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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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| **Lesson 1-18** |
| 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. |
| 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**1. **crows in a ROW and \_\_\_\_ below**

**Use Mathematical Processes:****Center 1 : Use straws/toothpicks to make shapes****Center 2: Use shapes to make a design (circles, rectangles, squares, and triangles). Analyze their design.****Center 3: Paperclip toss game** **Center 4: I am Thinking of a Number – Number Riddles****Center 5: Doubles pictures on whiteboards (2 + 2 = 4 …2 apples plus 2 apples equals 4 apples.** |

**Unit 1 Test: :o)**