|  |  |
| --- | --- |
|  | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |

**Monday sept 9**

Lesson 1 : Count on it!

**Materials needed are:** tape, whiteboards, markers, sock erasers, unifix cubes, dice, one piece of string per pair

Activity 1- The Shoe Game - Select one student to be the "stomper". Write a number form 1-10 on a piece of tape, show it to the "stomper", and tape it to the bottom of his shoe. The student stomps the number while other students listen and count silently. The students write the number on their white board and hold it up

**Materials needed are:** , unifix cubes, dice, one piece of string per pair, ***prepare in advance in baggies***!!

**Activity 2**-The Train Game: Partners build a long cube train the length of yarn by taking turns rolling dice and adding cubes to their trains until they reach the end of the yarn. Partners can work together to build one train, or they can build separate trains on either side of the string, seeing who can reach the end first.

**Observe students as they work and look for the following:**

Do they have one-to-one correspondence?

Can they count the total number of cubes?

What strategies are used when playing The Train Game?

**Tuesday sept 10**

**8:40 – 9:30 Math**

**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 a written numeral.

**Standard 4**: Model with mathematics

**Standard 5**: Use appropriate tools

strategically

**Standard 7**: Look for and make use of

Structure

**\*\*Distrubute Math Journals**

**\*\*Have ten frames and counting dots ready in baggies**

**\*\*\*ten frames ready on smartboard**

**Activity 1**

Number Splash: Put 10, 12, 19 and 20 in trash can pull out 1 number write on smartboard and circle it. Students copy the number into their math journals. Tell students to write down the ideas for using, building, or representing the number inside their journals. Students are asked to share their ideas and teacher writes them on the board around the number. Allow students to add ideas they did not have.

**Activity 2**

1. Show a ten frame on an overhead or document camera. Place 8 counters on the ten frame following the same rule you use as you read: start on the top row, fill spaces left to right, move to the bottom row and fill spaces left to right.
2. Ask the following questions:

* *How many counters on the ten frame? How can we figure it out?* (Students may count from one, count on from 5, notice that 2 spaces are empty and count back from 10).
* *How many on the top row? (5)* *How many on the bottom row? (3) How many in all? (8)*
* *How many more to make a ten?*

1. Repeat a few more times and then pass out ten frames and counters to the students.
2. Tell students to show the number 7. Ask the same questions.
3. Now tell them to show 4. *Observe how children make 4. Do they clear the board and start over or do they just remove 3 counters?*
4. Repeat a few times.

**Wednesday sept 11**

**8:40 – 9:30 Math**

**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 a written numeral.

\*\*\*Warm up by reviewing on smart board the number splash game

###### Math Expressions Lesson

***Unit 1 Lesson 8: Preview Numbers 1-10***

**Activity 1**

1. Provide each student with a complete set of Stair Steps. Have them turn them so the dot side is facing up. Have children find Stair Step 1 and place it on their desk. Then have them place Stair Step 2 under it, etc. Question the children as they work using guiding questions on TE p. 46. Have students think about and share what they notice about the equations on the board. (1 and 1 more is \_\_\_\_, 2 and 1 more is \_\_\_\_, etc.)

**Activity 2**

1. Have children find Stair Step 5 and center it on their desks. Have them put Stair Step 1 underneath. Help children express the total number of dots. 5 and 1 more is 6 . Continue by replacing the Stair Step with the next Stair Step as shown on TE p. 47. Have students note that these are similar to tens frames as they identify each total.
2. Use the finger rhyme, “Five Crows in a Row” to illustrate the 5-group and the extra ones in numbers 6 through 10. Children show the ‘crows’ with their fingers and then 2 below. How many crows? After children are familiar with the rhyme have student leaders lead students. Visuals are provided on TE p. 47.

**Thurs Sept 11**

**8:40 – 9:30 Math**

|  |  |
| --- | --- |
| 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 a written numeral. |

**Materials Needed:**

* Math Expressions Teacher Edition (Volume 1) Student Activity Book p. 33-36
* Homework and Remembering pp. 29-30 (one book per student)
* Activity Cards 1-15
* Giant Number Cards

***Math Expressions Lesson***

***Unit 1 Lesson 15 Visualize Numbers as a 5-Group and Ones***

**Activity 1:**

1. Have 2 volunteers line up the Giant Number Cards in order from 1-10 along the ledge of the board. Instruct the other students to do the same thing at their seats with their set of Number Cards. Have students check that the cards on the board and their own number cards are in the correct order.
2. Have children show you the appropriate card when you call a number, remind them to return it to the correct place Turn the cards on the ledge around to show the side with the dots and have children do the same with their cards (remind them to keep the cards in order. Point to each card and have the class count the dots in unison.
3. Direct student's attention to the placement of the dots on the cards using the prompts at the bottom of Teacher Edition pp. 88. Have students put away the first 5 cards (leaving Number Cards 6-10). Point to the numbers in sequence and have the students express each number as a 5-group plus extra ones (ex: What is 6? 5 + 1). When the class responds quickly and automatically, point to numbers in random order. Relate 5-groups to student's fingers by asking them to show 8 with their fingers (there are 5 dots in one row and 5 fingers on one hand). Continue practicing this with all numbers 6-10.

