



Bilingual

Grade 1

Intervention Manual

Unit 7



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK
THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

Mathematics Institute for Learning Disabilities and Difficulties

www.meadowscenter.org

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Warm-Up: Look and Say

Directions: Hold up a fact card and tell students to give a quick oral response (within 3–4 seconds). If students give an incorrect answer to a fact card, put it in a pile for extra practice. After students go through all the fact cards, review the answers to cards in the extra-practice pile and tell students to repeat the correct answers.

Materials:

Fact cards (doubles + 1)

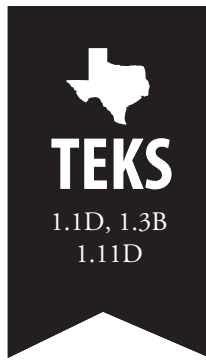


Time:

Set the timer for 2 minutes.
Allow enough time to go over incorrect answers.



My Notes: _____



Total Time: 10 minutes
Instructional Time: 8 minutes
Independent Practice: 2 minutes

Unit 7
Booster Lesson 1
ASC

D
A
Y
1

Doubles + 1 and Related Facts

Addition/Subtraction Combinations

Objective: The student will be able to use concrete and pictorial representations to solve addition and subtraction problems when the addends are consecutive numbers.

Instructional Content: Doubles + 1 and related facts to 17

Vocabulary:

English

Turnaround fact, add, subtract, number, plus, minus, doubles, fact family

Spanish

Operación relacionada, sumar, restar, número, más, menos, dobles, familia de operaciones

Materials:

Teacher Master, pp. 1–3; 18 connecting cubes (T&S; 2 colors, 9 of each)

Modeled Practice

Unit 7
Booster Lesson 1
ASC Day
Modeled Practice
Doubles + 1 and Related Facts

6 + 7 =

7 + 6 =

- =

- =

Guided Practice

Unit 7
Booster Lesson 1
ASC Day
Guided Practice
Doubles + 1 and Related Facts

1. + =

2. + =

3. + =

4. + =

Independent Practice

Unit 7
Booster Lesson 1
ASC Day
Independent Practice
Doubles + 1 and Related Facts

1. + =

2. + =

3. + =

4. + =

**Time:**

Set the timer for 8 minutes.
Spend the majority of the
time on Guided Practice.

Preview

What is a doubles + 1 addition fact? (*an addition fact in which the numbers being added are next to each other on the number line*)

How do we solve doubles + 1 addition facts? (*double the smaller number, then add 1*)

How many facts are in a fact family? (4)

How many numbers are in each fact family? (3)

Today we will learn how to solve facts related to doubles + 1 by using connecting cubes and what we know about fact families.

¿Qué es una operación con dobles + 1 de suma? (*una operación de suma en donde los números que se suman están uno junto al otro en la recta numérica*)

¿Cómo resolvemos operaciones con dobles + 1 de suma? (*haciendo doble el número más pequeño y luego sumando 1*)

¿Cuántas operaciones hay en una familia de operaciones? (4)

¿Cuántos números hay en cada familia de operaciones? (3)

Hoy vamos a aprender cómo resolver operaciones relacionadas con dobles + 1 utilizando cubos conectables y lo que sabemos acerca de las familias de operaciones.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet, 6 cubes of 1 color, and 7 cubes of another color to each student (this lesson will use blue and red cubes as examples). Connect the cubes to form a chain that looks like the image at the top of the Modeled Practice sheet.

Make your cubes look like the picture at the top.

How many cubes are in the first part? (6)

How many cubes are in the second part? (7)

What kind of fact is $6 + 7$? (*a doubles + 1 addition fact*)

Hagan que sus cubos se vean como el dibujo de arriba.

¿Cuántos cubos hay en la primera parte? (6)

¿Cuántos cubos hay en la segunda parte? (7)

¿Qué tipo de operación es $6 + 7$? (*una operación con dobles + 1 de suma*)

Error Diagnosis and Correction

A student has difficulty deciding whether a fact is a doubles + 1 fact: show the number line and remind the student that it is a doubles + 1 fact if the numbers are next to each other on the number line.

Modeled Practice (continued)

How do you know? *(the numbers are next to each other on the number line; we added 1 to a doubles fact)*

How do we solve doubles + 1 facts? *(double the lesser number and add 1 to the answer)*

Which number is less? (6)

Double it. What answer? (12)

Add 1. What answer? (13)

My Turn: I write “13” as the answer.

Your Turn: Write “13.”

¿Cómo saben? *(los números están uno junto al otro en la recta numérica; sumamos 1 a la operación con dobles)*

¿Cómo resolvemos operaciones con dobles + 1? *(haciendo doble el número menor y sumando 1 a la respuesta)*

¿Cuál número es menor? (6)

Háganlo doble. ¿Cuál es la respuesta? (12)

Sumen 1 más. ¿Cuál es la respuesta? (13)

Mi turno: Escribo “13” como la respuesta.

Su turno: Escriban “13”.

2 Prompt students to create other fact-family facts for $6 + 7$.

Turn the cube chain around.

What fact does the cube chain show now? ($7 + 6$)

What is $7 + 6$? (13)

How do you know?

Write the fact on the next line.

My Turn: I see the next 2 lines are looking for subtraction facts related to our cube chain.

Subtraction facts always start with the greatest number. Out of 6, 7, and 13, which is the greatest number? (13)

I write “13.”

Your Turn: Write “13.”

Volteen la cadena de cubos.

¿Qué operación muestra la cadena de cubos ahora? ($7 + 6$)

¿Cuánto es $7 + 6$? (13)

¿Cómo saben?

Escriban la operación en la siguiente línea.

Mi turno: Veo que las siguientes 2 líneas están buscando operaciones de resta relacionadas con nuestra cadena de cubos.

Las operaciones de resta siempre empiezan con el número mayor. De 6, 7 y 13, ¿cuál es el número mayor? (13)

Escribo “13”.

Su turno: Escriban “13”.

Modeled Practice (continued)

- 3** Break the cube chain into 2 parts.

When I break the chain into 2 parts, it helps me think of subtraction facts that go with this fact family.

What is 13 take away 6? (*take away the part with 6 cubes; 7*)

Write “ $13 - 6 = 7$ ” on the third line.

My Turn: What is 13 take away 7? (*take away the part with 7 cubes; 6*)

Write that fact on the last line.

What 3 numbers make up this fact family? (*13, 6, 7*)

El romper la cadena en 2 partes, me ayuda a pensar en las operaciones de resta que pertenecen a esta familia de operaciones.

¿Cuánto es 13 y le quitamos 6? (*take away the part with 6 cubes; 7*)

Escriban “ $13 - 6 = 7$ ” en la tercera línea.

Mi turno: ¿Cuánto es 13 y le quitamos 7? (*take away the part with 7 cubes; 6*)

Escriban la operación en la última fila.

¿Cuáles son los 3 números que forman esta familia de operaciones? (*13, 6, 7*)

Guided Practice (Our Turn)

- 4** Distribute a Guided Practice sheet and the remaining cubes to each student and repeat the steps described in Modeled Practice for the Guided Practice problems. Tell students to use the pictorial representations of cube chains for support. Use the following language:

What fact? Write it.

What answer? Write it.

Is it a doubles + 1? How can you tell?

Which number is less? Double it.

¿Cuál es la operación? Escríbala.

¿Cuál es la respuesta? Escríbala.

¿Es una operación con dobles + 1? ¿Cómo saben?

¿Cuál número es menor? Háganlo doble.

Error Diagnosis and Correction

A student has difficulty solving pictorial items: use a concrete model to demonstrate the item.

Guided Practice (continued)

Add 1.

What answer? Write it.

What is the turnaround fact?

Which number is greatest?

What is [number] take away [number]?

Write it.

What 3 numbers make up this fact family?

Sumen 1 más.

¿Cuál es la respuesta?
Escríbanla.

¿Cuál es la operación relacionada?

¿Cuál número es mayor?

¿Cuánto es [number] y le quitamos [number]?

Escríbanlo.

¿Cuáles son los 3 números que forman esta familia de operaciones?

Independent Practice/ Progress Monitoring (Your Turn)

- 1 For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.

You will have 1 minute to write the 4 facts in the fact family for each doubles + 1 fact.

Van a tener 1 minuto para escribir las 4 operaciones de la familia de operaciones para cada operación con dobles + 1.

- 2 For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.

- 3** Record their scores as the number correct / total number possible.



Time:

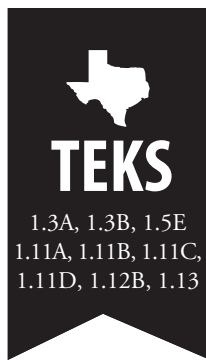
Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.



Note to Teacher:

Score 1 point for each correctly written number sentence.





Total Time: 12 minutes
Instructional Time: 12 minutes
Independent Practice: 0 minutes

Unit 7
Booster Lesson 2
WPS

**D
A
Y
1**

Decide What to Do!

Word Problem Solving

Objective: The student will be able to draw a picture to solve word problems with differences and sums to eighteen, write a number sentence matching a word problem, identify extraneous information, and use related facts to check calculations.

Word Problem Type: Join and separate, with result unknown

Vocabulary:

English

Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence, more, add, plus, amount

Spanish

Restar, menos, igual a, menos, quitar, estrategia Identifícalo, cuadro de diez, oración numérica, más, sumar, más, cantidad

Materials: Teacher Master, pp. 4–11

Modeled Practice

UNIDAD Unit 7
Booster Lesson 2
WPS Day 1
Modeled Practice

Identifica. Karina vio 8 pájaros y 2 ardillas.
3 pájaros se fueron volando.
¿Cuántos pájaros quedan?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

• Quedan 5 pájaros.
• Quedan 6 pájaros.
• Quedan 10 pájaros.

Escribe la oración numérica.

Guided Practice

UNIDAD Unit 7
Booster Lesson 2
WPS Day 1
Guided Practice

Identifica. Alberto tenía 3 carros y 1 barco.
Luego, él recibió 3 barcos más.
¿Cuántos barcos tiene en total?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

• Alberto tiene 4 barcos en total.
• Alberto tiene 6 barcos en total.
• Alberto tiene 7 barcos en total.

Escribe la oración numérica.

UNIDAD Unit 7
Booster Lesson 2
WPS Day 1
Modeled Practice

Identifica. Karina vio 8 pájaros y 2 ardillas.
3 pájaros se fueron volando.
¿Cuántos pájaros quedan?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

• Quedan 5 pájaros.
• Quedan 6 pájaros.
• Quedan 10 pájaros.

Escribe la oración numérica.

$8 - 3 = 5$ pájaros

UNIDAD Unit 7
Booster Lesson 2
WPS Day 1
Guided Practice

Identifica. Alberto tenía 3 carros y 1 barco.
Luego, él recibió 3 barcos más.
¿Cuántos barcos tiene en total?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

• Alberto tiene 4 barcos en total.
• Alberto tiene 6 barcos en total.
• Alberto tiene 7 barcos en total.

Escribe la oración numérica.

$1 + 3 = 4$ barcos

**Time:**

Set the timer for 12 minutes. Spend the majority of the time on Guided Practice.

Preview

What is a word problem? (*a math problem that is presented as a story with both numbers and words*)

Today we will practice solving both addition and subtraction problems by drawing a picture and writing a number sentence that matches the picture.

We will learn the final step of the Identify It strategy.

¿Qué es un cuento de matemáticas? (*un problema de matemáticas presentado como un cuento que contiene números y palabras*)

Hoy vamos a practicar resolviendo problemas de sumas y restas haciendo un dibujo y escribiendo la oración numérica que sea igual al dibujo.

Vamos a aprender el paso final de la estrategia Identificalo.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Read the story aloud and point to each word as you read it. Tell the students to follow along as best they can, even if they are unable to read the words.

Read the story together.
Ready? Read. “Kim saw 8 birds and 2 chipmunks. 3 birds flew away. How many birds are left?”

Lean el cuento juntos.
¿Listos? Lean. “Karina vio 8 pájaros y 2 ardillas. 3 pájaros se fueron volando. ¿Cuántos pájaros quedan?”

- 2 Review the steps of the Identify It strategy.

Think about the steps of the Identify It strategy that we have learned so far.

What is Step 1? (*underline the question and find the important unit*)

What is the question? (*how many birds are left?*)

My Turn: I underline it.

Recuerden los pasos de la estrategia Identificalo que hemos aprendido hasta ahora.

¿Cuál es el paso 1? (*subrayar la pregunta y encontrar la unidad importante*)

¿Cuál es la pregunta? (*¿cuántos pájaros quedan?*)

Mi turno: La subrayo.

Modeled Practice (continued)

Your Turn: Underline it.

What is the important unit? (*birds*)

My Turn: I write “birds” in the unit box.

Your Turn: Write it.

What are the important words and numbers? (*8 birds, 3 birds*)

My Turn: I circle “8 birds” and “3 birds.”

Your Turn: Circle them.

Su turno: Subráyenla.

¿Cuál es la unidad importante? (*pájaros*)

Mi turno: Escribo “pájaros” en la caja de la unidad.

Su turno: Escribanlo.

¿Cuáles son las palabras y números importantes? (*8 pájaros, 3 pájaros*)

Mi turno: Circulo “8 pájaros” y “3 pájaros”.

Su turno: Circúlenlos.

3 Introduce and model the final step of the Identify It strategy.

Step 3 of the strategy is to cross out information that is not important for solving the problem.

If it does not help us answer the question, we can cross it out.

Are there any numbers that are not about birds? (*2 chipmunks*)

My Turn: I cross out “2 chipmunks.” We do not need that information to solve the problem.

Your Turn: Cross out “2 chipmunks.”

El paso 3 de la estrategia es tachar la información que no es importante para resolver el problema.

Si no nos ayuda responder la pregunta, la podemos tachar.

¿Hay algunos números que no hablen de pájaros? (*2 ardillas*)

Mi turno: Tacho “2 ardillas”. No necesitamos esa información para resolver el problema.

Su turno: Tachen “2 ardillas”.

Error Diagnosis and Correction

A student has trouble crossing out circles to find an answer: model and solve the problem by using manipulatives.

4 Use the Draw a Picture space to draw circles in a ten-frame format as a model.

Modeled Practice (continued)

Let's show the problem by drawing a picture. Draw circles in a ten-frame format.

What is the first part we circled? (*8 birds*)

My Turn: I draw 8 circles to show what Kim saw.

Your Turn: Draw 8 circles. Make yours match mine.

What is the next part we circled? (*3 birds*)

We circled "3 birds." Should we add circles to the picture or take some away? (*take away circles*) Why?

My Turn: I cross out 3 circles in the ten frame to show that 3 birds flew away.

Your Turn: Cross out 3 circles.

Vamos a mostrar el problema haciendo un dibujo. Dibujen círculos en formato de cuadro de diez.

¿Cuál es la primera parte que circulamos? (*8 pájaros*)

Mi turno: Dibujó 8 círculos para mostrar lo que Karina vio.

Su turno: Dibujen 8 círculos. Háganlos iguales a los míos.

¿Cuál es la siguiente parte que circulamos? (*3 pájaros*)

Circulamos "3 pájaros". ¿Debemos agregar círculos al dibujo o quitar algunos? (*quitar círculos*) ¿Porqué?

Mi turno: Tacho 3 círculos en el cuadro de diez para mostrar que 3 pájaros se fueron volando.

Su turno: Tachen 3 círculos.

5 Review the question and count what is left to solve the problem.

We want to find out how many birds are left.

We count the circles that are left.

Ready? Count. 1, 2 ... 5.

How many birds are left? (*5 birds*)

How do we know?

