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| 4-1 |
| 1.NBT.2 |
| Listen for Patterns: Count to 100 and identify decade numbers (10’s)  Money Routine/Secret Code Cards  Partner Houses (9 spaces)  Draw and Label Tens  Use mathboards, backside.  Draw 10 circles in first column. Ask how many circles there are. Have them write the number 10 under each group. Talk about 1 groups of ten and 0 ones left over. Continue to 100.  Relate Decade Numbers and Tens  I’ll say the numbers and you say how many tens: 10 (1 ten), 20 (2 tens), etc.  Now let’s switch. I’ll say how many tens, and you tell me the number.  Identify random decade numbers. Write decade numbers in random order up and down and tell how many 10s it has.  60 60 is 6 tens  40 40 is 4 tens  20 20 is 2 tens  Practice Counting by Tens (pg 119)  Count how many circles in each group, count and write the 10s together  Add 10s together with pictures, then with number sentence.  Intervention  Put 10 plates in a row. Count from 1 to 10. Write 10 on a card. Put it by the plate and say “There is 1 ten. That is 10.” Take turns showing 10 more on each plate.  On Level  Calculator. Press 10 + 10 = . Say the total out loud. Pass the calculator. 2nd person presses + 10 =. Say the total aloud. Pass the calculator until you get to 100.  Challenge  Read the problem. Use the clues. Draw pictures of write equations to solve the 10s word problem. |
| 4-2 |
| 1.NBT.2 |
| Count by 10’s to 100 using 120 poster.  Money Routine  Partner Houses  Elicit Prior Knowledge  Write number 10-19 on board. How are numbers alike? What does the 1 mean?  Demonstrate a Ten and Extra Ones  Use board to show 14 has 1 ten and 4 ones. Use secret code cards to say the 10-card is like a secret code telling us that 1 ten is hiding inside 14. Emphasize by drawing a dotted zero around the 4.  A story with tens and extra ones:  Sara has a bag of 10 tennis balls and 6 extra balls. How many balls does she have altogether?  Even when you can’t see the 10, it is there.  Visualizing Teen Numbers  MathBoards. Draw 10 circles in 1st column. Draw 5 more. Show the number sentence to match. 10 + 5 = 15  How are all teen numbers alike? How are teen numbers different?  Intervention: Write 11 through 19 on cards. Take a plate and a bag. Count out 10 beans. Put 10 on the plate and extras on the side. Take the number card that matches. Check each other’s work.  On Level:  Say a number between 10 and 20. Write that number. Draw that number of circles on the grid. Partner 2 says another number between 10 and 20. Decide if it is greater or less than the 1st number. 1st partner shows the new number by erasing circles or adding more.  Challenge:  Choose a teen number. Write any rhyming words for your number. Write a poem using your number. Draw a picture. “Five little monkeys sitting on the green. Ten more monkeys came. Now there are fifteen.” |
| 4-3 |
| 1.NBT.2 |
| Represent Teen Numbers  Count by 10s to 100  Money Routine  Partner Houses  Introduce the Dot Array  Have students ring 14 dots, 1 ten and 4 ones. Draw a vertical line to make a 10.  Make 10-Sticks  Make 17, instead of ringing 10 dots, just draw a line instead.  Solve Packaging Stories  Molly has a bag of 10 peanuts and 3 extra peanuts. How many peanuts does she have altogether?  Karim has 15 pencils. A pencil box holds 10 pencils. How many boxes can he fill? How many will be left over?  10-Sticks and circles  Show on board how to quickly make teen numbers. Stick and circles for ones.  Student Page 123 – Count by 2’s, 3’s, and 4’s  Intervention: Write one number on each card 10-19. Draw matching 10 sticks and circles on the rest. Play memory with cards to see if they match.  On level: Write a teen number. Trade papers and draw the matching 10 stick and ones.  Challenge: Write your own packaging story. Trade papers and solve your partner’s problem. |
| 4-4 |
| 1.NBT.2 |
