



Marietta City Schools District Topic Planner

First Grade

Topic Title

Topic 8: Understand Place Value

Unit duration

10 days

Big Idea: NUMBERS AND OPERATIONS IN BASE TEN - Place Value Understanding

[Georgia Standards of Excellence](#)

- 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:
- 10 can be thought of as a bundle of ten ones — called a “ten.”
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - 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).

 **Major work of the grade**  **Supporting standard**  **Additional standard**

Informational Links

[GSE Unit 2 Frameworks: Developing Base Ten Number Sense](#)

[GSE Unit 5 Frameworks: Understanding Place Value](#)

[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 8: Learning Resources**1.NBT.2**

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 8-1	Make Numbers 11 to 19 Savvas pp. 325-328	Students revisit teen numbers by describing each number as 1 ten and some ones up to 9.	1.NBT.2
Supplemental 8-1	Decomposing Numbers MIP Module 8 pp. 164-165	Students break apart (decompose) in different ways without changing values.	1.NBT.2
Savvas 8-2	Numbers Made with Tens Savvas pp. 328-332	Students work with decade numbers as they count by 10s, and learn that decade numbers are made up of all tens and no ones.	1.NBT.2
Supplemental 8-2	Make Decades Pop MIP Module 8 p. 171	Counting routine using visuals to see decade numbers.	1.NBT.2
Savvas 8-3	Count with Groups of Tens and Ones Savvas pp. 333-336	Students work with numbers through 100 by determining how many groups of 10 and leftovers a two-digit number represents.	1.NBT.2
Supplemental 8-3	Intervention Activity Savvas p. 336A	Students will use pencils and rubber bands to create bundles of 10.	1.NBT.2
Savvas 8-4	Tens and Ones Savvas pp. 337-340	Students generalize that the tens digit is written on the left and the ones is on the right.	1.NBT.2
Supplemental 8-4	Intervention Activity Savvas p. 337A	Students will use connecting cubes and numbers cards to create numbers	1.NBT.2
Savvas 8-5	Continue with Tens and Ones Savvas pp. 341-344	Students draw models to show the number of tens and ones in two-digit numbers.	1.NBT.2
Supplemental 8-5	Intervention Activity Savvas	Students will use index cards with a different two-number written on each card and guess the mystery number	1.NBT.2

Additional Resources**1.NBT.2**

Standards Addressed	Lesson	Lesson Description
1.NBT.2 1.NBT.4	GaDoE Constructing Task-Partner-Building Powers of 10	Students will play a game in which they collect Unifix cubes and place them on a place value mat.
1.NBT.2 1.NBT.4	GaDoE Performance Task- Monkeys at the Zoo	Students will use multiple strategies to solve problems and explain their work.

Assessment Resources**1.NBT.2**

Type	Location	Assessment Description	Standards Addressed
Formative	MIP Module 8 p. 180	Students will show 58 using base ten blocks, and tell how many tens and ones are in the number.	1.NBT.2
Formative	MIP Module 8 p. 181	Students will solve a word problem that calls for them to tell how many tens and ones are in the number 64.	1.NBT.2
Summative	Savvas Topic Assessment TE pp. 357-358	Students will count and add using tens and ones.	1.NBT.2
Summative	Savvas Topic Performance Task TE pp. 359-360	Students will demonstrate their understanding of tens and ones in a performance task about class snack time.	1.NBT.2