Queremos saber cuántos pájaros quedan.

Contamos los círculos que quedan.

¿Listos? Cuenten. 1, 2 ... 5.

¿Cuántos pájaros quedan? (*5 pájaros*)

¿Cómo sabemos?

6 Point to "Write the Number Sentence."

Modeled Practice (continued)

Let's show the problem with a number sentence.

My Turn: Kim saw 8 birds, so first I write "8."

Your Turn: Write "8."

3 birds flew away. Do we use a minus or a plus in our number sentence? (*minus*)

Why?

My Turn: I write "- 3" next to the 8.

Your Turn: Write "- 3."

8 - 3. What answer? (*5*)

My Turn: I write "= 5."

Your Turn: Write it.

What was our important unit?

8 - 3 = 5 what? (*birds*)

My Turn: I write "birds" after 5.

Your Turn: Write it.

Vamos a mostrar el problema con una oración numérica.

Mi turno: Karina vio 8 pájaros, así que primero escribo "8".

Su turno: Escriban "8".

3 pájaros se fueron volando. ¿Utilizamos un signo de menos o de más en nuestra oración numérica? (*menos*)

¿Porqué?

Mi turno: Escribo "- 3" junto al "8".

Su turno: Escriban "- 3".

8 - 3. ¿Cuál es la respuesta? (*5*)

Mi turno: Escribo "= 5".

Su turno: Escribanlo.

¿Cuál fue nuestra unidad importante? 8 - 3 = 5 ¿qué? (*pájaros*)

Mi turno: Escribo "pájaros" después del 5.

Su turno: Escribanlo.



Note to Teacher:

There are several Guided Practice problems; complete as many with students as time allows.

7 Check your work with the students.

Let's check our work. It is helpful to ask, "Does this make sense?"

Check the number sentence to see whether it makes sense.

3 birds flew away, so should we end up with more or less than we started with? (*less*)

Vamos a revisar nuestro trabajo. Es de gran ayuda preguntarnos "¿Tiene esto sentido?"

Revisen la oración numérica para ver si tiene sentido.

3 pájaros se fueron volando, así que, ¿debemos terminar con más o menos que con lo que empezamos? (*menos*)



Modeled Practice (continued)

We started with 8 and ended up with 5, which is less. So this makes sense.

We can check further by adding. $5 + 3$ equals what? (8)
Our math is correct!

Empezamos con 8 juguetes y terminamos con 5, los cuales son menos. Esto tiene sentido.

Podemos revisar sumando. $5 + 3$ es igual a? (8) ¡Nuestra matemática es correcta!

- 8** Direct students' attention to the multiple-choice question.

We need to fill in the circle by the correct answer to the word problem.

Which of these options is the correct answer to this word problem?

How do you know?

Fill it in.

Necesitamos rellenar el círculo junto a la respuesta correcta al problema.

¿Cuál de estas opciones es la respuesta correcta a este problema?

¿Cómo saben?

Rellénenlo.

Guided Practice (Our Turn)

- 9** Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud, draw the story by using circles in a ten-frame format, write the number sentence that shows the solved problem, and fill in the correct answer. Obtain individual and choral responses. Use the following language:

Read the story together.
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Lean el cuento juntos. ¿Listos?
Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

Guided Practice (continued)

What is not important in the word problem?

Cross it out.

Draw a picture.

Which number sentence? Write it.

Check your work. Does this make sense?

Fill in the circle by the correct answer to the word problem.

¿Qué no es importante en el problema?

Táchenlo.

Hagan un dibujo.

¿Cuál es la oración numérica? Escribanla.

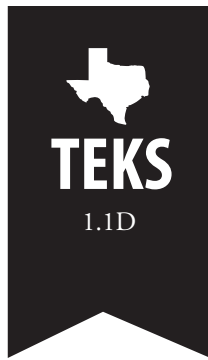
Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta al problema.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 For this lesson there is no Independent Practice. Use the allotted time for Guided Practice.





Total Time: 2 minutes

Unit 7
Warm-Up

DAY
2



Warm-Up: Number Writing

Directions: Say a number in the instructional-content range and tell students to write the number quickly on their wipe boards (within 3–4 seconds). Students should start writing numbers on the top-left side of the board and continue across the top before moving to a new row. Make a note if a student writes an incorrect number (wrong numeral, reversed number). After students write all the numbers, review the numbers students missed and tell students to write those numbers correctly.



Time:

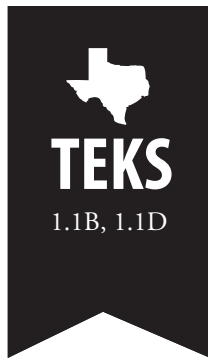
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Wipe boards for students (instructional content: 50–99)



My Notes: _____



Total Time: 14 minutes
Instructional Time: 12 minutes
Independent Practice: 2 minutes

Unit 7
Booster Lesson 3
R10

D
A
Y
2

Make It, Draw It!

Relationships of 10

Objective: The student will be able to make numbers with concrete rods and units, count by tens and ones, and draw pictorial representations of numbers.

Instructional Content:

50–99

Vocabulary:

English

Rod, unit, tens, ones

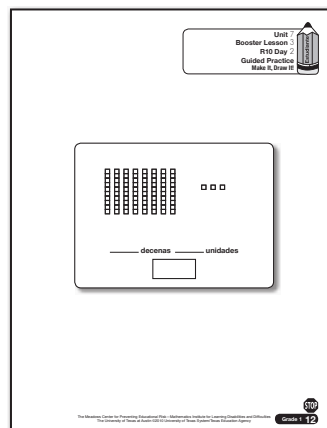
Spanish

Decena, unidad, decenas, unidades

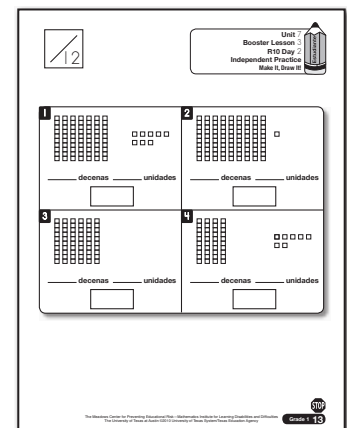
Materials:

Teacher Master, pp. 12–13; rods and units (T&S); rods-and-units mats (T&S); wipe boards (T&S)

Guided Practice



Independent Practice



**Time:**

Set the timer for 12 minutes. Spend the majority of the time on Guided Practice.

Preview

Today we will use our rods and units to make and draw numbers.

Hoy vamos a utilizar nuestras decenas y unidades para hacer y dibujar números.

Modeled Practice
(My Turn, Your Turn)

- 1 Distribute rods, units, and rods-and-units mats to students. Write "86" on the wipe board.

**Note to Teacher:**

Make copies of the rods-and-units mats for students to use.

**Error Diagnosis and Correction**

A student has difficulty determining the tens and ones places: visually separate the tens and ones places with a vertical line and write "T" above the tens and "O" above the ones.

What number? (86)

Let's make 86 with our rods and units.

How many groups of 10 are in 86? (8 groups of 10)

My Turn: I put 8 rods on my rods-and-units mat to make the 8 groups of 10.

Your Turn: Put 8 rods on your mat.

How many ones are in 86? (6 ones)

My Turn: I put 6 units on my rods-and-units mat to make the 6 ones.

Your Turn: Put 6 units on your mat.

We will count by tens and ones to find how many altogether.

My Turn: 10, 20 ... 80 Switch! 81, 82 ... 86.

Your Turn: 10, 20 ... 80 Switch! 81, 82 ... 86.

¿Qué número? (86)

Vamos a hacer 86 con nuestras decenas y unidades.

¿Cuántos grupos de 10 hay en 86? (8 grupos de 10)

Mi turno: Pongo 8 decenas en mi tablero de decenas y unidades para hacer 8 grupos de 10.

Su turno: Pongan 8 decenas en su tablero.

¿Cuántas unidades hay en 86? (6 unidades)

Mi turno: Pongo 6 unidades en mi tablero de decenas y unidades para hacer las 6 unidades.

Su turno: Pongan 6 unidades en su tablero.

Vamos a contar de diez en diez y de uno en uno para saber cuánto en total.

Mi turno: 10, 20 ... 80. ¡Cambio! 81, 82 ... 86.

Su turno: 10, 20 ... 80. ¡Cambio! 81, 82 ... 86.

Modeled Practice (continued)

How many altogether? (86)

What does the 6 tell us? (6 ones)

What does the 8 tell us? (8 groups of 10)

¿Cuánto en total? (86)

¿Qué nos dice el 6? (6 unidades)

¿Qué nos dice el 8? (8 grupos de 10)

- 2 Distribute wipe boards to students. Have them write “86” at the top of their wipe boards.

Let’s draw pictures of rods and units on our boards.

What number? (86)

How many groups of 10 in 86? (8 groups of 10)

My Turn: I draw 8 lines to show 8 groups of 10.

Your Turn: Draw 8 lines.

How many ones in 86? (6 ones)

My Turn: I draw 6 dots to show 6 ones. I draw them in a ten-frame format, so I draw 1 row of 5 dots, and then 1 more dot below.

Your Turn: Draw 6 dots.

How many altogether?
Count by tens and ones.
Ready? Count. 10, 20 ... 80
Switch! 81, 82 ... 86.

Vamos a hacer dibujos de decenas y unidades en nuestros pizarrones.

¿Qué número? (86)

¿Cuántos grupos de 10 en 86? (8 grupos de 10)

Mi turno: Dibujo 8 líneas para mostrar 8 grupos de 10.

Su turno: Dibujen 8 líneas.

¿Cuántas unidades en 86? (6 unidades)

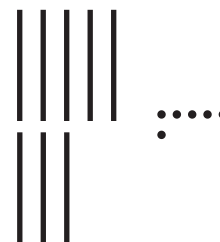
Mi turno: Dibujo 6 puntos para mostrar 6 unidades. Los dibujo en formato de cuadro de diez, así que dibujo 1 fila de 5 puntos y luego 1 punto más debajo.

Su turno: Dibujen 6 puntos.

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 ... 80. ¡Cambio! 81, 82 ... 86.

Note to Teacher:

Students’ drawings should look similar to the following.



Error Diagnosis and Correction

A student has difficulty counting a drawn line as 10: give the student a rod to count.

Guided Practice

(Our Turn)

- 3** Using the Modeled Practice procedure, write a number on the wipe board, and then tell students to make it with rods and units, count by tens and ones, and draw a picture of the number on the wipe board. Use the following language:

What number? Make it.

**How many groups of 10?
How many ones?**

**Count by tens and ones.
Switch!**

Draw it.

¿Qué número? Háganlo.

**¿Cuántos grupos de 10?
¿Cuántas unidades?**

**Cuenten de diez en diez y de
uno en uno. ¡Cambio!**

Dibújenlo.

- 4** Distribute a Guided Practice sheet to each student. Complete the item as a group. Write how many tens, how many ones, and how many altogether. Use the following language:

How many tens? Write it.

How many ones? Write it.

**How many altogether?
Count. Write it.**

**¿Cuántas decenas?
Escríbanlo.**

**¿Cuántas unidades?
Escríbanlo.**

**¿Cuánto en total? Cuenten.
Escríbanlo.**



Time:

Set the timer for 2 minutes.
For the first minute, have
students complete the
Independent Practice sheet.

Independent Practice/ Progress Monitoring

(Your Turn)

- 1 For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.

**You will have 1 minute to
write how many tens, how
many ones, and how many
altogether for each item.**

**Van a tener 1 minuto para
escribir cuántas decenas,
cuántas unidades y cuánto
en total para cada problema.**

Independent Practice/ Progress Monitoring (continued)

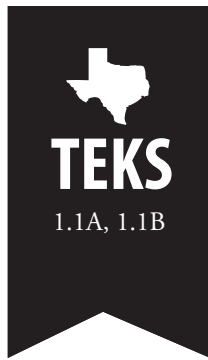
- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3 Record their scores as the number correct / total number possible.



Note to Teacher:

Score 1 point for each correctly written number of tens, 1 point for each correctly written number of ones, and 1 point for each correctly written number altogether.





Total Time: 8 minutes
Instructional Time: 6 minutes
Independent Practice: 2 minutes

Unit 7 Booster Lesson 4 MC

DAY
2

Greater Than, Less Than

Magnitude Comparison

Objective: The student will be able to use concrete and abstract representations to identify numbers that are ten greater or ten less than a specific number.

Instructional Content:

50–99

Vocabulary:

English

Greater than, less than, tens, ones, rod, unit

Spanish

Mayor que, menor que, decenas, unidades, decena, unidad

Materials:

Teacher Master pp. 14–15; wipe board (T); rods and units (T&S)

Guided Practice

Unit 7
Booster Lesson 4
MC Day 2
Guided Practice
Greater Than, Less Than

mayor por 10 menor por 10

1. 41 →

2. → 33

3. 16 →

4. → 50

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties
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Grade 1.1A

Independent Practice

Unit 7
Booster Lesson 4
MC Day 2
Independent Practice
Greater Than, Less Than

mayor por 10 menor por 10

1. 16 →

2. → 23

3. 39 →

4. → 35

5. 41 →

6. → 16

7. 23 →

8. → 30

9. 19 →

10. → 44

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Grade 1.1B

**Time:**

Set the timer for 6 minutes.
Spend the majority of the
time on Guided Practice.

Preview

Today we will make numbers
10 greater and 10 less.

What does “greater” mean?
(*more*)

What does “less” mean?
(*fewer*)

Hoy vamos a hacer números
mayores por 10 y menores
por 10.

¿Qué significa “mayor”? (*más*)

¿Qué significa “menor”?
(*menos*)

Modeled Practice (My Turn, Your Turn)

- 1 Distribute the rods and units to students. Write “65” on the wipe board. With the students, make 65 with rods and units on the table.

What number? (*65*)

How many tens in 65? (*6 tens*)

How many ones? (*5 ones*)

My Turn: I make 65 with my
rods and units. I put down 6
rods and 5 units.

Your Turn: Make 65.

Let’s make a number that is
10 greater than 65. How can
we do this? (*add 1 group of 10*)

My Turn: I put down 1 more
rod, or group of 10.

Your Turn: Put down 1 more
rod.

What number is 10 greater
than 65? Count by tens,
starting with 65. Ready?
Count. 65, 75.

What number? (*75*)

¿Qué número? (*65*)

¿Cuántas decenas hay en 65?
(*6 decenas*) ¿Cuántas unidades?
(*5 unidades*)

Mi turno: Hago 65 con mis
decenas y unidades. Pongo 6
decenas y 5 unidades.

Su turno: Hagan 65.

Vamos a hacer un número
que es mayor que 65 por 10.
¿Cómo podemos hacer esto?
(*agregando 1 grupo de 10*)

Mi turno: Pongo 1 decena o 1
grupo de 10 más.

Su turno: Pongan 1 decena
más.

¿Qué número es mayor que
65 por 10? Cuenten de diez
en diez empezando en 65.
¿Listos? Cuenten. 65, 75.

¿Qué número? (*75*)

Modeled Practice (continued)

Count and check: 10, 20 ... 70 Switch! 71, 72 ... 75.

75 is 10 greater than 65.

Cuenten y revisen: 10, 20 ... 70
¡Cambio! 71, 72 ... 75.

75 es mayor que 65 por 10.

- 2** Erase "65" and write "54" on the wipe board. With the students, make 54 with rods and units.

What number? (54)

Let's make a number that is 10 less than 54.

How many tens? (5 tens)

How many ones? (4 ones)

My Turn: I make 54 with 5 rods and 4 units.

