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| Lesson 2\_6 |
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| 1.OA.5  | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |

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| **Model for students how to draw dots to count on.****Write each equation below on the board one at a time. Model the first one for them, then call up volunteers to solve the others by showing their work with counting on dots.****4 + 6 = \_\_\_\_****4 \* \* \* \* \* \*** **“5 6 7 8 9 10”****Write the number 4, then draw 6 dots. Say 4 aloud, then count on aloud by saying the other numbers…..”..5, 6, 7, 8, 9, 10” as you point to the dots.****3 + 6 = \_\_\_\_\_****5 + 3 = \_\_\_\_\_\_****4 + 4 = \_\_\_\_\_\_****Model how to use a shorter way to count on:****Tell them to simply put little dots above the second number as you count on.** **\* \*** **6 + 2 = \_\_\_\_\_****“six, seven, eight”****The answer is 8.****Have students complete page 53 out of their math workbook (in cubby). Encourage students to count on by drawing dots underneath or above the numbers. They must complete the last problem too!!!****If students finish early they may turn in work to pink basket (AFTER it being checked), then get a whiteboard and marker. They will then quiz each other on mystery equations (number sentences). One will write a number sentence with a missing number, then hand the board to their partner for them to solve and vice versa.****Intervention:****On Level:****Challenge:** |
| Lesson 2-7 |
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| 1.OA.5  | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |

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| Left and Right Game (Talk about positional words, put up left and right hand under smartboard speakers like Ms. Randle!)Giant Number CardsNumber PatternsMore and LessLearn the Value of Nickels and PenniesGive every student 2 nickels and 5 penniesHow much is a nickel worth? A penny? – Talk about “cents” and practice drawing the cents symbolHave students show a nickel and two penniesIf a nickel is worth 5 cents and a penny is worth 1 cent, how can you find out how many cents your coins show? How many cents do you have altogether? Count on from 5, use:A nickel and 3 penniesNickel and 4 penniesNickel and 5 pennies2 nickelsIntroduce nickel strips on page 55.Cut and fold, keep folded so nickel is on one side and penny on the other. Draw simplified coins:Show how to draw various amounts with a bigger circle for a nickel and 5 cents written inside, smaller circle for a penny with 1 cent written insideHave students practice drawing various amounts on their own or with a buddy |
| Lesson 2-8 |
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| 1.OA.5  | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |

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| More and Less gameDiscover an Advantage:Show students how long it takes to add 2 + 8 , remind them that they can add in any order and start with the bigger number. Show them the strategy of underlining the bigger number and putting dots above the smaller number to count on. Student page 57Remind students that because the nickel has the greater value, they should start counting on from there“Now let’s use what we know about counting on from the greater number and see how it works with coins. Begin with the nickel. What number is in your mind when you count with nickels? …..Then think, “5” and count on from there. “Students may want to write the number 5 under the nickel.Pancake breakfast:Need 10 paper plates, have two students pretend to make pancakes and count out loud how many they are making. Have the class write an addition equation that matches how many pancakes the two students cooked. Show how to count on with that equation. Which number is greater? Underline it and count on from there.Page 58 – PatternsAsk students to transform the patterns into other things like letters, numbers, etc. If this were a number pattern, what would it say? If this were a letter pattern what would it say?Extension: Students can get magazine pics and write number sentences to go with them, or draw their own math art! |
| Lesson 2-9 – COMBINE with 2-10 |
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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.5  | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). |

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| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.**Student leaders do Money Routine****Student Leaders use number line to count on from various numbers****Introduce Number path board****Introduce CROWS (5 crows in a row and \_\_\_\_below)****Review: Above/Below, Right/Left****More & Less (Two teams/ write 2 numbers less than 30, ask “here’s the score, which is more?”****Addition Game: unknown totals****Show and introduce the red counting on cards. Explain to students one side has the equation without the total, and the other has the total. Show students which way to face their cards.****The number quilt game:****Students place each card in its correct space on the number quilt. After all cards have been placed, students flip the cards to see the answer.****Extra practice:** Student workbook page 63. Students draw more pictures to find the total and complete the equation.**Intervention: Look at 5 cards, 4 are true and one is not true. Check the totals. Fix the number sentence that is not true. Trade cards and check.****On-Level:****Write an addition equation for each total on the number quilt. Use a empty box for each partner. Use counters to show a set of partners for each total. Fill in the partners. Trade papers and check each other’s work.****Challenge:****Look at the number quilt. Choose a total. Write equations showing all the partners for your total. Repeat for each total on the quilt. Trade papers and check each other’s work.** |
| Lesson 2-10 |
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| **Above & below, left & right**Consolidation: Counting OnMaking pancakes, 2 students share how many pancakes they are making and write a number sentence to match.Number Quilt game (see yesterday’s plans).Body in Space activities:Holding to count, facing each other, standing in line.Review coins, review counting coins from 5 on.Student workbook page 65. Counting coins.Intervention: Take some counters and say “I am picking \_\_\_apples. Other partner says the same. Work together to find how many apples you picked altogether. Switch the partners and write the equation. Repeat.On-Level: Choose a number on number quilt. Write and hide the number. Pick a red card, count on to find the total. If it matches the number, keep the card. Take turns and player with most cards wins.Challenge: Choose 4 totals from the number quilt. Write all the addition equations you can for each total. |
| Lesson 2-11 |
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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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| Counting on practice 1:Write several equations on the board, underline the greater number and have the class count orally using their fingers, More and Less gameAct out Subtraction:6 people are swimming. Then 4 of them go home. How many people are still swimming?“There are fewer people swimming after 4 went home”Use pictures to represent the story:Explain that it is better to cross out your picture, than to erase it, if you erase it you can’t see the whole story, only the ending. Practice drawing the break apart line first, then crossing out the picture.Subtraction Notation:Think about what is happening in the story. 6 people, 4 go home, 2 people are left. Another way to say that is: 6 people minus 4 people equals 2 people. Minus means we took something away”Have students write the equation as they say it.How can we remember the minus sign?We have 8 apples, then we eat 5 of them. How many apples do we have now?What is left? You said 3. Is it worms? No, 3 apples.Student page 67. |