



Marietta City Schools District Topic Planner

First Grade

Topic Title	<i>Topic 2: Fluently Add and Subtract within Ten</i>	Unit duration	<i>12 days</i>
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Big Idea: Operations and Algebraic Thinking - Adding and Subtracting within Ten

[Georgia Standards of Excellence](#)

■ **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.

Understand and apply properties of operations and the relationship between addition and subtraction.

■ **1.OA.3** – Apply properties of operations as strategies to add and subtract.

Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

■ **1.OA.5** – Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

■ **1.OA.6** – Add and subtract within 20.

- Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- Fluently add and subtract within 10.

■ Major work of the grade □ Supporting standard ● Additional standard

Informational Links

[GSE Unit 3 Frameworks: Operations and Algebraic Thinking](#)

[MCS Math Instructional Framework](#)

[MCS Math Instructional Framework with Resource Guidance](#)

About the Math

[GaDOE:Grade 1 Standards Overview Document](#)
[GaDOE: What Do Standards Look Like in First Grade?](#)

Topic 2: Learning Resources

1.OA.1, 1.OA.5, 1.OA.6

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 2-1	Count On to Add Savvas pp.57-60	Students add by counting on from a number.	1.OA.1 1.OA.5 1.OA.6
Supplemental 2-1	Walking the Number Line MIP Module 3 pp.73-74	Students build a number line on the floor and use it to show +1 as they step 1 more on the number line. Modification- Use addends greater than 1 to add more than +1 to align with the lesson.	1.OA.1 1.OA.5 1.OA.6
Supplemental 2-1	Counting On with Counters MIP Module 4 p. 96	Students use counters to explore counting on from a larger addend to solve. Modification- Use various addends to add +1, +2, +3.....	1.OA.1 1.OA.5 1.OA.6
Savvas 2-2	Doubles Savvas pp.61-64	Students use doubles to solve problems.	1.OA.1 1.OA.5 1.OA.6
Supplemental 2-2	Double It Savvas p.64A	Students use doubles to solve problems. Modification- Add snap cubes so that students can model the doubles and then put together to find the sum.	1.OA.1 1.OA.5 1.OA.6
Supplemental 2-2	Two of Everything MIP Module 6 pp.131-133	Literature Connection. Students use counters to explore the concept of doubling using problems generated from the context of a story.	1.OA.1 1.OA.5 1.OA.6
Supplemental 2-2	Double Ten Frames Mastering Basic Math Facts Add/Sub	Students use ten frames to find doubles.	1.OA.1 1.OA.5 1.OA.6

	p.86		
Savvas 2-3	Near Doubles Savvas pp.65-68	Students solve problems using near doubles facts.	1.OA.5 1.OA.6
Supplemental 2-3	Doubles and One More Mastering Basic Math Facts Add/Sub p. 131	Students explore using doubles to find unknown facts by recalling double facts.	1.OA.1 1.OA.5 1.OA.6
Savvas 2-4	Facts with 5 on a Ten-Frame Savvas pp.69-72	Students use a ten-frame to solve addition facts with 5 and 10.	1.OA.6
Supplemental 2-4	Additional Practice Savvas p. 72B	Students use a ten-frame to solve addition facts with 5 and 10. Modification- Use Solve and Share page in a plastic cover to reuse. Students place red-side and yellow-side counters on the ten frames to align with practice problems. Have students write equations.	1.OA.6
Savvas 2-5	Add in Any Order Savvas pp.73-76	Students use the same addends to write two different equations with the same sum.	1.OA.3
Supplemental 2-5	Number Lines to Represent Addition and Subtraction Mastering Basic Math Facts Add/Sub p.19	Students use the same addends to write two different equations with the same sum.	1.OA.5 1.OA.6
Savvas 2-6	Count Back to Subtract Savvas pp.77-80	Students count back to solve subtraction problems.	1.OA.5 1.OA.6
Savvas 2-7	Think Addition to Subtract Savvas pp.81-84	Students use addition facts to 10 to solve subtraction problems.	1.OA.1 1.OA.6
Savvas 2-8	Solve Word Problems with Facts to 10 Savvas pp.85-88	Students solve word problems by drawing pictures and writing equations.	1.OA.1 1.OA.6

Supplemental 2-8	Mice in a Jar Mastering Basic Math Facts Add/Sub p.35	Students solve word problems by drawing pictures and writing equations.	1.OA.1 1.OA.6
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Additional Resources		
1.OA.1		
Standards Addressed	Lesson	Lesson Description
1.OA.1	GaDOE Constructing Task - Result Unknown Problem Solving	Students will solve real word math problems using addition and subtraction.

Assessment Resources			
1.OA.1, 1.OA.5, 1.OA.6			
Type	Location	Lesson Description	Standards Addressed
Formative	MCS Mini	Students will solve addition and subtraction word problems.	1.OA.1
Formative	MIP Module 3 p. 74	Students express when they add 1, you get the next counting number.	1.OA.1
Formative	MIP Module 7 p.152	Students name several ways to combine number pairs on the target to make 10.	1.OA.1 1.OA.3 1.OA.6
Summative	Savvas Topic Assessment TE pp. 99-102	Students demonstrate fluently adding and subtracting within 10. Digital or print form available through Savvas platform. Use MDIS to support student needs through data.	1.OA.1 1.OA.5 1.OA.6
Summative	Savvas Topic Performance Task TE pp. 103-104A	Students will use a real-life scenario involving first grade students and a vote on favorite fruits.	1.OA.1 1.OA.5 1.OA.6