**Grade 1 Quarter 1 Day 41**

**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.4** Understand subtraction as an

unknown-addend problem. For example,

subtract 10 - 8 by finding the numberthat

makes 10 when addedto 8**.**

**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 pp. 265-278

MathBoards

Vocabulary

Nickel

Penny

Apart

Pattern- A way in which numbers or drawings are related to one another that allows predictions about the next number or drawing

###### Math Expressions Lesson

***Unit 3 Lesson 9: Practice with Subtraction Stories (Activity 1)***

***Unit 3 Lesson 10: Addition Stories with Unknown Totals (Activity 1 & Challenge Activity Card)***

**Activity 1 (Lesson 9)**

1. Present this story problem for children to solve by any method: We saw 10 kangaroos. Then 4 of them jumped away. How many kangaroos are left? Invite two or three students to explain their methods.
2. Suggest that students draw a Math Mountain to represent the kangaroo story on MathBoards. Ask guiding questions using TE p. 266. Have children create their own subtraction stories then have the class solve each one representing each with a Math Mountain and an equation. *Subtraction story problems can involve change situations where there is an initial amount and then some get taken away and then the rest are left at the end. Subtraction problems can also tell about a total that is broken apart into two groups. If no children make up any story like this present this problem: Father made 7 sandwiches. He put 3 on Julie’s plate and the rest on Dan’s plate. How many were on Dan’s plate?* Have students try to make up problems similar to this where the total is broken apart.

**Activity 1 (Lesson 10)**

Use the Solve and Discuss structure for the story problem: I took 4 rides on the roller coaster. My sister took 5. How many roller coaster rides did we take in all? Have several children solve the problem at the board and explain their solutions.

1. Invite several children to draw the Math Mountain that corresponds to the story above then discuss the partners and totals. Ask guiding questions on TE p. 272 to facilitate a discussion.

**Challenge Activity Card from Lesson 10**

1. Students write an addition or subtraction equation for numbers less than 10 (3+7=10)
2. Students then write theirown word problem about pancakes that corresponds to the equation. (Ex- I made 3 blueberry pancakes and 7chocolate chip pancakes. How many pancakes did I make in all?)

Assessment

I have 8 baseball cards. I give 2 away. How many cards are left

Homework p. 87

**Grade 1 Quarter 1 Day 42**

**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.3** Apply properties of operations as

strategies to add and subtract.

**1.OA.4** Understand subtraction as an

unknown-addend problem. For example,

subtract 10 - 8 by finding the numberthat

makes 10 when addedto 8**.**

**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 pp. 279-284
	+ SAB pp. 107-108

Vocabulary

* Unknown partner
* Unknown total

###### Math Expressions Lesson

***Unit 3 Lesson 12: Stories with Mixed Unknowns***

**Activity 1**

1. Ask children to turn to SAB p. 107. After children look at the first cartoon discuss ways that the unknown number can be found. (counting on, drawing a Math Mountain, or writing an equation). Use guiding questions on TE p. 280 to facilitate a discussion. For the second cartoon, have children explain how they plan to find the answer. Use Math Talk in Action on TE p. 281 to lead a discussion. Move to the third cartoon and solve it in the same way, having children make a plan and then use it to solve the problem. Conclude that story problems like these either have an unknown partner or an unknown total.

**Activity 2**

1. Present story problems listed on TE p. 281 for students to solve independently. Have them plan whether they need to find a partner or a total. Then have volunteers explain their solutions at the board.

**Going Further**

1. Read question one on SAB p. 108 pointing out that the strategy to solve the problem is provided: Write an equation. Have students complete the problem independently. Write the equation on the board and discuss how the equation models the information from the problem. Have children complete the rest of the page and have them share their solutions, discussing how they created and solved their problems. Ask: *How did you decide if the problem would have an unknown total or an unknown partner?*

Assessment

* How can you tell if a problem has an unknown partner or an unknown total?
* How does a Math Mountain (or equation) help you solve a problem?

**Homework**

* Homework p. 91

**Grade 1 Quarter 1 Day 43**

**.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.3** Apply properties of operations as

Strategies to add and subtract.

