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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)**