Grade 1 Quarter 2 Day 51

## Common Core State Standard(s)

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| **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and ones.  a. 10 can be thought of as a bundle of ten  ones- called a "ten."  b. The numbers from 11 to 19 are composed of a ten and  one, two, three, four, five, six, seven, eight, or nine ones.  c. 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).    **Materials Needed:**   * Math Expressions Teacher Edition (Volume 1), * Homework and Remembering pp.101-102, Activity Cards 4-2, * Homework and Remembering Book (one per student), * Demonstration Secret Code Cards 1-10 and MathBoard materials (or 10x10 Grid)   Vocabulary  Teen number- numbers made up of one ten and some ones; in this program, the numbers 11 through 19 are referred to as teen numbers  ***Math Expressions Lesson***  ***Unit 4 Lesson 2: Explore Teen Numbers***   1. **Activity 1:** Write the numbers 10-19 on the board and have students count aloud as you point to each number. Discuss what students know about these numbers. Use the board to introduce tens-and-ones language. Use the Demonstration Secret Code Cards to line cards 1-10 up on the ledge of the board, with the 10-card in the front. Demonstrate how Secret Code Cards can be used to make teen numbers (see suggested paragraph on Teacher Edition pp. 312). Present a teen-grouping story problem to the class and have students solve it in any way (see example on Teacher Edition pp. 313). Use the Demonstration Secret Code Cards to show the number that is the answer to the story problem. (Be sure to point out the smaller number in the top hand corner of the 10 and 6 cards.) 2. **Activity 2**: Explain to the students that they'll be making some teen numbers on the 10x10 Grid. Have them begin by drawing 10 circles in the first column on the grid and explain that every teen number has a ten, so you will always need this group of ten. Have students draw 5 more circles in the second column. Ask how many circles are on the grid and how do you show that number with the Demonstration Secret Code Cards. Lastly, ask the students to write the equation 10 + 5= 15 on their MathBoards or paper. Have the class name other teen numbers between 10 and 20. First have the class show the number by drawing circles on the grid, then show it with the Demonstration Secret Code Cards and have the student write the equation. Use the Math Talk on Teacher Edition pp. 314 to summarize what they've learned about teen numbers.   **Additional Teacher Notes:**   * Materials for Going Further Activities include: Activity Card 4-2, counters or beans, prepared bags with 11-19 beans or small objects, MathBoard * Home or School Activity: Children will describe a group of 12 as a dozen. Children will investigate objects are found in groups of 12, or dozens and draw a picture of them.   Assessment  **As students represent other teen numbers, observe whether they are able to show them in multiple ways: for example, by drawing circles on a grid to show a group of ten and some extra ones; or by writing an equation with the number 10. (Teacher Edition, p. 313)**  **Homework**  Homework and Remembering Book, p.102 Students fill in unknown numbers in Math Mountains, count by tens and solve a word problem.  Grade 1 Quarter 2 Day 52 Common Core State Standard(s)  |  | | --- | | **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and ones.  a. 10 can be thought of as a bundle of ten  ones- called a "ten."  b. The numbers from 11 to 19 are composed of a ten and  one, two, three, four, five, six, seven, eight, or nine ones.  c. 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).    **Materials Needed:**   * Math Expressions Teacher Edition (Vol. 1) * Student Activity Book pp. 125-126 * Homework and Remembering pp. 103-104 * Activity Card 4-3 * Homework and Remembering Book (one per student) * MathBoard * Student Activity Book pp.123 (Extension Activity)   Vocabulary   * 10-stick a vertical line through ten dots (ones) to represent one ten (gradually, students draw just the stick without the dots to represent one ten) * Dot Array a MathBoard feature, the Dot Array is two 10x10 arrangements of dots, the dots are 1cm apart   ***Math Expressions Lesson***  ***Unit 4 Lesson 3: Represent Teen Numbers***  **Activity 1**   1. **Packaging Stories-** Have students find the Dot Array on their MathBoard or give them photocopies of TRB M47 and have them ring 14 dots, moving down the columns. Then have them draw a vertical line through the first column of dots to show that they have made a ten. Have the students write a ten-structure equation and check each student's work. 2. Ask students to make the number 17 with the dots, but this time they should draw a line through the first 10 dots and introduce the term, 10-stick for this representation (see prompts on Teacher Edition pp. 318). Use the Solve and Discuss Math Talk structure for the packaging stories on Teacher Edition pp. 319. For each problem, have them draw the numbers on the Dot Array and then write the equation.   **Activity 2**   1. **10-sticks and Circles-** On the board show the class how to quickly represent teen numbers such as 13 and 17, by drawing a stick for 10 and little circles for ones. Have the class count each drawing by tens and ones. Write a few teen numbers on the board as standard numerals and invite students to draw these numbers with 10-sticks and circles on the reverse side of their MathBoard or on paper.   **Extension**   1. Share the book Spunky Monkeys on Parade by Stuart J. Murphy. As a follow-up activity, have the students open to Student Book pp. 123. Have them count the flowers one by one to see that there are 14 flowers and then discuss that each can be counted by groups of two. Explain that counting object in groups makes counting easier and faster. Have students then complete exercises 2 and 3 on their own. ***(Use Teacher Edition pp. 318-320 for activities 1 & 2)***   Assessment   * Ask questions such as: How can you draw a 10-stick and circles to show the teen number 18? * What number do you show with a 10-stick and 4 circles? (Teacher Edition, p. 318)   **Homework**  Homework and Remembering Book, p. 104 Students count by tens to count the total number of circles.  Grade 1 Quarter 2 Day 53 |  Common Core State Standard(s)  |  | | --- | | **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens  and ones.  **1.NBT.2.a** 10 can be thought of as a bundle  of ten ones-called a "ten."  **1.NBT.2.b** The numbers from 11 to 19 are  composed of a ten and one, two, three, four,  five, six, seven, eight, or nine ones. |   **Materials Needed:**   * Blackline Masters: “*Packaging*   *Stories”, “Packaging Stories*  *Homework”, “Packaging Stories*  *Assessment”*   * MathBoards or dot arrays * Dry erase markers and erasers   Vocabulary  Ten stick, dot array, tens, ones, teen numbers |

