Bilingual

Grade 1

Intervention Manual

Unit 6

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties
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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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TEKS
1.5D

Total Time: 2 minutes

Unit 6 Warm-Up

DAY 1

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 and related)

My Notes:

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TEKS
1.1D, 1.3B
1.11D

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

Unit 6
Booster Lesson 1
ASC

DAY 1

Doubles + 1

Addition/Subtraction Combinations

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

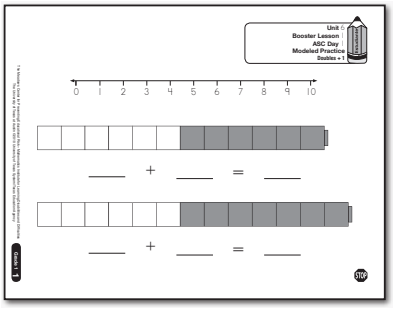
Instructional Content: Doubles + 1 facts to 17

Vocabulary:

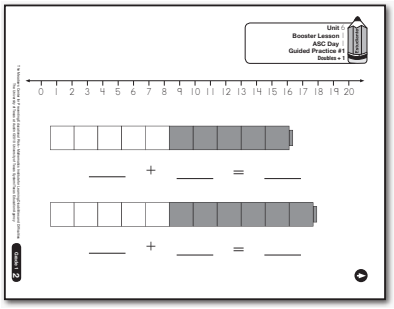
English	Spanish
Turnaround fact, add, number, plus, doubles	Operación relacionada, sumar, número, más, dobles

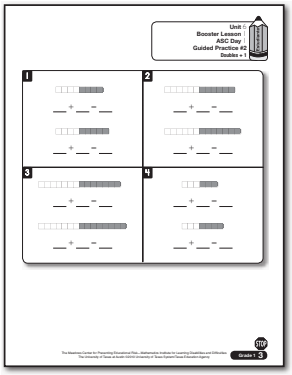
Materials: Teacher Master, pp. 1–4; connecting cubes (T&S; 2 colors, 9 of each)

Modeled Practice

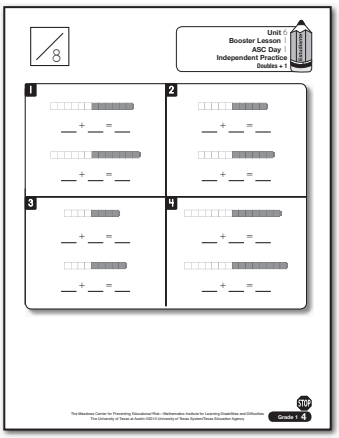


Guided Practice





Independent Practice



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

Preview

Today we will learn how to solve addition facts by using what we know about doubles facts.

Hoy vamos a aprender cómo resolver operaciones de suma utilizando lo que sabemos acerca de las operaciones con dobles.

What is a doubles addition fact? *(an addition fact in which the numbers being added are the same number)*

¿Qué es una operación con dobles de suma? *(una operación de suma en donde los números que se suman son el mismo número)*

The answer to a doubles + 1 fact is 1 more than the answer to a doubles fact.

La respuesta de una operación con dobles + 1 es 1 más que la respuesta de una operación con dobles.

The numbers being added in doubles + 1 facts are next to each other on the number line.

Los números que se suman en las operaciones con dobles + 1 están uno junto al otro en la recta numérica.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet, 6 cubes of 1 color, and 7 cubes of another to each student (this lesson will use blue and red cubes as examples). Connect 6 blue cubes and 6 red 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.

Hagan sus cubos iguales al dibujo de arriba.

How many cubes in this group? *(12 cubes)*

¿Cuántos cubos hay en este grupo? *(12 cubos)*

❷ Break the chain into 2 equal parts of 6.

My Turn: I split the group of 12 into 2 equal parts.

Mi turno: Divido el grupo de 12 en 2 partes iguales.

Your Turn: Split the cubes.

Su turno: Dividan los cubos.

How many are in each part? *(6 cubes)*

¿Cuántos hay en cada parte? *(6 cubos)*

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Modeled Practice
(continued)

We have 2 groups with equal numbers. We can make a doubles fact!

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

Your Turn: Write the fact.

What answer? *(12)*

My Turn: I write it.

Your Turn: Write it.

What turnaround fact? *(6 + 6 = 12)*

Tenemos 2 grupos con números iguales. ¡Podemos hacer una operación con dobles!

Mi turno: Escribo la operación: "6 + 6 = 12".

Su turno: Escriban la operación.

¿Cuál es la respuesta? *(12)*

Mi turno: La escribo.

Su turno: Escríbanla.

¿Cuál es la operación relacionada? *(6 + 6 = 12)*

❸ Tell students to move the cubes from the first image to the second image on the sheet. Add 1 cube to the end of the second chain so that it looks like the second image.

Move your cubes to the second picture. We need to add 1 cube to make it match.

My Turn: I add 1 cube.

Your Turn: Add 1 cube.

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

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

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

Your Turn: Write it.

This is a doubles + 1 fact. We can tell this because the 2 numbers being added together are next to each other on the number line.

Muevan sus cubos hacia el segundo dibujo. Necesitamos agregar 1 cubo para que sea igual.

Mi turno: Agrego 1 cubo.

Su turno: Agreguen 1 cubo.

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

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

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

Su turno: Escríbanla.

Esta es una operación con dobles +1. La llamamos así porque los 2 números que se suman están uno junto al otro en la recta numérica.

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Modeled Practice
(continued)

We solve doubles + 1 facts by doubling the lesser number and adding 1 to the answer.