Your Turn: Make 54.

How can we make a number that is 10 less than 54? (take away 1 rod)

My Turn: I take away 1 rod.

Your Turn: Take away 1 rod.

What number is 10 less than 54? We can count by tens back from 54. Ready? Count. 54, 44.

What number? (44)

Count and check: 10, 20, 30, 40 Switch! 41, 42, 43, 44.

44 is 10 less than 54.

¿Qué número? (54)

Vamos a hacer el número que es menor que 54 por 10.

¿Cuántas decenas? (5 decenas)

¿Cuántas unidades? (4 unidades)

Mi turno: Hago 54 con 5 decenas y 4 unidades.

Su turno: Hagan 54.

¿Cómo podemos hacer el número que es menor que 54 por 10? (quitando 1 decena)

Mi turno: Quito 1 decena.

Su turno: Quiten 1 decena.

¿Qué número es menor que 54 por 10? Podemos contar hacia atrás de diez en diez desde 54. ¿Listos? Cuenten. 54, 44.

¿Qué número? (44)

Cuenten y revisen: 10, 20, 30, 40 ¡Cambio! 41, 42, 43, 44.

44 es menor que 54 por 10.

✓ Error Diagnosis and Correction

A student has difficulty counting back to find 10 less: put your finger on the number on the number line and model touching the numbers as you count back.

Guided Practice

(Our Turn)

- 3 Distribute a Guided Practice sheet to each student. For the items on the left, have students write numbers that are 10 greater than the target number. For the items on the right, have students write numbers that are 10 less than the target number.



Time:

Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.

Independent Practice/ Progress Monitoring

(Your Turn)

- 1 **For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.

For the items on the left, write the number that is 10 greater than the given number. For the items on the right, write the number that is 10 less.

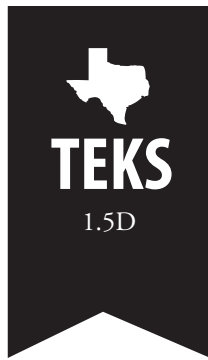
Para los problemas de la izquierda, escriban el número que es mayor por 10. Para los problemas de la derecha, escriban el número que es menor por 10.

- 2 **For the remaining time:** Go through the problems with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3 Record their scores as the number correct / total number possible.



Note to Teacher:

Score 1 point for each correctly written number.



Total Time: 2 minutes

Unit 7 Warm-Up

DAY
3



Warm-Up: Look and Write

Directions: Hold up a fact card and tell students to write the answer quickly on their wipe boards (within 2–3 seconds). Students should start writing answers on the top-left side of the board and continue across the top before moving to a new row. If students write an incorrect answer, put that fact card in a pile for extra practice. After students go through all the fact cards, review the answers to cards in the extra-practice pile and tell students to repeat the correct answers.



Time:

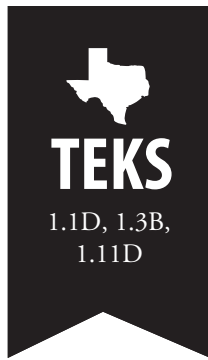
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Fact cards (doubles + 1), wipe boards for students



My Notes: _____



Total Time: 10 minutes
Instructional Time: 8 minutes
Independent Practice: 2 minutes

Unit 7
Booster Lesson 5
ASC

**D
A
Y
3**

Doubles + 1 and Related Facts

Addition/Subtraction Combinations

Objective: The student will be able to use pictorial representations to solve addition and subtraction problems when the addends are consecutive numbers.

Instructional Content:

Doubles + 1 and related facts to 17

Vocabulary:

English

Turnaround fact, add, subtract, number, plus, minus, doubles, fact family

Spanish

Operación relacionada, sumar, restar, número, más, menos, dobles, familia de operaciones

Materials:

Teacher Master, pp. 16–18

Modeled Practice

Guided Practice

Independent Practice



**Time:**

Set the timer for 8 minutes.
Spend the majority of the
time on Guided Practice.

**Error Diagnosis
and Correction**

A student has difficulty
solving pictorial items:
use a concrete model
to demonstrate the
item.

**Error Diagnosis
and Correction**

A student has difficulty
deciding whether a
fact is a doubles + 1
fact: show the number
line and remind the
student that it is a
doubles + 1 fact if
the numbers are next
to each other on the
number line.

Preview

What is a doubles + 1 addition fact? (*an addition fact in which the numbers being added are next to each other on the number line*)

How do we solve doubles + 1 addition facts? (*double the smaller number, then add 1*)

How many facts are in a fact family? (4)

How many numbers are in each fact family? (3)

Today we will learn how to solve facts related to doubles + 1 by using what we know about fact families.

¿Qué es una operación con dobles + 1 de suma? (*una operación de suma en donde los números que se suman están uno junto al otro en la recta numérica*)

¿Cómo resolvemos operaciones con dobles + 1 de suma? (*haciendo doble el número más pequeño y luego sumando 1*)

¿Cuántas operaciones hay en una familia de operaciones? (4)

¿Cuántos números hay en cada familia de operaciones? (3)

Hoy vamos a aprender cómo resolver operaciones relacionadas con dobles + 1 utilizando cubos conectables y lo que sabemos acerca de las familias de operaciones.

**Modeled Practice
(My Turn, Your Turn)**

- 1 Distribute a Modeled Practice sheet to each student. With students, use the pictorial model to write the 4 facts in the fact family.

How many cubes are in the first part? (5)

How many cubes are in the second part? (6)

What kind of fact is $5 + 6$? (*a doubles + 1 addition fact*)

How do you know? (*the numbers are next to each other on the number line; we added 1 to a doubles fact*)

¿Cuántos cubos hay en la primera parte? (5)

¿Cuántos cubos hay en la segunda parte? (6)

¿Qué tipo de operación es $5 + 6$? (*una operación con dobles + 1 de suma*)

¿Cómo saben? (*los números están uno junto al otro en la recta numérica; sumamos 1 a la operación con dobles*)

Modeled Practice (continued)

How do we solve doubles + 1 facts? (*double the lesser number and add 1 to the answer*)

Which number is less? (5)

Double it. What answer? (10)

Add 1. What answer? (11)

My Turn: I write “11” as the answer.

Your Turn: Write “11.”

What fact? ($5 + 6 = 11$)

What 3 numbers make up this fact family? (5, 6, 11)

¿Cómo resolvemos operaciones con dobles + 1? (*haciendo doble el número menor y sumando 1 a la respuesta*)

¿Cuál número es menor? (5)

Háganlo doble. ¿Cuál es la respuesta? (10)

Sumen 1 más. ¿Cuál es la respuesta? (11)

Mi turno: Escribo “11” como la respuesta.

Su turno: Escriban “11”.

¿Cuál es la operación? ($5 + 6 = 11$)

¿Cuáles son los 3 números que forman esta familia de operaciones? (5, 6, 11)

- 2** Prompt students to answer the turnaround fact and create other fact-family facts for 5, 6, and 11.

What is the turnaround fact? ($6 + 5 = 11$)

What is $6 + 5$? (11)

How do you know?

My Turn: I write “11” on the next line.

Your Turn: Write “11.”

My Turn: I see the next 2 lines are looking for subtraction facts related to our cube chain.

¿Cuál es la operación relacionada? ($6 + 5 = 11$)

¿Cuánto es $6 + 5$? (11)

¿Cómo saben?

Mi turno: Escribo “11” en la siguiente línea.

Su turno: Escriban “11”.

Mi turno: Veo que las siguientes 2 líneas están buscando operaciones de resta relacionadas con nuestra cadena de cubos.

Modeled Practice (continued)

Subtraction facts always start with the greatest number. Out of 5, 6, and 11, which is the greatest number? (11)

I write “11” in the box.

Your Turn: Write “11.”

Las operaciones de resta siempre empiezan con el número mayor. De 5, 6 y 11, ¿cuál es el número mayor? (11)

Escribo “11” en la caja.

Su turno: Escriban “11”.

3 Write the 2 subtraction items in the fact family with the students.

Our fact family contains 5, 6, and 11. Our first subtraction fact starts with 11. What is the next part of this subtraction fact? (5 or 6; the following is written as if students answered “5”)

My Turn: I write “5.” The fact is “11 – 5.”

Your Turn: Write “5.”

What answer? (6) How do you know?

My Turn: I write the answer, “6.”

Your Turn: Write “6.”

What fact? ($11 - 5 = 6$)

There is 1 fact left in the family. It is subtraction, so which number will be first? (11) Why? (it is the greatest number)

What number comes next? (6)

What answer? (5)

What fact? ($11 - 6 = 5$)

My Turn: I write the fact, “11 – 6 = 5.”

Nuestra familia de operaciones contiene 5, 6 y 11. Nuestra primera operación de resta empieza con 11. ¿Cuál es la parte que sigue de esta operación de resta? (5 ó 6; the following is written as if students answered “5”)

Mi turno: Escribo “5”. La operación es “11 – 5”.

Su turno: Escriban “5”.

¿Cuál es la respuesta? (6) ¿Cómo saben?

Mi turno: Escribo la respuesta, “6”.

Su turno: Escriban “6”.

¿Cuál es la operación? ($11 - 5 = 6$)

Falta 1 operación en la familia. Es una resta, entonces, ¿cuál número va primero? (11) ¿Porqué? (es el número mayor)

¿Qué número sigue? (6)

¿Cuál es la respuesta? (5)

¿Cuál es la operación? ($11 - 6 = 5$)

Mi turno: Escribo la operación, “11 – 6 = 5”.

Modeled Practice (continued)

Your Turn: Write it.

What 3 numbers make up this fact family? (5, 6, 11)

Su turno: Escribanla.

¿Cuáles son los 3 números que forman esta familia de operaciones? (5, 6, 11)

Guided Practice (Our Turn)

- 4** Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice for the Guided Practice problems. Tell students to use the pictorial representations of cube chains for support. Use the following language:

What fact? Write it.

What answer? Write it.

Is it a doubles + 1 fact? How can you tell?

Which number is less? Double it.

Add 1.

What answer? Write it.

What is the turnaround fact?

Which number is greatest?

What is [number] take away [number]?

Write it.

What 3 numbers make up this fact family?

¿Cuál es la operación? Escribanla.

¿Cuál es la respuesta? Escribanla.

¿Es una operación con doubles + 1? ¿Cómo saben?

¿Cuál número es menor? Háganlo doble.

Sumen 1 más.

¿Cuál es la respuesta? Escribanla.

¿Cuál es la operación relacionada?

¿Cuál número es mayor?

¿Cuánto es [number] y le quitamos [number]?

Escribanlo.

¿Cuáles son los 3 números que forman esta familia de operaciones?

**Time:**

Set the timer for 2 minutes.
For the first minute, have students complete the Independent Practice sheet.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 **For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.

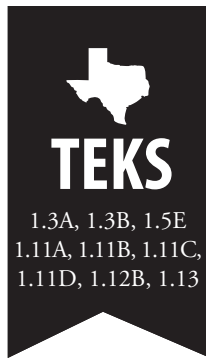
You will have 1 minute to write the 4 facts in the fact family for each doubles + 1 fact.

Van a tener 1 minuto para escribir las 4 operaciones de la familia de operaciones para cada operación con dobles + 1.

- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3 Record their scores as the number correct / total number possible.

**Note to Teacher:**

Score 1 point for each correctly written number sentence.



Total Time: 12 minutes
Instructional Time: 12 minutes
Independent Practice: 0 minutes

Unit 7
Booster Lesson 6
WPS

**D
A
Y
3**

Decide What to Do!

Word Problem Solving

Objective:

The student will be able to draw a picture to solve word problems with differences and sums to eighteen, write a number sentence matching a word problem, identify extraneous information, and use related facts to check calculations.

Word Problem Type:

Join and separate, result unknown

Vocabulary:

English

Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence, more, add, plus, amount

Spanish

Restar, menos, igual a, menos, quitar, estrategia Identifícalo, cuadro de diez, oración numérica, más, sumar, más, cantidad

Materials:

Teacher Master, pp. 19–26

Modeled Practice

UNIDAD

Identifícalo.

Tomás tenía 4 gatos y 5 perros.
 Su mamá le dio 5 gatos más.
 ¿Cuántos gatos tiene él ahora?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Tomás tiene 1 gato.
☐ Tomás tiene 9 gatos.
☐ Tomás tiene 10 gatos.

Escribe la oración numérica.

UNIDAD

gatos

Identifícalo.

Tomás tenía 4 gatos y 5 perros.
 Su mamá le dio 5 gatos más.
 ¿Cuántos gatos tiene él ahora?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

☒ Tomás tiene 1 gato.
☐ Tomás tiene 9 gatos.
☐ Tomás tiene 10 gatos.

Escribe la oración numérica.

$4 + 5 = 9$ gatos

Guided Practice

UNIDAD

Identifícalo.

El vendedor de helados tenía 4 barras y 12 conos.
 Algunos niños compraron 6 conos.
 ¿Cuántos conos tiene el vendedor de helados ahora?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ El vendedor de helados tiene 6 conos.
☐ El vendedor de helados tiene 16 conos.
☐ El vendedor de helados tiene 18 conos.

Escribe la oración numérica.

UNIDAD

conos

Identifícalo.

El vendedor de helados tenía 4 barras y 12 conos.
 Algunos niños compraron 6 conos.
 ¿Cuántos conos tiene el vendedor de helados ahora?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

☒ El vendedor de helados tiene 6 conos.
☐ El vendedor de helados tiene 16 conos.
☐ El vendedor de helados tiene 18 conos.

Escribe la oración numérica.

$12 - 6 = 6$ conos



**Time:**

Set the timer for 12 minutes. Spend the majority of the time on Guided Practice.

Preview

What is a word problem? (*a math problem that is presented as a story with both numbers and words*)

Today we will practice using the final step of the Identify It strategy to solve both addition and subtraction problems by drawing a picture and writing a number sentence that matches the picture.

¿Qué es un cuento de matemáticas? (*un problema de matemáticas presentado como un cuento que contiene números y palabras*)

Hoy vamos a practicar utilizando el paso final de la estrategia Identifícalo para resolver problemas de sumas y restas haciendo un dibujo y escribiendo la oración numérica que sea igual al dibujo.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Read the story aloud and point to each word as you read it. Tell students to follow along as best they can, even if they are unable to read the words.

Read the story together.
Ready? Read. "Tom had 4 cats and 5 dogs. His mom gave him 5 more cats. How many cats does he have now?"

Lean el cuento juntos.
¿Listos? Lean. "Tomás tenía 4 gatos y 5 perros. Su mamá le dio 5 gatos más. ¿Cuántos gatos tiene él ahora?"

- 2 Review the steps of the Identify It strategy.

Think about the steps of the Identify It strategy that we have learned so far.

What is Step 1? (*underline the question and find the important unit*)

What is the question? (*how many cats does he have now?*)

My Turn: I underline it.

Recuerden los pasos de la estrategia Identifícalo que hemos aprendido hasta ahora.

¿Cuál es el paso 1? (*subrayar la pregunta y encontrar la unidad importante*)

¿Cuál es la pregunta? (*¿cuántos gatos tiene él ahora?*)

Mi turno: La subrayo.

Modeled Practice (continued)

Your Turn: Underline it.

What is the important unit? (*cats*)

My Turn: I write “cats” in the unit box.

Your Turn: Write it.

What are the important words and numbers? (*4 cats, 5 more cats*)

My Turn: I circle “4 cats” and “5 more cats.”

Your Turn: Circle them.

Su turno: Subráyena.

¿Cuál es la unidad importante? (*gatos*)

Mi turno: Escribo “gatos” en la caja de la unidad.

