Dear Parents,
We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.
Sincerely,
Your Child's Teacher

Unit Name:
Addition & Subtraction 2

Common Core State Standards:

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.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.
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.

Essential Vocabulary:

- Addition
- Compare
- Decade Number
- Equation
- Less/More
- Mental Math
- Number Line
- Strategy
- Subtraction
- Ten
- Tens Frame
- Two-Digit Number

Unit Overview:

First Graders use their knowledge of addition and subtraction during and the relationship between three numbers in an equation in this Addition and Subtraction unit. They build on their knowledge of counting by tens work in Kindergarten by mentally adding ten more and ten less than any number less than 100. First graders are not expected to compute differences of two-digit numbers other than multiples of ten. Ample experiences with ten frames and the number line provide students with opportunities to think about groups of ten, moving them beyond simply rote counting by tens on and off the decade. Such representations lead to solving such problems mentally. First Grade students use concrete models, drawings and place value strategies to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50).

Strategies/Skills:

In this unit, First Grade Students will:

- Extend their experiences in Kindergarten by working with numbers to 20 to solve a new type of problem situation: Compare. In a Compare situation, two amounts are compared to find "How many more" or "How many less".
- First Graders use their understanding of and strategies related to addition and subtraction as well as to solve equations with an unknown.
- Explain and reason mentally adding ten more or ten less to numbers through 120.
- Explain, reason, and relate strategies to a written method when subtracting multiple tens from decade numbers using concrete models, drawings, and/or strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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Video Support:

Video support can be found on The YouTube Channel.

- 10 More or 10 Less using Mental Math

Video support can be found on Khan Academy

- https://www.khanacademy.org/
    - Creating a Number Grid

Additional Resources:

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- NCDPI Additional Resources
- Games
    - http://www.abcya.com/interactive_100_number_chart.htm
    - https://www.khanacademy.org/math/early-math/cc-early-math-place-value-topic/cc-early-math-skip-counting/e/skip-counting-by-10s
    - http://www.mathwire.com/100board/hbpuzzles.pdf
    - http://nlvm.usu.edu/en/nav/frames_asid_337_g_1_t_1.html?from=grade_g_1.html

Questions to Ask When Helping Your Child with Math Homework

Keep in mind that homework in elementary schools is designed as practice. If your child is having problems, please let the classroom teacher know. When helping your child with his/her math homework, you don't have to know all the answers! Instead, we encourage you to ask probing questions so your child can work through the challenges independently.

- What is the problem you're working on?
- What do the directions say?
- What do you already know that can help you solve the problem?
- What have you done so far and where are you stuck?
- Where can we find help in your notes?
- Are there manipulatives, pictures, or models that would help?
- Can you explain what you did in class today?
- Did your teacher work examples that you could use?
- Can you go onto another problem & come back to this one later?
- Can you mark this problem so you can ask the teacher for an explanation tomorrow?