We added 1 cube, so the answer will be 1 more than our answer to the doubles fact above.

Which number is less, 6 or 7? *(6)*

Double it. What is 6 + 6? *(12)*

Add 1 to 12. What answer? *(13)*

My Turn: I write "13" as the answer.

Your Turn: Write "13."

Resolvemos operaciones con dobles + 1 haciendo doble el número menor y sumando 1 a la respuesta.

Agregamos 1 cubo para que la respuesta sea 1 más que nuestra respuesta a la operación con dobles de arriba.

¿Cuál número es menor, 6 ó 7? *(6)*

Háganlo doble. ¿Cuánto es 6 + 6? *(12)*

Sumo 1 a 12. ¿Cuál es la respuesta? *(13)*

Mi turno: Escribo "13" como la respuesta.

Su turno: Escriban "13".

Guided Practice
(Our Turn)

4 Distribute 18 cubes (9 cubes of 1 color and 9 cubes of another color) and Guided Practice sheet #1 to each student. Using the Modeled Practice procedure, tell students to make cube chains at the top of the sheet, write the doubles fact, solve it, and then make cube chains in the middle of the sheet, write the doubles + 1 fact, and solve it. Use the following language:

Make the cube chain.

What fact? What answer? Write it.

Make the cube chain.

What fact? Write it.

Is it a doubles + 1 fact? How do you know?

Hagan la cadena de cubos.

¿Cuál es la operación? ¿Cuál es la respuesta? Escríbanla.

Hagan la cadena de cubos.

¿Cuál es la operación? Escríbanla.

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

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.

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Guided Practice
(continued)

Solve it. Which number is less? Double it. Add 1.	**Resuélvanla. ¿Cuál número es menor? Háganlo doble. Sumen 1.**
What answer? Write it.	**¿Cuál es la respuesta? Escríbanla.**

❺ Distribute Guided Practice sheet #2 to each student and repeat the steps described in Modeled Practice. Tell students to use the pictorial representations of cube chains for support. Use the following language:

What fact? Write it.	**¿Cuál es la operación? Escríbanla.**
What answer? Write it.	**¿Cuál es la respuesta? Escríbanla.**
Is it a doubles + 1 fact? How can you tell?	**¿Es una operación con dobles + 1? ¿Cómo saben?**
Which number is less? Double it.	**¿Cuál número es menor? Háganlo doble.**
Add 1 more.	**Sumen 1 más.**
What answer? Write it.	**¿Cuál es la respuesta? Escríbanla.**

Error Diagnosis and Correction

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

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **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 number sentence and answer for each doubles fact and doubles + 1 fact.	**Van a tener 1 minuto para escribir la oración numérica y la respuesta para cada operación con dobles y operación con dobles + 1.**

❷ **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 correct any errors.

❸ 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.

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3-TIER MATHEMATICS MODEL

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TEKS

1.3A, 1.3B, 1.5E, 1.11A, 1.11B, 1.11C, 1.11D, 1.12B, 1.13

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

Unit 6
Booster Lesson 2
WPS

DAY 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 twelve, write a number sentence matching a word problem, and use related facts to check the calculations.**

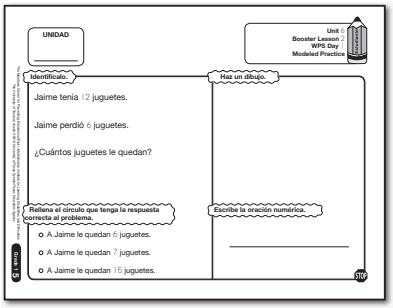
Word Problem Type: Join and separate, with result unknown

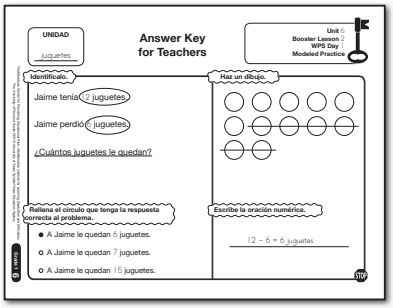
Vocabulary:

English	Spanish
Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence, more, add, plus, amount	Restar, menos, igual a, menos, quitar, estrategia Identifícalo, cuadro de diez, oración numérica, más, sumar, más, cantidad

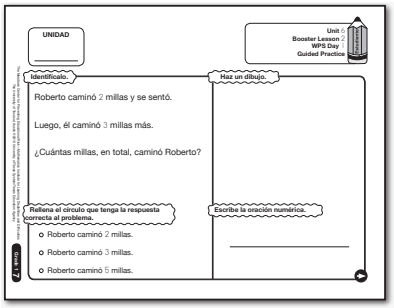
Materials: Teacher Master, pp. 5–12

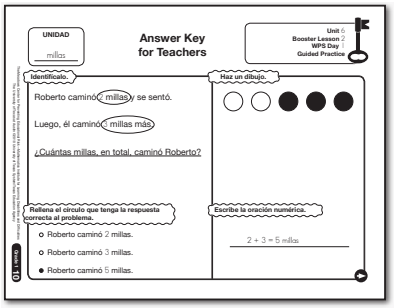
Modeled Practice


UNIDAD
Unit 6 Booster Lesson 2 WPS Day 1 Modeled Practice
Identifícalo.
Haz un dibujo.
Jaime tenía 12 juguetes.
Jaime perdió 6 juguetes.
¿Cuántos juguetes le quedan?
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
A Jaime le quedan 6 juguetes.
A Jaime le quedan 7 juguetes.
A Jaime le quedan 15 juguetes.