###### Alignment Lesson

***Packaging Stories***

**Note: This lesson is a continuation of Day 52: Math Expressions Unit 4 Lesson 3 Activity 1.**

**Activity 1**: Review how to use the dot array on the MathBoard to show teen numbers. Present students with the following examples:

Draw tens and ones to show the number 17. Write the tens. Write the ones. Write how many.

\_\_\_ ten and \_\_\_\_ ones = \_\_\_\_

Draw tens and ones to show the number 12. Write the tens. Write the ones. Write how many.

\_\_\_ ten and \_\_\_\_ ones = \_\_\_\_

**Activity 2**: **This is a continuation of Day 52: Math Expressions Unit 4, Lesson 3, Activity 1, pages 318-319 in the Teacher’s Manual.**

1. Students will complete the packaging stories using the **Solve and Discuss strategy** introduced in Unit 2, Lesson 5. Have a few students complete their work on their MathBoard at the front of the room while the other children complete the activity at their seats. For each problem, children will represent the number on the dot array and then write the equation.

***Differentiation:*** There are 2 different types of packaging stories:

1. Cynthia has a juice box with 10 ounces of juice and another 9 ounces of juice in a cup. How much juice does Cynthia have altogether? (Easier)
2. Jason has 17 markers. A marker box holds 10 markers. How many marker boxes can Jason fill? How many extra markers does Jason have? (Harder)

You may create more examples of the harder or easier stories depending on your students.

***Assessment:*** For assessment use Blackline Master, *“Packaging Stories Assessment”*.

Assign Blackline Master, *“Packaging Stories Homework”* for homework.

