



## Marietta City Schools District Topic Planner

*First Grade*

Topic Title

*Topic 4: Subtraction Facts to 20: Use Strategies*

Unit duration

*14 days*

### **Big Idea: Operations and Algebraic Thinking - Subtracting within 20**

[Georgia Standards of Excellence](#)

**Represent and solve problems involving addition and subtraction.**

■ **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.4** – Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

**Add and subtract within 20.**

■ **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.

a. 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  $6 + 6 + 1 = 12 + 1 = 13$ ).

b. 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](#)

**About the Math**

[GaDOE:Grade 1 Standards Overview Document](#)

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

**Topic 4: Learning Resources**

**1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6**

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 4-1	Count to Subtract Savvas pp.161-164	Students count back the number they subtract or count on the distance between two numbers.	1.OA.1 1.OA.5
Supplemental 4-1	Count to Subtract Savvas pp.161-164	Students count back the number they subtract or count on the distance between two numbers.	1.OA.1 1.OA.5
Savvas 4-2	Make Ten to Subtract Savvas pp.165-168	Students make 10 to subtract by first counting back to 10 in order to make the problem easier.	1.OA.6
Supplemental 4-2	Make Ten to Subtract Savvas pp.165-168	Students make 10 to subtract by first counting back to 10 in order to make the problem easier.	1.OA.6
Savvas 4-4	Fact Families Savvas pp.173-176	Students use part-part-whole diagrams to examine the part-whole relationships in addition and subtraction and see how addition and subtraction have an inverse relationship.	1.OA.3 1.OA.4 1.OA.6
Savvas 4-5	Use Addition to Subtract Savvas pp.177-180	Students use addition to solve subtraction in a more abstract and efficient way.	1.OA.4 1.OA.6
Supplemental 4-5	Use Addition to Subtract Savvas pp.177-180	Students use addition to solve subtraction in a more abstract and efficient way.	1.OA.4 1.OA.6
Savvas 4-7	Explain Subtraction Strategies Savvas pp.185-188	Students choose from subtraction strategies throughout the topic to solve problems.	1.OA.4 1.OA.5 1.OA.6

Supplemental 4-7	Explain Subtraction Strategies Savvas pp.185-188	Students choose from subtraction strategies throughout the topic to solve problems.	1.OA.4 1.OA.5 1.OA.6
Savvas 4-8	Solve [Subtraction] Word Problems with Facts to 20 Savvas pp.189-192	Students solve comparison type problems and problems with unknowns in all positions.	1.OA.1

### Additional Resources

#### 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6

Standards Addressed	Lesson	Lesson Description
1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6	<a href="#">What Numbers Can You Make?</a> GADOE Constructing Task Unit 3	Students will practice finding number combinations with like sums.
1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6	<a href="#">Lots of Dots</a> GADOE Constructing Task Unit 3	Students will practice finding sums, creating equations, expressions, and the commutative property.

### Assessment Resources

#### 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6

Type	Location	Lesson Description	Standards Addressed
Formative	MIP Module 2 pp. 42-43	Students will use a simple drawing to create an equation and word problem that it could represent.	1.OA.1
Formative	MIP Module 2 pp. 49	Students will write an equation to match a word problem that is read to them.	1.OA.1 1.OA.3 1.OA.4 1.OA.5 1.OA.6
Summative	Savvas Topic Assessment TE pp. 203-204	Students will use various strategies to solve subtraction facts to 20. Digital or print form available through Savvas platform. Use MDIS to support student needs through data.	1.OA.1 1.OA.3 1.OA.4 1.OA.5 1.OA.6

Summative	Savvas Topic Performance Task TE pp. 207-208	Students will solve a sticker collection word problem by completing subtraction equations.	1.OA.1 1.OA.3 1.OA.4 1.OA.5 1.OA.6
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