UNIDAD juguetes
Answer Key for Teachers
Unit 6 Booster Lesson 2 WPS Day 1 Modeled Practice
Identifícalo.
Haz un dibujo.
Jaime tenía 12 juguetes.
Jaime perdió 6 juguetes.
¿Cuántos juguetes le quedan?
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
12 − 6 = 6 juguetes
A Jaime le quedan 6 juguetes.
A Jaime le quedan 7 juguetes.
A Jaime le quedan 15 juguetes.

Guided Practice


UNIDAD
Unit 6 Booster Lesson 2 WPS Day 1 Guided Practice
Identifícalo.
Haz un dibujo.
Roberto caminó 2 millas y se sentó.
Luego, él caminó 3 millas más.
¿Cuántas millas, en total, caminó Roberto?
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
Roberto caminó 2 millas.
Roberto caminó 3 millas.
Roberto caminó 5 millas.


UNIDAD millas
Answer Key for Teachers
Unit 6 Booster Lesson 2 WPS Day 1 Guided Practice
Identifícalo.
Haz un dibujo.
Roberto caminó 2 millas y se sentó.
Luego, él caminó 3 millas más.
¿Cuántas millas, en total, caminó Roberto?
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
2 + 3 = 5 millas
Roberto caminó 2 millas.
Roberto caminó 3 millas.
Roberto caminó 5 millas.

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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. 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 haciendo un dibujo. También vamos a escribir 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. "Jim had 12 toys. Jim lost 6 toys. How many toys does he have left?"

Lean el cuento juntos. ¿Listos? Lean. "Jaime tenía 12 juguetes. Jaime perdió 6 juguetes. ¿Cuántos juguetes le quedan?"

2. Review the steps of the Identify It strategy.

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

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

What is the question? *(how many toys does he have left?)*

My Turn: I underline it.

Your Turn: 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 juguetes le quedan?)*

Mi turno: La subrayo.

Su turno: Subráyenla.

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Modeled Practice (continued)

What is the important unit? *(toys)*

My Turn: I write "toys" in the unit box.

Your Turn: Write it.

What are the important words and numbers? *(12 toys, 6 toys)*

My Turn: I circle "12 toys" and "6 toys."

Your Turn: Circle them.

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

Mi turno: Escribo "juguetes" en la caja de la unidad.

Su turno: Escríbanlo.

¿Cuáles son las palabras y números importantes? *(12 juguetes, 6 juguetes)*

Mi turno: Circulo "12 juguetes" y "6 juguetes".

Su turno: Circúlenlos.

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

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

What is the first part we circled? *(12 toys)*

My Turn: I draw 12 circles to show Jim's toys.

Your Turn: Draw 12 circles. Make yours match mine.

What is the next part we circled? *(6 toys)*

We circled "6 toys." Should we add circles to the picture or take some away? *(take away circles)* **Why?**

My Turn: I cross out 6 circles in the ten frame to show that Jim lost 6 toys.

Your Turn: Cross out 6 circles.

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

¿Cuál es la primera parte que circulamos? *(12 juguetes)*

Mi turno: Dibujo 12 círculos para mostrar los juguetes de Jaime.

Su turno: Dibujen 12 círculos. Háganlos iguales a los míos.

¿Cuál es la siguiente parte que circulamos? *(6 juguetes)*

Circulamos "6 juguetes". ¿Debemos agregar círculos al dibujo o quitar algunos? *(quitar círculos)* **¿Porqué?**

Mi turno: Tacho 6 círculos en el cuadro de diez para mostrar que Jaime perdió 6 juguetes.

Su turno: Tachen 6 círculos.

Error Diagnosis and Correction

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

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Modeled Practice
(continued)

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

We want to find out how many toys Jim has left.

We count the circles that are left.

Ready? Count. 1, 2 ... 6.

How many toys does Jim have left? *(6 toys)*

How do we know?

Queremos saber cuántos juguetes le quedan a Jaime.

Contamos los círculos que quedan.

¿Listos? Cuenten. 1, 2 … 6.

¿Cuántos juguetes le quedan a Jaime? *(6 juguetes)*

¿Cómo sabemos?

❺ Point to "Write the Number Sentence."

We will show the problem with numbers instead of pictures. We will show the problem with a number sentence.

My Turn: Jim had 12 toys, so first I write "12."

Your Turn: Write "12."

Jim lost 6 toys. If Jim lost toys, do we use a minus or a plus in our number sentence? *(minus)* **Why?**

My Turn: I write "– 6" next to the "12."

Your Turn: Write "– 6."

12 – 6. What answer? *(6)*

My Turn: I write "= 6."

Your Turn: Write it.

What was our important unit? 12 – 6 = 6 what? *(toys)*

My Turn: I write "toys" after 6.

Your Turn: Write it.

Vamos a mostrar el problema con números en lugar de dibujos. Vamos a mostrar el problema con una oración numérica.

Mi turno: Jaime tenía 12 juguetes, así que primero escribo "12".

Su turno: Escriban "12".

Jaime perdió 6 juguetes. Si Jaime perdió juguetes, ¿utilizamos un signo de menos o de más en nuestra oración numérica? *(menos)* **¿Porqué?**

Mi turno: Escribo "– 6" junto al "12".

Su turno: Escriban "– 6".

12 – 6. ¿Cuál es la respuesta? *(6)*

Mi turno: Escribo " = 6".

Su turno: Escríbanlo.

¿Cuál fue nuestra unidad importante? 12 – 6 = 6 ¿qué? *(juguetes)*

Mi turno: Escribo "juguetes" después del 6.

Su turno: Escríbanlo.

