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| **Lesson 1-16** |
| 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. |
| Giant Number Cards: Show students the number side and let them flash the number with their fingers. Then, try the dotted side. Have them flash without counting the dots. Do numbers 1-5 first, then 5-10.  **Use whiteboard (demonstrate on smartboard)…students take even numbers and show equal shares. (2, 4, 6, 8, 10). For example, 1 + 1 = 2, 2 + 2 = 4, etc. Have them draw a line down the middle of their board and make equal shares.**  Ask for students to make up a story using these numbers.  **Demonstrate how to quickly find doubles by arranging counters into pairs.**  Try to do doubles for odd numbers (5, 7, etc.) – Talk about odd and even numbers. Draw the odd numbers in dotted pairs to show that odd numbers do not have a buddy!  **Model how to complete student workbook page 37**. Circle odd/even, make EQUAL partners.  **If time, students may flip number cards and draw an odd/even picture to match their number.**  Intervention: Give students number cards and have them make two piles to show an equal amount in both piles, if they cannot it is odd.  On Level: Same as above, but decide first if the number is odd or even, then draw a picture to match the number.  Challenge: Pick a number card 1-10, tell if it is odd or even. Count on from that number to 10 using odd or even numbers (5, 7, 9,) (6, 8, 10) |

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| **Lesson 1-17** |
| 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. |
| Giant Number Cards: Show students the number side and let them flash the number with their fingers. Then, try the dotted side. Have them flash without counting the dots. Do numbers 1-5 first, then 5-10.  Make a number drawing with Numbers 1-10 written vertically. Then draw each number as a class with circles (number 5 = 0 0 0 0 0). Make comparisons (1 and 1 more is 2, 2 and 1 more is 3).  Create riddles: I’m thinking of a number that is 1 less than 7, what is my number?  Partners of 10 – Find partners of 10 by students flashing with their fingers, allow students to write their number sentence to match and draw a partner picture with circles (color each set of partners a different color.  Making Patterns with our bodies: Let student leaders come up and make various patterns: ABAB, ABB, ABBA, etc.  Intervention: Pick a number card, draw that many triangles, then say “1 more than 5 is 6” and complete the drawing.  On Level: Have number cards and “1 less/1 more” cards. Have students pick 1 of each and then say a matching sentence “1 less than 8 is 7”  Challenge: Make odd and even partners of 10. (1+9) (2 + 8) |

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| Alignment Lesson: More or Less? |
| 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 <. | |
| **More or Less?**  - Teacher and a partner each build 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 \_\_\_\_, \_\_\_\_ is less than \_\_\_\_, or \_\_\_\_ is the same amount as \_\_\_\_. Pair students and have them complete this activity.  More or Less? - model the game  **Comparing the Letters in Our First Name -** Teacher writes first name on board and then models building a tower of snap cubes to match the letters in the name. Teacher writes first name on single grid paper, colors over lightly, and cuts out. Class will then collect, ananlyze, and interpret data - comparing the letters in their first names.  **What did you learn about the typical length of our first names?**  **What might you predict if we collected data from another class?**  **If another person walked in our room, how many letters do you predict he/she has in first name? Why?**  **Problem Solving Extension for *Comparing Letters in Our First Name.***  How many letters would be written if we all wrote our first names? Estimate  Return towers students built of their first name. Each tables groups their towers into tens and ones. How many?  Combine stacks of tens and ones form all groups. What is the total number? Comapre to your estimate.  **Intervention:** For those struggling with telling how many more and how many less when comapring numbers, continue to have them do the *More or Less* activity.  **On Level:** Students use the Number Cards from the Math Expressions Manipulatives Bag to do the activity More or Less? (instead of towers of cubes).  **Challenge:** Have students determine which names have an odd or even number of letters |

Alignment Lesson: How many more or less?

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| Alignment Lesson: How many more or less? |
| 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 <. | |
| ***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 (take away \_ number of cubes). 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 (add \_ number of cubes).  Pair students to do this activity.  **Comparing the Letters in Our First and Last Names** - Reference the Name graph from Day 8 and review findings. Teacher writes first and last name on double grid strip and cuts out. Teacher writes on board and answers the questions: My \_\_\_\_ name is longer than my \_\_\_ name OR My first and last name has the same number of letters. Class will then collect, analyze, and interpret data - comparing the letters in their first and last names.  **Look at our data? What did you learn?**  **What might you predict if we collected data from another class?**  **If another person came in, what prediction might you make about the comparison of their first and last names?**  **Are there any other questions that might interest you as a result of this investigation?**  **Intervention:** do the *How Many?* Activity from yesterday.    **On Level:** Continue comparing other students names. They can write their family members names and compare their length too.  **Challenge:** Students use number cards higher than 10 for the How Many? activity. |