Su turno: Escribanlo.

¿Cuáles son las palabras y números importantes? (*4 gatos, 5 gatos más*)

Mi turno: Circulo “4 gatos” y “5 gatos más”.

Su turno: Circúlenlos.

3 Introduce and model the final step of the Identify It strategy.

Step 3 of the strategy is to cross out information that is not important for solving the problem.

If it does not help us answer the question, we can cross it out.

Is any information not about cats? (*5 dogs*)

My Turn: I cross out that information. We do not need it to solve the problem.

Your Turn: Cross out “5 dogs.”

El paso 3 de la estrategia es tachar la información que no es importante para resolver el problema.

Si no nos ayuda responder la pregunta, la podemos tachar.

¿Hay alguna información que no sea de gatos? (*5 perros*)

Mi turno: Tacho esa información. No la necesitamos para resolver el problema.

Su turno: Tachen “5 perros”.

Error Diagnosis and Correction

A student has trouble crossing out or adding circles to find an answer: model and solve the problem by using manipulatives.

4 Use the Draw a Picture space to draw circles in a ten-frame format as a model.

Modeled Practice (continued)

Let's show the problem by drawing a picture. Draw the circles in a ten-frame format.

What is the first part we circled? (*4 cats*)

My Turn: I draw 4 circles to show how many cats Tom had.

Your Turn: Draw 4 circles.

What is the next part we circled? (*5 cats*)

We circled "5 cats." Should we add circles to the picture or take some away? (*add circles*) Why?

My Turn: I draw 5 more circles in the ten frame to show 5 more cats.

Your Turn: Draw 5 more circles.

Vamos a mostrar el problema haciendo un dibujo. Dibujen círculos en formato de cuadro de diez.

¿Cuál es la primera parte que circulamos? (*4 gatos*)

Mi turno: Dibujo 4 círculos para mostrar cuántos gatos tenía Tomás.

Su turno: Dibujen 4 círculos.

¿Cuál es la siguiente parte que circulamos? (*5 gatos*)

Circulamos "5 gatos".

¿Debemos agregar círculos al dibujo o quitar algunos? (*agregar círculos*) ¿Porqué?

Mi turno: Dibujo 5 círculos más en el cuadro de diez para mostrar 5 gatos más.

Su turno: Dibujen 5 círculos más.

5 Review the question and count what is left to solve the problem.

We want to find out how many cats Tom has now.

We can count on 5 more from 4.

Ready? Count. 4, 5 ... 9.

How many cats does he have now? (*9 cats*)

How do we know?

Queremos saber cuántos gatos tiene Tomás ahora.

Podemos contar hacia adelante 5 desde el 4.

¿Listos? Cuenten. 4, 5 ... 9.

¿Cuántos gatos tiene él ahora? (*9 gatos*)

¿Cómo sabemos?

6 Point to "Write the Number Sentence."

Modeled Practice (continued)

Let's show the problem with a number sentence.

My Turn: What was the first number we circled? (4)

Your Turn: Write "4."

His mom gave him 5 more cats. Do we use a minus or a plus in our number sentence? (*plus*)

My Turn: I write "+ 5."

Your Turn: Write "+ 5."

4 + 5. What answer? (9)

My Turn: I write "= 9."

Your Turn: Write it.

What was our important unit? 4 + 5 = 9 what? (*cats*)

My Turn: I write "cats" after 9.

Your Turn: Write it.

Vamos a mostrar el problema con una oración numérica.

Mi turno: ¿Cuál es el primer número que circulamos? (4)

Su turno: Escriban "4".

Su mamá le dio 5 gatos más. ¿Utilizamos un signo de menos o de más en nuestra oración numérica? (*más*)

Mi turno: Escribo "+ 5".

Su turno: Escriban "+ 5".

4 + 5. ¿Cuál es la respuesta? (9)

Mi turno: Escribo "= 9".

Su turno: Escribanlo.

¿Cuál fue nuestra unidad importante? 4 + 5 = 9 ¿qué? (*gatos*)

Mi turno: Escribo "gatos" después del 9.

Su turno: Escribanlo.

7 Check your work with the students.

Let's check our work. It is helpful to ask, "Does this make sense?"

Check the number sentence to see whether it makes sense.

Tom got 5 more cats, so should we end up with more or less than we started with? (*more*)

We started with 4 and ended up with 9, which is more. So our number sentence makes sense.

Vamos a revisar nuestro trabajo. Es de gran ayuda preguntarnos "¿Tiene esto sentido?"

Revisen la oración numérica para ver si tiene sentido.

Tomás recibió 5 gatos más, así que, ¿debemos terminar con más o menos que con lo que empezamos? (*más*)

Empezamos con 4 y terminamos con 9, los cuales son más. Entonces, nuestra oración numérica tiene sentido.

Modeled Practice (continued)

We can also check by subtracting. $9 - 5$ equals what?
(4) Our math is correct!

También podemos revisar restando.
¿9 - 5 es igual a? (4) ¡Nuestra matemática es correcta!

- 8 Direct students' attention to the multiple-choice question.

We need to fill in the circle by the correct answer to the word problem.

Which of these options is the correct answer to this word problem?

How do you know?

Fill in the circle.

Necesitamos rellenar el círculo junto a la respuesta correcta al problema.

¿Cuál de estas opciones es la respuesta correcta a este problema?

¿Cómo saben?

Rellénenlo.

Guided Practice (Our Turn)



Note to Teacher:

There are several Guided Practice problems; complete as many with students as time allows.

- 9 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud, draw the story using circles in a ten-frame format, write the number sentence that shows the solved problem, and fill in the circle by the correct answer. Obtain individual and choral responses. Use the following language:

Read the story together.
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

What is not important in the word problem?

Cross it out.

Lean el cuento juntos. ¿Listos?
Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

¿Qué no es importante en el problema?

Táchenlo.

Guided Practice (continued)

Draw a picture.

Which number sentence?
Write it.

Check your work. Does this
make sense?

Fill in the circle by the
correct answer to the word
problem.

Hagan un dibujo.

¿Cuál es la oración
numérica? Escribanla.

Revisen su trabajo. ¿Tiene
esto sentido?

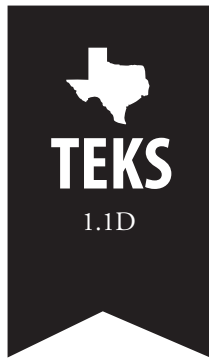
Rellenen el círculo junto
a la respuesta correcta al
problema.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 For this lesson there is no Independent Practice. Use the allotted time for Guided Practice.







Total Time: 2 minutes

Unit 7
Warm-Up

D
A
Y
4



Warm-Up: Number Recognition

Directions: Hold up number cards and tell students to say each number with a quick oral response (within 3–4 seconds). If students say an incorrect number for a card, put it in a pile for extra practice. After students go through all the number cards, review the cards in the extra-practice pile and tell students to repeat the correct answers.

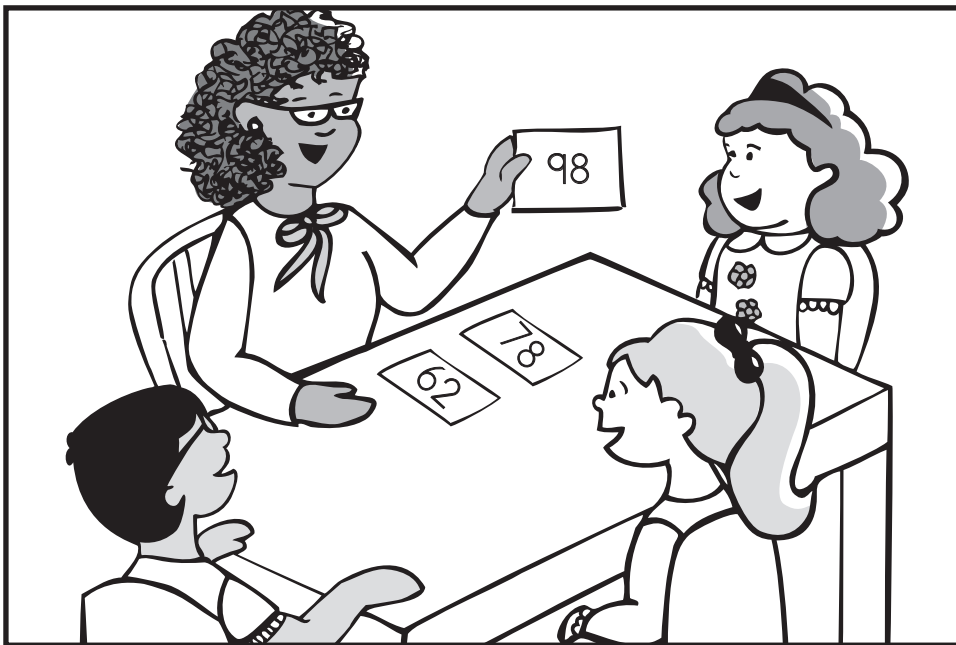


Time:

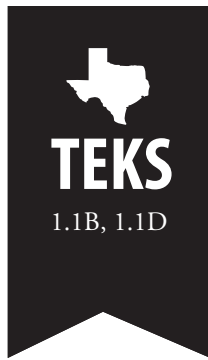
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (50–99)



My Notes: _____



Total Time: 14 minutes
Instructional Time: 14 minutes
Independent Practice: 0 minutes

Unit 7
Booster Lesson 7
R10

D
A
Y
4

Same Number, Different Ways

Relationships of 10

Objective: The student will be able to count pictorial representations of numbers and draw pictorial representations to show a number in multiple ways.

Instructional Content:

50–99

Vocabulary:

English

Rod, unit, tens, ones

Spanish

Decena, unidad, decenas, unidades

Materials:

Teacher Master, pp. 27–29; rods and units (T&S); wipe board (T)

Modeled Practice

Unit 7
Booster Lesson 7
R10 Day 1
Modeled Practice
Same Number, Different Ways

7 decenas 2 unidades
72

Guided Practice

Unit 7
Booster Lesson 7
R10 Day 1
Guided Practice
Same Number, Different Ways

1
decenas unidades
72

2
decenas unidades
72

**Time:**

Set the timer for 14 minutes.
Spend the majority of the
time on Guided Practice.

**Note to Teacher:**

This lesson is meant
to increase students'
knowledge and
understanding of
place value.

**Error Diagnosis
and Correction**

A student
has difficulty
understanding
different ways to
represent a single
number: using the
example of 23, line
up 2 rods and 3
units end to end
alongside 1 rod and
13 units and show
the student that the
2 representations are
the same length.

Preview

How many units are equal to 1
rod? (*10 units*)

Today we will count numbers
made in different ways.

¿Cuántas unidades son iguales a
1 decena? (*10 unidades*)

Hoy vamos a contar números
hechos de diferentes maneras.

**Modeled Practice
(My Turn, Your Turn)**

- 1 Distribute a Modeled Practice sheet to each student. With the students, write how many rods, how many units, and how many altogether for the first part, and then elicit student responses and draw the same number in a different way.

Let's count rods and units
and then make the number a
different way.

How many rods are in the
first part? (*7 rods*)

My Turn: I write "7" on my
sheet to show 7 rods, or tens.

Your Turn: Write "7."

How many units are in the
first part? (*2 units*)

My Turn: I write "2" on my
sheet to show 2 units, or ones.

Your Turn: Write "2."

How many altogether? Count
by tens and ones.

10, 20 ... 70 Switch! 71, 72.

My Turn: I write "72" in the
box.

Your Turn: Write "72."

Now let's draw a picture of 72
in a different way.

Vamos a contar decenas y
unidades y luego hacer el número
de una manera diferente.

¿Cuántas decenas hay en la
primera parte? (*7 decenas*)

Mi turno: Escribo "7" en mi hoja
para mostrar 7 decenas.

Su turno: Escriban "7".

¿Cuántas unidades hay en la
primera parte? (*2 unidades*)

Mi turno: Escribo "2" en mi hoja
para mostrar 2 unidades.

Su turno: Escriban "2".

¿Cuánto en total? Cuenten de diez
en diez y de uno en uno.

10, 20 ... 70 ¡Cambio! 71, 72.

Mi turno: Escribo "72" en la caja.

Su turno: Escriban "72".

Ahora vamos a hacer un dibujo
de 72 de una manera diferente.

Modeled Practice (continued)

What is another way we can draw and show 72? *(elicit student responses; acceptable answers include: trade a group of 10; 6 rods and 12 units; 5 rods and 22 units, 4 rods and 32 units, etc.; the following example uses 6 tens and 12 ones)*

How many tens should we draw? *(6 tens)*

My Turn: I draw 6 lines to show 6 rods.

Your Turn: Draw 6 lines.

How many ones should we draw? *(12 ones)*

My Turn: I draw 12 dots to show 12 units.

Your Turn: Draw 12 dots.

How many altogether? Count by tens and ones. Ready? Count. 10, 20 ... 70 Switch! 71, 72.

How many tens? *(6 tens)* **How many ones?** *(12 ones)*

My Turn: I write “6 tens” and “12 ones.”

Your Turn: Write “6 tens” and “12 ones.”

How many altogether? *(72)*

My Turn: I write “72” in the box.

Your Turn: Write it.

We showed 72 in 2 different ways!

¿De qué otra manera podemos dibujar y mostrar 72? *(elicit student responses; acceptable answers include: intercambiando un grupo de 10; 6 decenas y 12 unidades; 5 decenas y 22 unidades, 4 decenas y 32 unidades, etc.; el siguiente ejemplo utiliza 6 decenas y 12 unidades)*

¿Cuántas decenas debemos dibujar? *(6 decenas)*

Mi turno: Dibujo 6 líneas para mostrar 6 decenas.

Su turno: Dibujen 6 decenas.

¿Cuántas unidades debemos dibujar? *(12 unidades)*

Mi turno: Dibujo 12 puntos para mostrar 12 unidades.

Su turno: Dibujen 12 unidades.

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 ... 70 ¡Cambio! 71, 72.

¿Cuántas decenas? *(6 decenas)* **¿Cuántas unidades?** *(12 unidades)*

Mi turno: Escribo “6 decenas” y “12 unidades”.

Su turno: Escriban “6 decenas” y “12 unidades”.

¿Cuánto en total? *(72)*

Mi turno: Escribo “72” en la caja.

Su turno: Escribanlo.

¡Mostramos 72 de 2 maneras diferentes!

Guided Practice

(Our Turn)

- 2 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, write how many tens, how many ones, and how many altogether for the first part of each item. Then, elicit student responses about how to make the same number in a different way, draw the number, and write how many tens, how many ones, and how many altogether. Use the following language:

How many tens? How many ones? How many altogether? Write it.

Make [number] a different way. Draw the tens. Draw the ones.

¿Cuántas decenas? ¿Cuántas unidades? ¿Cuánto en total? Escribanlo.

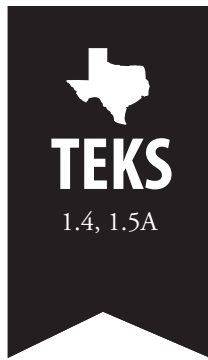
Hagan [number] de una manera diferente. Dibujen las decenas. Dibujen las unidades.

Independent Practice/

Progress Monitoring

(Your Turn)

- 1 For this lesson there is no Independent Practice. Use the allotted time for Guided Practice.



Total Time: 8 minutes
Instructional Time: 6 minutes
Independent Practice: 2 minutes

Unit 7
Booster Lesson 8
NS

**D
A
Y
4**

What Pattern?

Number Sequences

Objective: The student will be able to identify skip-counting patterns on a number line and write missing numbers in three-number sequences.