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Modeled Practice
(continued)

❻ Check your work with the students.

We will check our work. It is helpful to ask, "Does this make sense?"

Check the number sentence to see whether it makes sense.

Jim lost 6 toys, so should we end up with more or fewer than we started with? *(fewer)*

We started with 12 toys and ended up with 6, which is fewer. It makes sense.

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

Revisen la oración numérica para ver si tiene sentido.

Jaime perdió 6 juguetes, así que, ¿debemos terminar con más o menos que con lo que empezamos? *(menos)*

Empezamos con 12 juguetes y terminamos con 6, los cuales son menos. Esto tiene sentido.

❼ 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? *(Jim has 6 toys)*

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? *(A Jaime le quedan 6 juguetes)*

¿Cómo saben?

Rellénenlo.

Guided Practice
(Our Turn)

❽ 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 in the multiple-choice section. Obtain individual and choral responses. Use the following language:

Note to Teacher:

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

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Guided Practice
(continued)

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.

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.

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.

Hagan un dibujo.

¿Cuál es la oración numérica? Escríbanla.

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta al problema.

Independent Practice/ Progress Monitoring
(Your Turn)

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

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TEKS
1.1D

Total Time: 2 minutes

Unit 6
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: 0–50)

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My Notes:

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TEKS
1.1B, 1.1D

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

Unit 6
Booster Lesson 3
R10

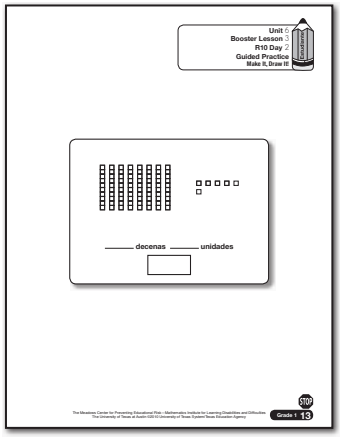
DAY 2

Make It, Draw It!

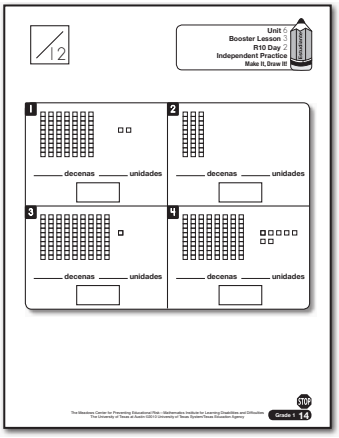
Relationships of 10

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. 13–14; rods and units (T&S), rods-and-units mats (T&S); wipe board (T&S)

Guided Practice



Independent Practice



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

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.

Preview

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

(hold up a wipe board; have 1 rod and 1 unit available)

(show a rod) **This is a rod. To draw a picture of a rod, we draw a line.** *(draw a vertical line on the wipe board)*

(show a unit) **This is a unit. To draw a picture of a unit, we draw a dot.** *(draw a dot)*

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

(hold up a wipe board; have 1 rod and 1 unit available)

(show a rod) **Esto es una decena. Para hacer un dibujo de una decena, dibujamos una línea.** *(draw a vertical line on the wipe board)*

(show a unit) **Esto es una unidad. Para hacer un dibujo de una unidad, dibujamos un punto.** *(draw a dot)*

Modeled Practice
(My Turn, Your Turn)

1. Distribute rods, units, and rods-and-units mats to students. Write "73" on the wipe board.

What number? *(73)*

Let's make 73 with our rods and units.

How many groups of 10 are in 73? *(7 groups of 10)*

My Turn: I put 7 rods on my rods-and-units mat to make the 7 groups of 10.

Your Turn: Put 7 rods on your mat.

How many ones are in 73? *(3 ones)*

My Turn: I put 3 units on my rods-and-units mat to make the 3 ones.

¿Qué número? *(73)*

Vamos a hacer 73 con nuestras decenas y unidades.

¿Cuántos grupos de 10 hay en 73? *(7 grupos de 10)*

Mi turno: Pongo 7 decenas en mi tablero de decenas y unidades para hacer 7 grupos de 10.

Su turno: Pongan 7 decenas en su tablero.

¿Cuántas unidades hay en 73? *(3 unidades)*

Mi turno: Pongo 3 unidades en mi tablero de decenas y unidades para hacer las 3 unidades.

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Modeled Practice
(continued)

Your Turn: Put 3 units on your mat.

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

My Turn: 10, 20 … 70 Switch! 71, 72, 73.

Your Turn: 10, 20 … 70 Switch! 71, 72, 73.

How many altogether? *(73)*

What does the 3 tell us? *(3 ones)*

What does the 7 tell us? *(7 groups of 10)*

Su turno: Pongan 3 unidades en su tablero.

Contamos de diez en diez y de uno en uno para saber cuánto en total.

Mi turno: 10, 20 … 70. ¡Cambio! 71, 72, 73.

Su turno: 10, 20 … 70. ¡Cambio! 71, 72, 73.

¿Cuánto en total? *(73)*

¿Qué nos dice el 3? *(3 unidades)*

¿Qué nos dice el 7? *(7 grupos de 10)*

❷ Distribute a wipe board to each student. Tell them to write "73" at the top of their wipe boards.

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

What number? *(73)*

How many groups of 10 in 73? *(7 groups of 10)*

My Turn: I draw 7 lines to show 7 groups of 10.

Your Turn: Draw 7 lines.

How many ones in 73? *(3 ones)*

My Turn: I draw 3 dots to show 3 ones.

Your Turn: Draw 3 dots.

