Summit Public Schools

Grade 1
Mathematics Curriculum
Revised: July 2024

Course Description

In Grade 1, instructional time should focus on four critical areas:

(1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) developing understanding of whole number relationships and place value, including grouping in tens and ones; Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) developing understanding of linear measurement and measuring lengths as iterating length units; Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

(4) reasoning about attributes of, and composing and decomposing geometric shapes; Students compose and decompose

plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Pacing Guide

Trimester 1	Trimester 2	Trimester 3
Introduction to Math Workshop and Concepts (Optional resources for first week and a half of school) **Topic 2:** Fluently Add and Subtract Within 10 **Topic 1:** Understand Addition and Subtraction **Topic 3:** Addition Facts to 20: Use Strategies **Topic 4:** Subtraction Facts to 20: Use Strategies **Topic 5:** Work with Addition and Subtraction Equations	**Topic 6:** Represent and Interpret Data ***Topics 7/8:** Extend the Counting Sequence and Understand Place Value **Topic 9:** Compare Two-Digit Numbers **Topic 10:** Use Models and Strategies to Add Tens and Ones *(combined topics; 1 assessment will be administered at the end which will cover both Topics)	**Topic 11:** Use Models and Strategies to Subtract Tens **Topic 12:** Measure Lengths **Topic 13:** Time and Money **Topic 14:** Reason with Shapes and Their Attributes **Topic 15:** Equal Shares of Circles and Rectangles Getting Ready for Grade 2 (optional)

BOY Required Assessments:	Mid-Year Required Assessment:	EOY Required Assessment:	Topic Assessments to be given at the end of each topic throughout the year. Assessments and scoring guides are linked at the end of each topic in this document.
• iReady Math Diagnostic	• iReady Math Diagnostic	• iReady Math Diagnostic	

Introduction to Math Workshop and Concepts

This section of resources are *optional* resources for teachers to use in the first couple weeks of school prior to starting the enVision curriculum. These resources are meant to help introduce materials/concepts to students and to give teachers a baseline understanding of where their students' mathematical thinking is. Feel free to use these resources to help you launch your math workshop.

Tools Folder

Games Folder

Number Sense Packets

NEW 25-26: Building a Math Community (Beginning of the Year Resources)

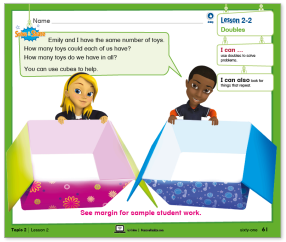
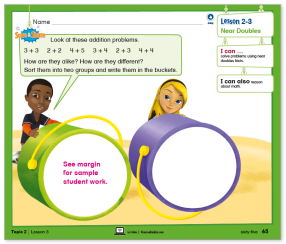
Topic 2: Understand Addition and Subtraction	
Big Idea: **Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.**	
Essential Questions	**Standards**
• What strategies can you use while adding and subtracting? • How can a number line help me to count on?	**1.OA.A.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 unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.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.B.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.) {Students need not use formal terms for these properties} **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition

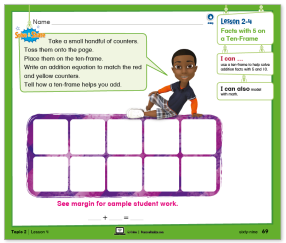
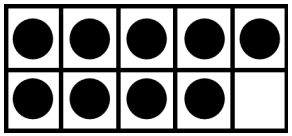
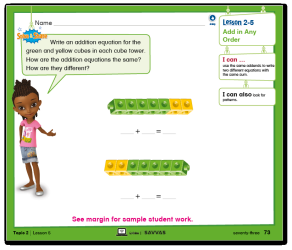
	and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.

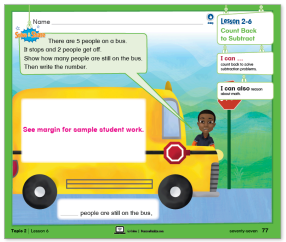
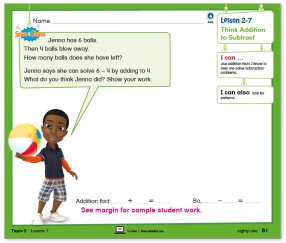
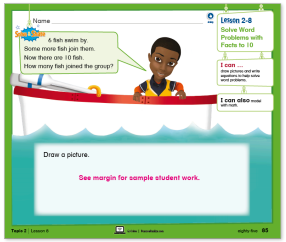
Topic 2–Fluently Add and Subtract Within 10

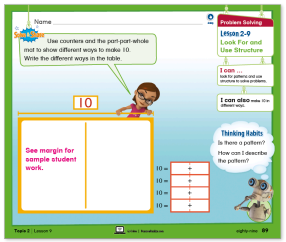
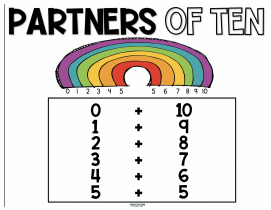
Key Vocabulary: number line, doubles fact, near doubles fact, count back

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 57  **Vocabulary:** Number line	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will add by counting on from a number. We will do this by: 1. Convince Me! 2. Adding by counting on from a number.	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 58-60 Online Tens Frame Counters **At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages	Exit Tickets for Topic 2 **(Alternate options below)** **Lesson 1:** **Turn and Talk Suggestion** How can you solve 6 + 3 using a number line? Math Talk anchor chart - I think… I agree… I disagree…

	3. Modeling with math.	**Technology:** • IReady • Interactive Practice Buddy (enVision) • Tentacles Game (enVision) • Flying Cow Incident Game (enVision) • Fluency Games (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder	I did it a different way… What I heard you say was...
Lesson 2 Solve and Share: Page 61  **Vocabulary:** Doubles fact	**Lesson 2:** Today we will use doubles to solve problems. We will do this by: 1. Convince Me! 2. Using doubles to solve problems. 3. Looking for things that repeat.	**Meet the Teacher:** • Guided/Independent Practice Pages 62-64 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Exit Ticket Suggestion** Solve 5 + 5 with a picture.
Lesson 3 Solve and Share: Page 65  **Vocabulary:**	**Lesson 3:** Today we will solve problems using near double facts. We will do this by: 1. Convince Me! 2. Solving problems using near double	**Meet the Teacher:** • Guided/Independent Practice Pages 66-68 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Turn and Talk** What strategy could you use to solve 5 + 4?

Near doubles fact	facts. 3. Reasoning with math.		
Lesson 4 Solve and Share: Page 69  **Vocabulary:** Review previous vocabulary	**Lesson 4:** Today we will use a ten-frame to solve addition facts with 5 and 10. We will do this by: 1. Convince Me! 2. Using a ten-frame to help solve addition facts with 5 and 1o. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 70-72 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Exit ticket Suggestion** 9 plus how many more equals 10? (display ten frame with 9 dots filled) 
Lesson 5 Solve and Share: Page 73  **Vocabulary:** Review previous vocabulary	**Lesson 5:** Today we will use the same addends to write two different equations with the same sum. We will do this by: 1. Convince Me! 2. Using the same addends to write two different equations with the same sum. 3. Looking for patterns.	**Meet the Teacher:** ● Guided/Independent Practice Pages 74-76 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Exit ticket** How could you rewrite the equation 6+4=10 in a different way?
Lesson 6 Solve and Share: Page 77	**Lesson 6:** Today we will count back to solve subtraction problems. We will do this by: 1. Convince Me! 2. Counting back to solve subtraction	**Meet the Teacher:** ● Guided/Independent Practice Pages 78-80 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Turn and Talk Suggestion** There are 5 bugs in the garden. 3 bugs crawl away. How many bugs are left?

 **Vocabulary:** Count back	problems. 3. Reasoning about math.		
Lesson 7 Solve and Share: Page 81  **Vocabulary:** Review previous vocabulary	**Lesson 7:** Today we will use addition facts to 10 to solve subtraction problems. We will do this by: 1. Convince Me! 2. Using addition facts I know to help me solve subtraction problems. 3. Looking for patterns.	**Meet the Teacher:** ● Guided/Independent Practice Pages 82-84 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Stop and Jot Suggestion** 4+ ___=7
Lesson 8 Solve and Share: Page 85  **Vocabulary:** Review previous vocabulary	**Lesson 8:** Today we will solve word problems by drawing pictures and writing equations. We will do this by: 1. Convince me! 2. Drawing pictures and writing equations to help solve word problems. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 86-88 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8:** **Exit ticket Suggestion** Write an equation to match the story problem and then solve. Amber made 8 cookies. Her brother ate 2 cookies. How many cookies are left?
Lesson 9 Solve and Share: Page 89	**Lesson 9:** Today we will use structure	**Meet the Teacher:** ● Guided/Independent Practice	**Lesson 9:** **Exit ticket Suggestion**

  **Vocabulary:** Review previous vocabulary	and identify patterns in order to solve problems. We will do this by: 1. Convince Me! 2. Looking for patterns and using structure to solve problems. 3. Making 10 in different ways.	Pages 90-92 At Your Seat, Technology, Hands On, and Homework see above.	Draw or write two different ways to make 10.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 2 Additional Resources

Number Sense:

- Subitizing on a Ten Frame (Numbers up to 10) Teacher Tools or Subitizing Dominoes-Domino Flash Cards
- Fact Strategies: Compose - Drop two sided colored counters on doc camera and then have students write a number sentence on their boards. Two Color Counters Decompose - Provide students a sum, and have them practice modeling and writing all the combinations on a dry erase board.
- Number of the Day: (# of days or roll a number) On a hundred chart, count to the number forwards and backwards by 1s, represent it on a ten frame, write the word, represent the number with a picture, one more one less, write a fact family for this sum. Number of the Day Template

Word Problem of the Day:

- Type: "Add to Change Unknown" Word Problem Generator Use pictures and numbers. - Add verbal justification about the mathematics. What operation did we use? Why? Ex. We added ….. because….

Songs and Read Alouds:Song

- Jack Hartman - ten friends - https://www.youtube.com/watch?v=YBkpC29_GaI
- Song - Subtraction Song - https://www.youtube.com/watch?v=QkPa9V2wtZs
- Book - Turtle Splash - https://www.youtube.com/watch?v=_b2eWy3vGtg

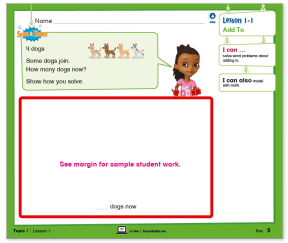
Math Vocabulary:

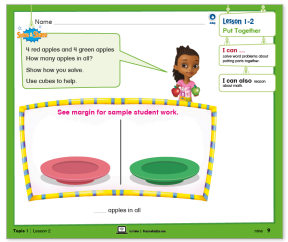
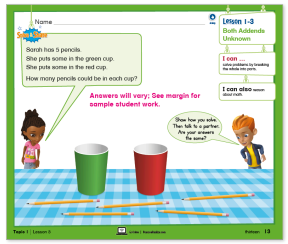
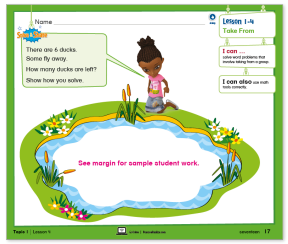
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
  - hear it, see it, say it, draw it
  - Chant - clap, spell and act it out.
  - Bingo generator

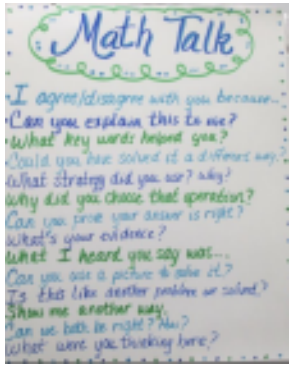
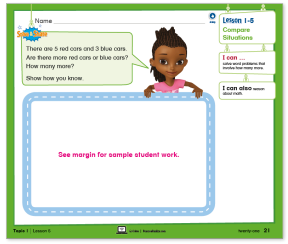
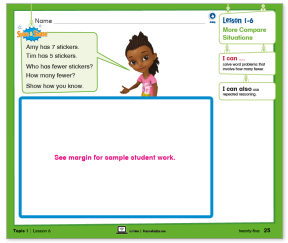
Topic 1: Understand Addition and Subtraction	
Big Idea: **Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.**	
Essential Questions	**Standards**
• What are the ways to think about addition and subtraction?	**1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.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.B.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.) {Students need not use formal terms for these properties} **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.

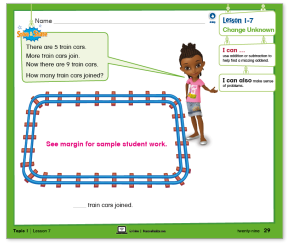
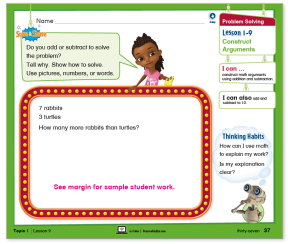
Topic 1–Understand Addition and Subtraction

Key Vocabulary: add, plus, sum, equals, parts, whole, equation, subtract, minus. Difference, more, compare, fewer, addend

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: *Page 5  Name Lesson 1-1 Add To 4 dogs Some dogs join. How many dogs now? Show how you solve. I can ... I can also model with math. See margin for sample student work. dogs now Topic 1 · Lesson 1 Envi	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will solve addition problems involving situations of adding one part to another part. We will do this by: 1. Convince Me! 2. Solving word problems about adding. 3. Modeling with math.	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 6-8 **At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy (enVision) • Tentacles Game (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder	Exit Tickets for Topic 1 **(Alternate options below)** **Lesson 1 Exit ticket Suggestion:** • Use pictures and numbers to show 4 dogs and 1 more dog. Then write how many dogs there are
Vocabulary: Add, plus, sum, equals			
Lesson 2 Solve and Share: *Page 9	**Lesson 2:** Today we will solve addition problems involving situations of putting two parts together.	**Meet the Teacher:** • Guided/Independent Practice Pages 10-12	**Lesson 2:** **Turn and Talk Suggestion**

 **Vocabulary:** Parts, whole, equation	We will do this by: 1. Convince Me! 2. Solving word problems about putting parts together. 3. Reasoning about math.	At Your Seat, Technology, Hands On, and Homework see above.	Use cubes to show your partner how to add 1 turtle to 5 turtles. Draw the cubes.
Lesson 3 Solve and Share: Page 13  **Vocabulary:** Review previous vocabulary	**Lesson 3:** Today we will solve addition problems by breaking apart a total number of objects. We will do this by: 1. Convince Me! 2. Solving word problems about putting parts together. 3. Reasoning about math.	**Meet the Teacher:** • Guided/Independent Practice Pages 14-16 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Turn and Talk Suggestion** Students: Why is math talk important in our learning process?
Lesson 4 Solve and Share: Page 17  **Vocabulary:** Subtract, minus, difference, equation	**Lesson 4:** Today we will solve subtraction problems involving taking from a group. We will do this by: 1. Convince Me! 2. Solving word problems that involved taking from a group. 3. Using math tools correctly.	**Meet the Teacher:** • Guided/Independent Practice Pages 18-20 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Turn and Talk Suggestion:** Can you explain to your partner how to model putting together 3 and 4? Math Talk Poster/Review how to have a math discussion using the math talk anchor chart.

