**Grade 1 Quarter 1 Day 11**

## Common Core State Standard(s)

**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:**

*\*\*Prior to the lesson, it will be helpful to cut out the number line 0-10 and the number line 11-20, place together, and either glue or tape.* ***Save Number Lines for future use.******If you can, you may want to laminate them.*** *Otherwise, students will need to place the two number lines together prior to starting Part 3 in the* ***Teacher Guide****.*

* Sidewalk chalk, tape or blank cards
* Teacher Guide- “*0-20 Number Line*

*Introduction”*

* Blackline Master- *“Comparing*

*Names in My Family – Journal*

*Prompt”*

* CardStock - “*0-20 Number Line”*
* Bear Counters

###### Alignment Lesson

###### Moving on the Number Line 0-10

1. ***Number Line Introduction –*** Make a large number line with numbers 0 to 20 (big enough for students to walk on). You can draw on the sidewalk with sidewalk chalk, use the tiles on the floor, use tape on the carpet, etc. Ask students to count the numbers.
2. Ask students what they already know about a number line: *Who has seen a number line before? What do you know about a number line?*

*Refer to* ***Teacher Guide,*** “*0-20 Number Line Introduction” for detailed directions.*

**Note**: Make sure to include Math Talk & Promote Student Leaders as students share their solutions with all activities described above.

Vocabulary

**Number Line –** a picture of a straight line on which every point is assumed to correspond to a real number and every real number to a point.

Assessment

Informal observation – Watch as students move the bears on the number line according to teacher directions

**Grade 1 Quarter 1 Day 12**

**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:**

* Sidewalk chalk, tape or blank cards
* Number card set with numbers 2-18
* Teddy Bear Counters
* Blackline Masters- *“More/Less*

*Spinner”, 0-20 Number Line,*

*Number Cards*

* Teacher Guide- “*Number Line 0-20”*

###### Alignment Lesson

###### Number Line 0-20

1. ***Birthday Number Line –*** Make a large number line with numbers 0 to 31 (big enough for students to stand on). You can draw on the sidewalk with sidewalk chalk, use the tiles on the floor, use tape on the carpet, etc. Call a few students at a time to stand on their birthday date. *(Students may need the teacher to tell them their birthday)* **Teacher Note: Have a list of student birthdays ready prior to lesson.**

**Give the following directions:**

* If your birthday date is greater than 20, sit down. If your birthday date is less than 20, sit down. If your birthday date is on the 20th, jump up and down.
* If your birthday date is between 3 and 7, put your hands in the air. Ask, “How do you know?”

**Call students by name to answer the questions:**

* What number is 2 more than your birthday date? Continue with (2 less, 1 more, 1 less).
* Is your number more or less than 20? How many more or how many less? *This may be a challenge for some if there is a big difference. Encourage students to problem solve (point to their date and count on or back, ask a buddy, etc.*

1. ***Number Line 0-20 -*** *Refer to the* ***Teacher Guide*** *for detailed directions.* **With Part 2 Spin and Jump Game, Model game step by step prior to student pairs playing.**

**Note**: Make sure to include Math Talk & Promote Student Leaders as students share their solutions with all activities described above.

Assessment

Informal observation – Observe students as they play the *Spin and Jump game*. Do they use the number line correctly and understand more and less?

**Homework**

Blackline Master- *“How Many Leaves?”*

Vocabulary

**Number Line –** a picture of a straight line on which every point is assumed to correspond to a real number and every real number to a point.

**More, Less, Between, Backward, Forward**

Assessment goes here if you haven’t already done it!!!!

**Grade 1 Quarter 1 Day 14**

**1.OA.1** Use addition and subtraction within

20 to solve word problems involving

situations of adding to, taking from, putting

together, taking apart, and comparing, with

unknowns in all positions, e.g., by using

objects, drawings and equations with a

symbol for the unknown number to represent

the problem.