How many altogether? Count by tens and ones. Ready? Count. 10, 20 … 70 Switch! 71, 72, 73.

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

¿Qué número? *(73)*

¿Cuántos grupos de 10 en 73? *(7 grupos de 10)*

Mi turno: Dibujo 7 líneas para mostrar 7 grupos de 10.

Su turno: Dibujen 7 líneas.

¿Cuántas unidades en 73? *(3 unidades)*

Mi turno: Dibujo 3 puntos para mostrar 3 unidades.

Su turno: Dibujen 3 puntos.

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 … 70. ¡Cambio! 71, 72, 73.

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.

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Guided Practice
(Our Turn)

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

What number? Make it.	**¿Qué número? Háganlo.**
How many groups of 10? How many ones?	**¿Cuántos grupos de 10? ¿Cuántas unidades?**
Count by tens and ones. Switch!	**Cuenten de diez en diez y de uno en uno. ¡Cambio!**
Draw it.	**Dibújenlo.**

❹ 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.	**¿Cuántas decenas? Escríbanlo.**
How many ones? Write it.	**¿Cuántas unidades? Escríbanlo.**
How many altogether? Count. Write it.	**¿Cuánto en total? Cuenten. Escríbanlo.**

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

❷ **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.

❸ Record their scores as the number correct / total number possible.

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TEKS
1.1A, 1.1B

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

Unit 6
Booster Lesson 4
MC

DAY 2

Compare Graphs and Numbers

Magnitude Comparison

Objective: **The student will be able to read and compare numbers in picture graphs and charts.**

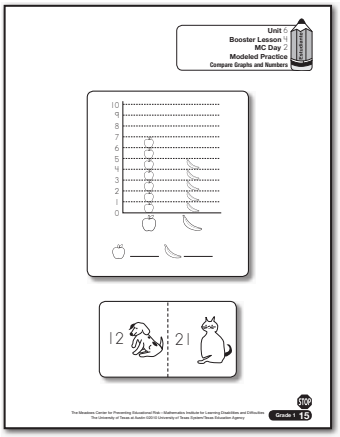
Instructional Content: 0–99

Vocabulary:

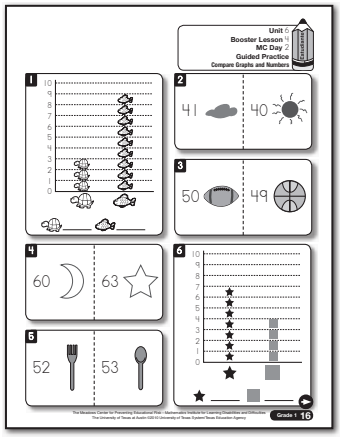
English	Spanish
Graph, table, greater, more, equal, compare	Gráfica, tabla, mayor, más, igual a, comparar

Materials: Teacher Master, pp. 15–18

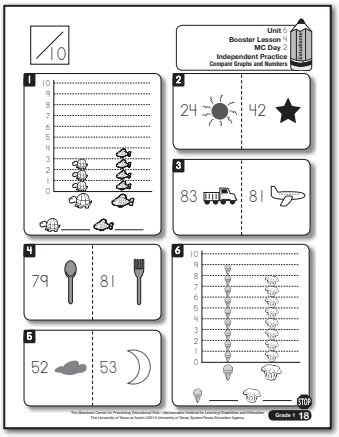
Modeled Practice



Guided Practice



Independent Practice



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

Preview

Today we will compare graphs and numbers to determine which number is greater.

What does "greater" mean? *(more)*

Hoy vamos a comparar gráficas y números para determinar cuál número es mayor.

¿Qué significa "mayor"? *(más)*

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet to each student. Complete the graph item first. On the line below each bar, write the amount that is displayed in the graph.

This is a picture graph.

We need to look at both towers to figure out which shows more.

The first tower shows 7 apples. I know this because there are 7 apples and the tower lines up, or is even with, the number 7 on the side of the graph.

My Turn: I write "7" next to the picture of the apple.

Your Turn: Write "7."

The second part of this graph shows 5 bananas. I know this because there are 5 bananas, and the tower lines up with the number 5 on the side of the graph.

My Turn: I write "5" next to the picture of the banana.

Your Turn: Write it.

We can compare 7 and 5. Which is greater? *(7)*

Esta es una gráfica de dibujos.

Necesitamos mirar ambas torres para saber cuál muestra más.

La primera torre muestra 7 manzanas. Sé esto porque hay 7 manzanas y la torre se alinea o está pareja con el número 7 del lado de la gráfica.

Mi turno: Escribo "7" junto al dibujo de la manzana.

Su turno: Escriban "7".

La segunda parte de esta gráfica muestra 5 plátanos. Sé esto porque hay 5 plátanos y la torre se alinea o está pareja con el número 5 del lado de la gráfica.

Mi turno: Escribo "5" junto al dibujo del plátano.

Su turno: Escríbanlo.

Podemos comparar 7 y 5. ¿Cuál es mayor? *(7)*

Error Diagnosis and Correction

A student has difficulty reading different parts of a graph or chart: cover up part of the graph and prompt the student to count each item.

Error Diagnosis and Correction

A student has difficulty deciding which number is greater: tell the student to use manipulatives if needed.

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Modeled Practice
(continued)

Circle the 7 apples to show that 7 is greater than 5.	**Circulen 7 manzanas para mostrar que 7 es mayor que 5.**

❷ Tell students to look at the second item.

