre la suma y la resta 	
4		Calcula mentalmente un número que es 10 más que un número de dos dígitos dado, o 10 menos que un número de dos dígitos dado sin contar y usa un modelo o palabras para explicar su razonamiento.	