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| **1-9** |
| ***NCSCOS:*** *5.03 1.01 a, c, d 1.03 3.04* |
| **Five Crows in a row and \_\_\_ below? How many total**  **Practice the chant with the class and have them count 5 plus more!**  **Break Aparts for the number 6 : Discuss break apart line with circles for the drawing.**  **Act out the scenario:**  **Six little lambs playing in the clover,**  **One saw the fence and jumped right over.**  **Now five little lambs are in the clover, and one little lamb is over.**  **Record on smart board the sets of partners that make 6**  **Introduce the term Equal. Show 3 on each side and talk about equal shares.**  **Discuss number patterns with the list of partners:**  **5 + 1**  **4 + 2**  **3 + 3**  **2 + 4**  **1 + 5**  **What happens to the numbers on each side as we go down?**  **Practice writing and drawing the number 6 (and its partners if you wish!) Page. 23**  **Intervention: Make a pattern using buttons or shapes.**  **On Level: place 6 counters in front of you, cover some with your hand. Decide what the partners are (2 I see, 4 hidden)**  **Challenge: Number cards 1-5, Make two rows. Flip two cards at a time, if they make six keep them, if not, flip them back over.** |
| **Lesson 1-10** |
| ***NCSCOS:*** *5.03 1.01 a, c, d 1.03 3.04* |
| **1-10**  **Money Routine- Students add 3 more circles, then write number sentence forwards and backwards and explain to the class how they got their answer.**  **Quick Practice –** Count by 2’s on number line, start at random numbers and count up. Review ordinal numbers by giving 5 students a number card 1-5 (1st 2nd 3rd 4th 5th). Have students get in correct order, then have the class decide who is in what position.  **Act out poem from before using magnets on board.** Draw a rectangle on board and put a line down the middle. Put 7 magnets on one side, then recite the poem as a group each time you move one magnet over. Write the number sentence on the board for each one.  **Discuss the patterns in the number sentences** (numbers go down when you subtract and up when you add).  **Body-In-Space activities:** Use body parts and move as you count up and down from random numbers.  **Intervention:** Drop 7 counters from your hand. Put red on one side of fence, and yellow on the other side. Say the 7 partners (5+2) (3+4).  **On-Level:** Mix up cards and place them face down in two rows. Turn over 2 cards and if you have 7 partners, keep the cards. If not, turn them face down.  **Challenge:** Solve the story problem. Draw a picture to show your answer. Look back and count the fruits to check. |
| **Lesson 1-11** |
| ***NCSCOS:*** *5.03 1.01 a, c, d 1.03 3.04* |
| **1-11**  **Student leaders do Money Routine**  **Student Leaders use number line to count on from various numbers**  **Introduce Number path board**  **Read math Story:**  Change places (two groups to make 7 and switch)  Verify (write partners of 7 on board have students prove that this is true)  **Workbook pg. 27 –** Blue stair steps to show 7 partners  Show how to switch partners and record answers  Model how to write on double decker train  **Intervention:** Use 7 counters, show partners (1 and 6, etc.) switch partners then record partners on paper.  **On-Level:** Use 2 colors of cubes to show 7 partners and record partnerson paper.  **Challenge:** Record partners on paper, draw lines to ones that are the same, write about any patterns that you see. |
| **Lesson 1-12** |
| ***NCSCOS:*** *5.03 1.01 a, c, d 1.03 3.04* |
| **Student leaders do Money Routine**  **Student Leaders use number line to count on from various numbers**  **Introduce Number path board**  **Introduce CROWS (5 crows in a row and \_\_\_\_below)**  **Each student gets a 8 stair step and a break apart stick.** Have them place the break apart stick on the first line. Then write the partners 1 + 7 and without moving the stick write the other pair 7 + 1. Keep moving stick one line to the right and recording partners.  **Review equality.**  **Play Melon Monster:** Line up 8 plates on board. Pick monster to eat plates while students close their eyes. Then, using stair step and break apart stick, students decide how many melons were eaten.  **Students complete pg. 29 in workbook**  **Intervention:** Use stair step and break apart stick to write 8 partners  **On-Level:**8 counters and envelope. Put some counters in envelope then trade left-over counters and envelope with partner. Partner counts left-overs and decides how many are left inside the envelope.  **Challenge:** What pattern will the 8th flag be? Make a pattern for a partner to guess the 8th shape. |