			
Lesson 5 Solve and Share: Page 21  **Vocabulary:** More, compare	**Lesson 5:** Today we will solve problems that can involve comparing to find how many more objects are in one group than another group. We will do this by: 1. Convince Me! 2. Solving word problems that involved how many more. 3. Reasoning with math.	**Suggestion would be to introduce comparing without equations first:** Jamboard- Understand More or Less **Meet the Teacher:** ● Guided/Independent Practice Pages 22-24 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Turn and Talk Suggestion** Why is it important to have a partner in math? Use Math Talk Poster/Review how to have a math discussion using the math talk anchor chart.
Lesson 6 Solve and Share: Page 25  **Vocabulary:** Fewer	**Lesson 6:** Today we will solve problems that involve comparing to find how many fewer objects are in one group than another group. We will do this by: 1. Convince Me! 2. Solving word problems that involve how many fewer. 3. Using repeated reasoning.	**Meet the Teacher:** ● Guided/Independent Practice Pages 26-28 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Stop and Jot Suggestion:** Write a problem that has two parts. Then solve it by finding the whole. Share and check with a partner.

Lesson 7 Solve and Share: Page 29  **Vocabulary:** Addend	**Lesson 7:** Today we will solve addition problems by finding a missing addend. We will do this by: 1. Convince Me! 2. Using addition or subtraction to help find a missing addend. 3. Making sense of problems.	**Meet the Teacher:** ● Guided/Independent Practice Pages 30-32 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Turn and Talk Suggestion:** What happens when you add zero to a number? Why does this happen? Use your class Math Talk Anchor Chart.
Lesson 8 Solve and Share: Page 33  **Vocabulary:** Review previous vocabulary	**Lesson 8:** Today we will solve problems involving putting together or taking apart. We will do this by: 1. Convince me! 2. Solving word problems that involve putting together or taking apart. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 34-36 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8:** **Stop and Jot Suggestion** What is another way to show 3 + 2 using the commutative property of addition? Share and check with a partner.
Lesson 9 Solve and Share: Page 37  **Vocabulary:** Review previous vocabulary	**Lesson 9:** Today we will construct math arguments in order to solve addition and subtraction problems. We will do this by: 1. Convince Me! 2. Constructing math arguments using addition and subtraction. 3. Adding and subtracting to 10.	**Meet the Teacher:** ● Guided/Independent Practice Pages 38-40 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 9:** **Stop and Jot Suggestion** Show me all the ways to put together numbers and make 8. Share and check with a partner.

Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder

Topic 1 Additional Resources

Number Sense:

- Subitizing with Dominoes-Domino Flash Cards
- Number of the Day (# of days or roll a number) On a hundreds chart, count to the number forwards and backwards by 1s, represent it on a ten frame, write the word, represent the number with a picture, one more, one less and more. Number of the Day Template
- Fact Strategies: Related Facts - Students write turn around facts with sums on a whiteboard using dice rolled. Dice Tool

Word Problem of the Day:

- Type: Both "Add to and Take From result unknown" - Word Problem Generator Use pictures and numbers.

Songs and Read Alouds:

- Song - Jack Hartman - ten friends - https://www.youtube.com/watch?v=Y_BkpC29_GaI
- Book - Ten Flashing Fireflies - https://www.youtube.com/watch?v=HjUhHAPtl0A

Math Vocabulary:

- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
    - hear it, see it, say it, draw it
    - Chant - clap, spell and act it out.
    - Bingo generator

Topic 3: Addition Facts to 20- Use Strategies

Big Idea: **Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.**

Essential Questions	Standards
• What strategies can you use for adding to 20?	**1.OA.A.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 unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.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.B.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.) {Students need not use formal terms for these properties} **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.

Topic 3–Addition Facts to 20-Use Strategies

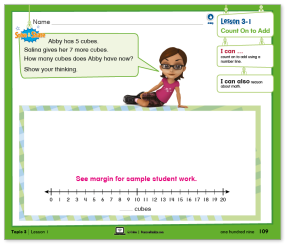
Key Vocabulary: open number line, doubles-plus facts, make 10

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection

Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Fluency Warm-up Videos: Doubles, Doubles or Doubles Addition Facts

Lesson 1 Solve and Share:
Page 109



Vocabulary:
Review previous vocabulary

Daily Optional Mini-Lesson Support for Each Lesson/Topic:
Watch Visual Learning Animation Plus Video

Lesson 1:
Today we will count on to add using a number line.

We will do this by:
1. Convince Me!
2. Counting on to add using a number line.
3. Reasoning about math.

Suggestions for Lessons/Topic:

Meet the Teacher:
- Guided/Independent Practice Pages 110-112

At Your Seat:
- At Your Seat Folder
- Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages

Technology:
- IReady
- Interactive Practice Buddy (enVision)
- Fancy Flea Game (enVision)
- Flying Cow Incident Game (enVision)
- Fluency Games (enVision)

Hands On:
- Hands On Folder
- enVision Center Games

Homework Options
- Quick Check (online through enVision)
- Homework Folder

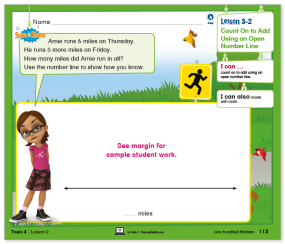
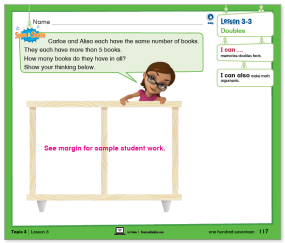
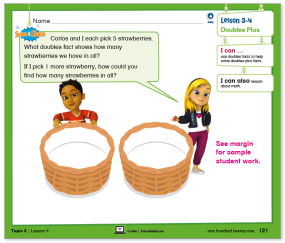
Exit Tickets for Topic 3

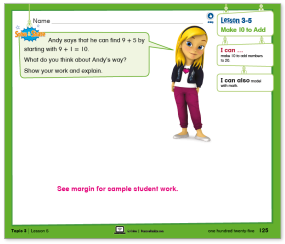
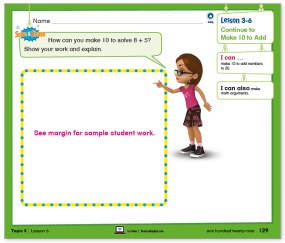
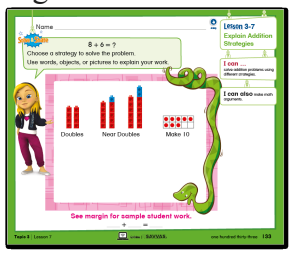
(Alternate options below)

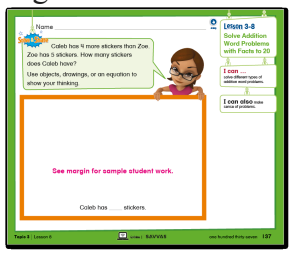
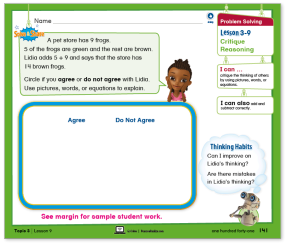
Lesson 1:
Turn and Talk Suggestion

What happens if you change the order of the addends in 5 + 3?

Math Talk anchor chart
- I think…
I agree…
I disagree…
I did it a different way… What I heard you say was..(using more than one sentence)

		[Add within 20 Mini-math Mystery](#) ***whole group, small group or center fun!**	
Lesson 2 Solve and Share: Page 113  **Vocabulary:** Open Number line	**Lesson 2:** Today we will count on to add using an open number line. We will do this by: 1. Convince me! 2. Counting on to add using an open number line. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 114-116 At Your Seat, Technology, Hands On, and Homework see [above.](#)	**Lesson 2:** **Stop and Jot Suggestion** Use pictures or words to explain how you can find 9+3 by counting on. (Share and check with a partner.)
Lesson 3 Solve and Share: Page 117  **Vocabulary:** Review previous vocabulary	**Lesson 3:** Today we will memorize doubles facts. We will do this by: 1. Convince me! 2. Memorizing doubles facts. 3. Making math arguments.	**Meet the Teacher:** ● Guided/Independent Practice Pages 118-120 At Your Seat, Technology, Hands On, and Homework see [above.](#)	**Lesson 3:** **Exit Ticket Suggestion** Write all the doubles you know on a piece of paper. Collect.
Lesson 4 Solve and Share: Page 121  **Vocabulary:** Doubles-plus facts	**Lesson 4:** Today we will use doubles facts to help solve doubles-plus facts. We will do this by: 1. Convince Me! 2. Using doubles facts to help solve doubles-plus facts. 3. Reasoning about math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 122-124 At Your Seat, Technology, Hands On, and Homework see [above.](#)	**Lesson 4:** **Stop and Jot Suggestion** Draw and label a picture to show how knowing 7+7 helps you find 7+8. Share and check with a partner.

Lesson 5 Solve and Share: Page 125  **Vocabulary:** Make 10	**Lesson 5:** Today we will make 10 to add numbers to 20. We will do this by: 1. Convince me! 2. Making 10 to add numbers to 20. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 126-128 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Turn and Talk Suggestion** How can you use what you know about doubles to find the sum of 6 + 7? Math Talk anchor chart - I think… I agree… I disagree… I did it a different way… What I heard you say was... (using more than one sentence)
Lesson 6 Solve and Share: Page 129  **Vocabulary:** Review previous vocabulary	**Lesson 6:** Today we will make 10 to add numbers to 20. We will do this by: 1. Convince me! 2. Making 10 to add numbers to 20. 3. Making math arguments.	**Meet the Teacher:** ● Guided/Independent Practice Pages 130-132 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Exit ticket Suggestion** Use pictures or words to explain a strategy you would use to find 8+9. Collect.
Lesson 7 Solve and Share: Page 133 	**Lesson 7:** Today we will solve addition problems using different strategies. We will do this by: 1. Convince Me! 2. Solving addition problems using	**Meet the Teacher:** ● Guided/Independent Practice Pages 134-136 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Stop and Jot Suggestion** Use pictures or words to show 10 +6. Share and check with a partner.

Vocabulary: Review previous vocabulary	different strategies. 3. Making math arguments.		
Lesson 8 Solve and Share: Page 137  **Vocabulary:** Review previous vocabulary	**Lesson 8:** Today we will solve different types of addition word problems. We will do this by: 1. Convince Me! 2. Solving different types of addition word problems. 3. Making sense of problems.	**Meet the Teacher:** ● Guided/Independent Practice Pages 138-140 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8:** **Exit ticket Suggestion** Use pictures or words to explain what strategy you would use to solve 7 + 5. Collect.
Lesson 9 Solve and Share: Page 141  **Vocabulary:** Review previous vocabulary	**Lesson 9:** Today we will critique the reasoning of others by using known information about addition and subtraction. We will do this by: 1. Convince Me! 2. Critiquing the thinking of others by using pictures, words, or equations. 3. Adding and subtracting correctly.	**Meet the Teacher:** ● Guided/Independent Practice Pages 142-144 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 9:** **Stop and Jot Suggestion** How can you make a ten to help you add 9 + 6? Share and check with a partner.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 3 Additional Resources
Number Sense:

- Subitizing on a Ten Frame (Numbers up to 20) Teacher Tools
- Fact Strategies: Practice counting on 0, 1, 2 - Roll a die and students add either o, 1 or 2 to get a sum on their whiteboard Dice Tool
- Number of the Day: (# of days or roll a number) On a hundred chart, count to the number by 1s, 2s and 5s to the number, represent it on ten frames, write the word, next three numbers, a fact family. Number of the Day Template

Word Problem of the Day:

- Type: “Take From Change Unknown” Word Problem Generator Use pictures and numbers. - Add verbal justification about the mathematics. What operation did we use? Why? Ex. We added ..... because....

Songs and Read Alouds:

- Song - Doubles - https://www.youtube.com/watch?v=8jOzhiACB68
- Song - Ten Friends https://www.youtube.com/watch?v=YBkpC29_GaI
- Book - Two of Everything - https://www.youtube.com/watch?v=JML_7tsqlmU

Math Vocabulary:

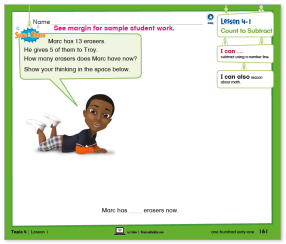
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
    - hear it, see it, say it, draw it
    - Chant - clap, spell and act it out.
    - Bingo generator

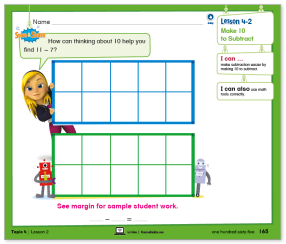
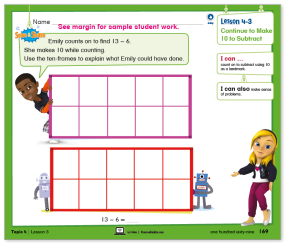
Topic 4: Subtraction Facts to 20- Use Strategies	
Big Idea: **Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.**	
Essential Questions	**Standards**
• What strategies can you use while subtracting?	**1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.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.B.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.) {Students need not use formal terms for these properties} **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent).

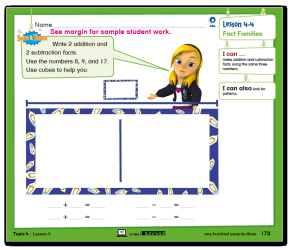
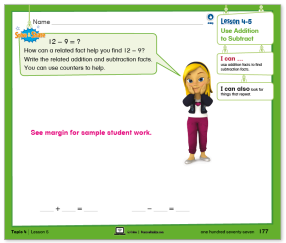
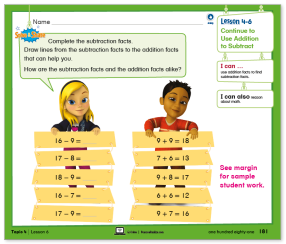
	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.