**1.OA.5** Relate counting to addition and

subtraction (e.g., by counting on 2 to add 2)

**Materials Needed:**

* Math Expressions Volume 1
  + TE pages 115-120
  + SAB page 43
  + MathBoard materials

###### Math Expressions Lesson

###### Unit 2 Lesson 1: Addition with Simple Pictures **remember PUE website- this is right on there ready for the smartboard!!!!**

**Activity 1**

1. Invite 5 volunteers to the front of the room. Explain that they

are all going to a picnic: 3 of them are driving cars, and 2 are

riding bicycles.

2. Have children listen to the following math story: 3

people came to a picnic in cars. Then 2 more people

came on bicycles. A total of 5 people came to the picnic.

3. Invite the 3 “car drivers” to stand to the left in a row and

the 2 “bicycle riders” to stand to the right in a separate

row. Point out that 3 plus 2 is equal to 5.

4. Next, using pictures on the board, draw the math story

the children just acted out. See TE page 116 for the

drawing of this story problem. Have children draw the

story at their desks at the same time. Tell children to put

a break-apart line between the two groups of people.

7. Ask children to identify the partners in the math story (3

and 2) and the total (5). Demonstrate how to write the

partners and the total in the picture and have children

write them on their MathBoards.

8. After drawing the story, introduce the term *add*. Relate

adding to the plus sign. Explain by saying, “We added 3

and 2 and got 5. When we put things together like this,

it’s called adding. The plus sign shows that we are

adding.”

9. Give the class another addition story and let children

find the total. They should draw the story and put in the

partners but this time find the total themselves.

**Activity 2**

1. Have children turn to SAB page 43 and do exercise 1

together. Ask children to identify the partners in the

picture by counting the flowers (5 and 4) and write the

partners in the box.

3. Ask children what total they get when you add the

flowers together (9) and write the total in the box.

4. Ask children how they know the total of 9 is correct?

(I counted all the flowers and got 9).

5. Help children see that the two partners together are the

same as the total and have children work individually to

finish the page.

Assessment

As children are drawing story problems, have them identify the partners and total and explain their thinking.

Vocabulary

Add

Partner

Total

**Homework**

* Homework page 37-38

**Grade 1 Quarter 1 Day 16**

**1.OA.1** Use addition and subtraction within

20 to solve word problems involving

situations of adding to, taking from, putting

together, taking apart, and comparing, with

unknowns in all positions, e.g., by using

objects, drawings and equations with a

symbol for the unknown number to represent

the problem.

**1.OA.5** Relate counting to addition and

subtraction (e.g., by counting on 2 to add 2)

**1.OA.7-** Understand the meaning of the

equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of

the following equations are true and

which are false? 6=6, 7=8-1, 5+2=2+5,

4+1=5+2.

* Math Expressions Volume 1
  + TE pages 127-132
  + SAB page 49
  + MathBoard materials

###### Math Expressions Lesson

###### Unit 2 Lesson 3: Introduction to Addition Equations

**Activity 1**

1. Write a 6 on both sides of the board to review the meaning of

the word equal. Ask, “Which of these numbers is greater?”

Review that the term equal means “the same amount.”

2. Introduce the equals sign (=). Point out that the symbol is made of

two little lines that look the same.

3. Write an equals sign between the two 6s and explain that in math,

you use the equals sign to show that 6 “is equal to” 6. Have a

volunteer show that 8 = 8.

4. Write a 5 on the left side and a 4 on the right side of the board.

Ask children, “Should I write an equals sign between 5 and

4?”(no) “Why not?” (They are not the same amount.)

5. After asking the children these questions, explain that in

math you show that 5 “is not equal to” 4 by using the *is*

*not equal* sign ≠. Ask a volunteer to show that 3 *is not*

*equal* to 7 on the board.

**Activity 2**

1. Using circle drawings, ask children to solve: “I had 3

teddy bears. Then I got 4 more. How many teddy bears

do I have now?” Ask children to label the partners and total.

2. Point out that the partners are equal to the total and

demonstrate by counting the circles as partners and then

as a total to show that they are the same. Next, introduce

the word *equation.*

3. Remind students that the word equal means “the same

amount.” Say, “3 plus 4 is equal to 7.” Ask students how

they know this equation is correct.