Instructional Content:

0–99

Vocabulary:

English

Skip-count, pattern, number line, before, after, between

Spanish

Contar salteado, patrón, recta numérica, antes, después, entre

Materials:

Teacher Master, pp. 30–32

Modeled Practice

Unit 7
Booster Lesson 8
NS Day 4
Modeled Practice
What Pattern?

1. 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90

2. 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70

3. 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

Guided Practice

Unit 7
Booster Lesson 8
NS Day 4
Guided Practice
What Pattern?

1. 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

2. 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

3. 96 97 98

4. 44 45

5. 76 77

6. 51 52

7. 69 70

8. 14 16

9. 27 28

10. 94 95

Independent Practice

Unit 7
Booster Lesson 8
NS Day 4
Independent Practice
What Pattern?

1. 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

2. 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

3. 77 78

4. 19 20

5. 59 61

6. 83 84

7. 97 98

8. 66 68

9. 49 50

10. 62 63



**Time:**

Set the timer for 6 minutes.
Spend the majority of the time on Guided Practice.

Preview

Today we will find skip-counting patterns on the number line.

A pattern is something that repeats over and over.

Hoy vamos a encontrar patrones de conteo saltado en la recta numérica.

Un patrón es algo que se repite una y otra vez.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Tell students to look at the first item. Use your finger to trace the skip-count lines when describing the pattern to students.

Look at the first number line.

The box next to the number line is blank! Let's figure out what skip-counting pattern is shown on the number line.

All the numbers in the pattern have a frog jumping on them, and they are circled. Let's count the skip-count pattern.

Ready? Count. 70, 80, 90.
What pattern? (*skip-count by tens*)

We check by counting how many numbers the first frog skipped, or jumped over.
Ready? Count. 1, 2 ... 10.

My Turn: I write "10" in the box next to the number line to show it is a skip-count by tens pattern.

Your Turn: Write "10."

Miren la primer recta numérica.

¡La caja junto a la recta numérica está en blanco! Vamos a averiguar cuál es el patrón de conteo saltado que se muestra en la recta numérica.

Todos los números en el patrón tienen una rana brincando sobre ellos y están circulados. Vamos a contar el patrón de conteo saltado.

¿Listos? Cuenten. 70, 80, 90.
¿Cuál es el patrón? (*conteo saltado de diez en diez*)

Revisamos contando cuántos números saltó o brincó la primera rana. ¿Listos? Cuenten. 1, 2 ... 10.

Mi turno: Escribo "10" en la caja junto a la recta numérica para mostrar que es un patrón de conteo saltado de diez en diez.

Su turno: Escriban "10".

Error Diagnosis and Correction

A student has difficulty counting a pattern: show the hundreds chart and point and count numbers in the pattern together.

Error Diagnosis and Correction

A student has difficulty checking the pattern: cover all the number line except 1 jump and count the numbers after the first frog, including the second frog, or use counters (2, 5, or 10) and lay them out to help the student count up to find the next number in the pattern.

Modeled Practice (continued)

- 2** Tell students to look at the second item.

What pattern? Count it.
Ready? Count. 50, 55 ...
70.

What pattern? (*skip-count
by fives*)

We check by counting
how many numbers the
first frog skipped. Ready?
Count. 1, 2 ... 5.

My Turn: I write “5” in the
box.

Your Turn: Write it.

¿Cuál es el patrón?
Cuéntenlo. ¿Listos?
Cuenten. 50, 55 ... 70.

¿Cuál es el patrón? (*contar
salteado de cinco en cinco*)

Revisamos contando
cuántos números saltó
la primera rana. ¿Listos?
Cuenten. 1, 2 ... 5.

Mi turno: Escribo “5” en
la caja.

Su turno: Escribanlo.

- 3** Tell students to look at the third item.

What pattern? Count it.
Ready? Count. 20, 22 ...
40.

What pattern? (*skip-count
by twos*)

We check by counting
how many numbers the
first frog skipped. Ready?
Count. 1, 2.

My Turn: I write “2” in the
box.

Your Turn: Write it.

¿Cuál es el patrón?
Cuéntenlo. ¿Listos?
Cuenten. 20, 22 ... 40.

¿Cuál es el patrón? (*contar
salteado de dos en dos*)

Revisamos contando
cuántos números saltó
la primera rana. ¿Listos?
Cuenten. 1, 2.

Mi turno: Escribo “2” en
la caja.

Su turno: Escribanlo.

Guided Practice (Our Turn)

- 4** Distribute a Guided Practice sheet to each student. For the first 2 items, use the Modeled Practice procedure: Count the pattern aloud, decide what the skip-count pattern is (by twos, fives, or tens), check it, and write it in the box. Obtain individual and choral responses. Use the following language:

Ready? Count.

**What pattern? Check it.
Count.**

Write it.

¿Listos? Cuenten.

**¿Cuál es el patrón? Revísenlo.
Cuenten.**

Escríbanlo.

- 5** For the second part of the sheet, tell students to write the missing number in the blank. Obtain individual and choral responses. Use the following language:

**Let's look at patterns in a
different way: numbers in a
sequence.**

**What is missing? Write it.
Count the sequence.**

**Vamos a mirar patrones
de una manera diferente:
números en una secuencia.**

**¿Cuál falta? Escribanlo.
Cuenten la secuencia.**



Time:

Set the timer for 2 minutes.
For the first minute, have
students complete the
Independent Practice sheet.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.

**You will have 1 minute to
figure out the skip-count
patterns on the number lines
and write the number in the
box. For the other items, write
the missing number in the
blank.**

**Van a tener 1 minuto para
averiguar los patrones de
conteo saltado en las rectas
numéricas y escribir el
número en la caja. Para los
demás problemas, escriban el
número que falta en el espacio
en blanco.**

Independent Practice/ Progress Monitoring (continued)

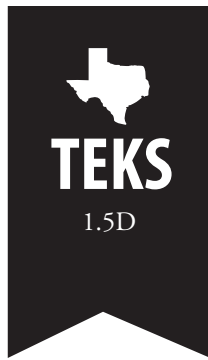
- 2 **For remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3 Record their scores as the number correct / total number possible.



Note to Teacher:

For the first items, score 1 point for each correctly written pattern.
For the remaining items, score 1 point for each correctly written missing number.





Total Time: 2 minutes

Unit 7 Warm-Up

D
A
Y
5



Warm-Up: Look and Say

Directions: Hold up a fact card and tell students to give a quick oral response (within 3–4 seconds). If students give an incorrect answer to a fact card, put it in a pile for extra practice. After students go through all the fact cards, review the answers to cards in the extra-practice pile and tell students to repeat the correct answers.

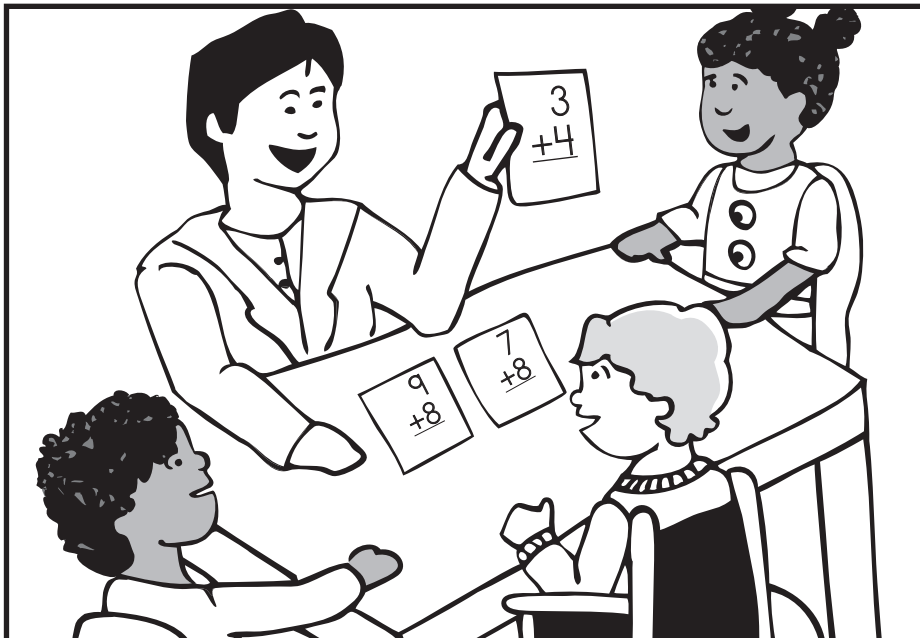


Time:

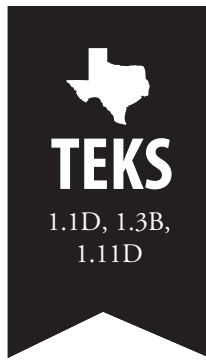
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Fact cards (doubles + 1)



My Notes: _____



Total Time: 10 minutes
Instructional Time: 8 minutes
Independent Practice: 2 minutes

Unit 7
Booster Lesson 9
ASC

**D
A
Y
5**

Doubles + 1 and Related Facts

Addition/Subtraction Combinations

Objective: The student will be able to use pictorial representations to solve addition and subtraction problems when the addends are consecutive numbers.

Instructional Content:

Doubles + 1 and related facts to 17

Vocabulary:

English

Turnaround fact, add, subtract, number, plus, minus, doubles, fact family

Spanish

Operación relacionada, sumar, restar, número, más, menos, dobles, familia de operaciones

Materials:

Teacher Master, pp. 33–35

Modeled Practice

Guided Practice

Independent Practice



**Time:**

Set the timer for 8 minutes. Spend the majority of the time on Guided Practice.

Preview

What is a doubles + 1 addition fact? (*an addition fact in which the numbers being added are next to each other on the number line*)

How do we solve doubles + 1 addition facts? (*double the smaller number, then add 1*)

How many facts are in a fact family? (4)

How many numbers are in each fact family? (3)

Today we will solve facts related to doubles + 1 by using what we know about fact families.

¿Qué es una operación con dobles + 1 de suma? (*una operación de suma en donde los números que se suman están uno junto al otro en la recta numérica*)

¿Cómo resolvemos operaciones con dobles + 1 de suma? (*haciendo doble el número más pequeño y luego sumando 1*)

¿Cuántas operaciones hay en una familia de operaciones? (4)

¿Cuántos números hay en cada familia de operaciones? (3)

Hoy vamos a resolver operaciones relacionadas con dobles + 1 utilizando lo que sabemos acerca de las familias de operaciones.

**Error Diagnosis and Correction**

A student has difficulty solving pictorial items: use a concrete model to demonstrate the item.

**Error Diagnosis and Correction**

A student has difficulty deciding whether a fact is a doubles + 1 fact: show the number line and remind the student that it is a doubles + 1 fact if the numbers are next to each other on the number line.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. With students, use the pictorial model to write the 4 facts in the fact family.

Let's use this domino to find the fact family and write all the facts in the family.

How many dots are in the first part? (7)

How many dots are in the second part? (8)

What kind of fact is $7 + 8$? (*a doubles + 1 addition fact*)

Vamos a utilizar este dominó para encontrar la familia de operaciones y escribir todas las operaciones de la familia.

¿Cuántos puntos hay en la primera parte? (7)

¿Cuántos puntos hay en la segunda parte? (8)

¿Qué tipo de operación es $7 + 8$? (*una operación con dobles + 1 de suma*)

Modeled Practice (continued)

How do you know? (*the numbers are next to each other on the number line; we added 1 to a doubles fact*)

How do we solve doubles + 1 facts? (*double the lesser number and add 1 to the answer*)

Which number is less? (7)

Double it. What answer? (14)

Add 1. What answer? (15)

My Turn: I write “15” as the answer.

Your Turn: Write “15.”

What fact? ($7 + 8 = 15$)

What 3 numbers make up this fact family? (7, 8, 15)

¿Cómo saben? (*los números están uno junto al otro en la recta numérica; sumamos 1 a la operación con dobles*)

¿Cómo resolvemos operaciones con dobles + 1? (*haciendo doble el número menor y sumando 1 a la respuesta*)

¿Cuál número es menor? (7)

Háganlo doble. ¿Cuál es la respuesta? (14)

Sumen 1 más. ¿Cuál es la respuesta? (15)

Mi turno: Escribo “15” como la respuesta.

Su turno: Escriban “15”.

¿Cuál es la operación? ($7 + 8 = 15$)

¿Cuáles son los 3 números que forman esta familia de operaciones? (7, 8, 15)

- 2** Prompt students to solve and create other fact-family facts for 7, 8, and 15.

What is the turnaround fact? ($8 + 7 = 15$)

What is $8 + 7$? (15)

How do you know?

Write that fact on the next line.

¿Cuál es la operación relacionada? ($8 + 7 = 15$)

¿Cuánto es $8 + 7$? (15)

¿Cómo saben?

Escriban la operación en la siguiente línea.

- 3** Write the 2 subtraction items in the fact family with the students.

Modeled Practice (continued)

My Turn: I see the next 2 lines are looking for subtraction facts related to our domino.

Subtraction facts always start with the greatest number. What is the greatest number in this fact family?
(15)

I write “15” in the box.

Your Turn: Write “15.”

What is the next part of this subtraction fact? (7 or 8; the following is written as if students answered “7”)

My Turn: I write “7.” The fact is 15 – 7.

Your Turn: Write “7.”

What answer? (8) How do you know?

My Turn: I write the answer, “8.”

Your Turn: Write “8.”

What fact? ($15 - 7 = 8$)

There is 1 fact left in the family. It is subtraction, so which number is first?
(15) **Why?** (it is the greatest number)

What number comes next? (8)

What answer? (7)

What fact? ($15 - 8 = 7$)

My Turn: I write the fact, “15 – 8 = 7.”

Your Turn: Write it.

What 3 numbers make up this fact family? (7, 8, 15)

Mi turno: Veo que las siguientes 2 líneas están buscando operaciones de resta relacionadas con nuestro dominó.

Las operaciones de resta siempre empiezan con el número mayor. ¿Cuál es el número mayor en esta familia de operaciones? (15)

Escribo “15” en la caja.

Su turno: Escriban “15”.

¿Cuál es la parte que sigue de esta operación de resta? (7 ó 8; the following is written as if students answered “7”)

Mi turno: Escribo “7”. La operación es 15 – 7.

Su turno: Escriban “7”.

¿Cuál es la respuesta? (8) ¿Cómo saben?

Mi turno: Escribo la respuesta, “8”.

Su turno: Escriban “8”.

¿Cuál es la operación? ($15 - 7 = 8$)

Falta 1 operación en la familia. Es una resta, entonces, ¿cuál número va primero?
(15) ¿Porqué? (es el número mayor)

¿Cuál número sigue? (8)

¿Cuál es la respuesta? (7)

¿Cuál es la operación? ($15 - 8 = 7$)

Mi turno: Escribo la operación, “15 – 8 = 7”.

Su turno: Escribanla.

¿Cuáles son los 3 números que forman esta familia de operaciones? (7, 8, 15)

Guided Practice

(Our Turn)

- 4** Distribute a Guided Practice sheet to each student and repeat the steps described in the Modeled Practice for the Guided Practice problems. Tell students to use the pictorial representations of dominoes for support. Use the following language:

What fact? Write it.

What answer? Write it.

Is it a doubles + 1 fact? How can you tell?

Which number is less? Double it.

Add 1.

What answer? Write it.

What is the turnaround fact?

Which number is greatest?

What is [number] take away [number]?

Write it.

What 3 numbers make up this fact family?

¿Cuál es la operación?
Escríbanla.

¿Cuál es la respuesta?
Escríbanla.

¿Es una operación con dobles + 1? ¿Cómo saben?