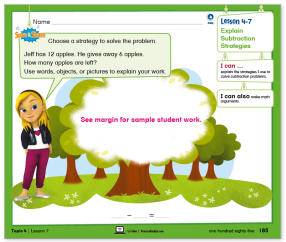
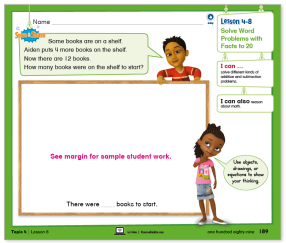
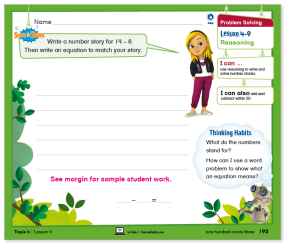
Topic 4–Subtraction Facts to 20-Use Strategies

Key Vocabulary: related facts, fact families

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 161  **Vocabulary:** Review previous vocabulary	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will use a number line to subtract by counting on or counting back. We will do this by: 1. Convince Me! 2. Subtracting using a number line. 3. Reasoning about math.	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 162-164 **At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy (enVision) • Flying Cow Incident Game (enVision) • Save the World Game (enVision) **Hands On:**	Exit Tickets Topic 4 **(Alternate options below)** **Lesson 1:** **Turn and Talk Suggestion** How can you count back 1, 2, or 3 from 7? Math Talk anchor chart - I think… I agree… I disagree… I did it a different way… What I heard you say was... (using more than one sentence)

		• Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder	
Lesson 2 Solve and Share: Page 165  **Vocabulary:** Review previous vocabulary	**Lesson 2:** Today we will make subtraction easier by making 10 to subtract. We will do this by: 1. Convince me! 2. Making subtraction easier by making 10 to subtract. 3. Using math tools correctly.	**Meet the Teacher:** • Guided/Independent Practice Pages 166-168 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Turn and Talk Suggestion** How can you use the make a ten strategy to solve 12-5?
Lesson 3 Solve and Share: Page 169  **Vocabulary:** Review previous vocabulary	**Lesson 3:** Today we will count on to subtract using 10 as a landmark. We will do this by: 1. Convince Me! 2. Counting on to subtract using 10 as a benchmark. 3. Making sense of problems.	**Meet the Teacher:** • Guided/Independent Practice Pages 170-172 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Stop and Jot Suggestion** How can you use addition to help you find the answer to 13-6? Share and check with a partner.
Lesson 4 Solve and Share: Page 173	**Lesson 4:** Today we will make addition and subtraction facts using the same three numbers. We will do this by: 1. Convince Me!	**Meet the Teacher:** • Guided/Independent Practice Pages 174-176 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Exit Ticket Suggestion** Write one addition and one subtraction sentence for the fact family 4, 6, and 10.

 **Vocabulary:** Related facts & fact families	2. Making addition and subtraction facts using the same three numbers. 3. Looking for patterns.		
Lesson 5 Solve and Share: Page 177  **Vocabulary:** Review previous vocabulary	**Lesson 5:** Today we will use addition facts to find subtraction facts. We will do this by: 1. Convince Me! 2. Using addition facts to find the subtraction facts. 3. Looking for things that repeat.	**Meet the Teacher:** ● Guided/Independent Practice Pages 178-180 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Exit Ticket Suggestion** Write an addition fact in the same fact family as 12-5=7
Lesson 6 Solve and Share: Page 181  **Vocabulary:** Review previous vocabulary	**Lesson 6:** Today we will use addition facts to find subtraction facts. We will do this by: 1. Convince Me! 2. Using addition facts to find subtraction facts. 3. Reasoning about math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 182-184 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Turn and Talk Suggestion** Which two number sentences are part of the same fact family? How do you know? a. 7+3=10 b. 10+3=13 c. 6+4=10 d. 10-3=7
Lesson 7 Solve and Share: Page 185	**Lesson 7:** Today we will explain strategies used to solve subtraction problems. We will do this by:	**Meet the Teacher:** ● Guided/Independent Practice Pages 186-188 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Stop and Jot Suggestion** John has 12 markers. Lucy has 4 markers less than John. How many markers

 **Vocabulary:** Review previous vocabulary	1. Convince me! 2. Explaining the strategies I use to solve subtraction problems. 3. Making math arguments.		does Lucy have?
Lesson 8 Solve and Share: Page 189  **Vocabulary:** Review previous vocabulary	**Lesson 8:** Today we will solve different types of addition and subtraction problems with unknowns in different positions. We will do this by: 1. Convince Me! 2. Solve different kinds of addition and subtraction problems. 3. Reasoning about math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 190-192 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8:** **Stop and Jot Suggestion** Roger has 10 stickers. Dylan has some stickers. Together Roger and Dylan have 16 stickers. How many stickers does Dylan have?
Lesson 9 Solve and Share: Page 193  **Vocabulary:** Review previous vocabulary	**Lesson 9:** Today we will use reasoning to write and solve number stories. We will do this by: 1. Convince Me! 2. Using reasoning to write and solve number stories. 3. Adding and subtracting within 20.	**Meet the Teacher:** ● Guided/Independent Practice Pages 194-196 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 9:** **Turn and Talk Suggestion** Think of a number story that matches the equation 16-6. Share your story with your partner.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 4 Additional Resources

Number Sense:

- Subitizing on a Math Rack (to Ten) Teacher Tools
- Fact Strategies: Doubles - Roll the die and students double it and write the sum on board - Dice Tool Practice counting back 0, 1, 2 and itself - Roll the die and choose what to subtract on white boards - Dice Tool
- Number of the Day: (# of days or roll a number) On a hundred chart, count by 1s, 2s, 5s and 10s to the number, represent it on ten frames, write the word, next three numbers, fact family Number of the Day Template

Word Problem of the Day:

- Type: Both "Add To and Take From- Change Unknown" Word Problem Generator - Use pictures and numbers. - Shared Writing about the justification for mathematics. What operation did we use? Why? Ex. We added ..... because....

Songs:

- Jack Hartman - Doubles - DOUBLES! DOUBLES! (*new* 1-10 version) https://www.youtube.com/watch?v=8jOzhiACB68
- Counting by 2s https://www.youtube.com/watch?v=GvTc fSMQ

Math Vocabulary:

- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
    - hear it, see it, say it, draw it
    - Chant - clap, spell and act it out.
    - Bingo generator

Topic 5: Work with Addition and Subtraction Equations	
Big Idea: **Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.**	
Essential Questions	**Standards**
• How can adding and subtracting help you solve or complete equations?	**1.OA.A.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 unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.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.B.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.) {Students need not use formal terms for these properties} **1.OA.B.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2) **1.OA.C.6** Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). **1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. **1.OA.D.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.

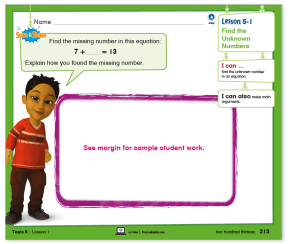
Topic 5–Work with Addition and Subtraction Equations

Key Vocabulary: no new vocabulary, review previous.

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection

Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Lesson 1 Solve and Share:
Page 213



Vocabulary:
Review previous vocabulary

Daily Optional Mini-Lesson Support for Each Lesson/Topic:
Watch Visual Learning Animation Plus Video

Lesson 1:
Today we will find the unknown number in an equation.

We will do this by:
1. Convince Me!
2. Finding the unknown number in an equation.
3. Making math arguments.

Suggestions for Lessons/Topic:

Meet the Teacher:
- Guided/Independent Practice Pages 214-216

At Your Seat:
- At Your Seat Folder
- Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages

Technology:
- IReady
- Interactive Practice Buddy (enVision)
- Flying Cow Incident Game (enVision)
- Save the World Game (enVision)

Hands On:
- Hands On Folder
- enVision Center Games

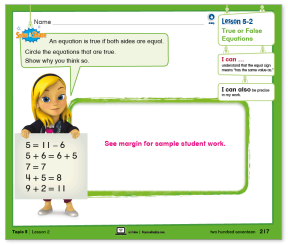
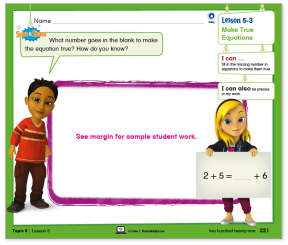
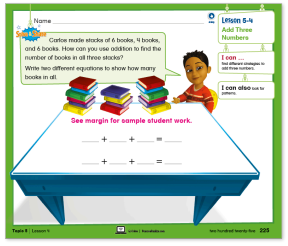
Homework Options
- Quick Check (online through enVision)
- Homework Folder

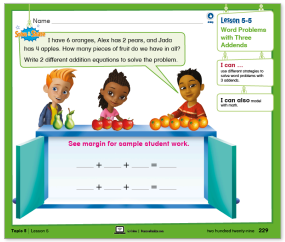
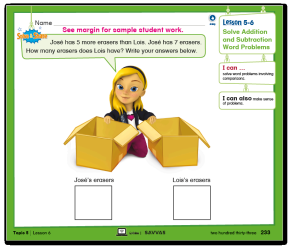
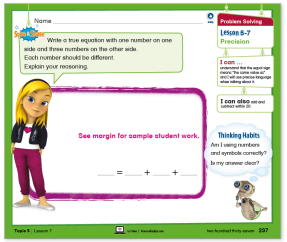
Topics 1-5 Growth Mindset Math

Exit Tickets for Topic 5

(Alternate options below)

Lesson 1:
Stop and Jot Suggestion
Solve: ____+3=8
Be able to explain your thinking in pictures or words.

		Mystery ***whole group fun before break!**	
Lesson 2 Solve and Share: Page 217  **Vocabulary:** Review previous vocabulary	**Lesson 2:** Today we will determine if addition and subtraction equations are true or false. We will do this by: 1. Convince Me! 2. Understanding that the equal sign means "has the same value as" 3. Being precise in my work.	**Meet the Teacher:** ● Guided/Independent Practice Pages 218-220 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Turn and Talk Suggestion** Is this equation true or false? How do you know? 6+2=5+4
Lesson 3 Solve and Share: Page 221  **Vocabulary:** Review previous vocabulary	**Lesson 3:** Today we will find the missing numbers in equations to make them true. We will do this by: 1. Convince me! 2. Filling in the missing number in equations to make them true. 3. Being precise in my work.	**Meet the Teacher:** ● Guided/Independent Practice Pages 222-224 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Exit Ticket Suggestion** Make this equation true by filling in the blanks. 10-__=4+4
Lesson 4 Solve and Share: Page 225  **Vocabulary:** Review previous vocabulary	**Lesson 4:** Today we will use different strategies to add three numbers. We will do this by: 1. Convince Me! 2. Finding different strategies to add three numbers. 3. Looking for patterns.	**Meet the Teacher:** ● Guided/Independent Practice Pages 226-228 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Exit Ticket Suggestion** Solve this equation by making a ten. 7+3+5=?

Lesson 5 Solve and Share: Page 229  **Vocabulary:** Review previous vocabulary	**Lesson 5:** Today we will use different strategies to solve word problems with 3 addends. We will do this by: 1. Convince me! 2. Using different strategies to solve word problems with 3 addends. 3. Modeling with math.	**Meet the Teacher:** • Guided/Independent Practice Pages 230-232 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Stop and Jot Suggestion** Jemel has 4 colored pencils. Martin has 3 colored pencils. Ashley has 7 colored pencils. How many colored pencils do they have in all?
Lesson 6 Solve and Share: Page 233  **Vocabulary:** Review previous vocabulary	**Lesson 6:** Today we will solve word problems involving comparisons. We will do this by: 1. Convince Me! 2. Solving word problems involving comparisons. 3. Making sense of problems.	**Meet the Teacher:** • Guided/Independent Practice Pages 234-236 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Turn and Talk Suggestion** Jennifer has 17 books. Brandon has 3 fewer books than Jennifer. How many books does Brandon have?
Lesson 7 Solve and Share: Page 237  **Vocabulary:** Review previous vocabulary	**Lesson 7:** Today we will use precision to determine the missing number or symbol in an equation. We will do this by: 1. Convince me! 2. Understanding that the equal sign means “the same value as” and we will use precise language when talking about it.	**Meet the Teacher:** • Guided/Independent Practice Pages 238-240 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Exit Ticket Suggestion** Fill in the blanks to create an equation that is true. __+__=__-__

	3. Adding and subtracting within 20.		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 5 Additional Resources

Number Sense:

- Subitizing on a Math Rack (to Twenty) Teacher Tools
- Fact Strategies: Doubles +1 and +2 -Roll the die, double and count up 1 or 2, write answer on whiteboard-Dice Tool
- Number of the Day: (# of days or roll a number) On a hundred chart, count by 1s, 2s, 5s and 10s to the number, represent it on ten frames, write the word, next three numbers, fact family both + and - Number of the Day Template

Word Problem of the Day:

- Type: Both "Add to Result Unknown"and "Change Unknown" Word Problem Generator - Use pictures and numbers. - Shared Writing about the justification for mathematics. What operation did we use? Why? Ex. We added ..... because....

Songs:

- Counting by 2s https://www.youtube.com/watch?v=GvTcpfSnOMQ
- Counting by 5s https://www.youtube.com/watch?v=EemjeA2Djjw
- Equal - Watch and discuss noticings and wonders https://www.youtube.com/watch?v=3FDIXz0AFCA&t=47

Math Vocabulary:

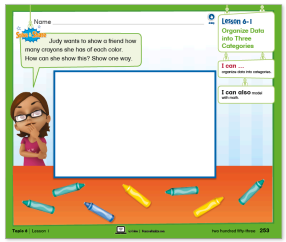
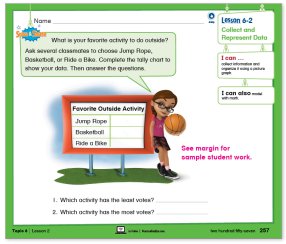
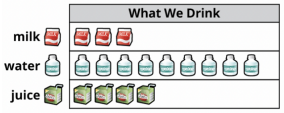
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
  - hear it, see it, say it, draw it
  - Chant - clap, spell and act it out.
  - Bingo generator

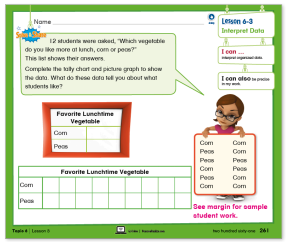
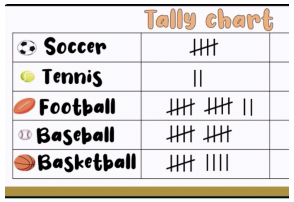
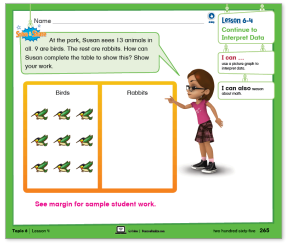
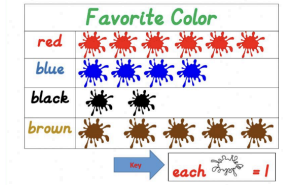
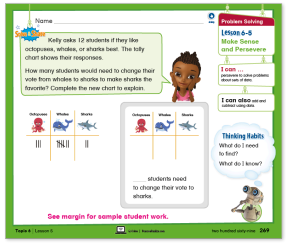
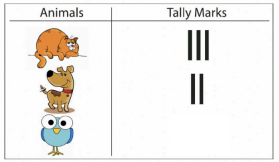
Topic 6: Represent and Interpret Data	
Big Idea: **Developing an understanding of data by interpreting and analyzing various types of graphs.**	
Essential Questions	**Standards**
• What are some of the ways you can collect, show, and understand data?	**1.DL.A.1** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. **1.OA.A.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 unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.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.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)

Topic 6–Represent and Interpret Data

Key Vocabulary: tally marks, data, tally chart, picture graph, survey

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 253	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will organize data	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 254-256 **At Your Seat:** • At Your Seat Folder	Exit Ticket Topic 6 **(Alternate options below)** **Lesson 1:** **Exit Ticket Suggestion** Which snack got the

 **Vocabulary:** Tally marks, data, tally chart	into categories. We will do this by: 1. Convince Me! 2. Organizing data into categories. 3. Modeling with math.	• Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy (enVision) • Save the World Game (enVision) • Fluency Games (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder	most votes? How many votes did that snack get? 
Lesson 2 Solve and Share: Page 257  **Vocabulary:** Picture graph, survey	**Lesson 2:** Today we will collect and organize information using a picture graph. We will do this by: 1. Convince Me! 2. Collecting information and organizing it using a picture graph. 3. Modeling with math.	**Meet the Teacher:** • Guided/Independent Practice Pages 258-260 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Exit Ticket Suggestion** If you were making a tally chart for this data how many tally marks would you draw for juice? 
Lesson 3 Solve and Share: Page 261	**Lesson 3:** Today we will interpret organized data. We will do this by: 1. Convince Me! 2. Interpreting	**Meet the Teacher:** • Guided/Independent Practice Pages 262-264 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Stop and Jot Suggestion** How many people chose Soccer or Tennis as their favorite sport?