4. Explain to children that an equation is a number sentence

that shows that two amounts are equal. Write the

equation on the board and have children say the equation

together.

5. Write an equals sign on the board and have a volunteer write

numbers on each side that will make an equation. Have

children make a circle drawing to check that it is correct and

have everyone say the equation together.

6. Next, write a not equal sign on the board and ask children to

generate partners and totals that are not equal to each other. Use

circle drawings to show that the partners and totals are not equal.

**Activity 3**

1. Turn to SAB page 49 and have children write the partners above

the circle drawing and the total below. Write the equation that

corresponds to the circle drawing. Create a story problem that

goes with each equation.

**Additional Teacher Notes:**

* Add = and ≠ symbols to word wall. Use a Number Balance while solving equations. Use the language “same value as” when discussing equality.
* Vocabulary
* Equal
* Equals sign (=)
* Not equal sign (≠)
* Equation
* Number sentence

Assessment

As children are completing SAB page 49 observe their ability to write an equation to show the partners and the total. Are students using the appropriate symbols when writing an equation? Have students explain why an equation is equal or not equal.

**Homework**

* Homework page 41-42

**Grade 1 Quarter 1 Day 17**

**1.OA.1** Use addition and subtraction within

20 to solve word problems involving

situations of adding to, taking from, putting

together, taking apart, and comparing, with

unknowns in all positions, e.g., by using

objects, drawings and equations with a

symbol for the unknown number to represent

the problem.

**1.OA.5** Relate counting to addition and

subtraction (e.g., by counting on 2 to add 2)

**1.OA.7-** Understand the meaning of the

equal sign, and determine if equations

involving addition and subtraction are

true or false. For example, which of the

following equations are true and

which are false? 6=6, 7=8-1, 5+2=2+5,

4+1=5+2

**Materials Needed:**

* Math Expressions Volume 1
  + TE pages 133-138
  + MathBoard materials

###### Math Expressions Lesson

###### Unit 2 Lesson 4: Build Addition Equations

**Activity 1**

1. Present the following problem and have children solve using a

circle drawing. “I have 4 shirts. You have 2 shirts. How

many shirts do we have altogether?”

2. Have children write an equation that shows the whole

“story.” Ask, “What is the total?” (6) “6 what?” (shirts)

3. Read the equation together. “4 plus 2 equals 6.”

4. Have children solve several more story problems in the

same way making each circle drawing into an equation.

The teacher can create example story problems or

children can make up their own. If children make up their

own, make sure the totals do not exceed 10.

Example: Miguel made 5 gingerbread men. Maria made

4 gingerbread men. How many did they make in all?

**Activity 2**

1. Present the following story problem: “5 children were

playing soccer. Then 3 more children came. Now 8

children are playing soccer.”

2. Have children try writing the numbers in an equation at

without making a circle drawing first.

3. Ask children to explain if the number sentence is an

equation. Remind them that when both sides are equal it

is an equation. Have children draw circles for each side

to show it is equal.

4. Give the class several more story problems. Have them

follow the same procedure of writing the number sentence

and drawing circles to see if it is an equation.

Example: There were 4 cars in the parking lot. Then 3

more cars came. Now there are 7 cars. (4+3=7)

5. Once children are doing well writing equations, present a

story with an incorrect total to see if they can see the

error. Example: I had 7 goldfish. Then I got 2 more

goldfish. I think I have 10 goldfish altogether. Is that

right?”

6. Suggest that children write a number sentence and draw

circles to check to see if it is a true equation.

7. Have a volunteer explain why the number sentence is not

an equation and discuss ways to tell whether a total is

reasonable. You may need to explain that reasonable

means, “Does it make sense?”

Assessment

* As children are writing equations for story problems, make sure they are writing the number sentence correctly. Have students explain how they know which numbers are the partners and total.

Vocabulary

MathBoard

Equation

Reasonable

Before

After

**Homework**

* Homework pages 43-44