**1.OA.4** Understand subtraction as an

unknown-addend problem. For example,

subtract 10 - 8 by finding the numberthat

makes 10 when addedto 8**.**

**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 pp. 285-288
	+ SAB p. 109
	+ Count-On Cards
	+ Intervention Activity Card 3-13
	+ TRB M93

###### Math Expressions Lesson

***Unit 3 Lesson 13 Addition & Subtraction Game***

*(Activity 1 Only and Intervention Activity Card)*

**Activity 1**

1. Have students play the game as before, but use Number Quilt 3. Number Quilt 3 has all the numbers 3-10 in order. The goal is to place each card in its correct space on the quilt. Have students use whichever deck is at their practice level. Before children play, review the Counting On strategy, discussing counting on to add and to subtract. Have children give examples and explain how to count on to find an unknown total and an unknown partner.

**Intervention Card**

1. Give each child a copy of Story Match Worksheet (TRB M93). Have children work together to read each story and match it to the appropriate Math Mountain.

Assessment

Draw a Math Mountain for the equation 3 + \_\_\_\_ = 9. Then solve the equation and the Math Mountain. *Taken from Writing Prompt on TE p. 287*

**Homework**

Homework p. 93

**Grade 1 Quarter 1 Day 44**

**Common Core State Standard(s)**

**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.4** Understand subtraction as an unknown

addend problem. For example, subtract 10 - 8 by

finding the numberthat makes 10 when addedto 8**.**

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

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

**1.OA.6-** Add and subtract within 20, demon-

strating fluency for addition and subtraction within

10. Use strategies such as counting on; making ten

(eg. 8+6=10+4=14); decomposing a number leading

 to a ten (eg. 13-4 = 13-3-1=10-1=9); using the

 relationship between addition and subtraction

(eg. knowing that 8+4=12; 12-4=8); and creating

equivalent but easier or known sums (eg. adding

6+7= 6+6+1=13).

**1.OA.8-** Determine the unknown whole

number in an addition or subtraction

equation relating three whole numbers. *For*

*example, determine the unknown number that*

*makes the equation true in each of these*

*equations: 8+?=11; 5=\_\_-3; 6+6=\_\_*

**Materials Needed:**

* Math Expressions Volume 1
	+ TE pp. 289-295
	+ SAB p. 111
	+ MathBoards
	+ Nickel strips

###### Math Expressions Lesson

***Unit 3 Lesson 14: More Practice: Mixed Unknowns***

**Activity 1**

1. Present the story problems on TE p. 290 to the students. Have children retell each in their own words to support understanding. Have several children show their work at the board while explaining their methods. Model math talk with questions: *Where is the total in your drawing? Where is the partner? What was the 6 in the story?* Have children make up mixed types of word problems and solve them.
* **NOTE:** Omit the problem about Jessica.

**Activity 2**

1. See Unit 3 Lesson 5 for description of *The Number Grabber.* Invite 5 children to the board and have each draw a Math Mountain with all three numbers. Select one child as the Number Grabber. That child erases one of the totals or partners while others have their eyes closed; then the class identifies the missing number. During this activity ask *Did the Number Grabber erase a total or a partner?*
2. Have five children write addition equations in horizontal form on the board. Have the Number Grabber erase either a total or a partner. Discuss using the counting on strategy to find the missing number.

**Going Further**

1. Read Subtraction Fun and Adding It Up as indicated on TE p. 292. Discuss how the author uses pictures to show addition and subtraction stories.
2. Have children solve each equation on SAB p. 111 and cut out one addition and one subtraction equation. Have children draw a picture for each equation after gluing the equations on drawing paper.

Assessment

How do you know when to subtract in a story problem? How do you know when to add? Explain

**Homework**

Homework p. 95

 **DAY 45 ASSESSMENT!!**

**Grade 1 Quarter 2 Day 46**

|  |
| --- |
| **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.” 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:**

* Unifix cubes
* Teacher Guide
* *How Many Pockets in Our Class?*
* Blackline Master- *“How Many Pockets in Our Class -*  *Journal Prompt”*

Vocabulary

* **Place value** refers to the value of each position or place in a number

###### Alignment Lesson

###### Tens Anyone!

*\*\* Please read Unpacked Content document by DPI 1.NBT.2a-c. As children build this understanding of grouping, they move through several stages: Counting by ones; Counting by groups and singles; and Counting by tens and ones. Because children begin their development with counting by ones, we cannot impose grouping by ten. They need to experiment with showing amounts in groups and come to an agreement that ten is a useful size to use.*

1. ***Shoes*** *-*  Pose the question, “How can we count how many shoes are in our classroom in some way that is quicker/more efficient than counting by ones?” Try a few suggestions (no matter if they are difficult). Discuss what worked well and what didn’t. If counting by tens is not suggested, you suggest it and try it (yes, students will need to take off their shoes and group by tens – make the groupings like a ten frame). Ask someone to count. If it is by ones, don’t interrupt. Ask for someone to count another way. You may get by fives and then by tens. Discuss which is more efficient and why. Determine the number of tens and leftovers/extras/ones and record on the board (\_\_ tens and \_\_\_ ones). Write the total number. Example: 5 tens and 4 ones. 54 shoes.