 **Vocabulary:** Review previous vocabulary	organized data. 3. Being precise in my work.		
Lesson 4 Solve and Share: Page 265  **Vocabulary:** Review previous vocabulary	**Lesson 4:** Today we will use a picture graph to interpret data. We will do this by: 1. Convince me! 2. Using a picture graph to interpret data. 3. Reasoning about math.	**Meet the Teacher:** • Guided/Independent Practice Pages 266-268 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Exit Ticket Suggestion** How many more people said their favorite color was red than blue? 
Lesson 5 Solve and Share: Page 269  **Vocabulary:** Review previous vocabulary	**Lesson 5:** Today we will use perseverance to solve problems about sets of data. We will do this by: 1. Convince Me! 2. Preserving to solve problems about sets of data. 3. Adding and subtracting using data.	**Meet the Teacher:** • Guided/Independent Practice Pages 270-272 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Turn and Talk Suggestion** 10 kids answered the question which do you like most: cats, dogs, or birds. 3 kids voted for cats, 2 kids voted for dogs, the rest voted for birds. How many kids voted for birds? Explain your thinking. 

Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder

Topic 6 AdditionalResources

Number Sense:

- Subitizing Activity of Choice Teacher Tools
- Number Talks - link to Number Talks
- Number of the Day: (# of days or roll a number) On a hundred chart, count by 1s, 2s, 5s and 10s to the number, represent it on ten frames, write the word, next three numbers, fact family both + and - Number of the Day Template

Word Problem of the Day:

- Type: "Compare - More and Fewer Difference Unknown" Word Problem Generator -In math notebook Students use pictures, numbers and words to write the justification for the mathematics. What operation was used? Why? Ex. I added ..... because....Share

Math Reasoning

- Which One Doesn't Belong http://wodb.ca/
- Same/Diff. Link

Math Vocabulary:

- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
    - hear it, see it, say it, draw it
    - Chant - clap, spell and act it out.
    - Bingo generator

Topics 7/8: Extend the Counting Sequence & Understand Place Value

Combined topics; 1 assessment will be administered at the end which will cover both Topics

Follow the below lesson progression to promote coherence between 1.NBT.A.1 and 1.NBT.B.2

(8-1, 8-2, 7-1, 7-2, 7-3, 8-3, 8-4, 8-5, 7-4, 7-5, 7-6, 7-7, 8-6)

Big Idea: **Developing understanding of whole number relationships and place value, including grouping in tens and ones.**

Essential Questions	Standards
• How can you use what you already know about counting to count past 100? • How can you count and add using tens and ones?	**1.NBT.A.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. **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Topics 7/8–Extend the Counting Sequence & Understand Place Value

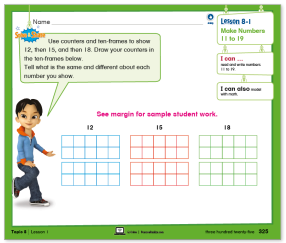
Key Vocabulary: hundred charts, tens digit, row, ones digit, column

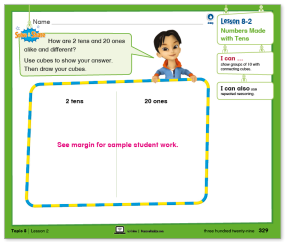
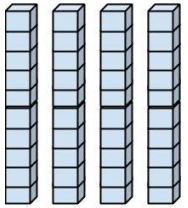
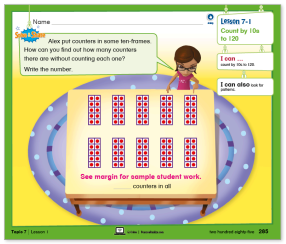
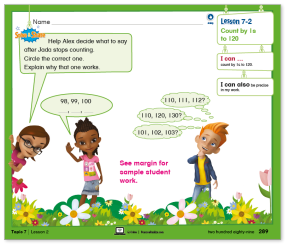
Combined topics; 1 assessment will be administered at the end which will cover both Topics

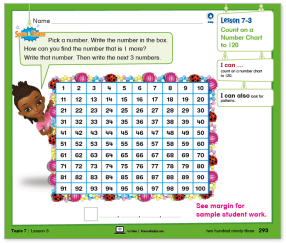
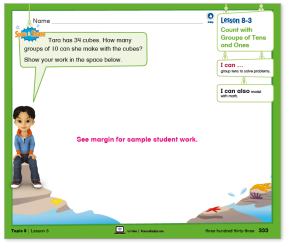
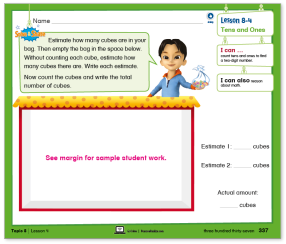
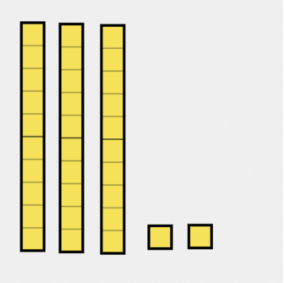
Follow the below lesson progression to promote coherence between 1.NBT.A.1 and 1.NBT.B.2

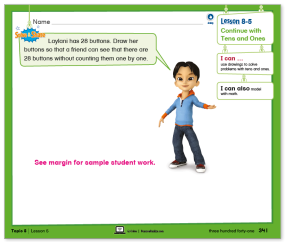
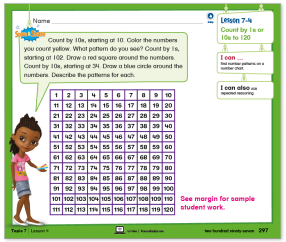
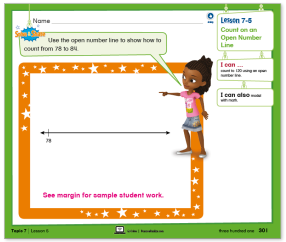
(8-1, 8-2, 7-1, 7-2, 7-3, 8-3, 8-4, 8-5, 7-4, 7-5, 7-6, 7-7, 8-6)

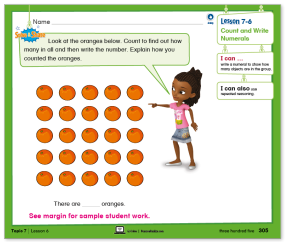
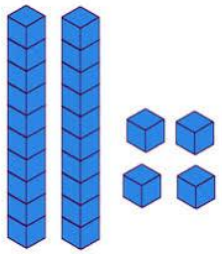
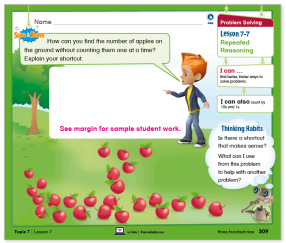
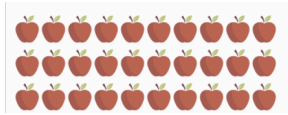
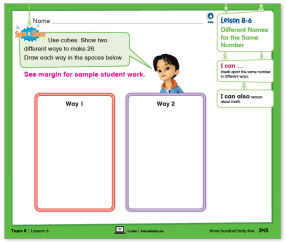
Warm-Up	Mini-Lesson	Math Rotations	Share/Reflection

Number Talk Warm-Up Option		Additional Resources	
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 8-1 Solve and Share: Page 325  **Vocabulary:** Tens, ones	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 8-1:** Today we will read and write numbers 11 to 19. We will do this by: 1. Convince Me! 2. Reading and writing numbers 11 to 19. 3. Modeling with math.	**Suggestions for Lessons/Topics 7/8 combined resources:** **Meet the Teacher:** • Guided/Independent Practice Pages 326-328 Tens and Ones Place Value Chart **At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy (enVision) • Gobbling Globs (enVision) • Fluency Games (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder	Exit Tickets Topic 7 Exit Tickets Topic 8 **(Alternate options below)** **Lesson 8-1:** **Exit Ticket Suggestion** What number is 1 ten and 3 ones?
Lesson 8-2 Solve and Share: Page 329	**Lesson 8- 2:** Today we will show groups of 10 with connecting cubes. We will do this by:	**Meet the Teacher:** • Guided/Independent Practice Pages 330-332 At Your Seat, Technology, Hands On, and	**Lesson 8-2:** **Turn and Talk Suggestion** How many tens? How

 **Vocabulary:** Review previous vocabulary	1. Convince me! 2. Showing groups of 10 with connecting cubes. 3. Using repeated reasoning.	Homework see above.	many ones? What is the number? 
Lesson 7-1 Solve and Share: Page 285  **Vocabulary:** Review previous vocabulary	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 7-1:** Today we will count by 10s to 120. We will do this by: 1. Convince Me! 2. Counting by 10s to 120. 3. Looking for patterns	**Meet the Teacher:** • Guided/Independent Practice Pages 286-288 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7-1:** **Exit Ticket Suggestion** 3 tens is equal to ____ ones.
Lesson 7-2 Solve and Share: Page 289  **Vocabulary:** Review previous vocabulary	**Lesson 7-2:** Today we will count by 1s to 120. We will do this by: 1. Convince me! 2. Counting by 1s to 120. 3. Being precise in my work.	**Meet the Teacher:** • Guided/Independent Practice Pages 290-292 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7-2:** **Turn and Talk Suggestion** With your partner practice counting by ones by taking turns. Start counting at 81. Ex. Partner 1: 81 Partner 2: 82 Partner 1: 83 Partner 2: 84 Partner 1: 85

			Partner 2: 86
Lesson 7-3 Solve and Share: Page 293  **Vocabulary:** Hundred chart, tens digit, row, ones digit, column	**Lesson 7- 3:** Today we will count on a number chart to 120. We will do this by: 1. Convince Me! 2. Counting on a number chart to 120. 3. Looking for patterns.	**Meet the Teacher:** ● Guided/Independent Practice Pages 294-296 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7-3:** **Exit Ticket Suggestion** Fill in the missing numbers (Use your hundreds chart if you need help): 67, __,__,__,71,__
Lesson 8-3 Solve and Share: Page 333  **Vocabulary:** Review previous vocabulary	**Lesson 8- 3:** Today we will group tens to solve problems. We will do this by: 1. Convince Me! 2. Grouping tens to solve problems. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 334-336 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8-3:** **Stop and Jot Suggestion** Oliver has 23 M&Ms. If Oliver wants to put his M&Ms in groups of ten, how many groups of ten will he make? How many extra ones will there be?
Lesson 8-4 Solve and Share: Page 337  **Vocabulary:** Review previous vocabulary	**Lesson 8-4:** Today we will count tens and ones to find a two-digit number. We will do this by: 1. Convince Me! 2. Counting tens and ones to find a two-digit number. 3. Reasoning about math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 338-340 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8-4:** **Exit Ticket Suggestion** Count the place value cubes. How many in all? 
Lesson 8-5 Solve and Share: Page 341	**Lesson 8- 5:** Today we will use drawings	**Meet the Teacher:** ● Guided/Independent Practice Pages	**Lesson 8-5:** **Stop and Jot**

 **Vocabulary:** Review previous vocabulary	to solve problems with tens and ones. We will do this by: 1. Convince Me! 2. Using drawings to solve problems with tens and ones. 3. Modeling with math.	342-344 At Your Seat, Technology, Hands On, and Homework see above.	**Suggestion** Draw the number 18 with tens and ones.
Lesson 7-4 Solve and Share: Page 297  **Vocabulary:** Review previous vocabulary	**Lesson 7-4:** Today we will find number patterns on a number chart. We will do this by: 1. Convince Me! 2. Finding number patterns on a number chart. 3. Using repeated reasoning.	**Meet the Teacher:** ● Guided/Independent Practice Pages 298-300 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7-4:** **Stop and Jot** **Suggestion** Count by tens (use your hundreds chart if you need help) 23, 33,___,___,___,___,___,___,___,___
Lesson 7-5 Solve and Share: Page 301  **Vocabulary:** Review previous vocabulary	**Lesson 7- 5:** Today we will count to 120 using an open number line. We will do this by: 1. Convince Me! 2. Counting to 120 using an open number line. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 302-304 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7-5:** **Stop and Jot** **Suggestion** Use an open number line to count by tens starting at 46 and ending at 96. ⟷
Lesson 7-6 Solve and Share: Page 305	**Lesson 7-6:** Today we will write numerals to show how many objects are in a group. We will do this by: 1. Convince Me! 2. Writing a numeral to	**Meet the Teacher:** ● Guided/Independent Practice Pages 306-308 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7-6:** **Turn and Talk** **Suggestion** How many tens? How many ones? How many in all?

