

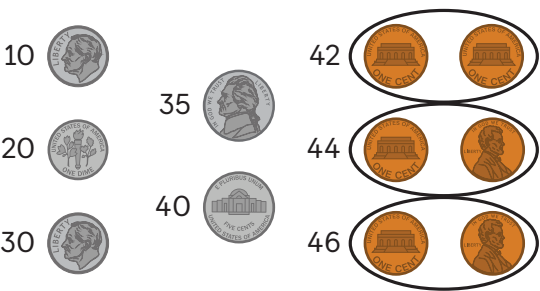
Mathematical Background

Here is an overview of the content students will learn in this unit.

Numbers to 120

Identify the value of coins and count coins. TEKS 1.4.A, 1.4.C

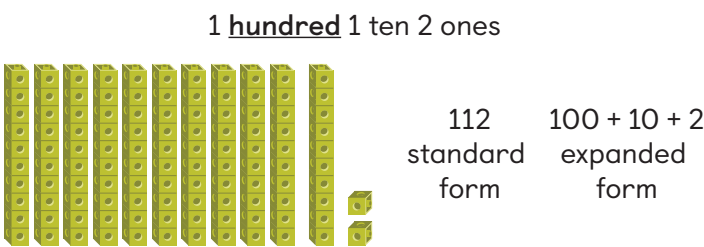
- Coins have their own values and characteristics.
 - penny (1¢), nickel (5¢), dime (10¢), quarter (25¢)
- When finding the value of a collection of pennies, nickles and/or dimes, it can be helpful to sort them before counting.
 - It can be counted by twos, fives, and tens.



The coins have a value of 46¢.

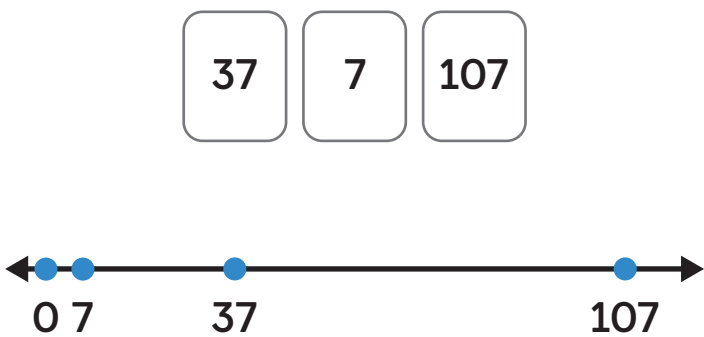
Represent numbers up to 120. TEKS 1.2.B, 1.2.C

- Numbers up to 120 can be represented using:
 - Drawings
 - Manipulatives (connecting cubes or base-ten blocks)
 - Expanded Form
 - Standard Form



Order numbers up to 120 on open number lines. TEKS 1.2.F

- Numbers can be ordered on an open number line.
 - Place value understanding can be used to determine how far apart to space the numbers.



Unit Investigation

Lesson 1 is the Unit Investigation. Students add within 120 and explore how adding ones or tens to a number affects the sum to build curiosity and apply their own knowledge in a variety of ways. Use the **Caregiver Connection** to help students continue to explore the math they will see in the unit.

Caregiver Connection

Students may enjoy naming, writing, or adding quantities within 120 at home. You can ask:

- “How many tens are in the number?”
- “How many ones are in the number?”
- “What do you notice about the tens and ones when you add the number together?”