¿Cuál número es menor?
Háganlo doble.

Sumen 1.

¿Cuál es la respuesta?
Escríbanla.

¿Cuál es la operación relacionada?

¿Cuál número es mayor?

¿Cuánto es [number] y le quitamos [number]?

Escríbanlo.

¿Cuáles son los 3 números que forman esta familia de operaciones?

Independent Practice/Progress Monitoring

(Your Turn)

- 1 For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.



Time:

Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.

Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to write the 4 facts in the fact family for each doubles + 1 fact.

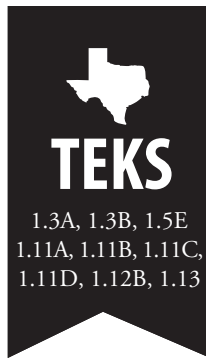
Van a tener 1 minuto para escribir las 4 operaciones de la familia de operaciones para cada operación con dobles + 1.



Note to Teacher:

Score 1 point for each correctly written number sentence.

- ② **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- ③ Record their scores as the number correct / total number possible.



Total Time: 12 minutes
Instructional Time: 8 minutes
Independent Practice: 4 minutes

Unit 7 Booster Lesson 10 WPS

**D
A
Y
5**

Decide What to Do!

Word Problem Solving

Objective: The student will be able to draw a picture to solve word problems with differences and sums to eighteen, cross out extraneous information, write a number sentence matching a word problem, and use related facts to check calculations.

Word Problem Type: Join and separate, with result unknown

Vocabulary:

English

Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence, more, add, plus, amount

Spanish

Restar, menos, igual a, menos, quitar, estrategia Identifícalo, cuadro de diez, oración numérica, más, sumar, más, cantidad

Materials: Teacher Master, pp. 36–43

Guided Practice

UNIDAD _____ Unit 7
Booster Lesson 10
WPS Day 5
Guided Practice

Identifica.
Sabrina caminó en el parque 7 veces y corrió en el gimnasio 3 veces.
Luego, ella caminó en el parque 3 veces más.
¿Cuántas veces caminó Sabrina en el parque en total?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

o Sabrina caminó 7 veces en el parque en total.
o Sabrina caminó 10 veces en el parque en total.
o Sabrina caminó 14 veces en el parque en total.

Escribe la oración numérica.

UNIDAD _____ Unit 7
Booster Lesson 10
WPS Day 5
Guided Practice

Identifica.
Sabrina caminó en el parque 7 veces y corrió en el gimnasio 3 veces.
Luego, ella caminó en el parque 3 veces más.
¿Cuántas veces caminó Sabrina en el parque en total?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

o Sabrina caminó 7 veces en el parque en total.
o Sabrina caminó 10 veces en el parque en total.
o Sabrina caminó 14 veces en el parque en total.

Escribe la oración numérica.

$7 + 3 = 10$ veces

Independent Practice

UNIDAD _____ Unit 7
Booster Lesson 10
WPS Day 5
Independent Practice

Identifica.
Raúl puso 5 estrellas en su lista y 3 palomas en la lista de su mamá.
El tuvo que agregar 3 estrellas más a su lista.
¿Cuántas estrellas hay en la lista de Raúl ahora?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

o Hay 5 estrellas en la lista de Raúl ahora.
o Hay 8 estrellas en la lista de Raúl ahora.
o Hay 10 estrellas en la lista de Raúl ahora.

Escribe la oración numérica.

UNIDAD _____ Unit 7
Booster Lesson 10
WPS Day 5
Independent Practice

Identifica.
Raúl puso 5 estrellas en su lista y 3 palomas en la lista de su mamá.
El tuvo que agregar 3 estrellas más a su lista.
¿Cuántas estrellas hay en la lista de Raúl ahora?

Res un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

o Hay 5 estrellas en la lista de Raúl ahora.
o Hay 8 estrellas en la lista de Raúl ahora.
o Hay 10 estrellas en la lista de Raúl ahora.

Escribe la oración numérica.

$5 + 3 = 8$ estrellas



**Time:**

Set the timer for 8 minutes. Spend the majority of the time on Guided Practice.

Preview

What is a word problem? (*a math problem that is presented as a story with both numbers and words*)

Today we will practice solving both addition and subtraction problems by using the third step of the Identify It strategy and drawing a picture. We will also write a number sentence that matches the picture.

¿Qué es un cuento de matemáticas? (*un problema de matemáticas presentado como un cuento que contiene números y palabras*)

Hoy vamos a practicar resolviendo problemas de sumas y restas utilizando el tercer paso de la estrategia Identifícalo y haciendo un dibujo. También vamos a escribir la oración numérica que sea igual al dibujo.

Modeled Practice (My Turn, Your Turn)

- 1 This lesson is to be treated as practice. Spend time going over the Guided Practice Problems so that students can practice what they have learned.

Guided Practice (Our Turn)

- 2 Distribute the Guided Practice sheets to each student. Using the typical Modeled Practice procedure, read each story problem aloud, draw the story using circles in a ten-frame format, write the number sentence that shows the solved problem, and fill in the circle by the correct answer. Obtain individual and choral responses. Use the following language:

Read the story together.
Ready? Read.

What is the problem asking us?

Lean el cuento juntos.
¿Listos? Lean.

¿Qué nos pregunta el problema?

Note to Teacher:

There are several Guided Practice problems; complete as many with students as time allows.

Error Diagnosis and Correction

A student has trouble crossing out circles to find an answer: model and solve the problem, using manipulatives.

Guided Practice (continued)

What is the important unit?

Look for words and numbers related to the important unit.

What is not important in the word problem?

Cross it out.

Draw a picture.

Which number sentence?
Write it.

Check your work. Does this make sense?

Fill in the circle by the correct answer to the word problem.

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

¿Qué no es importante en el problema?

Táchenlo.

Hagan un dibujo.

¿Cuál es la oración numérica? Escribanla.

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta al problema.

Independent Practice/ Progress Monitoring (Your Turn)

- For 3 minutes:** Distribute an Independent Practice sheet to each student and tell students to complete as many parts of the problem as possible. Read the word problem with students if needed.

You will have 3 minutes to read the problem, use the Identify It strategy to mark your story, draw the problem, write the number sentence, and fill in the circle by the correct answer.

Van a tener 3 minutos para leer el problema, utilizar la estrategia Identifícalo para marcar su cuento, dibujar el problema, escribir la oración numérica y rellenar el círculo junto a la respuesta correcta.



Time:

Set the timer for 4 minutes. For the first 3 minutes, have students complete the Independent Practice sheet.

Independent Practice/ Progress Monitoring (continued)

Remember the Identify It strategy: Underline the question and find the important unit. Circle important words and numbers. Cross out unimportant information.

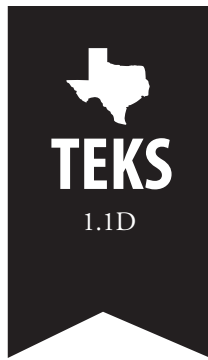
Recuerden la estrategia Identificalo: Subrayar la pregunta y encontrar la unidad importante. Circular palabras y números importantes. Tachar la información que no es importante.



Note to Teacher:

Use the Scoring Rubric in Appendix E to score word problems with students.

- 2 For the remaining time:** Go through the problem with students, telling them the correct answers. They should put a check mark (✓) by correctly answered parts and should correct any errors.
- 3** Record their scores as the number correct / total number possible.



Total Time: 2 minutes

Unit 7 Warm-Up

DAY
6



Warm-Up: Number Writing

Directions: Say a number in the instructional-content range and tell students to write the number quickly on their wipe boards (within 3–4 seconds). Students should start writing numbers on the top-left side of the board and continue across the top before moving to a new row. Make a note if a student writes an incorrect number (wrong numeral, reversed number). After students write all the numbers, review the numbers students missed and tell students to write those numbers correctly.



Time:

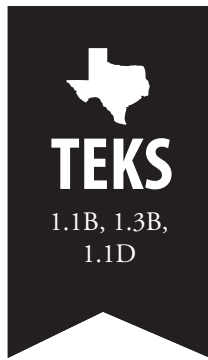
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Wipe boards for students (instructional content: 50–99)



My Notes: _____



Total Time: 14 minutes
Instructional Time: 14 minutes
Independent Practice: 0 minutes

Unit 7
Booster Lesson 11
R10

**D
A
Y
6**

Subtract the Tens!

Relationships of 10

Objective: The student will be able to count concrete and pictorial representations of numbers and subtract groups of ten.

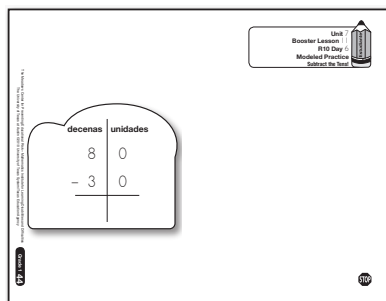
Instructional Content: 0–99

Vocabulary:

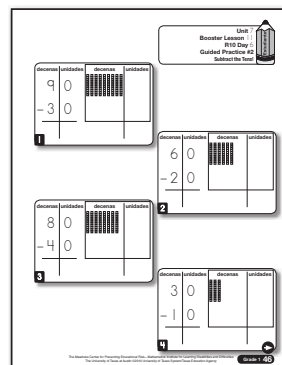
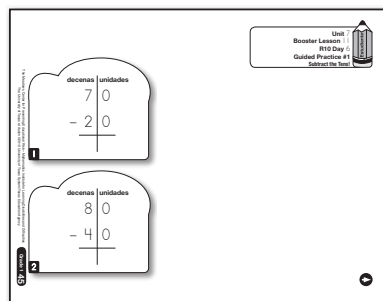
English	Spanish
Rod, tens	Decena, decenas

Materials: Teacher Master, pp. 44–47; rods (T&S; 9 each)

Modeled Practice



Guided Practice



**Time:**

Set the timer for 14 minutes. Spend the majority of the time on Guided Practice.

Preview

Today we will subtract numbers.

When we subtract, we take away.

Hoy vamos a restar números.

Cuando restamos, quitamos.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet and 9 rods to each student. Instruct students to make the problem with their rods on the other side of the Modeled Practice sheet; they are to make only the top number in the problem with rods, and then take away the bottom number. Solve the problem as a group, writing the answer on the Modeled Practice sheet. Check the answer by counting the rods.

We can solve this problem by making groups of 10 and subtracting.

First, we make the first number.

My Turn: What is the first number in the problem? (80)
How many tens are in 80? (8)
I make it.

Your Turn: Make 80.

When we subtract, we make only the top number and then take away the bottom number.

When subtract, we subtract the ones place first. (*point to the ones column*)

0 ones minus 0 ones. We have 0 ones, so we write “0” in the ones answer place.

The tens place shows us 8 tens minus 3 tens.

Podemos resolver este problema haciendo grupos de 10 y restando.

Primero, hacemos el primer número.

Mi turno: ¿Cuál es el primer número en el problema? (80)
¿Cuántas decenas hay en 80? (8)
Háganlo.

Su turno: Hagan 80.

Cuando restamos, hacemos solamente el número de arriba y luego quitamos el número de abajo.

Cuando restamos, restamos el lugar de las unidades primero. (*point to the ones column*)

0 unidades menos 0 unidades. Tenemos 0 unidades, entonces escribimos “0” en el lugar de respuesta de las unidades.

El lugar de las decenas muestra 8 decenas menos 3 decenas.

Guided Practice

(Our Turn)

“Minus” means “take away,” so we take away 3 groups of 10.

My Turn: I take away 3 rods from the sheet.

Your Turn: Take away 3 rods.

What is 8 minus 3? Count back from the bigger number: 8, 7, 6, 5.

Write “5” in the tens answer place.

Your Turn: What is our answer? (50)

Let’s check by counting our rods. Ready? Count: 10, 20 ... 50.

“Menos” significa “quitar”, así que quitamos 3 grupos de 10.

Mi turno: Quito 3 decenas de la hoja.

Su turno: Quiten 3 decenas.

¿Cuánto es 8 menos 3? Cuenten hacia atrás desde el número más grande: 8, 7, 6, 5.

Escriban “5” en el lugar de respuesta de las decenas.

Su turno: ¿Cuál es nuestra respuesta? (50)

Vamos a revisar contando nuestras decenas. ¿Listos? Cuenten: 10, 20 ... 50.

Error Diagnosis and Correction

A student has difficulty subtracting a pictorial representation of whole-number computation: use rods to model the problem.

- 2** Distribute Guided Practice sheet #1 to each student and repeat the Modeled Practice procedure for the 2 problems. Students build the first number in each problem by using rods, solve the problem by removing rods, and check by counting the rods.
- 3** Distribute Guided Practice sheet #2. Students solve the problems by subtracting the tens, crossing out rods that are subtracted, and checking by using the pictorial representations. Use the following language:

Subtract the ones. How many ones? Write it.

Subtract the tens. Cross out. How many tens? Write it.

Resten las unidades. ¿Cuántas unidades? Escribanlo.

Resten las decenas. Táchenlo. ¿Cuántas decenas? Escribanlo.

Guided Practice (continued)

How many altogether?

Check the answer by
counting the rods.

¿Cuánto en total?

Revisen la respuesta
contando las decenas.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 For this lesson there is no Independent Practice. Use the allotted time for Guided Practice.



Total Time: 8 minutes
Instructional Time: 6 minutes
Independent Practice: 2 minutes

Unit 7
Booster Lesson 12
MC

**D
A
Y
6**

Less Than

Magnitude Comparison

Objective: The student will be able to create concrete representations of numbers and compare numbers to determine which is less.

Instructional Content: 50–99

Vocabulary:

English	Spanish
Less than, rod, unit, tens, ones	Menor que, decena, unidad, decenas, unidades

Materials: Teacher Master, pp. 48–49; wipe board (T); rods and units (T&S)

Guided Practice

Unit 7
 Booster Lesson 12
 MC Day 6
 Guided Practice
 Less Than

Menor	
1	89 88
2	65 65
3	95 93
4	62 59
5	48 51
6	99 96

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties
 The University of Texas at Austin ©2010 University of Texas System/Texas Education Agency

Independent Practice

Unit 7
 Booster Lesson 12
 MC Day 6
 Independent Practice
 Less Than

12

Menor	
1	82 73
2	83 79
3	68 66
4	91 94
5	99 99
6	50 70
7	71 69
8	98 89
9	32 41
10	19 21
11	54 45
12	61 61

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties
 The University of Texas at Austin ©2010 University of Texas System/Texas Education Agency



**Time:**

Set the timer for 6 minutes.
Spend the majority of the
time on Guided Practice.

Preview

Today we will compare numbers
and decide which is less.

What is “greater?” (*more*)

What is “less?” (*fewer*)

Hoy vamos a comparar números y
decidir cuál es menor.

¿Qué es “mayor?” (*más*)

¿Qué es “menor?” (*menos*)

Modeled Practice
(My Turn, Your Turn)

- 1 Distribute the rods and units to students. Write “65” and “56” on the wipe board. Make 65 with 6 rods and 5 units. Make 56 with 5 rods and 6 units.

Let’s make numbers and
compare them to find out which
is less.

What numbers? (*65 and 56*)

My Turn: I make 65 with my
rods and units. How many tens?
(*6 tens*) How many ones? (*5 ones*)
I put down 6 rods and 5 units.

Your Turn: Make 65.

My Turn: I make 56 with my
rods and units. How many tens?
(*5 tens*) How many ones? (*6 ones*)
I put down 5 rods and 6 units.

Your Turn: Make 56.

Which number is less, 65 or 56?

Compare the tens. 6 tens and 5
tens.