 **Vocabulary:** Review previous vocabulary	show how many objects there are in a group. 3. Using repeated reasoning.		
Lesson 7-7 Solve and Share: Page 309  **Vocabulary:** Review previous vocabulary	**Lesson 7-7:** Today we will find better and faster ways to solve problems. We will do this by: 1. Convince Me! 2. Finding better, faster, ways to solve problems. 3. Counting by 10s and 1s.	**Meet the Teacher:** ● Guided/Independent Practice Pages 310-312 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7-7:** **Exit Ticket Suggestion** Alex is making apple pie. She has already cut 23 apples. She still needs to cut this many more apples. How many apples in all? 
Lesson 8-6 Solve and Share: Page 345  **Vocabulary:** Break apart	**Lesson 8-6:** Today we will decompose numbers in multiple ways. We will do this by: 1. Convince Me! 2. Breaking apart the same number in different ways. 3. Reasoning about math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 346-348 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8- 6:** **Stop and Jot Suggestion** Draw two different ways to make the number 34 with tens and ones.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topics 7/8 Additional Resources

Number Sense:

- Subitizing on a Ten Frame (to 40) Teacher Tools
- Fact Strategies: Think Addition - Whole Class Salute Math Facts Card Game
- Number of the Day: (# of days or roll a number) On a hundred chart, count by 5s and 10s to the number, represent on ten frames, draw a model of the

number using place value pictures, write the word, 10 more and 10 less Number of the Day Template

Songs:

- Count by 10s to 120 https://www.youtube.com/watch?v=EFP6JwOWrlg&feature=share
- Teen Numbers -https://www.youtube.com/watch?v=uedvwH6Ay18

Word Problem of the Day:

- Type: “Take From Result Unknown” and “Change Unknown” mixed Word Problem Generator Use pictures and numbers. - Shared Writing about the justification for mathematics. What operation did we use? Why? Ex. We added .....because....

Math Vocabulary:

- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
    - hear it, see it, say it, draw it
    - Chant - clap, spell and act it out.
    - Bingo generator

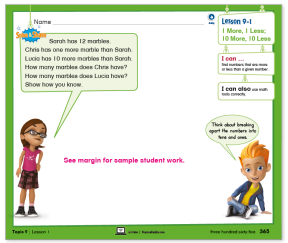
Topic 9: Compare Two-Digit Numbers

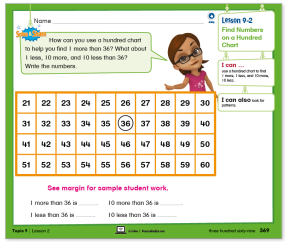
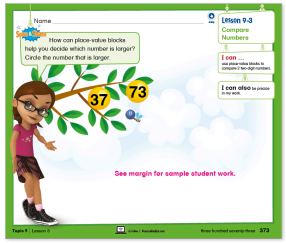
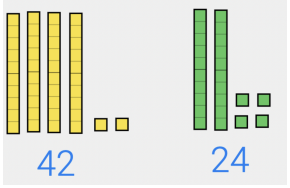
Big Idea: **Use place value to compare 2-digit numbers**

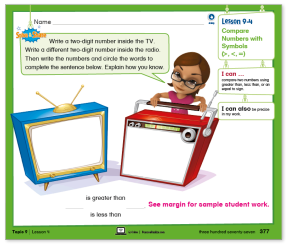
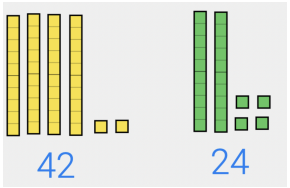
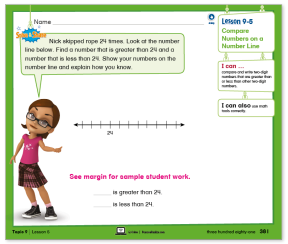
Essential Questions	Standards
• What are ways to compare numbers to 120? • How do I determine if a number is "greater than", "less than", or "equal to" to another number	**1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **1.NBT.B.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Topic 9–Compare Two-Digit Numbers

Key Vocabulary: less, compare, greater than (>), less than (<)

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 365  **Vocabulary:** Less	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will find numbers that are more or less than a given number. We will do this by: 1. Convince Me! 2. Finding numbers that are more or less than a given number.	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 366-368 **At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy	Exit Tickets Topic 9 **(Alternate options below)** **Lesson 1:** **Stop and Jot Suggestion** The number is 17. Write the number that is one more than 17 and one less than 17.

	3. Using math tools correctly.	(enVision) ● Launch that Sheep (enVision) ● Fluency Games (enVision) **Hands On:** ● Hands On Folder ● enVision Center Games **Homework Options** ● Quick Check (online through enVision) ● Homework Options Folder Place Value Math Mystery ***whole group or center fun!**	
Lesson 2 Solve and Share: Page 369  **Vocabulary:** Review previous vocabulary	**Lesson 2:** Today we will use a hundred chart to find 1 more, 1 less, and 10 more, 10 less. We will do this by: 1. Convince Me! 2. Using a hundred chart to find 1 more, 1 less, 10 more, and 10 less. 3. Looking for patterns.	**Meet the Teacher:** ● Guided/Independent Practice Pages 370-372 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Stop and Jot Suggestion** The number is 29. Write the number than is ten more than 29 and ten less than 29.
Lesson 3 Solve and Share: Page 373  **Vocabulary:** Compare, greater than (>), less than (<)	**Lesson 3:** Today we will use place-value blocks to compare 2 two-digit numbers. We will do this by: 1. Convince Me! 2. Using place-value blocks to compare 2 two-digit numbers.	**Meet the Teacher:** ● Guided/Independent Practice Pages 374-376 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Exit Ticket Suggestion** Which number is greater: 42 or 24? 

	3. Being precise in my work.		
Lesson 4 Solve and Share: Page 377  **Vocabulary:** Review previous vocabulary	**Lesson 4:** Today we will compare two numbers using a greater than, a less than, or an equal to sign. We will do this by: 1. Convince me! 2. Comparing two numbers using greater than, less than, or an equal to sign. 3. Being precise in my work.	**Meet the Teacher:** ● Guided/Independent Practice Pages 378-380 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Stop and Jot Suggestion** Use the greater than, less than, or equal to symbol with the numbers 42 and 24. 
Lesson 5 Solve and Share: Page 381  **Vocabulary:** Review previous vocabulary	**Lesson 5:** Today we will compare and write two-digit numbers that are greater than or less than other two-digit numbers. We will do this by: 1. Convince Me! 2. Comparing and writing two-digit numbers that are greater than or less than other two-digit numbers. 3. Using math tools correctly.	**Meet the Teacher:** ● Guided/Independent Practice Pages 382-384 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Exit Ticket Suggestion** Fill in the blank with any number that makes this sentence true: ___<71 Extension: Is the number you selected the only number you could put to make the sentence true?
Lesson 6 Solve and Share: Page 385	**Lesson 6:** Today we will make sense of a problem and find the best way to solve it. We will do this by:	**Meet the Teacher:** ● Guided/Independent Practice Pages 386-388 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Stop and Jot Suggestion** Diego has a secret number. The number is greater than 50 and less

 **Vocabulary:** Review previous vocabulary	1. Convince me! 2. Making sense of a problem and finding the best way to solve it. 3. Comparing numbers.		than 60. The number is ten more than 46 and 1 more than 55. What is Diego's number?
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 9 Additional Resources

Number Sense:

- Subitizing on a Ten Frame (to 100) Teacher Tools
- Fact Strategies:Fact families - Roll dice and have students write down the 4 facts (+ and -) in the fact family.
- Number of the Day: (# of days or roll a number) On a hundred chart, count by 5s and 10s to the number, represent on ten frames, draw a model of the number using place value pictures, write the word, 10 more and 10 less Number of the Day Template

Word Problem of the Day:

- Type: "Part/Whole- Total Unknown" and "Both Addends Unknown" Word Problem Generator Use pictures and numbers. - Interactive Writing about the justification for mathematics. What operation did we use? Why? Ex. We added .....because....

Math Reasoning

- Which One Doesn't Belong http://wodb.ca/
- Same/Diff. Link

Math Vocabulary:

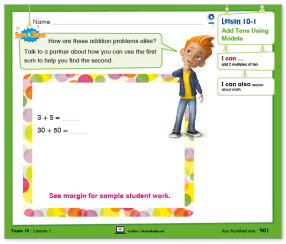
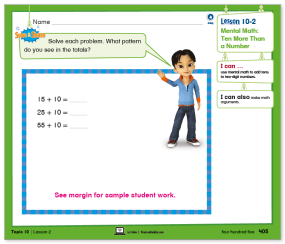
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
  - hear it, see it, say it, draw it
  - Chant - clap, spell and act it out.
  - Bingo generator

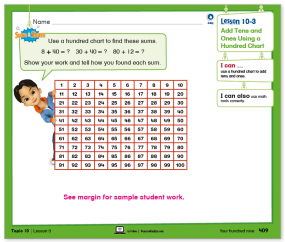
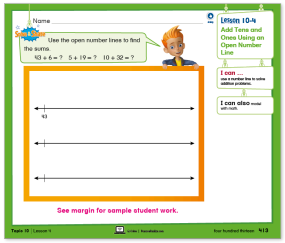
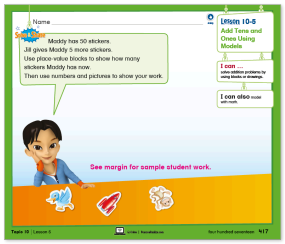
Topic 10: Use Models and Strategies to Add Tens and Ones	
Big Idea: **Flexible methods of computation involve grouping numbers in strategic ways.**	
Essential Questions	**Standards**
• What are ways to use tens and ones to add? • How can I use mental math to find 10 more or 10 less than a given number	**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

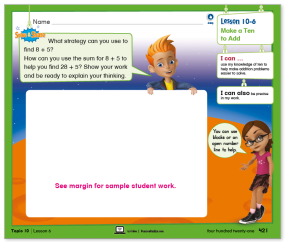
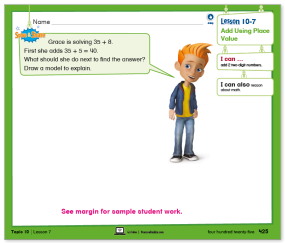
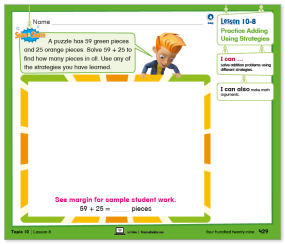
Topic 10–Use Models and Strategies to Add Tens and Ones

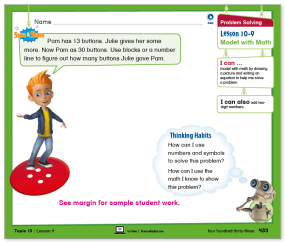
Key Vocabulary: no new vocabulary, review previous.

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share:	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:**	**Suggestions for Lessons/Topic:** **Meet the Teacher:**	Exit Tickets Topic 10 **(Alternate options below)**

Page 401  **Vocabulary:** Review previous vocabulary	Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will add 2 multiples of 10. We will do this by: 1. Convince me! 2. Adding 2 multiples of ten. 3. Reasoning about math.	• Guided/Independent Practice Pages 402-404 **At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy (enVision) • Gobbling Globs (enVision) • Save the World Game (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Folder Options	**Lesson 1:** **Stop and Jot Suggestion** 4 tens +3 tens= 7 tens. How would you write this equation using only numbers?
Lesson 2 Solve and Share: Page 405  **Vocabulary:** Review previous vocabulary	**Lesson 2:** Today we will use mental math to add tens to two-digit numbers. We will do this by: 1. Convince Me! 2. Using mental math to add tens and two-digit numbers. 3. Making math arguments.	**Meet the Teacher:** • Guided/Independent Practice Pages 406-408 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Exit Ticket Suggestion** Model the problem 63+10 with tens and ones. Solve.
Lesson 3 Solve and Share: Page 409	**Lesson 3:** Today we will use a hundred	**Meet the Teacher:** • Guided/Independent Practice	**Lesson 3:** **Turn and Talk**

 **Vocabulary:** Review previous vocabulary	chart to add tens and ones. We will do this by: 1. Convince Me! 2. Using a hundred chart to add tens and ones. 3. Using math tools correctly.	Pages 410-412 At Your Seat, Technology, Hands On, and Homework see above.	**Suggestion** Use your hundreds chart to solve 40+14. Be able to explain how you solved.
Lesson 4 Solve and Share: Page 413  **Vocabulary:** Review previous vocabulary	**Lesson 4:** Today we will use a number line to solve addition problems. We will do this by: 1. Convince me! 2. Using a number line to solve addition problems. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 414-416 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Stop and Jot Suggestion** Use an open number line to solve 30+17.
Lesson 5 Solve and Share: Page 417  **Vocabulary:** Review previous vocabulary	**Lesson 5:** Today we will solve addition problems by using blocks or drawings. We will do this by: 1. Convince Me! 2. Solving addition problems by using blocks and drawings. 3. Modeling with math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 418-420 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Exit Ticket Suggestion** Make a math drawing to solve 5 + 61.
Lesson 6 Solve and Share: Page 421	**Lesson 6:** Today we will make a ten to help solve addition problems. We will do this by: 1. Convince Me!	**Meet the Teacher:** ● Guided/Independent Practice Pages 422-424 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Stop and Jot Suggestion** Make a math drawing to solve 18+5. How can you break up the number 5 to make the problem easier?

 **Vocabulary:** Review previous vocabulary	2. Using my knowledge of ten to make addition problems easier to solve. 3. Being precise in my work.		
Lesson 7 Solve and Share: Page 425  **Vocabulary:** Review previous vocabulary	**Lesson 7:** Today we will add 2 two-digit numbers. We will do this by: 1. Convince Me! 2. Adding 2 two-digit numbers 3. Reasoning about math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 426-428 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Turn and Talk Suggestion** How can you solve 12+26 by using an open number line or blocks?
Lesson 8 Solve and Share: Page 429  **Vocabulary:** Review previous vocabulary	**Lesson 8:** Today we will solve addition problems using different strategies. We will do this by: 1. Convince Me! 2. Solving addition problems using different strategies. 3. Making math arguments.	**Meet the Teacher:** ● Guided/Independent Practice Pages 430-432 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8:** **Exit Ticket Suggestion** Solve 24+16 with any of the strategies we have learned so far.
Lesson 9 Solve and Share: Page 433	**Lesson 9:** Today we will model and solve problems by drawing a picture and writing an equation. We will do this by:	**Meet the Teacher:** ● Guided/Independent Practice Pages 434-436 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 9:** **Stop and Jot Suggestion** Write an equation that matches the story problem and solve.

 **Vocabulary:** Review previous vocabulary	1. Convince Me! 2. Modeling with math by drawing a picture and writing an equation to help me solve a problem. 3. Adding two-digit numbers.		David collects marbles. He has 21 blue marbles and 22 green marbles. How many marbles does he have in all?
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 10 Additional Resources

Number Sense:

- Subitizing on a Ten Frame (to 100) Teacher Tools
- Fact Strategies: +9 - Spin a spinner and add 9, make it a 10 and subtract 1, students write 10 fact and sum Spin tool
- Number of the Day: (# of days or roll a number) On a hundred chart, count to the number by 10s, draw it, write on a place value chart, write the word, greater than and less than, 10 more 10 less Number of the Day Template

Word Problem of the Day:

- Type: “Part/Whole- One Addend Unknown” and “Both Addends Unknown” Word Problem Generator Use pictures and numbers. - Interactive Writing about the justification for mathematics. What operation did we use? Why? Ex. We added .....because....