***Note:*** Interchange the vocabulary leftovers/extra/ones. Leftovers and extras will make more sense at the beginning and they will soon understand the terminology *ones.*

*\*\*You can use a box of crayons or a jar of buttons instead of shoes.*

Assessment

Circulate and note how children are comparing towers in Part 2.

**Grade 1 Quarter 1 Day 47**

**OK YALL all of this is in our stuff from the county so you don’t have to reinvent the wheel!!!!!**

**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).

**1.NBT.3** Compare two two-digit numbers based on the meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

**Materials Needed:**

* MathBoard materials and markers
* Blackline Master *“Thinking About-Items in Our Classroom” “Ten Frame Record Slips” “Counting Groups” “Count and Compare Contest”*
* Small objects for counting and sorting (ex. Pennies, counters, cotton balls, etc.)

Vocabulary

* **Ten Place Value**
* **Decade Number**

###### Alignment Lesson

###### Tens Groupings & Place Value Stations

*\*Today’s lesson will begin with a modification of Unit 4 Lesson 1 from MX and end with the introduction and modeling of the place value stations/centers which will be used in tomorrow’s lesson.*

**Activity 1**

1. Have children turn to the 10x10 grid on their MathBoard.

 Instruct children to draw a circle in each box in the first

 column of the 10x10 grid.

2. Ask students to count the circles (10) and write the

 number 10 under the first group of circles. Ask, “What

 does 10 mean?” Answer: 10 means 1 group of ten with

 zero ones left over.

3. Draw a line under the “1” to show that there is 1 group

 of ten in the number 10.

4. Continue naming and recording the tens groups to 100,

 asking the same questions. Name and write the new

 total each time, underlining the first digit to show how

 many groups of ten are in the new decade number.

**Activity 2**

1. Point to each number on the 10x10 grid in sequence.

 Have children respond by saying the number and telling

 how many tens it has. Then you say the number of tens

 and have the children tell you the number it represents.

2. Next, write several decade numbers in random order on

 the board and have the children say each number and

 tell how many tens it has. Example: 60 is 6 tens.

***.Place Value Stations/Centers***

*You may choose to introduce and model these stations one at a time and allow students to practice or you may introduce all 3 and allow students to work at 3 different stations and rotate.*

Station 1- Thinking About Items in Our Classroom

Station 2- Teen Numbers

Station 3- Counting Groups

*Refer to* ***Teacher Guide*** *for detailed directions and materials for each station.*

1. ***How Many Pockets in Our Class? -***  Refer to ***Teacher Guide*** for detailed directions.

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

**Note:** For ongoing number collection incorporate a “Lost Tooth Chart.”

**Grade 1 Quarter 1 Day 48**

**2 more stations really just a mini lesson!!!!**

**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).

**1.NBT.3** Compare two two-digit numbers based on the meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

**Materials Needed:**

* Teacher Guide, “Place Value Stations”
* Blackline Masters- *“Thinking About Items in Our Classroom” “Ten Frame Record Slips” “Counting Groups” “Count and Compare Contest” “Is it More Than >, Equal =, or Less Than <” “More, Less, Equal”*
* Small objects for counting and sorting (ex. Pennies, counters, cotton balls, etc.)
* Cardstock- *“More, Less, and Equal Symbol Cards.”*

Vocabulary

* **Greater Than Equal**
* **Less Than**

###### Alignment Lesson

***Using Place Value to Compare Two-Digit Numbers***

*\*Today’s lesson will begin by introducing place value to compare two-digit numbers as well as adding 2 more stations to those previously learned on Day 47. The largest portion of today’s instruction will be students participating in the place value stations.*

**Introducing “Count and Compare Contest”**

1. Begin by explaining to students that two numbers can be compared using the vocabulary, “greater than” and “less than.” \**Through previous lessons, students have been using the phrases more than and less than to compare numbers.*
2. Using the directions in the Teacher Guide, explain and model the station, *“Count and Compare Contest.”* In this station, students will be using the sentence stem, *“\_\_ is greater than \_\_\_” and “\_\_\_ is less than \_\_\_”* to compare two numbers.