**Activity 2:**

1. On the board, write a number from 6-10, draw circles as a 5-group and extra ones in two rows to represent that number. Have the class say the number as a 5-group and extra ones. Use the Whole Class Practice and Student Leaders Math Talk structure to have students, one at a time, go to the board and write a number 6-10. The other students will write the number and draw the number as circle groupings at their desks while the Student Leader does the same at the board. After each representation, the Student Leader asks the class to express the number as a group of 5 and extra ones.
2. Once students are comfortable with representing quantities as a 5-group and extra ones have them create stories about the groupings. Model a story then draw the picture that goes with it for the students. Have children choose a number and recite stories for all numbers 6-10.

Assessment

* Have students use fingers to represent different numbers from 6-10.
* Ask children to hold up the number card with dots that show the number of fingers you are holding up.

Vocabulary

* 5-group a visual building block to help children understand 6 through 10 (6= 5+1, 7 =5+2, 8= 5+3, and so on).
* Extra ones: as it relates to groups of 5, extra ones are the numbers after 5.
* Row a number of persons or things arranged in a line, esp. a straight line.

**Friday Sept 13**

**8:40 – 9:30 Math**

|  |  |
| --- | --- |
| 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 a written numeral. |

* Math Expressions Volume 1
  + TE pages 93-98
  + SAB page 37
  + counters
  + blank paper

###### Math Expressions Lesson

###### Unit 1 Lesson 16: Exploration: Doubles and Even and Odd Numbers

**Activity 1**

1. Provide each child with 10 counters and a blank sheet of paper. Have children draw a line down the center of their paper. Beginning with the number 6, present a problem involving equal shares and have the children find the answer in any way they can. Ask children to explain their thinking and methods for solving.
2. Have children add 2 more counters and find equal shares of the number 8. Once students have found equal shares of 8, allow them to make up sharing stories with 8 as the total. To solve, students should use strategies such as putting one counter on each side until all counters are gone, lining up the counters and using a break apart stick in the middle, or make two rows that are equal. Some students may be able to see that these numbers are made up of two smaller numbers, for example, 6 has two 3s in it and 8 has two 4s in it.
3. Continue using counters to find equal shares for the numbers 4 and 10. Have students create sharing stories for these numbers.
4. Lastly, introduce the term *doubles*. Demonstrate how to quickly find doubles by arranging counters into pairs. As a whole class activity, practice finding doubles inside the numbers 8 and 10. Have students explain their thinking.

**Assessment**

As children are finding equal shares and creating sharing problems, have them explain their thinking.

**Vocabulary**

doubles

equal shares

equal partners

pairs

total

**Monday sept 16**

**8:40 – 9:30 Math**

**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 a written numeral.

**Materials Needed:**

* Red & Yellow Counters
* Mathboards – grid side
* Teacher Guide- “*Numbers to 120”*
* Transparency/Blackline Masters- “*Fill in the Missing Numbers”*, *“1 - 120 Board“*
* Blackline Master *“Missing Numbers Journal Prompt”*

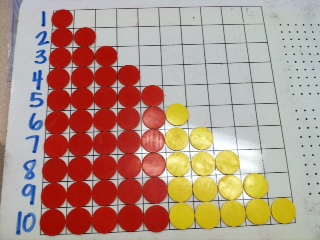
###### Alignment Lesson

###### Numbers to 120

1. ***Create a Number Sequence – Whole Class***

*Each student will need a mathboard (grid side) and counters. Teacher should use a document camera to model.*

1. Teacher and students will write the numbers 1 through 10 down the left side of the board. Use counters to represent each number. To reinforce the concept of five, use red counters when counting to 5 and then switch to yellow counters when showing 6-10.



1. When children have finished, help them express sequential comparisons using “1 more” and “1 less.”

* 1 and 1 more is ***2.***
* 2 and 1 more is ***3***
* 3 and 1 more …
* 10 and 1 less is ***9***
* 9 and 1 less is ***8***
* 8 and 1 less is …

***Create Riddles about the Sequence –*** Ask children to invent number riddles using “1 more” and “1 less” comparisons. Teacher should model a few first.

* I’m thinking of a number that is 1 less than 7. What is my number?
* I’m thinking of a number that is 1 more than 9. What is my number?

*Record the riddles on board so children don’t repeat them.*

1. ***Numbers to 120 -*** Refer to the ***Teacher Guide*** *“Numbers to 120”* for detailed directions.

Assessment

Observe students as they work, especially when filling in numbers 100-120. Do they use 3 digits or 4? Note the students that rely on the chart to fill in the numbers and the students that do not need to use to chart.