Math Reasoning

- Which One Doesn’t Belong http://wodb.ca/
- Same/Diff. Link

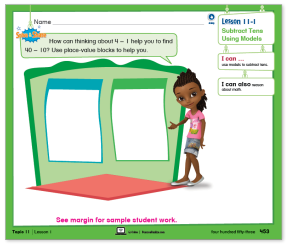
Math Vocabulary:

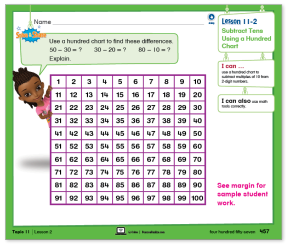
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
  - hear it, see it, say it, draw it
  - Chant - clap, spell and act it out.
  - Bingo generator

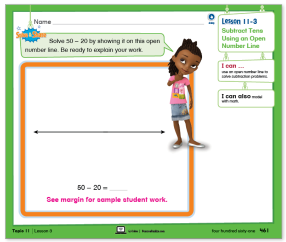
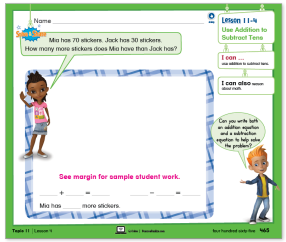
Topic 11: Use Models and Strategies to Subtract Tens	
Big Idea: **Flexible methods of computation involve grouping numbers in strategic ways.**	
Essential Questions	**Standards**
• What are ways to use tens and ones to subtract? • How can I use mental math to find 10 more or 10 less than a given number	**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**

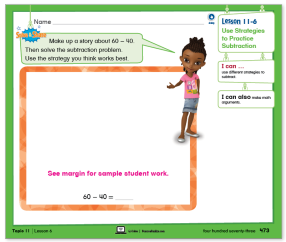
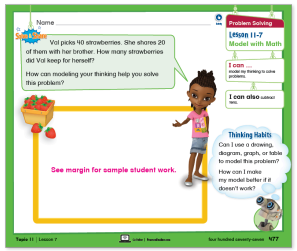
Topic 11–Use Models and Strategies to Subtract Tens

Key Vocabulary: no new vocabulary, review previous

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 453  **Vocabulary:**	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will use models to subtract tens.	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 454-456 **At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build	Exit Tickets Topic 11 **(Alternate options below)** **Lesson 1:** **Stop and Jot Suggestion** Use a math drawing to show 5 tens take away 3 tens. Write an equation to

Review previous vocabulary	We will do this by: 1. Convince Me! 2. Using models to subtract tens. 3. Reasoning about math.	Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy (enVision) • Amazing Savings (enVision) • Launch that Sheep (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder	match.
Lesson 2 Solve and Share: Page 457  **Vocabulary:** Review previous vocabulary	**Lesson 2:** Today we will use a hundred chart to subtract a multiple of 10 from another multiple of 10. We will do this by: 1. Convince Me! 2. Using a hundred chart to subtract multiples of 10 from two-digit numbers. 3. Using math tools correctly.	**Meet the Teacher:** • Guided/Independent Practice Pages 458-460 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Turn and Talk Suggestion** Explain how you can use a hundreds chart to solve 80-20.
Lesson 3 Solve and Share: Page 461	**Lesson 3:** Today we will use an open number line to solve subtraction problems. We will do this by: 1. Convince me!	**Meet the Teacher:** • Guided/Independent Practice Pages 462-464 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Stop and Jot Suggestion** Solve 90-30 using an open number line. Be able to explain your thinking.

 **Vocabulary:** Review previous vocabulary	2. Using an open number line to solve subtraction problems. 3. Modeling with math.		
Lesson 4 Solve and Share: Page 465  **Vocabulary:** Review previous vocabulary	**Lesson 4:** Today we will use addition to subtract tens. We will do this by: 1. Convince Me! 2. Using addition to subtract tens. 3. Reasoning about math.	**Meet the Teacher:** ● Guided/Independent Practice Pages 466-468 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Stop and Jot Suggestion** Fill in the blanks to solve. 20+___=60 So, 60-20=____
Lesson 5 Solve and Share: Page 469  **Vocabulary:** Review previous vocabulary	**Lesson 5:** Today we will use mental math to subtract tens from a two-digit number. We will do this by: 1. Convince Me! 2. Using mental math to subtract tens from a two-digit number. 3. Looking for patterns.	**Meet the Teacher:** ● Guided/Independent Practice Pages 470-472 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Exit Ticket Suggestion** Solve using mental math. 77-10=___
Lesson 6 Solve and Share: Page 473	**Lesson 6:** Today we will use different strategies to subtract. We will do this by: 1. Convince me! 2. Using different	**Meet the Teacher:** ● Guided/Independent Practice Pages 474-476 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Stop and Jot Suggestion** Use the strategies that you think works best to solve 80-30.

 **Vocabulary:** Review previous vocabulary	strategies to subtract. 3. Making math arguments.		
Lesson 7 Solve and Share: Page 477  **Vocabulary:** Review previous vocabulary	**Lesson 7:** Today we will model thinking to solve problems. We will do this by: 1. Convince Me! 2. Modeling my thinking to solve problems. 3. Subtracting tens.	**Meet the Teacher:** ● Guided/Independent Practice Pages 478-480 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Stop and Jot Suggestion** Use drawings, models, or equations to solve. A bakery sells 86 cakes on Saturday. The bakery sells 10 less cakes on Sunday. How many cakes did the bakery sell on Sunday?
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 11 Additional Resources

Number Sense:

- Subitizing on a Ten Frame (to 100) Teacher Tools
- Fact Strategies: +9 - Spin a spinner and add 9, make it a 10 and subtract 1, students write 10 fact and sum Spin tool
- Number of the Day: (# of days or roll a number) On a hundred chart, count to the number by 10s, draw it, write on a place value chart, write the word, greater than and less than, 10 more 10 less Number of the Day Template

Word Problem of the Day:

- Type: “Part/Whole- One Addend Unknown” and “Both Addends Unknown” Word Problem Generator Use pictures and numbers. - Interactive Writing about the justification for mathematics. What operation did we use? Why? Ex. We added .....because....

Math Reasoning

- Which One Doesn’t Belong http://wodb.ca/
- Same/Diff. Link

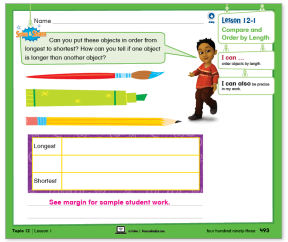
Math Vocabulary:

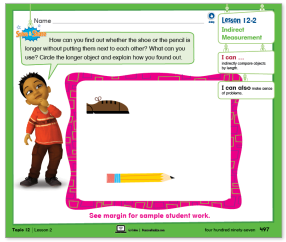
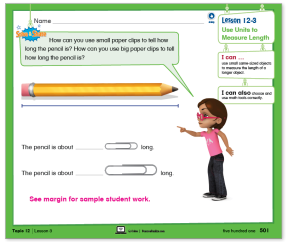
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
  - hear it, see it, say it, draw it
  - Chant - clap, spell and act it out. Bingo generator

Topic 12: Measure Lengths	
Big Idea: **Developing understanding of linear measurement.**	
Essential Questions	**Standards**
• What are ways to measure how long an object is?	**1.M.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **1.M.A.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Topic 12–Measure Lengths

Key Vocabulary: length, longer, longest, shorter, shortest, measure

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 493  **Vocabulary:** Length, longer, longest, shorter, shortest	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will order objects by length. We will do this by: 1. Convince Me! 2. Ordering objects by length.	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 494-496 **At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady	Exit Tickets Topic 12 **(Alternate options below)** **Lesson 1:** **Turn and Talk Suggestion** Order the colored pencils from longest to shortest. 

	3. Being precise in my work.	• Interactive Practice Buddy (enVision) • Fluency Games (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder	
Lesson 2 Solve and Share: Page 497  **Vocabulary:** Review previous	**Lesson 2:** Today we will indirectly compare objects by length. We will do this by: 1. Convince Me! 2. Indirectly comparing objects by length. 3. Making sense of problems.	**Meet the Teacher:** • Guided/Independent Practice Pages 498-500 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Turn and Talk Suggestion** Using the red line: is the bat or the owl longer? How do you know? 
Lesson 3 Solve and Share: Page 501  **Vocabulary:** Measure	**Lesson 3:** Today we will use small same-size objects to measure length. We will do this by: 1. Convince Me! 2. Use small same-sized objects to measure the length of a longer object. 3. Choosing and using math tools correctly.	**Meet the Teacher:** • Guided/Independent Practice Pages 502-504 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Turn and Talk Suggestion** Use this video and pause after each example to explain why the measurements are not correct.
Lesson 4 Solve and Share:	**Lesson 4:**	**Meet the Teacher:**	**Lesson 4:**

Page 505  **Vocabulary:** Review previous	Today we will choose an appropriate tool to use it to measure the length of a given object. We will do this by: 1. Convince me! 2. Choosing an appropriate tool and using it to measure a given object. 3. Measuring the length of straight and curved objects.	• Guided/Independent Practice Pages 506-508 At Your Seat, Technology, Hands On, and Homework see above.	**Turn and Talk Suggestion** What materials could you use to measure this curvy rainbow? Why would you use those materials? 
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 12 Additional Resources

Number Sense:

- Subitizing Math Rack (to 100) Teacher Tools
- Number of the Day: (# of days or roll a number) On a hundred chart, count to the number by 10s, draw it, write on a place value chart, write the word, greater than and less than, 10 more 10 less Number of the Day Template

Word Problem of the Day:

- Type: “More and Fewer Difference Unknown” and “Both Addends Unknown” Word Problem Generator Use pictures and numbers. - Interactive Writing about the justification for the mathematics. What operation did we use? Why? Ex. We added .....because....

Math Reasoning

- Which One Doesn’t Belong http://wodb.ca/
- Same/Diff. Link

Math Vocabulary:

- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
  - hear it, see it, say it, draw it
  - Chant - clap, spell and act it out.
  - Bingo generator

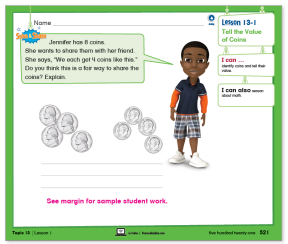
Topic 13: Time and Money

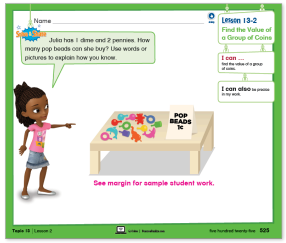
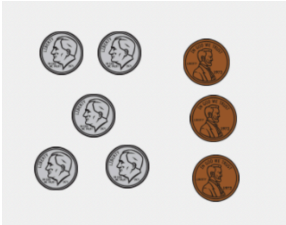
Big Idea: Developing understanding of how to tell time to the hour and half hour and iterating coin counting with pennies, nickels, and dimes.

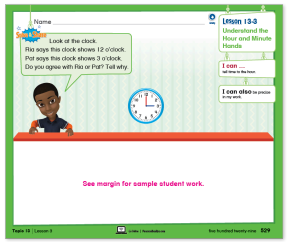
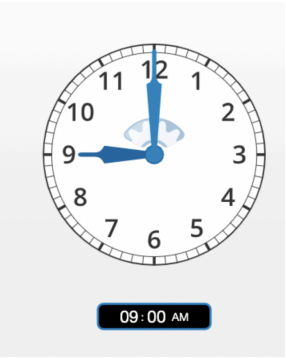
Essential Questions	Standards
• What are the values of coins? • What are some different ways to tell time?	**1.M.B.3** Tell and write time in hours and half-hours using analog and digital clocks. **1.M.C.4** Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10). **1.M.C.5** Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones. **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Topic 13–Time and Money

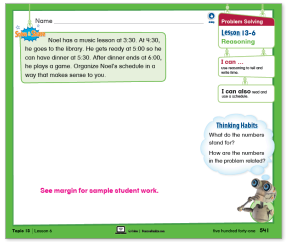
Key Vocabulary: cent (s), dime, dollar, nickel, quarter, penny, hour, hour hand, minute, minute hand, o-clock, half hour, between, longer hand, shorter hand

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 521  **Vocabulary:** Cent (s), dime, dollar, nickel, quarter, penny	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will tell the value of penny, nickel, dime, and quarter.	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 522-524 Money Songs **At Your Seat:** • At Your Seat Folder • Reteach to Build	Exit Tickets Topic 13 **(Alternate options below)** **Lesson 1: Turn and Talk Suggestion** Marco has 7 dimes. How many more dimes does he need to have 1 dollar?

	We will do this by: 1. Convince me! 2. Identifying coins and telling their value. 3. Reasoning about math.	Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy (enVision) • Save the World Game (enVision) • Fluency Games (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder EOY Math Mystery ***whole group, small group or center fun!- use at the very end of the unit**	
Lesson 2 Solve and Share: Page 525  **Vocabulary:** Review previous	**Lesson 2:** Today we will tell how much a group of coins is worth. We will do this by: 1. Convince Me! 2. Finding the value of a group of coins. 3. Being precise in my work.	**Meet the Teacher:** • Guided/Independent Practice Pages 526-528 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Stop and Jot Suggestion** How much money is shown? 
Lesson 3 Solve and Share:	**Lesson 3:** Today we will understand the hour and minute hands.	**Meet the Teacher:** • Guided/Independent Practice Pages 530-532	**Lesson 3:** **Turn and Talk** What time is it? How do

Page 529  **Vocabulary:** Hour, hour hand, minute, minute hand, o'clock	We will do this by: 1. Telling time to the hour. 2. Being precise in my work.	At Your Seat, Technology, Hands On, and Homework see above.	you know? 
Lesson 4 Solve and Share: Page 533  **Vocabulary:** Review previous	**Lesson 4:** Today we will tell time to the hour using analog and digital clocks. We will do this by: 1. Convince Me! 2. Telling time to the hour using 2 different types of clocks. 3. Reasoning about math.	**Meet the Teacher:** • Guided/Independent Practice Pages 534-536 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Turn and Talk Suggestion** Do these clocks show the same time? Why or why not? 
Lesson 5 Solve and Share: Page 537  **Vocabulary:** Half hour	**Lesson 5:** Today we will tell time to the half hour. We will do this by: 1. Convince Me! 2. Telling time to the half hour. 3. Reasoning about math.	**Meet the Teacher:** • Guided/Independent Practice Pages 538-540 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Exit Ticket Suggestion** What time does this clock show? 

Lesson 6 Solve and Share:
Page 541



Vocabulary:
Review previous

Lesson 6:
Today we will use reasoning to tell and write time.

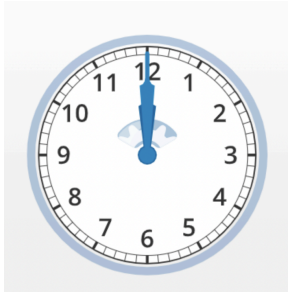
We will do this by:
1. Convince Me!
2. Using reasoning to tell and write time.
3. Reading and using a schedule.

