

Module 6: Place Value, Comparison, Addition and Subtraction to 100 (Trimester 3: 35 Days)

Topic A	Comparison Word Problems		1.OA.1
Topic B	Numbers to 120		1.NBT.1 1.NBT.2 1.NBT.3 1.NBT.5
ASSESSMENT	1.NBT.2	Reporting Strand: Adds and subtracts up to 100 using place value understanding	Report Card: 0-4
	1.NBT.3		
	1.NBT.5		
Topic C	Addition to 100 Using Place Value Understanding		1.NBT.4 1.NBT.6
Topic D	Varied Place Value Strategies for Addition to 100		1.NBT.4
ASSESSMENT	1.NBT.4, 6	Reporting Strand: Adds and subtracts up to 100 using place value understanding	Report Card: 0-4
Topic E	Coins and Their Values		1.MD.3
Topic F	Varied Problem Types Within 20		1.OA.1
Topic G	Culminating Experiences		

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. Understand place value.

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

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.

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

CCSS	4 – Mastery	3- Proficient	2 – Basic	1 – Below Basic	0 – No Evidence
1.NBT.1 (assess through observation)		<p>Do all of the following:</p> <ul style="list-style-type: none"> Count to 120 from any number less than 120 Read and write numerals up to 120 Represent a number of objects with a written numeral up to 120 	<p>Do two of the following:</p> <ul style="list-style-type: none"> Count to 120 from any number less than 120 Read and write numerals up to 120 Represent a number of objects with a written numeral up to 120 	<p>Do one of the following:</p> <ul style="list-style-type: none"> Count to 120 from any number less than 120 Read and write numerals up to 120 Represent a number of objects with a written numeral up to 120 	
1.NBT.2		<p>Understands two-digit numbers using place value, including all of the following:</p> <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. 	<p>Understands two-digit numbers using place value, including two of the following:</p> <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. 	<p>Understands two-digit numbers using place value, including one of the following:</p> <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. 	
1.NBT.3	Can extend thinking beyond the standard, including tasks that may involve one of the following:	<p>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</p>	<p>Compares two two-digit numbers with words and symbols (<, >, =)</p>	<p>Compares two two-digit numbers with words or symbols (<, >, =)</p>	<p>Little evidence of reasoning or application to solve the problem</p> <p>Does not meet the criteria in a level 1</p>
1.NBT.4, 1.NBT.6	<ul style="list-style-type: none"> Designing Connecting Synthesizing Applying Justifying Critiquing Analyzing Creating Proving 	<p>Perform the following (within 100):</p> <ul style="list-style-type: none"> Subtract multiples of 10 (10-90) from multiples of 10 (10-90) Add a two-digit number and a one-digit number when composing may be necessary Add a two-digit number and a multiple of 10 Add 2 two-digit numbers, when composing may be necessary <p>using concrete models or drawings to explain, based on any of the following strategies</p> <ul style="list-style-type: none"> place value properties of operations the relationship between adding and subtracting 	<p>Perform the following (within 100):</p> <ul style="list-style-type: none"> Subtract multiples of 10 (10-90) from multiples of 10 (10-90) Add a two-digit number and a one-digit number when composing is not necessary Add a two-digit number and a multiple of 10 Add 2 two-digit numbers, when composing is not necessary <p>using concrete models or drawings to explain, based on any of the following strategies</p> <ul style="list-style-type: none"> place value properties of operations the relationship between adding and subtracting 	<p>Perform the following (within 100):</p> <ul style="list-style-type: none"> Subtract multiples of 10 (10-90) from multiples of 10 (10-90) Add a two-digit number and a one-digit number when composing is not necessary Add a two-digit number and a multiple of 10 <p>using concrete models or drawings based on counting strategies</p>	
1.NBT.5		<p>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</p>	<p>Mentally find 10 more than a given two-digit number and mentally find 10 less than a given two-digit number without counting</p>	<p>Find 10 more than a given two-digit number and find 10 less than a given two-digit number by counting</p>	