| Name the Number- Secret code cards – Class responds – 70 is 7 tens.  Count by 10s to 100.  Money Routine  Partner Houses  Count on with teen totals: Count on with fingers: 9 + 4 =  Put 9 on knee and count up to 13.  Use MathBoard grid. Does 9 +4 = 13, the total have a hidden 10 inside? Name the tens and ones. Explain that it is a good thing to “prove” the answer is right. How do you know that it is true? Is it the same as 10 + 3? Show 9 + 4 on grid. Use circles for 9 and triangles for 4. You made a 10, now draw a stick through it. Write the two equations:  9 + 4 = 10 + 3 and 10 + 3 =13. You can see 4 gave 1 to the 9 to make 10. try 7 + 5.  Seeing the ten and extra ones.  Build totals with stair steps. 8 + 6. Place the 10 step below the 8 + 6 steps. What do you need to add to 10 to get 14? (4). Both equations are the same.  Page 127 Student guide. Use stair steps to solve.  Why is it easier to add with a ten? Can you give an example?  Intervention:  Pick a card (with equations that are same). Draw circles for 1st partner on mathgrid board. Draw triangles for 2nd partner. Find the total. Write another equation to show the same total with a ten and extra ones.  On Level:  Pick an equation card. Show the addition and use stair steps. 2nd partner show the addition using the grid board. All partners find the total. Write the equation showing a 10 and extra ones.  Compare your work.  Challenge:  Think of a teen number 11-19. Write 2 equations for that total. One should have 10 as a partner. Prove that both equations are true by using any method. Write or draw how you proved them. |
| 4-5 |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Teen Addition Strategies  The Lion’s Den:  80 lions in a den, add a ten (90)  20 lions in a den, add a ten (30)  Name the Number: Secret Number Cards  Money Routine/Secret Code Cards  Partner Houses (9 spaces)  Count on with Teen Totals: 9 + 5 = \_\_\_\_ Ask a volunteer to invent a story problem to go with the equation. Then have the students count on to find the total.  Make a Ten: With the problem above, ask students how they can make a ten to see that the answer 14 is correct. Show them how to do a counting on drawing 9 \*\*\*\*\* and ringing the 9 and one dot (10). Try these problems: 7 + 6 =, 9 + 3 =, 8 +7 = , 6 + 9 = . See if students can solve the last problem by starting with the larger number, 9. Discuss the issue.  Solve & Discuss story problems:  7 tigers played games. Then 5 more tigers joined them. How many tigers are playing games now?  9 alligators were swimming in the river. Then 7 more alligators jumped in the river. How many alligators are in the river now?  6 snakes are lying in the sun. 8 more snakes are lying in the shade. How many snakes are there in all?  Make a TEN addition: (Green Cards)  What do the dots on the back show? (5)  How are the 5 dots grouped? (1 and 4 dots)  What happens when you start with 9 and count on using the dot that is next to the 9? (You get 10).  How can you use the 10 and the rest of the dots to get the answer?  Is there a quicker way to get the answer?  Have students sort cards by the greatest addends. Practice with the 9 pile first, and then the others.  Have students solve by using the make a ten strategy.  Student page 133. Have students use the counting on with dots and ring 10 method to show their work.  Intervention: Write 7 +5 = \_\_\_ Use base ten blocks. Make the groups. Put them together. Trade 10 ones for 1 ten. Write the new equation and solve. Repeat with other equations.  On-Level: Each person writes the totals 11-18 in order. Write the equations with partners less than 10 for each total. Write matching equations with tens and ones. Trade papers. Check each other’s work.  Challenge: Mix the cards and place them face down. Turn the top card over. Take turns. Write addition equations with partners less than 10 with the same total (partner house). Pick one equation. Ask your partner to prove it is correct. Repeat. |