Meet the Teacher:
- Guided/Independent Practice
  Pages 542-544

At Your Seat, Technology, Hands On, and Homework see above.

Lesson 6:
Turn and Talk Suggestion

According to this schedule and the time on the clock, what is the class doing?



Nature Trip Schedule	
Time	**Activity**
10:00	Walk
11:00	Bird Watch
12:00	Lunch
12:30	Make a Birdhouse
1:30	Pick Flowers

Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder

Topic 13 Additional Resources

Number Sense:
- Subitizing Math Rack (to 100) Teacher Tools
- Number of the Day: (# of days or roll a number) On a hundred chart, count to the number by 10s, draw it, write on a place value chart, write the word, greater than and less than, 10 more 10 less, how many pennies? Number of the Day Template

Songs and Read Aloud:
- Song - Penny Song: https://www.youtube.com/watch?v=-RfP331iQ98
- Song - Money https://www.youtube.com/watch?v=RVpcZ5obmsM
- Book - Penny Pot - https://www.youtube.com/watch?v=wqhdWTFSW9w&t=5s

Word Problem of the Day:
- Type: “More and Fewer Difference Unknown” and “Both Addends Unknown” Word Problem Generator Use pictures and numbers. - Interactive Writing about the justification for mathematics. What operation did we use? Why? Ex. We added .....because....

Math Vocabulary:

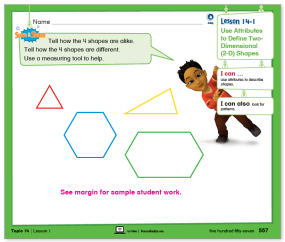
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
    - hear it, see it, say it, draw it
    - Chant - clap, spell and act it out.
    - Bingo generator

Topic 14: Reason with Shapes and Their Attributes	
Big Idea: **Reasoning about attributes of shapes, as well as composing and decomposing geometric shapes.**	
Essential Questions	**Standards**
• How can you define shapes and compose new shapes? • What are attributes and why are they important in order to name shapes?	**1.G.A.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **1.G.A.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. **1.G.A.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Topic 14–Reason with Shapes and Their Attributes

Key Vocabulary: triangle, hexagon, two-dimensional (2-D) shapes, attributes, sides, vertices, rectangle, square, three-dimensional (3-D) shapes, flat surfaces, cylinder, cone, cube, rectangular prism, edges, faces, sphere

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 557	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 558-560	Exit Tickets Topic 14 **(Alternate options below)** **Lesson 1:** **Exit Ticket Suggestion**

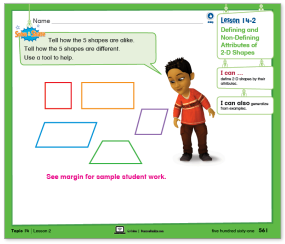
<table>
<tr>
<td> 

Vocabulary:
Triangle, hexagon, two-dimensional (2-D) shapes, attributes, sides, vertices</td>
<td>Lesson 1:
Today we will use attributes to describe shapes.

We will do this by:
1. Convince Me!
2. Using attributes to describe shapes.
3. Looking for patterns.</td>
<td>At Your Seat:
● At Your Seat Folder
● Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages

Technology:
● IReady
● Interactive Practice Buddy (enVision)
● Save the World Game (enVision)
● Fluency Games (enVision)
● Amazing Savings (enVision)

Hands On:
● Hands On Folder
● enVision Center Games

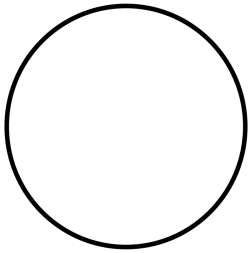
Homework Options
● Quick Check (online through enVision)
● Homework Options Folder</td>
<td>Draw a closed shape with 4 straight sides.</td>
</tr>
<tr>
<td>Lesson 2 Solve and Share:
Page 561
 

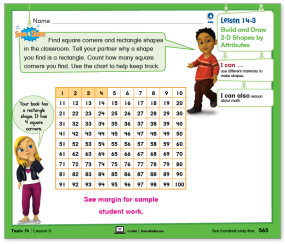
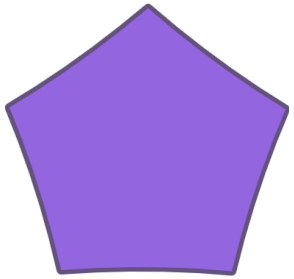
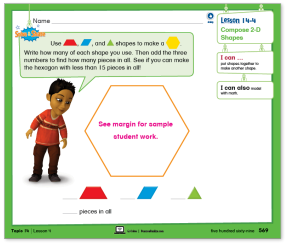
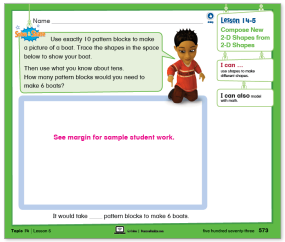
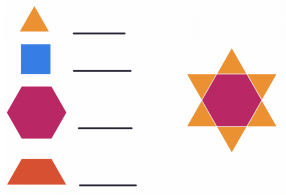
Vocabulary:
Rectangle, square</td>
<td>Lesson 2:
Today we will define 2-D shapes by their attributes.

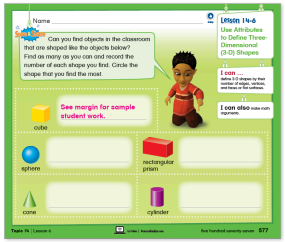
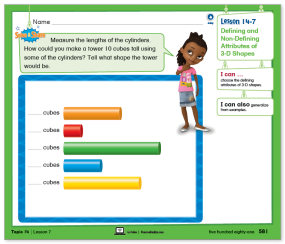
We will do this by:
1. Convince Me!
2. Defining 2-D shapes by their attributes.
3. Generalizing from examples.</td>
<td>Meet the Teacher:
● Guided/Independent Practice Pages 562-564

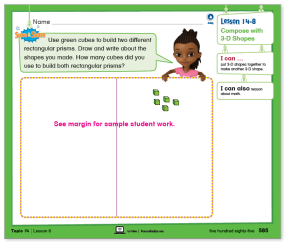
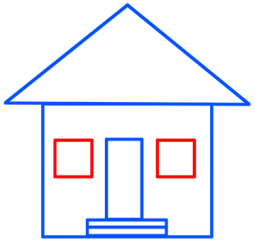
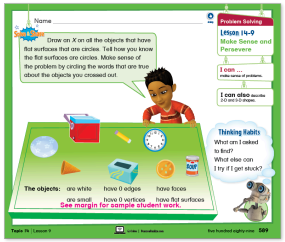
At Your Seat, Technology, Hands On, and Homework see above.</td>
<td>Lesson 2:
Turn and Talk Suggestion

Axel says he has drawn a shape with 2 vertices. Is he correct, why or why not?

  </td>
</tr>
</table>

Lesson 3 Solve and Share: Page 565  **Vocabulary:** Review previous	**Lesson 3:** Today we will use different materials to make shapes. We will do this by: 1. Convince Me! 2. Using different materials to make shapes. 3. Reasoning about math.	**Meet the Teacher:** • Guided/Independent Practice Pages 566-568 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 3:** **Stop and Jot Suggestion** How many sides does this shape have? How many vertices? 
Lesson 4 Solve and Share: Page 569  **Vocabulary:** Review previous	**Lesson 4:** Today we will put shapes together to make another shape. We will do this by: 1. Convince Me! 2. Putting shapes together to make another shape. 3. Modeling with math.	**Meet the Teacher:** • Guided/Independent Practice Pages 570-572 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Turn and Talk Suggestion** How many triangles to make 2 trapezoids? 
Lesson 5 Solve and Share: Page 573  **Vocabulary:** Review previous	**Lesson 5:** Today we will use shapes to make different shapes. We will do this by: 1. Convince Me! 2. Using shapes to make different shapes. 3. Modeling with math.	**Meet the Teacher:** • Guided/Independent Practice Pages 574-576 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Exit Ticket Suggestion** How many of each shape was used? 

Lesson 6 Solve and Share: Page 577  **Vocabulary:** Three-dimensional (3-D) shapes, flat surfaces, cylinder, cone, cube, rectangular prism, edges, faces, sphere	**Lesson 6:** Today we will define 3-D shapes by their number of edges, vertices, and faces or flat surfaces. We will do this by: 1. Convince me! 2. Defining 3-D shapes by their number of edges, vertices, and faces or flat surfaces. 3. Making math arguments.	**Meet the Teacher:** • Guided/Independent Practice Pages 578-580 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 6:** **Turn and Talk Suggestion** (teacher directed, you can choose prompts for students, some examples are listed below) With your partner find an object that: • Has at least 1 flat surface • Has a curved surface • Has at least one flat and one curved surface
Lesson 7 Solve and Share: Page 581  **Vocabulary:** Review previous	**Lesson 7:** Today we will choose the defining attributes of 3-D shapes. We will do this by: 1. Convince Me! 2. Choosing the defining attributes of 3-D shapes. 3. Generalizing from examples.	**Meet the Teacher:** • Guided/Independent Practice Pages 582-584 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Turn and Talk Suggestion** What is one similarity and one difference you can come up with about the cone and cube?  cone  cube
Lesson 8 Solve and Share: Page 585	**Lesson 8:** Today we will put 3-D shapes together to make another 3-D shape. We will do this by: 1. Convince me!	**Meet the Teacher:** • Guided/Independent Practice Pages 586-588 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8:** **Turn and Talk Suggestion** What 2-D and 3-D shapes would you need to build this house?

 **Vocabulary:** Review previous	2. Putting 3-D shapes together to make another 3-D shape. 3. Reasoning about math.		
Lesson 9 Solve and Share: Page 589  **Vocabulary:** Review previous	**Lesson 9:** Today we will find differences among various shapes. We will do this by: 1. Convince Me! 2. Making sense of problems. 3. Describing 2-D and 3-D shapes.	**Meet the Teacher:** ● Guided/Independent Practice Pages 590-592 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 9:** **Stop and Jot Suggestion** All rectangles have ___ sides and ____ vertices.
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 14 Additional Resources

Number Sense
- Subitizing Activity of Choice Teacher Tools
- Number of the Day: (# of days or roll a number) On a hundred chart, count to the number by 10s, draw it, write on a place value chart, write the word, greater than and less than, 10 more 10 less, how many pennies and dimes? Number of the Day Template

Math Reasoning
- Which One Doesn't Belong http://wodb.ca/
- Same/Diff. Link

Word Problem of the Day:
- Type: "Add To" Random Problem Word Problem Generator Use pictures and numbers. - Interactive Writing about the justification for the mathematics. What operation did we use? Why? Ex. We added .....because....

Songs and Read Alouds:
- Song - 3D Shapes - https://www.youtube.com/watch?v=2cg-Uc556-Q

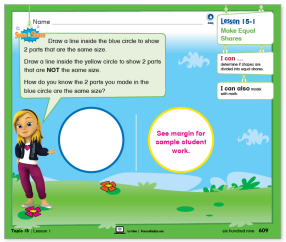
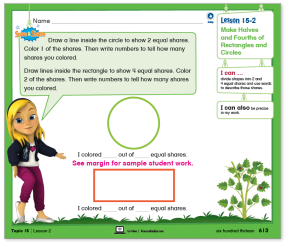
Math Vocabulary:
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
  - hear it, see it, say it, draw it
  - Chant - clap, spell and act it out. Bingo generator

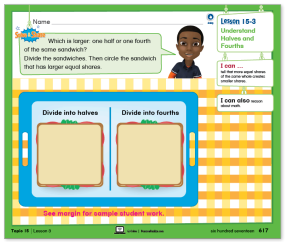
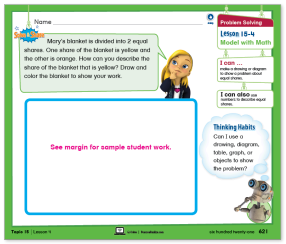
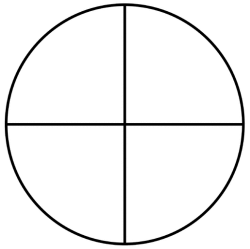
Topic 15: Equal Shares of Circles and Rectangles	
Big Idea: **Reasoning about attributes of, and composing and decomposing geometric shapes.**	
Essential Questions	**Standards**
• What are some different names for equal shares? • How can shapes be broken into similar parts	**1.G.A.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **1.G.A.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. **1.G.A.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Topic 15–Equal Shares of Circles and Rectangles

Key Vocabulary: equal shares, halves, fourths, quarters

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations Additional Resources	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition "Review What You Know", preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 609	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 610-612	Exit Tickets Topic 15 **(Alternate options below)** **Lesson 1:**

 **Vocabulary:** Equal shares	**Lesson 1:** Today we will determine whether shapes are divided into equal shares. We will do this by: 1. Convince Me! 2. Determining if shapes are divided into equal shares. 3. Modeling with math.	**At Your Seat:** • At Your Seat Folder • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** • IReady • Interactive Practice Buddy (enVision) • Save the World Game (enVision) **Hands On:** • Hands On Folder • enVision Center Games **Homework Options** • Quick Check (online through enVision) • Homework Options Folder	**Turn and Talk Suggestion** Which shape shows equal shares (orange or pink)? How many equal shares? 
Lesson 2 Solve and Share: Page 613  **Vocabulary:** Halves, fourths, quarters	**Lesson 2:** Today we will divide shapes into 2 and 4 equal shares and use words to describe those shares. We will do this by: 1. Convince Me! 2. Dividing shapes into 2 and 4 equal shares and using words to describe those shapes. 3. Being precise in my work.	**Meet the Teacher:** • Guided/Independent Practice Pages 614-616 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 2:** **Turn and Talk Suggestion** Which square shows equal shares (blue or green)? 
Lesson 3 Solve and Share: Page 617	**Lesson 3:** Today we will understand that more equal shares of the	**Meet the Teacher:** • Guided/Independent Practice Pages 618-620	**Lesson 3:** **Exit Ticket Suggestion**

 **Vocabulary:** Review previous	same whole create smaller shares. We will do this by: 1. Convince Me! 2. Telling that more equal shares of the same whole creates smaller shares. 3. Reasoning about math.	At Your Seat, Technology, Hands On, and Homework see above.	Draw a circle with 4 equal shares. Color one quarter with your pencil.
Lesson 4 Solve and Share: Page 621  **Vocabulary:** Review previous	**Lesson 4:** Today we will make a drawing or diagram to show a problem about equal shares. We will do this by: 1. Convince me! 2. Making a drawing or diagram to show a problem about equal shares. 3. Using numbers to describe equal shares.	**Meet the Teacher:** ● Guided/Independent Practice Pages 622-624 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4 Exit Ticket Suggestion:** Ian has a pizza that is cut into four equal shares. 1 share has pepperoni. The rest do not. How many shares do not have pepperoni? 
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 15 Additional Resources

Number Sense

- Subitizing Activity of Choice Teacher Tools
- Number of the Day: (# of days or roll a number) On a hundred chart, count to the number by 10s, draw it, write on a place value chart, write the word, greater than and less than, 10 more 10 less, how many pennies and dimes? Number of the Day Template

Math Reasoning

- Which One Doesn't Belong http://wodb.ca/

- Same/Diff. Link

Word Problem of the Day:

- Type: “Take From” Random Problem Word Problem Generator Use pictures and numbers. - Interactive Writing about the justification for mathematics. What operation did we use? Why? Ex. We added .....because....

