|  |
| --- |
| 3-1 |
| 1.OA.1  1.OA.2  1.OA.5 |
| **Explore Unknowns**  **Teen Number Flashes (Flash 10, then 4 more for 14)**  **Counting on**  **Which is less/more**  **Money Routine**  **Number Partners**  **Pg. 81 & 82**  **Math Mountains:**  Pretend there are 5 stones on top of this mountain, the mountain shakes, 2 stones roll down one side and 3 roll down the other side.  Draw mountains and find the unknown total.  Find an unknown partner. Show example with a total and one partner….what is the missing number? Draw circles to count on.  Count on with fingers instead of drawing circles.  **Intervention:** Pick a math mountain on the board. Copy it. Count on with circles. Find the unknown partner. Use counters to show the total. Roll some down to show the known partner. Tell the unknown partner.  **On-Level:** Fold a paper in half, fold it in half again. Draw a math mountain in each part. Fill in 2 numbers on each mountain. Pass your paper to the left. Pick one mountain. Find the unknown number. Pass your paper to the left and use a calculator to check.  **Challenge:** Read a card. Use the clue to pick a total. Draw a math mountain for your total. Find as many different sets of partners as you can for your total. |
| 3-2 **Stories with unknown partners** |
| 1.OA.1  1.OA.2  1.OA.5 |
| **Teen flashes**  **Money routine**  **Number partners**  **Pg. 85 & 86**  **Introduce an unknown partner.**  I see 6 butterflies. 4 are yellow. The rest are white. How many butterflies are white?  Have students choose any way they want to solve the problem. Share which methods were used.  Present more story problems. Some problems will show the partners first and ask how many are in all:  I bought 5 pencils yesterday. Today I bought more pencils. Now I have 7 pencils in all. How many did I buy today?  **Pg. 86 Find Triangles in shapes**  Demonstrate how to fold a square sheet of paper to make 4 triangles. Draw on board with dotted lines. Have students complete student workbook page by drawing lines in the shape to make triangles.  Discuss triangles as faces of objects by using a triangular pyramid.  **Intervention:**  Put cards face down in pile. Pick a card. Place it in the story. The greater number goes first. Wrk tgether to find how many dogs are big.  There are \_\_\_\_dogs.  \_\_\_\_ dogs are small.  The rest are big.  How many are big?  **On Level:**  Read the story problem on the card. Solve the problem. Compare answers. If they match, trade with another partner. If not, try the problem again.  **Challenge:**  Read a card and look for the incorrect number and word. Rewrite the story so it makes sense. Trade cards. Repeat. |
| 3-3 & 3-4 **Solve equations with unknown partners** |
| 1.OA.1  1.OA.2  1.OA.5 |
| **Teen number flashes**  **Number partners**  **Money routine**    Introduce the equation 4 + \_\_\_ = 9  Show how to write it as a math mountain.  Demonstrate how to solve by counting on with fingers.  Counting on Practice 2.  Math Connection: Benchmark of 10  More than? Less than?  Page 93  Discuss with students what a benchmark is. Use example 1 + 1 or 9 +8 to show that it is more or less than 10 without having to solve for the answer.  Student page 87 – Students complete independently. Observe to see who draws circles, counts on with fingers, or is fluent.  Explain a pictoral situation: Letters in the mailbox and some letters are outside of the box. (4 + \_\_\_ = 6)  Find the unknown addend: Pancake game. 1 partner tells the class how many pancakes they made, the other partner keeps it a secret. Partners combine plates and share the total with the class. As a class find out how many pancakes the 2nd partner made.  Play Number Quilt game: page 91 with yellow unknown partners cards. Have students repeat game if time. |
| 3-5 |
| 1.OA.1  1.OA.2  1.OA.5 |
| Counting on practice 2 (addition equations with unknown partners)  Teen Number Flashes  Introduce a story problem:  I have 9 marbles. 7 of them are green. The rest are red. How many marbles are red?  Use a math mountain to solve.  Which number is the total? 9  Which numbers are the partners? 7 and 2  Write the equation forwards and backwards and point out that they represent the same problem.  Where is the total now?  And where are the partners now?  Show a subtraction equation with the math mountain numbers.  Create story problems as a class and solve.  Play GRAB a PARTNER:  Draw all the math mountains with totals of 10 on the board so that they can play. 1 student comes and erases one of the partner numbers on any mountain. “Open your eyes for a big surprise!” class tries to figure out what partner is missing.  Play Same Number, Different Partners: Page 95  Cut cards, place face down. Play memory game trying to match the same total number (but different partners). |