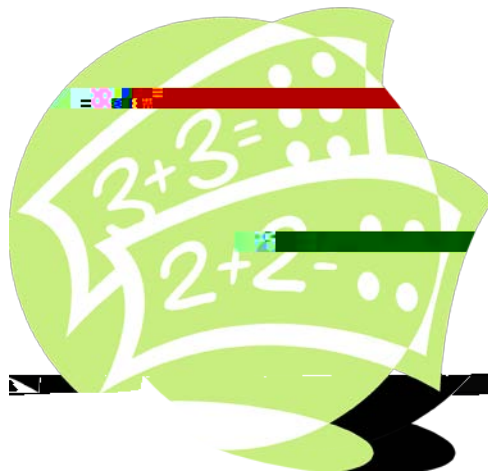


EAST ISLIP SCHOOL DISTRICT

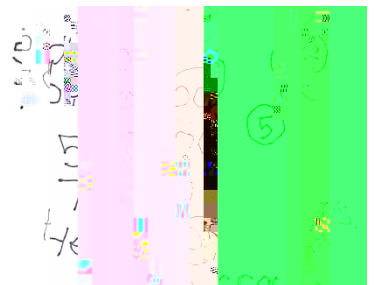
A Story of Units Parent Handbook



Grade 1 Module 1

or

“Ben had 5 crackers. He got some more.
Now he has 7. How many crackers did
Ben get?”



Topic H is analogous to Topic C. Students interpret the meaning of subtraction as they solve different problem types involving subtraction (**1.OA.1**). Rather than using formal drawings or tape diagrams, throughout Module 1 students are encouraged to make math drawings that flow from their understanding of the stories. They engage in dialogue to relate their drawings to number sentences and explain the meaning of the subtraction symbol.

Topic I follows a week of intensive work with story problems to work on a more abstract level by visiting methods for subtraction involving special cases, subtracting 0 and 1, subtracting the whole number, and subtracting one less than the whole number. These two lessons are followed by three lessons in which students use familiar decompositions (5-groups and partners of 10) to conceptualize subtraction as finding a missing part (**1.OA.6**).

Finally, in Topic J, students analyze the addition chart for repeated reasoning and structures that support their journey towards fluency with subtraction within 10. The module closes with a lesson wherein students create sets of related addition and subtraction facts and use dialogue to explain their found connections ($7 = 4 + 3$, $7 - 4 = 3$, $4 + 3 = 3 + 4$, $4 = 7 - 3$, etc.) They began the module with very basic counting on, and end the module both with the skill to count on and significant movement towards the goal of fluency, achieved as the second addend does not need to be counted or can be counted very quickly.

Terminology

New or Recently Introduced Terms

t

right), 2 rows of 5

Suggested Tools and Representations

Number Bonds

Addition Chart

Rekenrek

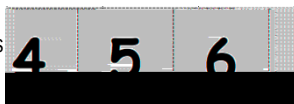
Counters

Number Path

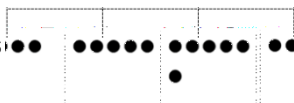
5-Group Cards

Hide Zero Cards

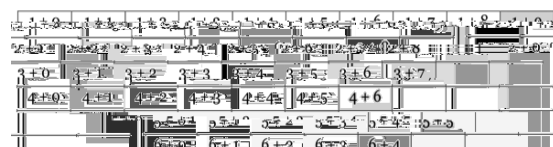
Numerals



5-Groups



5-Group Cards



Addition Chart