Suma y resta hasta 100 usando la comprensión de valor posicional

CCSS	4 – Dominio	3- Apto	2 – Básico	1 – Por debajo de lo Básico	0 – No hay Evidencia
1.NBT.1 (<i>assess through observation</i>)		Hace todos los siguientes aspectos : <ul style="list-style-type: none"> Contar hasta 120 desde cualquier número menor que 120 Leer y escribir numerales hasta 120 Representar un número de objetos con un numeral escrito hasta 120 	Hace dos de los siguientes aspectos : <ul style="list-style-type: none"> Contar hasta 120 desde cualquier número menor que 120 Leer y escribir numerales hasta 120 Representar un número de objetos con un numeral escrito hasta 120 	Hace uno de los siguientes aspectos : <ul style="list-style-type: none"> Contar hasta 120 desde cualquier número menor que 120 Leer y escribir numerales hasta 120 Representar un número de objetos con un numeral escrito hasta 120 	
1.NBT.2	Puede pensar más allá del estándar, incluyendo tareas que puedan involucrar uno de los siguientes aspectos:	Entiende números de dos dígitos usando el valor posicional, incluyendo todos los siguientes aspectos: <ul style="list-style-type: none"> 10 es un conjunto de diez unidades 11 a 19 se componen de decenas y algunas unidades 10, 20, 30 etc. se refieren a una decena, dos decenas, tres decenas, etc. 	Entiende números de dos dígitos usando el valor posicional, incluyendo dos los siguientes aspectos: <ul style="list-style-type: none"> 10 es un conjunto de diez unidades 11 a 19 se componen de decenas y algunas unidades 10, 20, 30 etc. se refieren a una decena, dos decenas, tres decenas, etc. 	Entiende números de dos dígitos usando el valor posicional, incluyendo una los siguientes aspectos: <ul style="list-style-type: none"> 10 es un conjunto de diez unidades 11 a 19 se componen de decenas y algunas unidades 10, 20, 30 etc. se refieren a una decena, dos decenas, tres decenas, etc. 	
1.NBT.3		Compara dos números de dos dígitos con palabras y símbolos (<, >, =) y explica la comparación basado en el significado de los dígitos de decenas y unidades, usando un modelo de palabras	Compara dos números de dos dígitos con palabras y símbolos (<, >, =)	Compara dos números de dos dígitos con palabras y símbolos (<, >, =)	Hay poca evidencia de razonamiento o aplicación para resolver el problema
1.NBT.4, 1.NBT.6	<ul style="list-style-type: none"> Diseñar Conectar Sintetizar Aplicar Justificar Criticar Analizar Crear Demostrar 	Hacer lo siguiente (hasta 100) <ul style="list-style-type: none"> Resta múltiplos de 10 (10-90) de múltiplos de (10-90) Suma un número de dos dígitos y un número de un dígito con necesidad de componer Suma un número de dos dígitos y un múltiplo de 10 Suma 2 números de dos dígitos, con necesidad de componer Usando modelos concretos o dibujos para explicar, basado en cualquiera de las siguientes estrategias <ul style="list-style-type: none"> valor posicional propiedades de las operaciones la relación entre la suma y la resta 	Hacer lo siguiente (hasta 100) <ul style="list-style-type: none"> Resta múltiplos de 10 (10-90) de múltiplos de (10-90) Suma un número de dos dígitos y un número de un dígito sin necesidad de componer Suma un número de dos dígitos y un múltiplo de 10 2 números de dos dígitos, sin necesidad de componer Usando modelos concretos o dibujos para explicar, basado en cualquiera de las siguientes estrategias <ul style="list-style-type: none"> valor posicional propiedades de las operaciones la relación entre la suma y la resta 	Hacer lo siguiente (hasta 100) <ul style="list-style-type: none"> Resta múltiplos de 10 (10-90) de múltiplos de (10-90) Suma un número de dos dígitos y un número de un dígito sin necesidad de componer Suma un número de dos dígitos y un múltiplo de 10 usando modelos concretos o dibujos para explicar, basado en estrategias de contar	No reúne los criterios del nivel 1
1.NBT.5		Resolver mentalmente 10 más que un número de dos dígitos y 10 menos que un número de dos dígitos sin contar y usar un modelo o palabras para explicar tu razonamiento.	Resolver mentalmente 10 más que un número de dos dígitos y 10 menos que un número de dos dígitos sin contar	Resolver 10 más que un número de dos dígitos y 10 menos que un número de dos dígitos contando	