**Tuesday sept 17**

**8:40 – 9:30 Math**

**.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:**

* Unifix cubes
* Small sticky notes
* Teacher Guide- “*Comparing the*

*Letters in Our First Names”,*

*“Single Grid Strips”*

* Blackline Masters- *“Comparing*

*Names in My Family – Journal*

###### Alignment Lesson

###### More or Less?

**Teacher Note: For Days 8-13, actual symbols will not be used; instead focus is on language to compare. Symbols will be introduced during 2nd Quarter.**

1. ***More or Less?*** (Whole Group Warm-Up) The teacher will select a partner. The teacher and partner each need a tower of ten cubes. Both hide their stack behind their back. The teacher calls “*Break”* and both break off a part of their tower and place that part in front of them (count and say how many cubes in each tower). Compare the towers using any of the following statements that apply:

***\_\_\_ is more than \_\_*** (5 is more than 3)

***\_\_\_ is less than \_\_\_*** (3 is less than 5)

***\_\_\_ is the same amount as \_\_\_\_*** (does not apply)

Pair students and have them complete this activity. The must use the statements above as they compare their towers.

1. ***Comparing the Letters in Our First Names -*** Refer to the ***Teacher Guide*** for detailed directions and variations for differentiation.

**Assessment**

Informal observation – Listen in as partners compare their towers in the first lesson. Do they understand more and less?

**Wednesday sept 18**

**8:40 – 9:30 Math**

**. 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:**

* Unifix cubes
* Number Cards- *Math Expressions*

*Student Manipulative Kit*

* Teacher Guide- “*Comparing the*

*Letters in Our First and Last*

*Names”*

* Blackline Masters- *“Comparing*

*Numbers Journal Prompt”,*

“*Double Grid Strips*

###### Alignment Lesson

###### How Many More or Less?

1. ***How Many?*** Show the class two number cards. Ask a volunteer to build a tower of cubes representing each number. Class identifies which tower has more and which tower has less. Then ask the class what needs to be done to change the larger tower to show the same amount as the smaller tower.

*(Ex. The cards show 8 and 5. We would need to take 3 cubes away from the 8 tower to make a tower of 5.)*

Repeat with two different number cards. This time ask what needs to be done to change the smaller tower to show the same amount as the larger tower. (Ex. The cards show 9 and 4. We would need to add 5 cubes to the 4 tower to make a tower of 9.)

Pair students and have them complete this activity. They must use the statements above as they compare their towers.

***Differentiation: Use number cards 0-5 or 10-20 based on student’s ability.***

1. ***Comparing the Letters in Our First and Last Names –*** Reference the First Name graph from Day 8 and review findings. Refer to the ***Teacher Guide*** for detailed directions on comparing first and last names.

**Assessment**

Informal observations – Listen in as partners compare and change their towers in the first lesson. Do they understand more and less?

Thursdday sept 19

## 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:**

* Unifix cubes
* Math journal or paper
* Red and Blue crayons
* Blackline Master- *“Comparing*

*Circles Game” –* Journal Prompt

* Card Stock -*“Number Cards 1-20”*

###### Alignment Lesson

###### Comparing Single Digit Numbers

1. ***Build and Compare Towers –*** Students will need unifix cubes. The teacher will give directions to build towers. The concepts of more or less will be used to figure out the number of cubes to use.

**Part 1:** *Say:* Build a tower of 6. Now build a tower that has 2 more than 6. How many are in this tower? What did you have to do (add more)?

Build a tower of 5. Now build a tower that has one less than 5. How many are in this tower? What did you have to do (take away)?

*Observe:* *Do children build a second tower and compare or do they add to or take away from the first tower to find the answer?*

**Part 2:** *Say:*

Build a tower that has 2 less than 7.

Build a tower that has 1 more than 8.

Build a tower that has 1 less than 3.

Build a tower that has 2 more than 1.

**Challenge:** *See if they can respond without using cubes. Say:* How many cubes in a tower that is 2 more than 4? How many cubes in a tower that is 1 less than 9?

**Part 3:** *Say:* Build a tower of 10. Now build a tower that has 2 more than 10. How many are in this tower? What did you have to do (add more)? Build a tower of 15. Now build a tower that has one less than 15. How many are in this tower? What did you have to do (take away)?

**Part 4:**

Build a tower that has 1 more than 10.

Build a tower that has 2 less than 13.

Build a tower that has 2 more than 16.

Build a tower that has 1 less than 18.

1. ***Comparing Circles –* (**Model and then partner students to play). Each pair will need one set of number cards 1-20(cut apart and in a pile), a math journal or paper, one red and one blue crayon.

*Step 1:* Partner 1 takes the top card and draws that number of circles on the paper with a red crayon.

*Step 2:* Partner 2 takes the next card and draws that many circles (lined up directly under Partner 1’s circles) with a blue crayon.

*Step 3:* Partners compare the number of circles using the phrase “6 is more than 2” and “2 is less than 6”.

*It may be helpful to have these phrases written on the board or cards for a visual reminder. Manipulatives, such as two-sided counters, may be used if necessary.*

Informal observations – Activity 1 - see observation note. Activity 2 - Listen in as partners compare the number of circles. Do they understand more and less?

**Homework**

Blackline Master *“Journal Prompt*

*Comparing Circles Game”*