 *\*Students will come back to this station later in the*

 *lesson when all place value stations are practiced.*

**More or Less Symbols**

1**.** Now that students have been reminded that they can use

 the terms “greater than” and “less than” to compare

 numbers, the symbols will be introduced.

2. Write on the board: 21 is more than 18 and 18 is less

 than 21. Say, “Another way to write this is to use a

 symbol instead of a word. This is the symbol you use for

 more than >. So 21 >18. Let’s read this together… 21 is

 more than 18.” Point to each number and symbol as you

 read and repeat with less than (<) and equal (=) symbols.

 Repeat and practice a lot!

3. Using cardstock- *“More, Less, and Equal Symbol Cards”*

 write 2-digit numbers and ask a student volunteer to come

 up and select the correct card to place between the

 numbers.

**More Than, Equal, or Less Than Station**

1. Introduce “Is It More Than >, Equal =, or Less Than <?”

 station. See Teacher Guide for detailed instructions.

2. For the remainder of instructional time, allow students to

 rotate to all place value stations learned today and on

 Day 47.

**Grade 1 Quarter 1 Day 49**

**1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.

**1.NBT.3** Compare two two-digit numbers based on the meanings of tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

**Materials Needed:**

* Premade towers of ten sticks and single cubes
* Number cards 11-99 (students create)
* Blackline Masters- “*Is it More Than*

 *>, Equal =, or Less Than <?”*,

 *“Place Value Mat”*

* **From Day 48:**

 Cardstock- *“More, Less, and Equal*

 *Symbol Cards”*

Vocabulary

**Place value** refers to the value of each position or place in a number**.**

###### Alignment Lesson

###### Using Place Value to Compare Two-digit Numbers

1. ***More or Less Symbols*** – (Whole Group Lesson) Through previous lessons, children have been using the phrases *more than* and *less than* to compare numbers. Now let’s introduce the symbols. Write on the board: 21 is more than 18 and 18 is less than 21**. Say,** *“Another way to write this is to use a symbol instead of a word. This is the symbol you use for more than >. So 21 > 18. Let’s read this together….. 21 is more than 18”* (point to each number and symbol as you read). Repeat with less than and equal symbols. Repeat and practice **a lot!**

Use document camera or overhead and Cardstock- *“More, Less, and Equal Symbol Cards”* (from Day 48). Write 2 two-digit numbers. Ask a student volunteer to come up and select the correct card to place between the numbers. Read the statement. You may also ask students to write the statements, using symbols, in their math journal or on a math white board. Post the cards on the Word Wall or on the board for children to reference.

*\*\* Stay away from “alligator mouth” or “pacman” references. We want children to understand the symbol as a mathematics symbol stating either “more than” or “less than” rather than a “picture”.*

1. ***Is It More Than >, Equal =, or Less Than <?-*** Model this lesson with the whole class. You may then choose to have the whole class do work with partners to do this lesson or add this in as a station rotation (with stations from Day 15) and you facilitate this station .

**Grade 1 Quarter 2 Day 50**

**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:**

* Premade towers of ten sticks and single cubes)
* dice
* Math journal or mathboards
* Teacher Guide
* *Equivalent Representations*
* *Trading Tens*
* Blackline Master- *“How Many Ways*

 *- Journal Prompt”*

Cardstock- *“Place Value Mat*

###### Alignment Lesson

###### Representing a Two-digit Number in A Variety of Ways

*A student’s ability to conserve number is an important aspect of this standard. It is not obvious to young children that 42 cubes is the same amount as 4 tens and 2 leftovers. It is also not obvious that 42 could also be composed of 2 groups of ten and 22 leftovers. Therefore, first graders require ample time grouping proportional objects (cubes, beans, ten frames) to make groups of ten, rather than using pre-grouped materials (base ten blocks).*

1. ***Equivalent Representations (Whole Group) –*** Refer to **Teacher Guide** for directions.
2. ***Trading Tens –*** Additional Place Value station/center - Refer to **Teacher Guide** for directions.