We need to decide which of these numbers is greater. This shows 12 dogs and 21 cats.	**Necesitamos decidir cuál de estos números es mayor. Esta muestra 12 perros y 21 gatos.**
Which is greater, 12 or 21? *(21)*	**¿Cuál es mayor, 12 ó 21?** *(21)*
How do you know?	**¿Cómo saben?**
Circle it.	**Circúlenlo.**

Guided Practice
(Our Turn)

❸ Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, tell students to write the amount for each item (apples, bananas, balls, etc.), compare the 2 numbers, and then circle the number that is greater or circle both numbers if they are equal. Use the following language:

How many? How do you know?	**¿Cuántos? ¿Cómo saben?**
Write it.	**Escríbanlo.**
Which number is greater? How do you know?	**¿Cuál número es mayor? ¿Cómo saben?**
Circle it.	**Circúlenlo.**

Note to Teacher:

Tell students to circle both numbers if they are equal.

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Time:

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

Independent Practice/ Progress Monitoring

(Your Turn)

❶ **For 1 minute:** Distribute an Independent Practice sheet to each student. Tell students to write the amount for each object on the graphs and to circle the larger number for each item. They should circle both numbers if they are equal.

For 1 minute, write the amount for each object in the graphs and circle the number that is greater for all of the problems. Circle both numbers if they are equal.

Van a tener 1 minuto para escribir la cantidad de objetos en las gráficas y circular el número que es mayor para todos los problemas. Circulen ambos números si son iguales.

❷ **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.

❸ Record their scores as the number correct / total number possible.

Note to Teacher:

Score 1 point for each correctly written number and 1 point for each correctly circled greater number or pair of numbers.

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TEKS
1.5D

Total Time: 2 minutes

Unit 6
Warm-Up

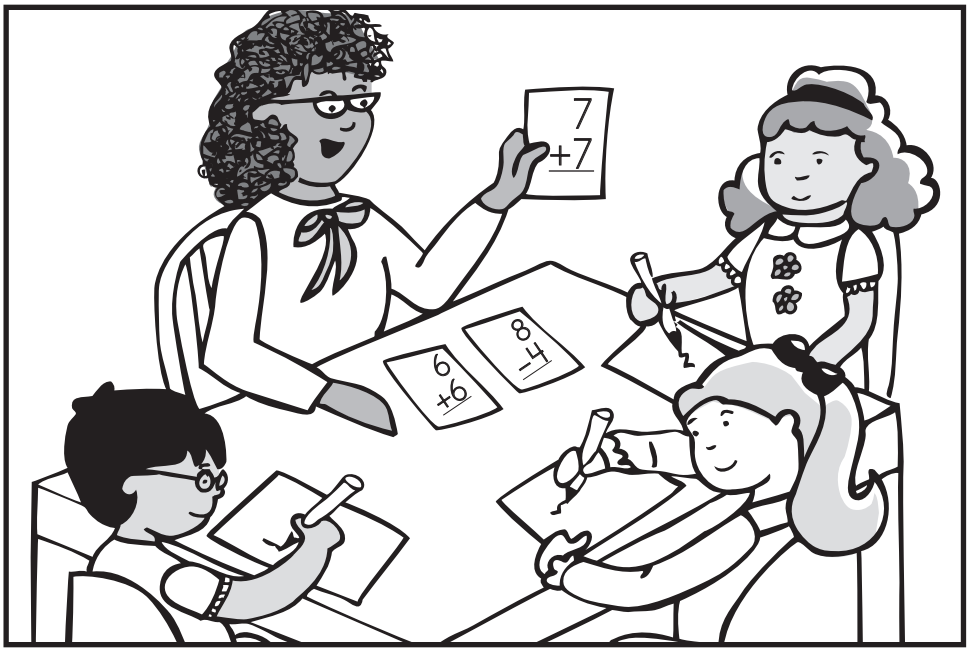
DAY 3

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 and related), wipe boards for students



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My Notes:

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TEKS
1.1D, 1.3B, 1.11D

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

Unit 6
Booster Lesson 5
ASC

DAY 3

Doubles + 1

Addition/Subtraction Combinations

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

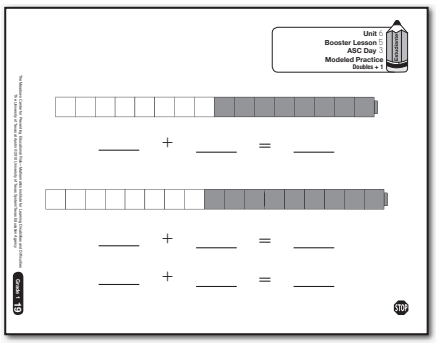
Instructional Content: Doubles + 1 facts to 17

Vocabulary:

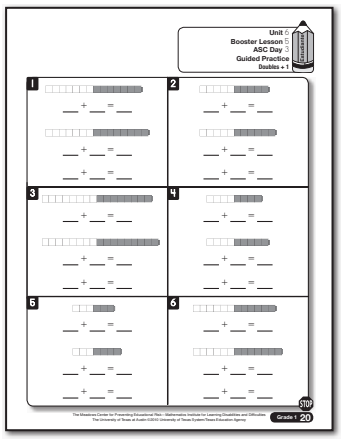
English	Spanish
Turnaround fact, add, number, plus, doubles	Operación relacionada, sumar, número, más, dobles

Materials: Teacher Master, pp. 19–21

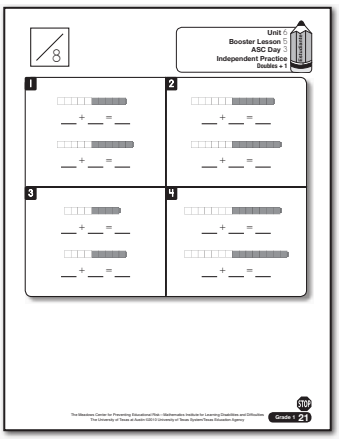
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Preview

Today we will solve facts by using what we know about doubles facts.