| 4-6 – Understand Tens and Ones |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Lion’s Den  Count by 10’s to 100 using 120 poster.  Name the Number (See lesson 4-4)  Money Routine  Partner Houses  Draw and Count 10-sticks and ones.  Using the whiteboards, have students draw 4 sticks and 3 circles on a Dot Array. “Let’s count the number of tens” – “How many dots are left over?” – Write 40 + 3 on the board while students write on their board. “What is the total?” “How do you know?”  Build with Secret Code Cards (Blue tens and ones)  Show the class the number 43 with code cards. “Where is the zero in 40?” – The zero is hiding under the extra ones, just like the zero in 10 hides under the extra ones when teen numbers are made. “What do the small numbers in the corner of the card mean?” – Even when you can’t see the 40, it is there.  “What does 43 mean?” – 43 means 4 tens plus 3 ones.  Build and Count 2-Digit Numbers  Have the class draw 6 sticks and 5 circles. “Let’s count together” – 10, 20, 30, 40, 50, 60 “FREEZE!” Let’s count the ones – 61, 62, 63, 64, 65 – Use the secret code cards to demonstrate the number. Have everyone say the number aloud. “Our number is 65, do you see the 60 hiding in number 65?” Show students the back of the secret code cards with the ten sticks and ones. Repeat this with other numbers.  Representing 2 Digit numbers:  Have students practice the previous activity on their own but this time add writing an equation with tens and ones to match the number.  When students are comfortable, have them do another number but write the total first in their equation. |
| 4-7 - Integrate Tens and Ones |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Name the Number- Secret code cards – Class responds – 70 is 7 tens.  Sticks and Circles with code cards (show class sticks and circles, ask “how many tens and ones?” “Name the number”)  Count by 10s to 100.  Money Routine  Partner Houses  Draw and Count –  Show class a number with code cards – show the tens and ones separately, then put them together.  Have students draw the number on the board, counting the 10s together as a class, then freezing together to count the ones. Allow student leaders to come up and lead the class with new numbers.  Pesky Pairs –  Write pairs of numbers that are easily confused:  18 80, 13 30, 14 40, 15 50,  “What number is this? How many tens are in eighteen? How many extra ones are in eighteen? What number is this? How many tens are in eighty? How many extra ones are in eighty?”  Math Talk:  How are 18 and 80 the same? How are they different?  Page. 135 – Model for students how to say each teen number as a sentence:  “Ten plus four equals fourteen” |
| 4-8 \_ Practice grouping ones into tens |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Flash Tens and Ones  Money Routine  Partner Houses  Introduce the Number Path:  Give each student a whiteboard, ask for volunteers to describe what they see around the edge of the board. Discuss how the numbers are in order and they are in groups of tens. Encourage students to point to the numbers as you count aloud as a class.  See tens to 100:  Have students draw a ten-stick in the first 10 squares of the number path and write a large 10 outside of the small 10 square. Have students repeat this for each new group of 10, 20, 30 , 40, etc.  Repeat counting by tens as a class and model how to make a sweeping motion for each group of ten as you count.  Have a student leader lead the class in this while the class flashes ten fingers.  See Tens and Ones within 100:  Write 47 on your math board and have students find it on theirs. Be sure they include ALL 47 squares, not just the 47th square. Ask them to tell you how many tens and ones make 47. Have everyone draw 4 sticks and 7 circles along the number path on their boards. Have students draw the number 47 in the middle of their board (4 10-sticks, 7 circles as a 5-group and 2 extras).  Math Talk:  Discuss how the representation of 47 (or other numbers) on the number path and with the 10-sticks and circles are alike and different.  Add Two Numbers:  Start with the number 6: Let’s say you have 6. Make 6 dots on the number path and write the number 6 to it, like this. Then you will know where you started. Now add 5 by making 5 more dots. What is the total? 