Songs and Read Alouds:

- Book - The Shape of Things - https://www.youtube.com/watch?v=eJkonvA2RB8
- Song - Shapes - https://www.youtube.com/watch?v=pfRuLS-Vnjs

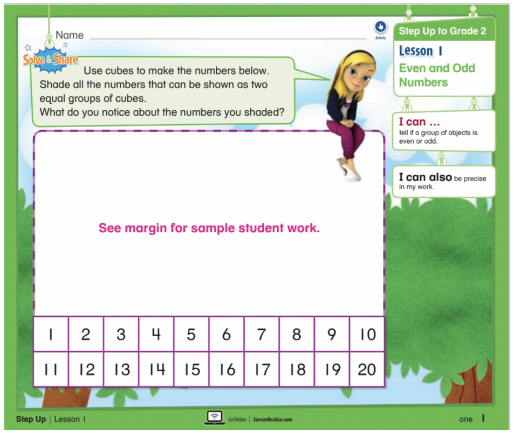
Math Vocabulary:

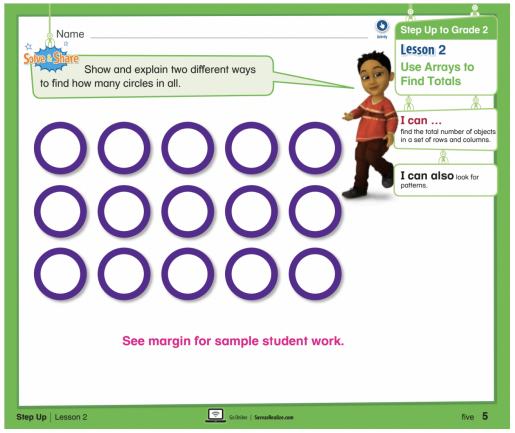
- Math Word Wall: Introduce the words, place on your word wall and engage in activities for meaning:
    - hear it, see it, say it, draw it
    - Chant - clap, spell and act it out.
    - Bingo generator

Getting Ready for Grade 2

Topic 16–Step Up to Grade 2 (Optional if time allows)

Key Vocabulary:

Warm-Up	Mini-Lesson	Math Rotations	Share/Reflection
Lesson 1 Solve and Share: Page 1  **Vocabulary:** Even, odd	**Daily Optional Mini-Lesson Support for Each Lesson/Topic:** Watch Visual Learning Animation Plus Video **Lesson 1:** Today we will tell if a group of objects is even or odd. We will do this by: 1. Telling if a group of objects is even or odd. 2. Being precise in our math work.	**Suggestions for Lessons/Topic:** **Meet the Teacher:** • Guided/Independent Practice Pages 2-4 **At Your Seat:** • Reteach to Build Understanding/Build Mathematical (enVision) Literacy/Enrichment Pages **Technology:** Choose from one the of following: • IReady • Interactive Practice Buddy (enVision) **Hands on:** Choose from games in chapters 1-15 **Homework Options** • Quick Check (online through enVision)	Exit Tickets Topic 16 **Lesson 1:** **Turn and Talk Suggestion** If you add two even numbers will the sum be even or odd. How do you know? Be able to explain your answer with pictures or words.
Lesson 2 Solve and Share: Page 5	**Lesson 2:** Today we will find the total number of objects in a set of	**Meet the Teacher:** • Guided/Independent Practice Pages 6-8	**Lesson 2:** **Stop and Jot Suggestion**



Vocabulary:
Array, rows, columns

rows and columns.

We will do this by:

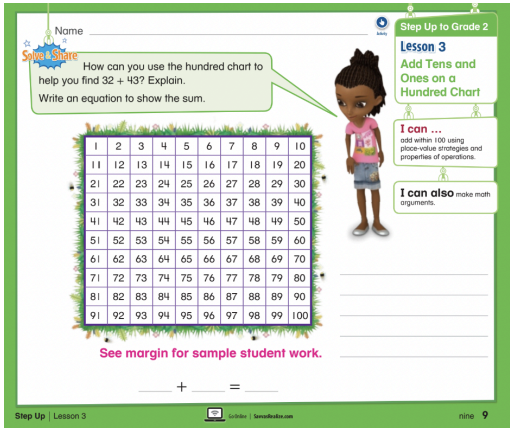
1. Finding the total numbers of objects in a set of rows and columns.
2. Looking for patterns

At Your Seat, Technology, Hands On, and Homework see above.

How many donuts are in the array? Write two different equations that match the array. How many donuts in all?



Lesson 3 Solve and Share:
Page 9



Vocabulary:
Tens, ones

Lesson 3:
Today we will add within 100 using place-value strategies and a hundreds chart

We will do this by:

1. Add within 100 using place-value strategies and properties of operations.
2. Making math arguments

Meet the Teacher:

- Guided/Independent Practice Pages 10-12

At Your Seat, Technology, Hands On, and Homework see above.

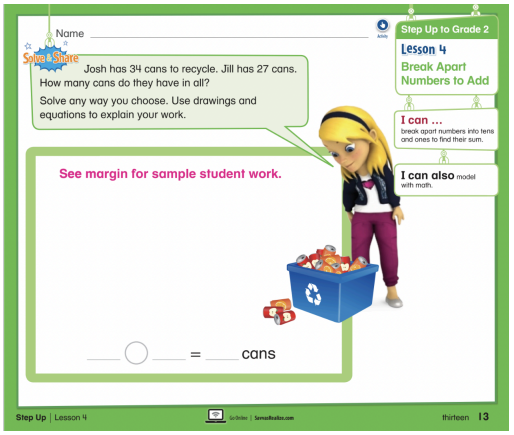
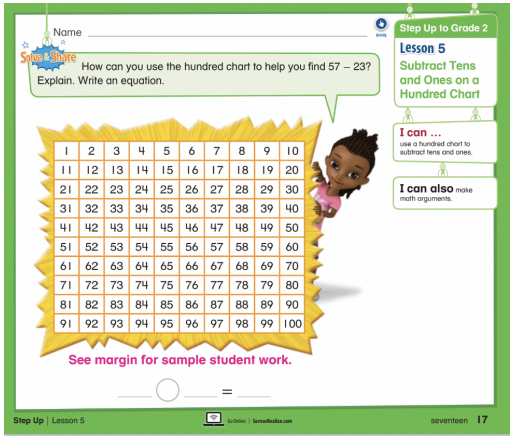
Lesson 3:
Turn and Talk Suggestion

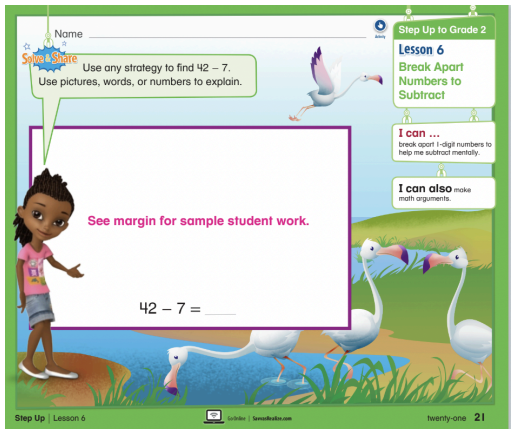
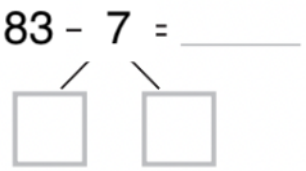
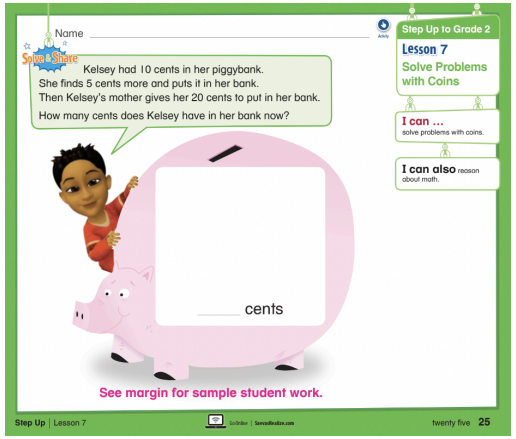
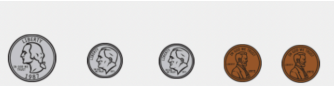
HUNDREDS CHART

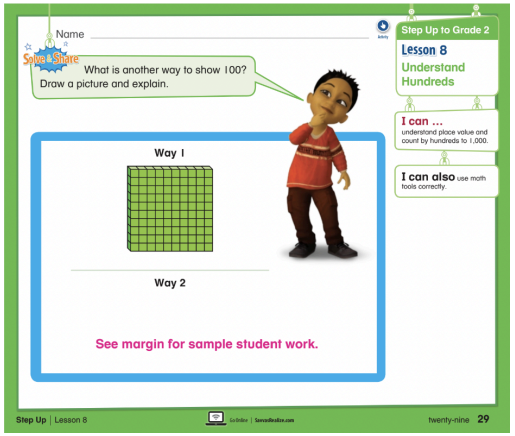
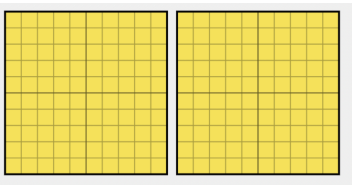
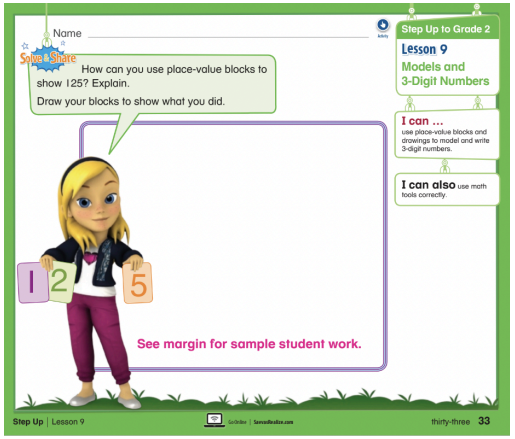
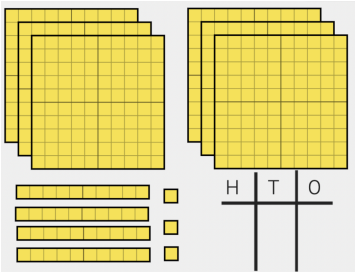
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

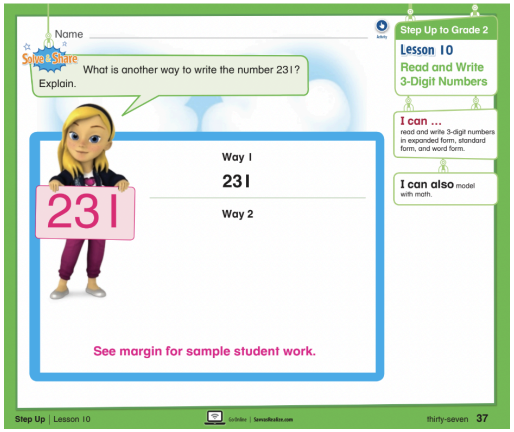
Explain to your partner how you would use a hundreds chart to add 52+13. How would you add 27+11?

(list 2-3 equations so each partner can explain the strategy of using the

			hundreds chart to add)
Lesson 4 Solve and Share: Page 13  **Vocabulary:** Break apart	**Lesson 4:** Today we will break apart numbers into tens and ones to find their sums. We will do this by: 1. Breaking apart numbers into tens and ones to find their sums. 2. Modeling with math.	**Meet the Teacher:** • Guided/Independent Practice Pages 14-16 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 4:** **Turn and Talk Suggestion** Use an open number line to help you solve 41+28.
Lesson 5 Solve and Share: Page 17  **Vocabulary:** Review previous vocabulary	**Lesson 5:** Today we will use a hundreds chart to subtract tens and ones. We will do this by: 1. Using a hundreds chart to subtract tens and ones. 2. Making math arguments.	**Meet the Teacher:** • Guided/Independent Practice Pages 18-20 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 5:** **Turn and Talk Suggestion** Solve 76-22 using a hundreds chart. 
Lesson 6 Solve and Share: Page 21	**Lesson 6:** Today we will break apart	**Meet the Teacher:** • Guided/Independent Practice Pages	**Lesson 6:** **Exit Ticket Suggestion**

 **Vocabulary:** Review previous vocabulary	1-digit numbers to make it easier to subtract mentally. We will do this by: 1. Breaking apart 1-digit numbers to help us subtract mentally. 2. Making math arguments.	22-24 At Your Seat, Technology, Hands On, and Homework see above.	Solve. 
Lesson 7 Solve and Share: Page 25  **Vocabulary:** Dime, nickel, penny, quarter, half-dollar, cents	**Lesson 7:** Today we will solve problems with coins. We will do this by: 1. Solving problems with coins. 2. Reasoning with math.	**Meet the Teacher:** • Guided/Independent Practice Pages 26-28 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 7:** **Stop and Jot Suggestion** Adam has these coins in his pocket. How many cents does he have? 
Lesson 8 Solve and Share: Page 29	**Lesson 8:** Today we will understand place value and count by hundreds to 1,000. We will do this by: 1. Understanding place value and counting	**Meet the Teacher:** • Guided/Independent Practice Pages At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 8:** **Turn and Talk Suggestion** Vera has 2 hundred. How many more does Vera need to have 900?

 **Vocabulary:** hundred, thousand	by hundreds to 1,000. 2. Using math tools correctly.		
Lesson 9 Solve and Share: Page 33  **Vocabulary:** Digit, place-value chart	**Lesson 9:** Today we will use place-value and drawings to model and write 3-digit numbers. We will do this by: 1. Using place-value blocks and drawings to help model and write three-digit numbers. 2. Using math tools correctly.	**Meet the Teacher:** • Guided/Independent Practice Pages 34-36 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 9:** **Stop and Jot Suggestion** Use a HTO (hundreds/tens/ones chart) to match the number of place value blocks. 
Lesson 10 Solve and Share: Page 37	**Lesson 10:** Today we will read and write 3-digit numbers in expanded form, standard form, and word form.	**Meet the Teacher:** • Guided/Independent Practice Pages 38-40 At Your Seat, Technology, Hands On, and Homework see above.	**Lesson 10:** **Exit Ticket Suggestion** Write the expanded form for 849. ___+___+____=



Vocabulary:
Standard form, expanded form, word form

We will do this by:

1. Reading and writing 3-digit numbers in expanded form, standard form, and word form.
2. Modeling with math.