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| 4-1 |
| 1.NBT.2 |
| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  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 |
| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  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 |
| As students enter classroom, they get backpack/snack from cubby and bring to their seat. Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  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.  Students leave GO! Folder on desk to be colored in & signed after specials. |
| 4-4 |
| 1.NBT.2 |
| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  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.2 |
| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  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. |