11. You made a ten, so make a 10 sticks. 6 + 5 is the same as 10 + what? – 1.  Erase boards. Give students a 2-digit number and ask them to add a 1 digit number to it. Make the number 38. Draw sticks through the 10-groups until you reach 30. How many sticks do you draw? Then make 8 dots until you reach 38. Write 38 so you remember where you started. Let’s say you want to add 5 to 38. Everyone make 5 more dots. What is the total? Did you make a new ten? Then show it by making another 10-stick.  Page 137 – Have students start with the larger number and count on. |
| 4-9 |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Flash tens and ones  Sticks and Circles  Money Routine  Partner Houses  Play One Hundred Ants  Mix up cards 1-9 and place face down. Draw a card and show the number to the class saying “\_\_\_\_ ants came to a picnic. Show the ants”. Starting at 1 children make that number of dots on the number path, draw a line after the last square with a dot, and write the total so far.  Say the chant \_\_\_\_\_ants played a game  Then \_\_\_\_\_ more ants came.  Continue the game until everyone gets to 100 or beyond.  Solve story problems with groups of 10.  Each box in the bagel shop holds 10 bagels.  There are 6 boxes and 8 extra bagels.  How many bagels are there in the shop?  (Show boxes of 10, and 8 extras – also show sticks and circles)  Student page 139. Boxes of tens and extras. Ask students to tell a story about each picture problem.  Practice finding teen totals.  Green make-a-ten cards – Sort cards according to the greater addend, 9, 8, 7, 6, etc. (1 more to make ten, 2 more to make ten, etc.). Pick cards and rewrite the equation with a 10 and ones (10 + 1 = 11, 10 +4 = 14)  Intervention – Sort counters by color. Put them in groups of ten and extra ones. Count each color. Record the letter on the bucket and the number of each color. Find the total. Trade buckets and repeat.  On-Level – Write a two-digit number. Pass the paper. Write the number another way. Pass the paper. Continue for all 4 players. Check each other’s work Take turns and repeat.  Challenge – Write your name. Write a number riddle.  Pass your card to the right and solve. Record the answer and child’s name. Solve all the riddles. “I am between 70 and 80. I have 2 more tens than ones. What number am I? |
| 4-10 |
|  |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Flash tens and ones  Sticks and circles  Partner Houses  Student Secret Code Cards  Make a stack of ten cards and one cards. Child one says “5 tens and 6 ones, child 2 says fifty-six. Together Fifty and six make fifty-six.  Then after 10 minutes, switch and have the number first, child 1 says 6 tens and 4 ones, child 2 says sixty-four, together – six tens and four ones is sixty-four.  Play One Hundred Ants (see Monday’s lesson).  Intervention – Write 10-19. pass the paper. Partner 2 draws sticks and circles for the first number. Pass the paper. Continue around the circle until you reach 19. Then the next child writes 20-29. Continue until you reach 99.  On-level – Write a list of 7 numbers between 18 and 80. Make two columns. Label them tens and ones. Draw sticks and circles for each number.  Challenge – Maya is making a list of all the 2-digit numbers she can make with these cards. You try it. Use the cards 80, 50, 40, 8, 5, 4. List all the 2 digit numbers you can make. Draw sticks and circles to show each number. |
