**1st Grade Module 1 Topic Analysis**

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| **Questions About the Topics** | **Answers from the Overview** | **Standards Addressed** |
| **Topic A- Embedded Numbers and Decompositions*** Students will work with “put together” situations using which numbers in particular? Why?
* How will number bonds be used in Topic A?
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| **Topic B: Counting On From Embedded Numbers*** How are the “put together” situations in Topic B more complex than the “put together” situations in Topic A?
* How are the expressions written related to the stories and the number bonds?
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| **Topic C: Addition Word Problems*** What two types of word problems are reviewed from Kindergarten? Label and provide a sample.
* What new problem type is introduced? Label and provide a sample.
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| **Topic D: Strategies for Counting On*** How would the described use of numerals and dot cards help students count on?
* How will the students move beyond the dot cards?
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| **Topic E: The Commutative Property of Addition and the Equal Sign*** Why does it make sense to limit the problems to the “addition to 10” context?
* How will the concepts developed in Topic E enable students to be more strategic when they add?
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| **Topic F: Development of Addition Fluency Within 10*** What types of addition patterns will students discover in this Topic?
* What tool will help students look for repeated reasoning patterns (MP8) and the structure of addition (MP7)?
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| **Topic G: Subtraction as an Unknown Addend Problem*** How does this topic expand upon the work done in Topic C and Topic D?
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| **Topic H: Subtraction Word Problems*** How does the modeling in the module differ from other modules?
* What are the reasons for this difference?
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| **Topic I: Decomposition Strategies for Subtraction*** How does Topic I expand upon the work of Topic H?
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| **Topic J: Development of Subtraction Fluency Within 10*** What tool will help students look for repeated reasoning patterns (MP8) and the structure of addition (MP7)?
* How will these connections help the students build fluency?
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