Assessment

Blackline Master- *“Packaging Stories Assessment”*

**Homework**

Blackline Master, *“Packaging Stories*

*Homework”*

Grade 1 Quarter 2 Day 54

## Common Core State Standard(s)

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| **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and ones.  a. 10 can be thought of as a bundle of ten  ones- called a "ten."  b. The numbers from 11 to 19 are composed of a ten and  one, two, three, four, five, six, seven, eight, or nine ones.  c. 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).    **Materials Needed**   * Math Expressions Teacher Edition (Volume 1) * Homework and Remembering Book (one per student) * MathBoard * Stair Steps * Student Activity Book pp. 127 (Extra Practice)   Vocabulary  Tens- The name given to the second position from the right when describing whole number place value; in the number 12, 1 is in the tens position  Ones- the name given to the position furthest to the right when describing while number place value; in the number 12, 2 is in the ones position  Equation-a mathematical sentence that uses and equals sign to show that two expressions are equal (ex: 12 - 5 = 7 and 3 + 1 =4)  ***Math Expressions Lesson***  ***Unit 4 Lesson 4: Visualize Teen Addition***  Using Teacher Edition pp. 324-326  **Activity 1**   1. Write the equation 9 + 4 = \_\_\_ on the board and review with students how to count on with fingers. 2. Write the answer (13) on the board and do more problems similar to this if students need more practice. 3. Have students look at the equation 9+4 = 13 use the prompts on Teacher Edition pp. 324 and the 10x10 Grid to see how in solving the equation they "made a ten". 4. Use Math Talk to emphasize this concept and that they "made a ten" and then added 3 more. Repeat with 7+5 = \_\_\_.   **Activity 2**   1. Write the equation 8+6 = \_\_ and have the students find the unknown total by combining two Stair Steps (see prompts on Teacher Edition pp. 325). 2. Have students find the Stair Step for the number 10 and turn it to the side without dots and demonstrate how to place it beneath the other two Stair Steps and count the total seeing the 10 and the extra ones. 3. Have the students use the 4-Step and 10-Step to match up below the 8-Step and 6-Step and write the following equation on the board 8+6 = 10+4. 4. Present several more problems with teen totals for students to solve in the same way.   Extra Practice: Have students complete Student Book pp. 127 to practice "making a ten" and viewing the total as a ten and extra ones. Students can use Stair Steps to solve the problems.  **Additional Teacher Notes:**   * Use the strategy on Intervention Card 4-4 to help complete extra practice page 127. * At Home or School Activity: Social Studies Connection- Show students the American Flag or a picture of one. Ask students to write an equation with a teen total for the number of stripes.   Assessment  Write equations such as 7 + 6 = 13 on the board and ask: What equation can I write that show a different set of partners for 13? (One partner should be 10.) (Teacher Edition, p. 325)  **Homework**  Homework (Homework and Remembering Book, p. 106) Students count by tens to count the total number of circles, count change and solve for uknowns in equations.  Grade 1 Quarter 2 Day 55 Common Core State Standard(s)  |  | | --- | | **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:  a. 10 can be thought of as a bundle of ten  ones—called a “ten”  b. The numbers from 11 to 19 are composed  of a ten and one, two, three, four, five, six,  seven, eight, or nine ones.  c. 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).  **Materials Needed:**   * Math Expressions Volume 1   + TE pages 329-336   + SAB page 129-132   MathBoard materials  Vocabulary  Counting on drawing  Make a Ten strategy |   Assessment   * Observe children using the Make-a-Ten Cards. Make sure they are able to use the counting-on drawings on the back to check their thinking.   **Homework**   * Homework page 107-108 |