| 4-11 |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| Count to 100 by ones, every time you reach a ten clap!  Sticks and circles  Flash tens and ones  Money Routine  Partner Houses  Add decade numbers  Start with 2 equations on the board: 4 + 3 = \_\_\_ and 40 + 30 = \_\_\_\_  Have students solve using whatever method they choose  Model for students how to use sticks and circles to solve. Discuss how they are alike and different. Give the class several more pairs of equations like the first pair.  Teen numbers with a stick and circles.  Draw sticks and circles on board. Have a volunteer write the number.  Teen numbers on the number path  Let’s make number 13 on the number path, like this. Draw a line at the top to mark your place.  Add a ten or a one game  Begin drawing 13 on board with stick and circle. Have a volunteer add a ten or a one to the drawing. Write the equation underneath the number 13. 13 + 10 = 23, 23 + 1 = 24, etc. Make sure students draw a line to mark their place.  Read word names to a partner. Student page 143. Then complete the page with word names.  Intervention: Mix and place the cards ( +1 and +10) face down. Make a list of ten 2-digit numbers. Draw sticks and circles for the first number. Pick a card. Make another 10-stick or circle. Write the equation. Take turns.  On-level – Put the 1-digit numbers in one bag. Put the 2-digit numbers in the other bag. Pick one card from each bag. Add them. Write the new number. Add 1 to the new number and write the equation. Add 10 to the new number and write the equation. Take turns.  Challenge – Pick a number between 10 and 20. Write it at the top. Use the calculator. Enter your number. Press +10 to add 10. Write the total. Repeat. |
| 4-12 |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| **One more tiger.**  **On the board write 2-digit numbers ending in 9. Then for each number, start the dialogue: 39 tigers at the door. Here’s one more. That’s 40. Play again using One Less Tiger: 80 tigers in a line, with one less there’s 79.**  **Partner houses**  **Money routine.**  **Ones and decade numbers**  **Write 2 equations on board: 5 + 4 = \_\_\_ and 50 + 40 = \_\_\_\_. Have students share their solutions to solving. Model how to show sticks and circles.**  **Mix tens and ones:**  **Ask students to solve the addition equation: 50 + 4 =\_\_\_. Emphasize that this has tens and ones so sticks and circles are both needed. Model other equations for students and discuss how they are alike and different.**  **6 + 2 = 60 + 20 = 60 + 2 =**  **Write other equations on board. Ask the class if you are going to need tens, ones, or both? Encourage students to use the words tens and ones NOT sticks and circles.** |
| 4-13 – Counting On Strategy: 2 Digit numbers |
| 1.NBT.1  1.NBT.2  1.NBT.3 |
| One More Tiger  One Less Tiger  Count to 100 by ones, using a movement to signal decade numbers (each new ten)  Money Routine  Partner Houses  Count on from a decade number: 30 + 4 = \_\_\_  Count on from a non-decade number: 43 + 4 = \_\_\_\_  Count on into the next decade: 28 + 5 = \_\_\_, Here’s a harder equation, let’s solve it together. 28: 29, 30, 31, 32, 33. So, 33 is the answer. We made a new ten when we counted on this time.  67 + 4 = \_\_\_, 58 + 6 = \_\_\_, 18 + 5 = \_\_\_\_\_  Written addition:  Write 53 + 5 = \_\_\_\_ on the board. Have students solve it without using their fingers. Have students explain their methods and validate effective methods.  Make a new ten group:  45 + 7 = \_\_\_\_  2 methods:  45 ooooo oo  (Circling 45 and 5 circles to make 50)  OR  IIIIooooo ooooo oo  (Circling 4 sticks and 10 circles to make 50)  Show students how to group the loose ones into a new ten to make the total easier to see.  Student page 147. Practice drawing to count on. |
| 4-14 |
| 1.OA.1  1.OA.2  1.OA.5  1.OA.6  1.OA.8 |
| One More Tiger  One Less Tiger  Count to 100 by ones, using a movement to signal decade numbers (each new ten)  Money Routine  Partner Houses  Group a New Decade:  67 + 4 =  52 + 6 =  78 + 5 =  Have students demonstrate how to count on with their fingers. Have them solve the problems on their mathboards or papers. Remind students to group the loose ones whenever a new ten is made. (See previous lesson for methods).  The Sandwich Game:  Write decade numbers in the center of each sandwich, and the partner writes the number that comes 1 before and 1 after.  Student page 150. Just before and Just After a number. |
| Unit 4 Test |
| 1.OA.1  1.OA.2  1.OA.5  1.OA.6  1.OA.8 |
| Quarter Assessment |