Which is less? (*5 tens*)

5 tens is less than 6 tens. So 56
is less than 65.

Vamos a hacer números y
compararlos para saber cuál es
menor.

¿Qué números? (*65 y 56*)

Mi turno: Hago 65 con mis decenas
y unidades. ¿Cuántas decenas?
(*6 decenas*) ¿Cuántas unidades?
(*5 unidades*) Pongo 6 decenas y 5
unidades.

Su turno: Hagan 65.

Mi turno: Hago 56 con mis decenas
y unidades. ¿Cuántas decenas?
(*5 decenas*) ¿Cuántas unidades?
(*6 unidades*) Pongo 5 decenas y 6
unidades.

Su turno: Hagan 56.

¿Cuál número es menor, 65 ó 56?

Comparen las decenas. 6 decenas y 5
decenas.

¿Cuál es menor? (*5 decenas*)

5 decenas es menor que 6 decenas.
Entonces, 56 es menor que 65.

**Error Diagnosis
and Correction**

A student has
difficulty comparing
numbers: provide a
hundreds chart.

Guided Practice

(Our Turn)

- 2** Using the Modeled Practice procedure, write 2 numbers on the wipe board and, along with the students, make the numbers with rods and units. Tell students to compare the numbers and decide which number is less. Obtain individual and choral responses. Use the following language:

What number? Make it.

Which number is less?

How do you know?

Compare the tens.

Compare the ones.

¿Qué número? Háganlo.

¿Cuál número es menor?

¿Cómo saben?

Comparen las decenas.

Comparen las unidades.

- 3** Distribute a Guided Practice sheet to each student. Tell the students to circle the number that is less or to circle both numbers if they are equal. Obtain individual and choral responses. Use the following language:

What numbers? Which number is less? How do you know? Circle it.

¿Qué números? ¿Cuál número es menor? ¿Cómo saben? Circúlenlo.

Independent Practice/

Progress Monitoring

(Your Turn)

- 1 For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to circle the number that is less on each row or to circle both numbers if they are equal.

**Compare the numbers.
Circle the number that
is less, or circle both
numbers if they are equal.**

**Comparen los números.
Circulen el número que es
menor o circulen ambos
números si son iguales.**



Error Diagnosis and Correction

A student has difficulty comparing concrete numbers: line up the tens and ones end to end and compare the length of the 2 representations.



Time:

Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.



Independent Practice/ Progress Monitoring (continued)



Note to Teacher:

Score 1 point for
each correctly
circled number or
equal pair.

- ② **For the remaining time:** Go through the problems with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- ③ Record their scores as the number correct / total number possible.



Warm-Up: Look and Write

Directions: Hold up a fact card and tell students to write the answer quickly on their wipe boards (within 2–3 seconds). Students should start writing answers on the top-left side of the board and continue across the top before moving to a new row. If students write an incorrect answer, put that fact card in a pile for extra practice. After students go through all the fact cards, review the answers to cards in the extra-practice pile and tell students to repeat the correct answers.



Time:

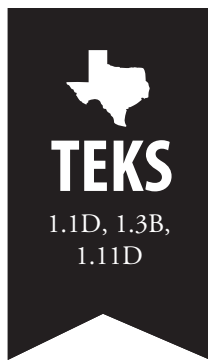
Set the timer for 2 minutes.
Allow enough time to go over incorrect answers.

Materials:

Fact cards (doubles + 1), wipe boards for students



My Notes: _____



Total Time: 10 minutes
Instructional Time: 8 minutes
Independent Practice: 2 minutes

Unit 7
Booster Lesson 13
ASC

**D
A
Y
7**

Doubles + 1 and Related Facts

Addition/Subtraction Combinations

Objective:

The student will be able to solve abstract and pictorially represented addition and subtraction problems when the addends are consecutive numbers.

Instructional Content:

Doubles + 1 and related facts to 17

Vocabulary:

English

Turnaround fact, add, subtract, number, plus, minus, doubles, fact family

Spanish

Operación relacionada, sumar, restar, número, más, menos, dobles, familia de operaciones

Materials:

Teacher Master, pp. 50–52

Modeled Practice

Unit 7
Booster Lesson 13
ASC Day 7
Modeled Practice
Doubles + 1 and Related Facts

$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array}$

$\square + \square = \square$
 $\square + \square = \square$
 $\square - \square = \square$
 $\square - \square = \square$

Grade 1 50

Guided Practice

Unit 7
Booster Lesson 13
ASC Day 7
Guided Practice
Doubles + 1 and Related Facts

1. $\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array}$
 $\square + \square = \square$
 $\square + \square = \square$
 $\square - \square = \square$
 $\square - \square = \square$

2. $\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array}$
 $\square + \square = \square$
 $\square + \square = \square$
 $\square - \square = \square$
 $\square - \square = \square$

3. $\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$
 $\square + \square = \square$

4. $\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$
 $\square - \square = \square$

5. $7 + 6 = \square$
 $13 - 7 = \square$

6. $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$
 $\square + \square = \square$

7. $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$
 $\square + \square = \square$

8. $\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$
 $\square - \square = \square$

9. $11 - 5 = \square$
 $5 + 6 = \square$

10. $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$
 $\square + \square = \square$

Grade 1 51

Independent Practice

Unit 7
Booster Lesson 13
ASC Day 7
Independent Practice
Doubles + 1 and Related Facts

1. $\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array}$
 $\square + \square = \square$
 $\square + \square = \square$
 $\square - \square = \square$
 $\square - \square = \square$

2. $\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array}$
 $\square + \square = \square$
 $\square + \square = \square$
 $\square - \square = \square$
 $\square - \square = \square$

3. $\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$
 $\square + \square = \square$

4. $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$
 $\square - \square = \square$

5. $\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$
 $\square - \square = \square$

6. $5 + 4 = \square$

Grade 1 52



**Time:**

Set the timer for 8 minutes.
Spend the majority of the
time on Guided Practice.

**Error Diagnosis
and Correction**

A student has
difficulty solving
pictorial items: use
a concrete model to
demonstrate the item.

**Error Diagnosis
and Correction**

A student has
difficulty deciding
whether a fact is a
doubles + 1 fact:
show the number
line and remind the
student that it is a
doubles + 1 fact if
the numbers are next
to each other on the
number line.

Preview

What is a doubles + 1 addition fact? (*an addition fact in which the numbers being added are next to each other on the number line*)

How do we solve doubles + 1 addition facts? (*double the smaller number, then add 1*)

How many facts are in a fact family? (4)

How many numbers are in each fact family? (3)

Today we will solve facts related to doubles + 1 facts by using what we know about fact families.

¿Qué es una operación con dobles + 1 de suma? (*una operación de suma en donde los números que se suman están uno junto al otro en la recta numérica*)

¿Cómo resolvemos operaciones con dobles + 1 de suma? (*haciendo doble el número más pequeño y luego sumando 1*)

¿Cuántas operaciones hay en una familia de operaciones? (4)

¿Cuántos números hay en cada familia de operaciones? (3)

Hoy vamos a resolver operaciones relacionadas con dobles + 1 utilizando lo que sabemos acerca de las familias de operaciones.

**Modeled Practice
(My Turn, Your Turn)**

- 1 Distribute a Modeled Practice sheet to each student. With students, use the pictorial model to write the 4 facts in the fact family.

Let's use this domino to find the fact family and write all the facts in the family.

How many dots are in the first part? (7)

How many dots are in the second part? (6)

My Turn: I write the fact, "7 + 6."

Your Turn: Write it.

Vamos a utilizar este dominó para encontrar la familia de operaciones y escribir todas las operaciones de la familia.

¿Cuántos puntos hay en la primera parte? (7)

¿Cuántos puntos hay en la segunda parte? (6)

Mi turno: Escribo la operación, "7 + 6".

Su turno: Escribanla.

Modeled Practice (continued)

What kind of fact is $7 + 6$? (*a doubles + 1 addition fact*)

How do you know?

How do we solve doubles + 1 facts? (*double the lesser number and add 1 to the answer*)

Which number is less? (6)

Double it. What answer? (12)

Add 1. What answer? (13)

My Turn: I write “13” as the answer.

Your Turn: Write “13.”

What fact? ($7 + 6 = 13$)

What 3 numbers make this fact family? (6, 7, 13)

¿Qué tipo de operación es $7 + 6$?
(*una operación con dobles + 1 de suma*)

¿Cómo saben?

¿Cómo resolvemos operaciones con dobles + 1? (*haciendo doble el número menor y sumando 1 a la respuesta*)

¿Cuál número es menor? (6)

Háganlo doble. ¿Cuál es la respuesta? (12)

Sumen 1. ¿Cuál es la respuesta? (13)

Mi turno: Escribo “13” como la respuesta.

Su turno: Escriban “13”.

¿Cuál es la operación? ($7 + 6 = 13$)

¿Cuáles son los 3 números que forman esta familia de operaciones? (6, 7, 13)

- 2** Prompt students to create other fact-family facts for 6, 7, and 13.

What is the turnaround fact?
($6 + 7$)

What is $6 + 7$? (13)

How do you know?

Write the fact on the next line.

¿Cuál es la operación relacionada? ($6 + 7$)

¿Cuánto es $6 + 7$? (13)

¿Cómo saben?

Escriban la operación en la siguiente línea.

- 3** Write the 2 subtraction items in the fact family with the students.

Modeled Practice (continued)

My Turn: I see the next 2 lines are looking for subtraction facts related to our domino.

What number do the subtraction facts start with? (13) **Why?** (*it is the greatest number*)

I write “13” in the box.

Your Turn: Write “13.”

What is the next part of this subtraction fact? (7 or 6; *the following is written as if students answered “7”*)

My Turn: I write “7.” The fact is $13 - 7$.

Your Turn: Write “7.”

What answer? (6) **How do you know?**

My Turn: I write the answer, “6.”

Your Turn: Write “6.”

What fact? ($13 - 7 = 6$)

There is 1 fact left in the family. It is subtraction, so which number is first? (13) **Why?** (*it is the greatest number*)

What number comes next? (6)

What answer? (7)

What fact? ($13 - 6 = 7$)

Mi turno: Veo que las siguientes 2 líneas están buscando operaciones de resta relacionadas con nuestro dominó.

¿Con qué número empiezan las operaciones de resta? (13) **¿Porqué?** (*es el número mayor*)

Escribo “13” en la caja.

Su turno: Escriban “13”.

¿Cuál es la parte que sigue de esta operación de resta? (7 ó 6; *the following is written as if students answered “7”*)

Mi turno: Escribo “7”. La operación es $13 - 7$.

Su turno: Escriban “7”.

¿Cuál es la respuesta? (6) **¿Cómo saben?**

Mi turno: Escribo la respuesta, “6”.

Su turno: Escriban “6”.

¿Cuál es la operación? ($13 - 7 = 6$)

Falta 1 operación en la familia. Es una resta, entonces, ¿cuál número va primero? (13) **¿Porqué?** (*es el número mayor*)

¿Cuál número sigue? (6)

¿Cuál es la respuesta? (7)

¿Cuál es la operación? ($13 - 6 = 7$)

Modeled Practice (continued)

My Turn: I write the fact,
“ $13 - 6 = 7$.”

Your Turn: Write it.

**What 3 numbers make up
this fact family?** (7, 6, 13)

Mi turno: Escribo la
operación, “ $13 - 6 = 7$ ”.

Su turno: Escribanla.

**¿Cuáles son los 3 números
que forman esta familia de
operaciones?** (7, 6, 13)

Guided Practice (Our Turn)

- 4** Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice for the pictorial items. Tell students to use the pictorial representations of dominoes for support. Use the following language:

What fact? Write it.

What answer? Write it.

**Is it a doubles + 1 fact?
How can you tell?**

**Which number is less?
Double it.**

Add 1.

What answer? Write it.

**What is the turnaround
fact?**

Which number is greatest?

**What is [number] take
away [number]?**

Write it.

**What 3 numbers make up
this fact family?**

¿Cuál es la operación? Escribanla.

¿Cuál es la respuesta? Escribanla.

**¿Es una operación con doubles +
1? ¿Cómo saben?**

**¿Cuál número es menor?
Háganlo doble.**

Sumen 1.

¿Cuál es la respuesta? Escribanla.

**¿Cuál es la operación
relacionada?**

¿Cuál número es mayor?

**¿Cuánto es [number] y le
quitamos [number]?**

Escribanlo.

**¿Cuáles son los 3 números
que forman esta familia de
operaciones?**

Guided Practice (Our Turn)

- 5** Answer the abstract items at the bottom of the sheet with students. Solve 1 problem in each row and then use the fact family to solve the other problems in that row. Use the following language:

What fact? Is it a doubles + 1 fact? How can you tell?

Solve it. What answer?
What fact family?

Solve the facts by using the fact family.

¿Cuál es la operación? ¿Es una operación con dobles + 1? ¿Cómo saben?

Resuélvanla. ¿Cuál es la respuesta? ¿Cuál es la familia de operaciones?

Resuelvan las operaciones utilizando la familia de operaciones.



Time:

Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.

You will have 1 minute to write the 4 facts in the fact family for each doubles + 1 fact at the top of the sheet and to solve the facts at the bottom.

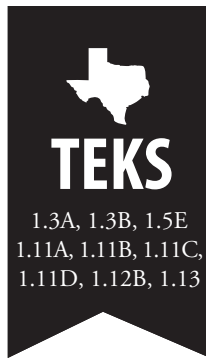
Van a tener 1 minuto para escribir las 4 operaciones de la familia de operaciones para cada operación con dobles + 1 en la parte de arriba de la hoja y también resolver las operaciones en la parte de abajo.



Note to Teacher:

Score 1 point for each correctly written number sentence beneath the dominoes and 1 point for each correct answer to an abstract problem.

- 2 For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3** Record their scores as the number correct / total number possible.



Total Time: 12 minutes
Instructional Time: 5 minutes
Independent Practice: 7 minutes

Unit 7 Booster Lesson 14 WPS

DAY 7

Decide What to Do!

Word Problem Solving

Objective: The student will be able to draw a picture to solve word problems with differences and sums to eighteen, cross out extraneous information, write a number sentence matching a word problem, and use related facts to check calculations.

Word Problem Type: Join and separate, with result unknown

Vocabulary:

English

Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence, more, add, plus, amount

Spanish

Restar, menos, igual a, menos, quitar, estrategia Identifícalo, cuadro de diez, oración numérica, más, sumar, más, cantidad

Materials: Teacher Master, pp. 53–62

Guided Practice

UNIDAD Unit 7
Booster Lesson 14
WPS Day 7
Guided Practice

Identifica:
 Katia corrió 2 millas en 10 horas.
 Después de un descanso, ella corrió 2 millas más.
 ¿Cuántas millas corrió Katia en total?

Haz un dibujo:

Reflexiona el círculo que tenga la respuesta correcta al problema.

- ☐ Katia corrió 1 millas en total.
- ☐ Katia corrió 12 millas en total.
- ☐ Katia corrió 27 millas en total.

Escribe la oración numérica:

UNIDAD Unit 7
Booster Lesson 14
WPS Day 7
Guided Practice

Identifica:
 Katia corrió 2 millas en 10 horas.
 Después de un descanso, ella corrió 2 millas más.
 ¿Cuántas millas corrió Katia en total?

Haz un dibujo:

Reflexiona el círculo que tenga la respuesta correcta al problema.

- ☒ Katia corrió 1 millas en total.
- ☐ Katia corrió 12 millas en total.
- ☐ Katia corrió 27 millas en total.