Grade 1 Quarter 2 Day 56

## Common Core State Standard(s)

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| **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and ones.  a. 10 can be thought of as a bundle of ten  ones- called a "ten."  b. The numbers from 11 to 19 are composed of a ten and  one, two, three, four, five, six, seven, eight, or nine ones.  c. 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).  **Materials Needed:**   * Math Expressions Teacher Edition (Volume 1) * Demonstration Secret Code Cards * Activity Cards 4-6 * Homework and Remembering Book (one per student) pp. 109-110   Vocabulary   * Ones the name given to the position furthest to the right when describing whole numbers place value. In the number 12, 2 is in the ones place * Tens the name given to the second position from the right when describing whole number place value. In the number 12, 1 is in the tens place   ***Math Expressions Lesson***  ***Unit 4 Lesson 6: Understand Tens and Ones***  **Activity 1**   1. Ask students to draw 4 sticks and 3 circles on a Dot Array. When they are finished, have them count the number of tens aloud. Teacher writes 40 + 3 on the board, and students write it somewhere on their MathBoard. 2. ***Build with Secret Code Cards:*** Teacher shows the class the number 43 using the Demonstration Secret Code Cards and class discusses what the cards tell about 43. Teacher demonstrates how to show 43, by placing the 3 card (from the ones cards) over the 0 in the 40 card. 3. ***Build and Count 2-Digit Numbers:*** Class draws 6 sticks and 5 circles, then count the tens. Teacher holds up hand to signal STOP and tells the class to "freeze". Then class counts the ones. Teacher turns the Demonstration Secret Code Card over to show the 10-sticks and ones on the back. Repeat several times (Teacher Guide, p. 339).   **Activity 2**   1. Students turn their MathBoard over and teacher directs class in counting by tens and ones while modeling the procedure on the board. Teacher suggests that children write an equation that shows the tens and ones and the total. 2. Volunteers are invited to say various combinations of tens and ones, while the class draws 10-sticks and circles, writes the equation, and says the number. 3. ***2-Digit Numbers to 10-Sticks and Circles:*** When students seem confident writing 2-digit numbers for 10-sticks and circles, teacher gives them 2-digit number in standard form. Students are asked to write the number down, and then show it by drawing 10-sticks and circles and then write the corresponding equation, sharing the total. Repeat with students selecting each number.   Assessment  Ongoing Assessment: Observe whether students are able to write an equation and number when given a 10-stick and circle drawing. Also observe if students can make a drawing and write an equation when given a 2-digit number.  **Homework**  Homework and Remembering Book, ***p. 109***- Students will count drawings that represent 2-digit numbers and then count 10-sticks and circles and write the total. ***p. 110***- Students will count drawings that represent 2-digit numbers then answer vertically-writtenaddition and subtraction equations.  Grade 1 Quarter 2 Day 57 Common Core State Standard(s)1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with  |  | | --- | | **1.NBT.2** Understand that the two digits of a  two-digit number represent amounts of tens and ones.  a. 10 can be thought of as a bundle of ten  ones- called a "ten."  b. The numbers from 11 to 19 are composed of a ten and one,  two, three, four, five, six, seven, eight, or nine ones.  c. 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). **1.NBT.3** Compare two two-digit numbers  based on meanings of the tens and ones digits, recording the  results of  comparisons with the symbols >, < and =.    **Materials Needed:**   * Math Expressions Teacher Edition (Volume 1) * Demonstration Secret Code Cards * Activity Cards 4-7 * Student Activity Book p. 135 and Homework and Remembering Book pp. 111-112   Vocabulary  Ones the name given to the position furthest to the right when describing whole numbers place value. In the number 12, 2 is in the ones place  Tens the name given to the second position from the right when describing whole number place value. In the number 12, 1 is in the tens place  word name a number represented as a word  ***Math Expressions Lesson***  ***Unit 4 Lesson 7: Integrate Tens and Ones***  **Activity 1**   1. **Draw and Count:** Show the class a 2-digit number made with Demonstration Secret Code Cards. First, show the cards separately, and then put them together. 2. Have the class say the number aloud and then ask them to represent it with 10-sticks and circles on their MathBoards. As they draw the tens, have them count together and "freeze" when they reach the correct decade number. Then have them draw the ones. 3. **Use Student Leaders:** When students are drawing and counting confidently, put away the Demonstration Secret Code Cards. Have Student Leaders take turns writing numbers on the board. Have the other students respond by saying the number and then representing it with 10-sticks and circles on their MathBoards. 4. Students count together as they draw the tens and ones, and Student Leaders say "freeze" after the tens are complete.   **Activity 2**   1. Teacher writes pairs of teen numbers and decade numbers (18 and 80) that are easily confused on the board. The class says each number clearly, and then says how many tens and ones are in each number. Class discusses each pair. 2. For Math Talk, class discusses how teen numbers and decade numbers are similar to and different from each other. Teacher uses flash numbers to reinforce that the numbers are different.   **Activity 3**   1. Students share what they know about word names for numbers. Teacher then writes the numerals and word names in order on the board, from 1-10. Teacher points to each numeral and word name while reading the list together as a class. 2. The list is read a second time while teacher shows each number with Demonstration Secret Code Cards. Repeat this process with numbers 11-19. Teacher models how to say each teen number as a sentence, for example, ten plus four equals fourteen. 3. Repeat with all teen numbers. Students write and discuss the numeral and word name for 20.   ***Home or School Activity:*** Students will take "inventory" of a particular item at school or at home. At school, give students a small bag of 20-100 items and have them count and group items by tens, counting tens and extra ones.  Assessment  Write a number on the board and ask: What is the number? How many tens? How many ones? Say a number aloud and ask: How do you write it? How many tens? How many ones? ***For advanced learners***, invite them to work at the board or work with children who need extra help. ***For extra help***, clearly pronounce teen and decade numbers that are easily confused, spell out the names of the numbers on the board, pointing out the difference in the  **Homework**  Homework and Remembering Book, ***p. 111***  **Day 58 Assessment** (1.NBT.1, 1.NBT.2, 1.NBT.3) check CMAPP fpr sample Items!!!!!!  [Sample items](http://cmapp.wcpss.net/uploads/files/13-14_elem_math/grade_1/1_assessment_items/1_assessment7_67.doc) | |