

# Math Connections for Parents

Grade 1 Module 6

Place Value, Comparison, Addition and Subtraction to 100

Welcome to Module 6 of First Grade Math. In this last module, students will continue the work with place value and addition and subtraction started in Module 4. Students will apply their addition and subtraction knowledge in solving word problems, and working with mental math.

## Important Words and Concepts

- Comparison problems:  
Example 1: *Lucy has 3 apples. Julie has 8 apples. How many more apples does Julie have than Lucy?*  
Example 2: *Bobby has 5 more apples than Joe. Joe has 3 apples. How many more apples does Bobby have?*  
Example 3: *Zoey has 3 fewer apples than Cara. Cara has 9 apples. How many apples does Zoey have?*
- Dime – 10 cents
- Nickel – 5 cents
- Penny – 1 cent
- Quarter – 25 cents
- (<) less than
- (>) greater than
- (=) equal

## Sums and Differences to 10

Students have worked all year on mastering the addition and subtraction facts 0-10. Over the summer, continue to practice these basic facts, and extend this to facts 0-20. Having a mastery of basic facts will help students as they begin math in Second Grade.

## KEY STANDARDS

- Use addition and subtraction to solve word problems within 20
- Count to 120 starting at any number less than 120. Be able to read and write any number up to 120.
- Understand that in a two-digit number, the digits represent tens and ones.
- Compare two-digit numbers using  $>$ ,  $<$  and  $=$ .
- Add up to 100, could be a two-digit plus a one-digit number ( $23 + 5$ ) or a two-digit number and a multiple of 10 ( $23 + 20$ ).
- Given a two-digit number, mentally find 10 more or 10 less.
- Subtract multiples of 10 from multiples of 10 ( $30 - 20 = 10$ ).
- Tell and write time in hours and half hours. Identify coins, their names, and their values.



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Graphics and Strategies you may see...

## Coins



Penny  
1 cent



Nickel  
5 cents



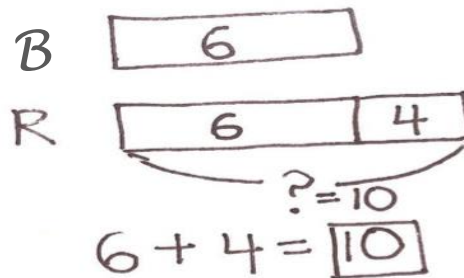
Dime  
10 cents



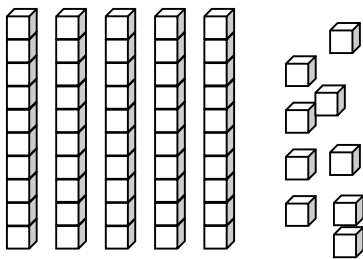
Quarter  
25 cents

Students will have more experiences using a **Tape Diagram** to help them solve word problems.

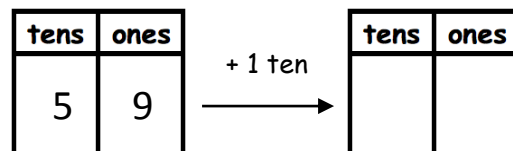
Example: Ben solved 6 math problems. Robin solved 4 more problems than Ben. How many problems did Robin solve?



Students will work with **base 10 drawings** and **place value charts** as they explore place value and adding 10 more or less.



10 more than 59 is \_\_\_\_\_.



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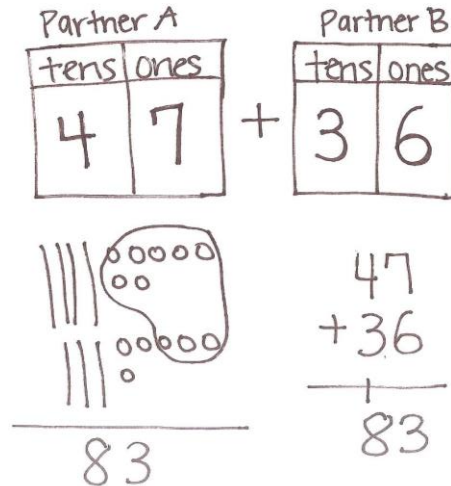
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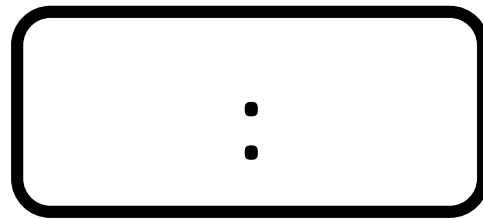
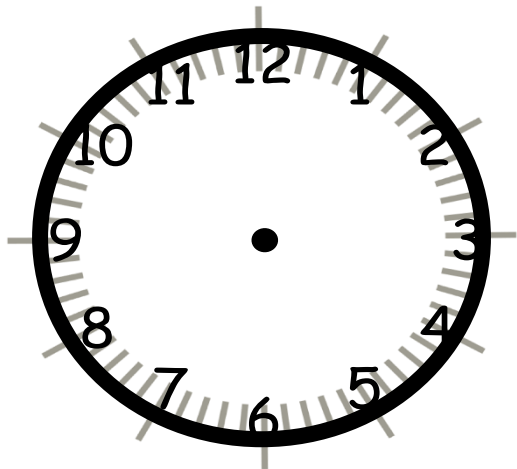
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To add two-digit numbers, students will use a **place value model** before being introduced to the algorithm for adding two numbers vertically.



Students will work on time to the nearest hour and half-hour on analog and digital clocks.



It is \_\_\_ o'clock.

It is half past \_\_\_\_.



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