Escribe la oración numérica:
 $2 + 2 = 4$ millas

Independent Practice

UNIDAD Unit 7
Booster Lesson 14
WPS Day 7
Independent Practice

Identifica:
 Saúl sacó 6 periódicos y 6 libros del estante.
 Después de un rato, él sacó 7 libros más del estante.
 ¿Cuántos libros sacó Saúl del estante en total?

Haz un dibujo:

Reflexiona el círculo que tenga la respuesta correcta al problema.

- ☐ Saúl sacó 7 libros del estante en total.
- ☐ Saúl sacó 12 libros del estante en total.
- ☐ Saúl sacó 13 libros del estante en total.

Escribe la oración numérica:

UNIDAD Unit 7
Booster Lesson 14
WPS Day 7
Independent Practice

Identifica:
 Saúl sacó 6 periódicos y 6 libros del estante.
 Después de un rato, él sacó 7 libros más del estante.
 ¿Cuántos libros sacó Saúl del estante en total?

Haz un dibujo:

Reflexiona el círculo que tenga la respuesta correcta al problema.

- ☐ Saúl sacó 7 libros del estante en total.
- ☒ Saúl sacó 12 libros del estante en total.
- ☐ Saúl sacó 13 libros del estante en total.

Escribe la oración numérica:
 $6 + 6 = 12$ libros

**Time:**

Set the timer for 5 minutes. Spend the majority of the time on Guided Practice.

Preview

What is a word problem? (*a math problem that is presented as a story with both numbers and words*)

Today we will practice solving both addition and subtraction problems by using all 3 steps of the Identify It strategy and by drawing a picture.

¿Qué es un cuento de matemáticas? (*un problema de matemáticas presentado como un cuento que contiene números y palabras*)

Hoy vamos a practicar resolviendo problemas de sumas y restas utilizando los 3 pasos de la estrategia Identifícalo y haciendo un dibujo.

Modeled Practice
(My Turn, Your Turn)

- 1 This lesson is to be treated as practice. Spend the time going over Guided Practice problems so that students can practice what they have learned.

Guided Practice
(Our Turn)

- 2 Distribute the Guided Practice sheets to each student. Using the typical Modeled Practice procedure, read each story problem aloud, draw the story using circles in a ten-frame format, write the number sentence that shows the solved problem, and fill in the circle by the correct answer. Obtain individual and choral responses. Use the following language:

Read the story together.
Ready? Read.

What is the problem asking us?

What is the important unit?

Remember the unit is the important object, thing, or subject that the word problem is talking about.

Lean el cuento juntos. ¿Listos?
Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Recuerden que la unidad es el objeto, cosa o sujeto importante del cuál el cuento está hablando.

Note to Teacher:

There are several Guided Practice problems; complete as many with students as time allows.

Error Diagnosis and Correction

A student has trouble crossing out circles to find an answer: model and solve the problem, using manipulatives.

Guided Practice (continued)

Look for words and numbers related to the important unit.

What is not important in the word problem?

Cross it out.

Draw a picture.

Which number sentence? Write it.

Check your work. Does this make sense?

Fill in the circle by the correct answer to the word problem.

Busquen palabras y números relacionados con la unidad importante.

¿Qué no es importante en el problema?

Táchenlo.

Hagan un dibujo.

¿Cuál es la oración numérica? Escribanla.

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta al problema.

Independent Practice/ Progress Monitoring (Your Turn)

- For 6 minutes:** Distribute the Independent Practice sheets to each student and tell students to complete as many parts of the problems as possible. Read the word problems with students if needed.

You will have 6 minutes to read the problems, use the Identify It strategy to mark your stories, draw the problems, write the number sentences, and fill in the circle by the correct answer.

Van a tener 6 minutos para leer los problemas, utilizar la estrategia Identifícalo para marcar sus cuentos, dibujar los problemas, escribir las oraciones numéricas y rellenar el círculo junto a la respuesta correcta.



Time:

Set the timer for 7 minutes. For the first 6 minutes, have students complete the Independent Practice sheets.

Independent Practice/ Progress Monitoring (continued)

Remember the Identify
It strategy: Underline
the question and find
the important unit.
Circle important words
and numbers. Cross out
unimportant information.

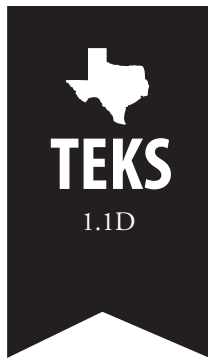
Recuerden la estrategia
Identifícalo: Subrayar
la pregunta y encontrar
la unidad importante.
Circular palabras y
números importantes.
Tachar la información que
no es importante.



Note to Teacher:

Use the Scoring
Rubric in Appendix
E to score word
problems with
students.

- 2 For the remaining time:** Go through the problems with students, telling them the correct answers. They should put a check mark (✓) by correctly answered parts and should correct any errors.
- 3** Record their scores as the number correct / total number possible.



Total Time: 2 minutes

Unit 7 Warm-Up

D
A
Y
8



Warm-Up: Number Recognition

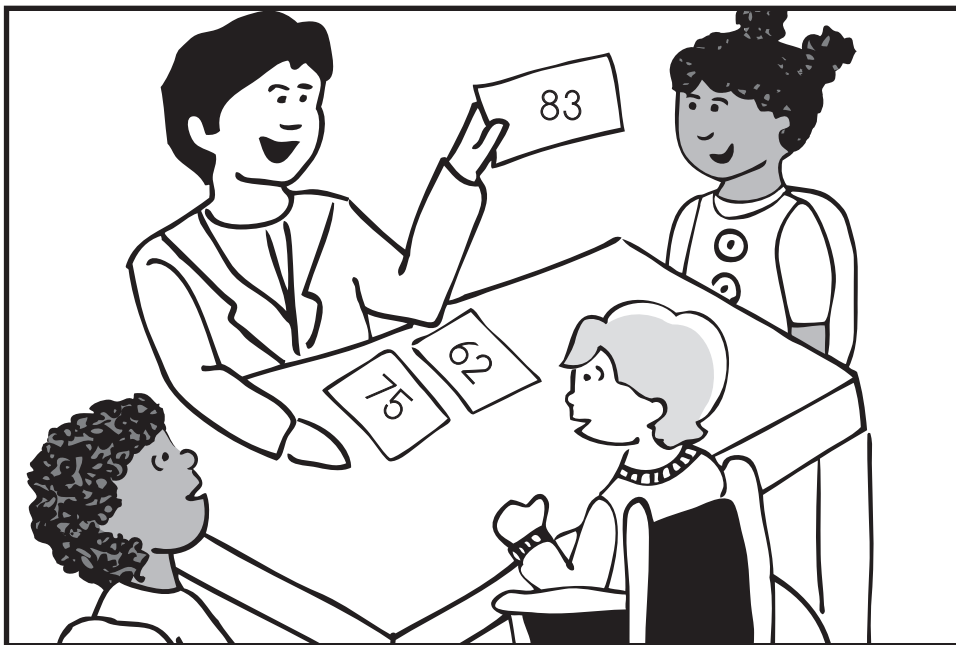
Directions: Hold up number cards and tell students to say each number with a quick oral response (within 3–4 seconds). If students say an incorrect number for a card, put it in a pile for extra practice. After students go through all the number cards, review the cards in the extra-practice pile and tell students to repeat the correct answers.



Time:

Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials: Number cards (50–99)



My Notes: _____



Total Time: 14 minutes
Instructional Time: 14 minutes
Independent Practice: 0 minutes

Unit 7
Booster Lesson 15
R10

**D
A
Y
8**

Subtract the Tens!

Relationships of 10

Objective: The student will be able to count pictorial representations of numbers and subtract groups of ten.

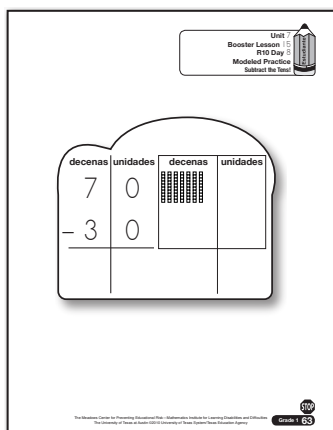
Instructional Content: 0–99

Vocabulary:

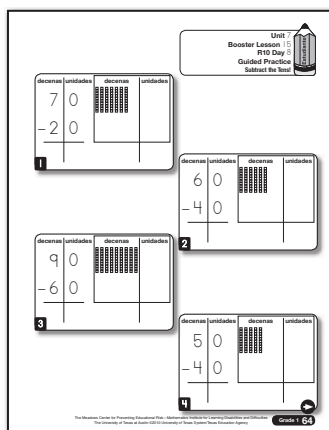
English	Spanish
Tens, subtract	Decenas, restar

Materials: Teacher Master, pp. 63–66

Modeled Practice



Guided Practice



**Time:**

Set the timer for 14 minutes. Spend the majority of the time on Guided Practice.

Preview

Today we will subtract numbers.

When we subtract, we take away.

Hoy vamos a restar números.

Cuando restamos, quitamos.

Modeled Practice
(My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Solve the problem as a group, writing the answer on the Modeled Practice sheet. Check the answer by counting the pictorial representation.

What problem? $(70 - 30)$

When we subtract, we subtract the ones place first.
(point to the ones column)

0 ones minus 0 ones. We have 0 ones, so we write “0” in the ones answer place.

The tens place shows us 7 tens minus 3 tens.

“Minus” means “take away,” so we take away 3 groups of 10.

My Turn: I cross out 3 rods on my sheet.

Your Turn: Cross out 3 rods.

What is 7 minus 3? Count back from the bigger number: 7, 6, 5, 4.

Write “4” in the tens answer place.

¿Cuál es el problema? $(70 - 30)$

Cuando restamos, restamos el lugar de las unidades primero.
(point to the ones column)

0 unidades menos 0 unidades. Tenemos 0 unidades, entonces escribimos “0” en el lugar de respuesta de las unidades.

El lugar de las decenas muestra 7 decenas menos 3 decenas.

“Menos” significa “quitar”, así que quitamos 3 grupos de 10.

Mi turno: Tacho 3 decenas en mi hoja.

Su turno: Tachen 3 decenas.

¿Cuánto es 7 menos 3? Cuenten hacia atrás desde el número más grande: 7, 6, 5, 4.

Escriban “4” en el lugar de respuesta de las decenas.

Error Diagnosis and Correction

A student has difficulty subtracting a pictorial representation of a whole-number computation: use rods to model the problem.

Error Diagnosis and Correction

A student has difficulty knowing where to start when subtracting double-digit numbers: tell the student to point to the ones place and say each of the numbers he or she will be subtracting.

Modeled Practice (continued)

Your Turn: What is our answer? (40)

Let's check by counting our rods. Ready? Count. 10, 20, 30, 40.

Su turno: ¿Cuál es nuestra respuesta? (40)

Vamos a revisar contando nuestras decenas. ¿Listos? Cuenten. 10, 20, 30, 40.

Guided Practice (Our Turn)

- 2 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, solve the problems by subtracting the tens, crossing out rods that are subtracted, and checking by counting the pictorial representations. Use the following language:

Subtract the ones. How many ones? Write it.

Subtract the tens. Cross out. How many tens? Write it.

How many altogether?

Check the answer by counting the rods.

Resten las unidades. ¿Cuántas unidades? Escribanlo.

Resten las decenas. Táchenlo. ¿Cuántas decenas? Escribanlo.

¿Cuánto en total?

Revisen la respuesta contando las decenas.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 For this lesson there is no Independent Practice. Use the allotted time for Guided Practice.





Total Time: 8 minutes
Instructional Time: 6 minutes
Independent Practice: 2 minutes

Unit 7 Booster Lesson 16 NS

D
A
Y
8

What Is Missing?

Number Sequences

Objective: The student will be able to identify missing numbers in a three-number sequence and count the number sequence.

Instructional Content:

0–50

Vocabulary:

English

Before, after, between, number, sequence

Spanish

Antes, después, entre, número, secuencia

Materials:

Teacher Master, pp. 67–68; number cards (T; 80–90); wipe board (T)

Guided Practice

Unit 7 Booster Lesson 16 NS Day 8 Guided Practice What's Missing?		
1	89	91
2		86
3	53	54
4		69
5		12
6	28	29
7	58	60
8		59

Independent Practice

Unit 7 Booster Lesson 16 NS Day 8 Independent Practice What's Missing?		
1	86	88
2		59
3	78	79
4		48
5		98
6	63	64
7	31	33
8		89

**Time:**

Set the timer for 6 minutes.
Spend the majority of the
time on Guided Practice.

Preview

Today we will find missing
numbers in a 3-number
sequence.

Hoy vamos a encontrar
números que faltan en una
secuencia de 3 números.

**Modeled Practice
(My Turn, Your Turn)**

- 1 Distribute number cards between 80 and 90 to each student. Write "___ 85 86" on the wipe board.

**Error Diagnosis
and Correction**

A student cannot
count to find a
missing number:
write or show a
number line and
point and count on
the number line.

Let's play the game What Is
Missing?

I write a 3-number sequence
on my board, and 1 number
is missing. The person who
has the card with the missing
number should raise his or
her hand.

We have a sequence with
the first number missing.
How do we find the missing
number? (*count back*)

My Turn: I count back. 86,
85, 84.

Your Turn: Count back.

What is missing? (*84*)

Who has the missing
number? Raise your hand.
(*collect the number card 84
from the student*)

Count the sequence: 84, 85,
86.

Whoever runs out of cards
first wins the round!

Vamos a jugar el juego ¿Cuál
falta?

Escribo una secuencia de 3
números en mi pizarrón y 1
número que falta. La persona
que tenga la tarjeta con el
número que falta debe levantar
su mano.

Tenemos una secuencia en
donde falta el primer número.
¿Cómo encontramos el número
que falta? (*contando hacia atrás*)

Mi turno: Cuento hacia atrás.
86, 85, 84.

Su turno: Cuenten hacia atrás.

¿Cuál falta? (*84*)

¿Quién tiene el número que
falta? Levante su mano. (*collect
the number card 84 from the
student*)

Cuenten la secuencia: 84, 85, 86.

¡A la persona que se le acaben las
tarjetas primero gana la ronda!

Guided Practice

(Our Turn)

- 2** Using the Modeled Practice procedure, continue to play What Is Missing? Write sequences on the wipe board with the first number, the middle number, and the last number missing. Obtain individual and choral responses. Use the following language:

What sequence? What is missing? Count up/back.

Raise your hand!

Count the sequence.

¿Cuál es la secuencia? ¿Cuál falta? Cuenten hacia adelante/atrás.

¡Levanten su mano!

Cuenten la secuencia.

- 3** Collect the number cards and distribute a Guided Practice sheet to each student. Write the missing number in the blank. Count up to find missing numbers in the middle or at the end of a sequence. Count back to find missing numbers at the beginning of a sequence. Use the following language:

Let's find missing numbers a different way.

Is the missing number before, between, or after?

How do we find the missing number? (*count up, count back*)

What is missing?

Write it.

Count the sequence. Ready? Count.

Vamos a encontrar números que faltan de una manera diferente.

¿El número que falta está antes, entre o después?

¿Cómo encontramos el número que falta? (*contando hacia adelante, contando hacia atrás*)

¿Cuál falta?

Escríbanlo.

Cuenten la secuencia.

¿Listos? Cuenten.

**Time:**

Set the timer for 2 minutes.
For the first minute, have students complete the Independent Practice sheet.

**Note to Teacher:**

Score 1 point for each correctly written missing number.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 **For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.

You will have 1 minute write the missing number in each sequence.

Van a tener 1 minuto para escribir el número que falta en cada secuencia.

- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3 Record their scores as the number correct / total number possible.