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| Alignment Lesson: Comparing Single Digit Numbers |
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| 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 <. |

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| Students will build towers of cubes and compare circles using the vocabulary one more, one less, two more or two less.*Build and Compare Towers -* The teacher will give directions to students to build towers. Students will be asked to be a tower (example - a tower of 6). Then they will be asked to build a tower that has 2 more than 6. Repeat, but this time by building a tower showing less.Comparing Circles - Teacher models the activity. (Partners take turns rolling a die and drawing that many circles. Use the language more or less to compare the number of circles in each set.For both activities, ask children to explain how they got their answer (how do they know that 6 is two more than 4 - what strategy did they use to figure it out?)Comapring Circles - **Step 1:** Partner 1 rolls the die and draws that number of circles on the paper with a red crayon.**Step 2:** Partner 2 rolls the die 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".***Intervention:*** *Comparing Circles -* Based on ability, some students can use a die with the pips(dots) and some can use a die with the number.**Challenge:** Build and Compare Towers Part 2 - See if students can respond correctly without using cubes. |

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| Alignment Lesson: Moving on the Number Line 0-10 |
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| 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 <. |

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| Student will use a 0-10 number line to identify one more, one less, two more, and two less than a given number.

| **Concept/Vocabulary Word**  | **Definition**  |
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| 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. |

Make a large number line with numbers 0 to 10 (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.Have one student stand on number 5. Ask the student to hop (or walk) to 7. *Math Talk: Hopefully the students will recognize when moving to the right (or forward) that the number gets bigger and that you added 2 more.* Ask another student to stand on 8 and then move to 5. *Math talk: When moving to the left (or backwards) the number gets smaller, we are subtracting.* Have students take turns on the number line. Below are a variety of questions to ask - ***be sure to follow with math talk, discussing what happens each time (add, subtract, etc.).**** Hop to the number that is one less than 9.
* Hop to a number that is less than 4 (several answers).
* Hop to a number that is between 5 and 8.
* Stand on 7. Hop (or add) 3. What number are you on?
* Stand on 9. Hop (or subtract) 4. What number are you on?

**Guided practice:**Give each student a 0-10 number line and a teddy bear counter. Students will place their teddy bear counter on the correct number based on your directions. Below are a variety of questions to ask - **again, *being sure to follow each one with math talk.**** Place your bear on 7. Hop to the number that is 2 less.
* Hop to a number that is more than 8.
* Hop to a number that is between 3 and 6.
* Place your bear on 6. Hop to the number that is 1 more.
* Place your bear on 8. Hop to the number that is 1 less.
* Place your bear on 3. Hop to the number that is 2 more.
* Place your bear on the number that is 3 more than 4.

*\*\* If students are doing well with this, allow students to play the role of the teacher and give directions to the other students.***Intervention**: For students who can not identify numbers up to ten, have them use a 0-5 number line. Ask students to only find a number that is one more or one less than a given number before asking to identify two more and two less.**Challenge**: Refer to Parts 2 and 3. Ask the same questions, but do not give the students a number line. Can students identify one more, one less, two more and two less than a given number without a tool/resource? |

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| Alignment Lesson: Number Line 0-20 |
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| 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 <. |

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| Student will use a 0-20 number line to identify one more, one less, two more, and two less than a given number.**You may need students birthdays pre-written on cards with their first name.**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. 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.

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).

 After each student makes a move on the number line, ask what they did and why (I sat down because my birthday is on the 17th and 17 is less than 20).**Guided Practice:** **Number Line 0-20****Part 1:** Give each student a 0-20 number line and a teddy bear counter. Students will place their teddy bear counter on the correct number based on your directions. Below are a variety of questions to ask - **again, *being sure to follow each one with math talk.**** Place your bear on 12. Hop to the number that is 2 less.
* Hop to a number that is more than 15.
* Hop to a number that is between 11 and 16.
* Place your bear on 18. Hop to the number that is 1 more.
* Place your bear on 13. Hop to the number that is 1 less.
* Place your bear on 9. Hop to the number that is 2 more

*\*\* If students are doing well with this, allow students to play the role of the teacher and give directions to the other students.***Part 2:** *Spin and Jump* game: Pair students. Each pair will need 2 number lines (0-20), 2 teddy bear counters, 1 spinner, and 1 set of cards with the numbers 2-18.***Step 1:*** Players select a "Magic Number" and write it on a sticky note or in math journal- any number 0 -20. Then, place the number cards in a stack face down.***Step 2:*** Each player draws a number card, places their bear counter on that number on the number line, and then places their card in the discard pile.***Step 3:*** Player one spins and moves their bear according to the spinner (1 more, 1 less, 2 more, or 2 less). Player two does the same. The person closest to the Magic Number wins this round. Repeat Steps 2 and 3. Continue until all the number cards have been used. The winner is the player who won the most rounds!**Intervention**: *Spin and Jump* Game - Use the number line 0-10 and number cards 2-8 for those who need assistance with more and less or those who are struggling with numbers above 10.**Challenge:** A bear was sitting on number 13 on a number line. He jumped backward 3 spaces. Then he jumped forward 7 spaces. What number is he sitting on now?Create more challenge questions like the one above. |
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| **Assessment:** See link - [http://commoncoretasks.wikispaces.com/1.NBT.2-1.NBT.3+Tasks](http://commoncoretasks.wikispaces.com/1.NBT.2-1.NBT.3%2BTasks)  |

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| 2-1 - Addition with Simple Pictures |
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| 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.2  | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, 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.3 *Examples: If 8 + 3 = 11 is known, then 3 8 = 11 is also known. (Commutative property of addition.) To add 2 6 4, the second two numbers can be added to make a ten, so 2 6 4 = 2 10 = 12. (Associative property of addition.)* |
| 1.OA.5  | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |

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| Use the number poster to show the class what numbers 1-9 look like and numbers 10-20. Explain that numbers 10 and up have a one in front of it because it has 1 ten and \_\_\_ ones. **Act out Addition:**“3 people came to a picnic in cars. Then 2 more people came on bicycles. A total of 5 people came to the picnic.” Invite students to be a group of 3 and 2. Explain that 3 plus 2 more is equal to 5. Repeat with other problems.**Addition with Pictures:**Draw a picture to match the word problem the class acted out. Write a number sentence to match. Allow students to do the same on their whiteboards. Explain the break apart line, partners, and total. Introduce the term “Add” and explain that we use a plus sign to add numbers. “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.”Give the class a problem without the answer. “In this story we do not know what the total is. We need to find it.” Have students put a box around the total when drawing their picture and partners.**Independent Practice:**Student wkbk pg. 43 – Write the Partners and the Total.Ask: “What partners are in this picture? What total do you get when you add the flowers together? How do you know the total is correct?”**Intervention**: Read story problems together, act it out with counters. Write the partners and the total. Draw a picture to match your story.**On Level:** Draw a picture that is broke apart into partners. Tell a story to go with your picture. Write the partners and the total.**Challenge:** Read a story problem like this “There are \_\_\_ oranges in one bowl. There are \_\_\_\_ oranges in the other bowl. There are 5 oranges all together.” Have students draw and write as many partners for the total number (4 + 1, 3 + 2, 5 + 0). |
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