| **Lesson 1-13** |
| ***NCSCOS:*** *5.03 1.01 a, c, d 1.03 3.04* |
| **Money Routine**  **Number Path**  **Break Aparts of Number 9**  Use stair step 9, break apart stick, and record partners. Start at 1st line first then move one line over to the right and so on.  **Play melon monster with 9 plates.**  **Workbook pg. 31 & 32**  **Intervention:** make partners of 9 with 2 colored crayons.  **On-Level:** Use number cards, flip one over. Then use stair-step and stick to figure out what other number goes with the card to make 9 partners.  **Challenge:** Break apart the number 9 in 3 groups and record answers (3 + 3 +3 ) etc. |
| **Lesson 1-14** |
| * 1. Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.   2. Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.   **1.01**     Develop number sense for whole numbers through 99.   1. Connect the model, number word, and number using a variety of representations. 2. Use efficient strategies to count the number of objects in a set. 3. Read and write numbers   5.03 1.01 a, c, d 1.03 1.01 g 1.04 |
| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  **Student leaders do Money Routine**  **Student Leaders use number line to count on from various numbers**  **Introduce Number path board**  **5 crows in a ROW and \_\_\_\_ below**  **Read Emeka’s Gift – A Counting Story**  **Use stair step 10,** move stick to make partners, have students say partners aloud as you record them on the board.  **Play melon monster with 10 plates**  **Play Number Grabber:** Write number 1-10 on board, number grabber erases 1 number while others close their eyes. Then students must explain what number is missing and how they know. (Comes just before, just after, or inbetween).  **Write numbers 1-10 on board.** Ask shape questions and have students draw shapes around certain numbers. Students do this at desk in math journal.  **Intervention:** 10 beads on a string, hold \_\_\_ push the rest to the right. Draw a picture to match and write the partners.  **On-Level:** Put one card face up, find the other partner to make 10, then switch them. Record both ways.  **Challenge:** Use 10 stair step, use 2 break apart sticks and record how you broke the number up 2 + 3 + 5 = 10. |
| **Lesson 1-15** |
| * 1. *Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.*   ***1.01*** *Develop number sense for whole numbers through 99.*   1. *Connect the model, number word, and number using a variety of representations.* 2. *Use efficient strategies to count the number of objects in a set.*   *Read and write numbers.*  *5.03 1.01 a, c, d 1.03 1.01 g 1.04* |
| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  **Student leaders do Number & Money Routine**  **Student Leaders use number line to count on from various numbers**  **Number path board**  **5 crows in a ROW and \_\_\_\_ below**  **Read Emeka’s Gift – A Counting Story**  **Give students number cards 1-10 (YELLOW)** Have them flip the cards to the side with the dots. Have students put their cards in order from least to greatest.  **Have students visualize a 5-group and extra ones.** In unison, the class responds to the questions:  What is 6? – 5 +1 ………….etc.  **Point to large number cards on board –** have students show numbers with their fingers (5 – 1 hand, then other fingers for 6, 7, 8, 9).  **Model drawing 6-9 (5 circles then 3 circles below for 8)**  With a partner, create stories about groupings on whiteboards. Have students choose a number and recite stories for all numbers 6-10.  **Intervention**: put number cards in bag, mix them up, draw a number card. Make that number with counters (5 + 3 = 8)  **On-Level:** 1 player mixes cards with numbers face up, the other partner mixes cards with dots face up. Each player holds cards in their hand. Each player puts down 1 card, and if they match they put it to the side, if not, they put it back in their stack.  **Challenge:** Draw different ways to show a 5-group and extra ones (dice, dominoes). Explain your way to your partner. |