What's 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)*

Hoy vamos a resolver operaciones utilizando lo que sabemos acerca de las operaciones con dobles.

¿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)*

Modeled Practice
(My Turn, Your Turn)

Error Diagnosis and Correction

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

❶ Distribute a Modeled Practice sheet to each student. Complete the number sentence below the first image.

Let's write a number sentence to match the picture.

How many white cubes? *(8 cubes)*

How many shaded cubes? *(8 cubes)*

What fact? *(8 + 8)*

My Turn: I write "8 + 8" under the cubes.

Your Turn: Write "8 + 8."

What kind of fact is 8 + 8? *(a doubles fact)* **How do you know?**

What answer? *(16)*

My Turn: I write "16."

Your Turn: Write it.

Vamos a escribir una oración numérica para igualar el dibujo.

¿Cuántos cubos blancos? *(8 cubos)*

¿Cuántos cubos sombreados? *(8 cubos)*

¿Cuál es la operación? *(8 + 8)*

Mi turno: Escribo "8 + 8" debajo de los cubos.

Su turno: Escriban "8 + 8".

¿Qué tipo de operación es 8 + 8? *(una operación con dobles)* **¿Cómo saben?**

¿Cuál es la respuesta? *(16)*

Mi turno: Escribo "16".

Su turno: Escríbanla.

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.

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Modeled Practice
(continued)

❷ Complete the number sentences below the second image, writing both the fact and its turnaround fact.

Look at the next part. How many white cubes? *(8 cubes)*

How many shaded cubes? *(9 cubes)*

What fact? *(8 + 9)*

My Turn: I write "8 + 9" under the cubes.

Your Turn: Write "8 + 9."

What kind of fact is 8 + 9? *(a doubles + 1 fact)* **How do you know?** *(the numbers are next to each other on the number line)*

We solve doubles + 1 facts by doubling the lesser number and adding 1 to the answer.

Which number is less? *(8)*

Double it. What is 8 + 8? *(16)*

Add 1 more. What answer? *(17)*

My Turn: I write "17" as the answer.

Your Turn: Write "17."

What is the turnaround fact? *(9 + 8 = 17)*

My Turn: I write the turnaround fact.

Your Turn: Write it.

Miren la siguiente parte. ¿Cuántos cubos blancos? *(8 cubos)*

¿Cuántos cubos sombreados? *(9 cubos)*

¿Cuál es la operación? *(8 + 9)*

Mi turno: Escribo "8 + 9" debajo de los cubos.

Su turno: Escriban "8 + 9".

¿Qué tipo de operación es 8 + 9? *(una operación con dobles + 1)* **¿Cómo saben?** *(los números están uno junto al otro en la recta numérica)*

Resolvemos las operaciones con dobles + 1 haciendo doble el número menor y sumando 1 a la respuesta.

¿Cuál número es menor? *(8)*

Háganlo doble. ¿Cuánto es 8 + 8? *(16)*

Sumen 1 más. ¿Cuál es la respuesta? *(17)*

Mi turno: Escribo "17" como la respuesta.

Su turno: Escriban "17".

¿Cuál es la operación relacionada? *(9 + 8 = 17)*

Mi turno: Escribo la operación relacionada.

Su turno: Escríbanla.

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Guided Practice
(Our Turn)

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

What fact? Write it.	**¿Cuál es la operación? Escríbanla.**
What type of fact? What answer? Write it.	**¿Qué tipo de operación? ¿Cuál es la respuesta? Escríbanla.**
What fact? Write it.	**¿Cuál es la operación? Escríbanla.**
What type of fact?	**¿Qué tipo de operación?**
Which number is less? Double it.	**¿Cuál número es menor? Háganlo doble.**
Add 1 more.	**Sumen 1 más.**
What answer? Write it.	**¿Cuál es la respuesta? Escríbanla.**
What turnaround fact? Write it.	**¿Cuál es la operación relacionada? Escríbanla.**

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

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **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 facts.	**Van a tener 1 minuto para escribir las operaciones.**

❷ **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.

❸ Record their scores as the number correct / total number possible.

Note to Teacher:
Score 1 point for each correctly written number sentence.

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TEKS

1.3A, 1.3B, 1.5E, 1.11A, 1.11B, 1.11C, 1.11D, 1.12B, 1.13

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

Unit 6
Booster Lesson 6
WPS

DAY 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 twelve, write a number sentence matching a word problem, and use related facts to check the calculations.**

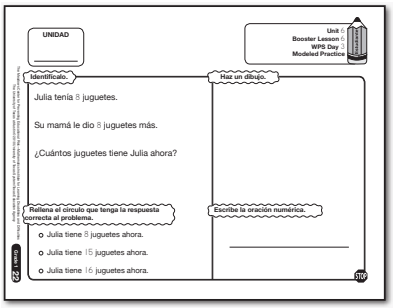
Word Problem Type: Join and separate, with result unknown

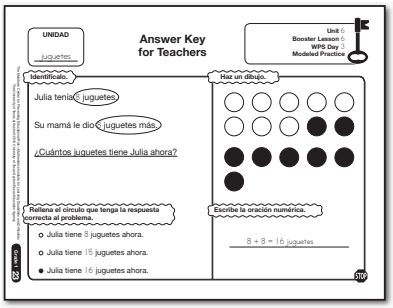
Vocabulary:

English	Spanish
Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence, more, add, plus, amount	Restar, menos, igual a, menos, quitar, estrategia Identifícalo, cuadro de diez, oración numérica, más, sumar, más, cantidad

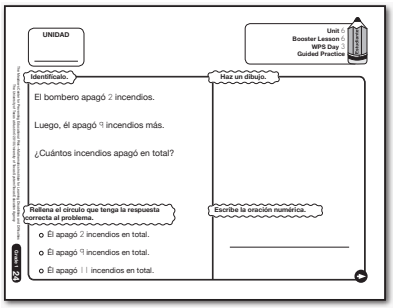
Materials: Teacher Master, pp. 22–29

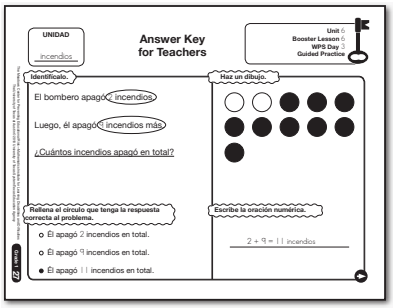
Modeled Practice


UNIDAD
Unit 6 Booster Lesson 6 WPS Day 3 Modeled Practice
Identifícalo.
Haz un dibujo.
Julia tenía 8 juguetes.
Su mamá le dio 8 juguetes más.
¿Cuántos juguetes tiene Julia ahora?
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
Julia tiene 8 juguetes ahora.
Julia tiene 15 juguetes ahora.
Julia tiene 16 juguetes ahora.
STOP


UNIDAD juguetes
Answer Key for Teachers
Unit 6 Booster Lesson 6 WPS Day 3 Modeled Practice
Identifícalo.
Haz un dibujo.
Julia tenía 8 juguetes.
Su mamá le dio 8 juguetes más.
¿Cuántos juguetes tiene Julia ahora?
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
Julia tiene 8 juguetes ahora.
Julia tiene 15 juguetes ahora.
Julia tiene 16 juguetes ahora.
8 + 8 = 16 juguetes
STOP

Guided Practice


UNIDAD
Unit 6 Booster Lesson 6 WPS Day 3 Guided Practice
Identifícalo.
Haz un dibujo.
El bombero apagó 2 incendios.
Luego, él apagó 9 incendios más.
¿Cuántos incendios apagó en total?
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
El apagó 2 incendios en total.
El apagó 9 incendios en total.
El apagó 11 incendios en total.


UNIDAD incendios
Answer Key for Teachers
Unit 6 Booster Lesson 6 WPS Day 3 Guided Practice
Identifícalo.
Haz un dibujo.
El bombero apagó 2 incendios.
Luego, él apagó 9 incendios más.
¿Cuántos incendios apagó en total?
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
El apagó 2 incendios en total.
El apagó 9 incendios en total.
El apagó 11 incendios en total.
2 + 9 = 11 incendios

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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. 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 haciendo un dibujo. También vamos a escribir 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. "Jen had 8 toys. Her mom gave her 8 more toys. How many toys does Jen have now?"

Lean el cuento juntos. ¿Listos? Lean. "Julia tenía 8 juguetes. Su mamá le dio 8 juguetes más. ¿Cuántos juguetes tiene Julia ahora?"

2. Review the steps of the Identify It strategy.

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

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

What is the question? *(how many toys does Jen have now?)*

My Turn: I underline it.

Your Turn: 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 juguetes tiene Julia ahora?)*

Mi turno: La subrayo.

Su turno: Subráyenla.

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Modeled Practice
(continued)

What is the important unit? *(toys)*

My Turn: I write "toys" in the unit box.

Your Turn: Write it.

What are the important words and numbers? *(8 toys, 8 more toys)*

My Turn: I circle "8 toys" and "8 more toys."

Your Turn: Circle them.

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

Mi turno: Escribo "juguetes" en la caja de la unidad.

Su turno: Escríbanlo.

¿Cuáles son las palabras y números importantes? *(8 juguetes, 8 juguetes más)*

Mi turno: Circulo "8 juguetes" y "8 juguetes más".

Su turno: Circúlenlos.

Error Diagnosis and Correction

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

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

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

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

My Turn: I draw 8 circles to show Jen's toys.

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

What is the next part we circled? *(8 more toys)*

We circled "8 more toys." Should we add circles to the picture or take some away? *(add circles)* **Why?**

My Turn: I draw 8 more circles in the ten frame to show Jen getting 8 more toys.

Your Turn: Draw 8 circles.

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

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

Mi turno: Dibujo 8 círculos para mostrar los juguetes de Julia.

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

¿Cuál es la siguiente parte que circulamos? *(8 juguetes más)*

Circulamos "8 juguetes". ¿Debemos agregar círculos al dibujo o quitar algunos? *(agregar círculos)* **¿Porqué?**

Mi turno: Dibujo 8 círculos en el cuadro de diez para mostrar que Julia recibe 8 juguetes más.

Su turno: Dibujen 8 círculos.

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Modeled Practice
(continued)

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

We want to find out how many toys Jen has now.

We count the circles. Start with 8 and count on 8.

Ready? Count on. 8, 9 ... 16.

How many toys does Jen have now? *(16 toys)*

How do we know?

Queremos saber cuántos juguetes tiene Julia ahora.

Contamos los círculos. Empiezen con 8 y cuenten hacia adelante 8.

¿Listos? Cuenten hacia adelante. 8, 9 ... 16.

¿Cuántos juguetes tiene Julia ahora? *(16 juguetes)*

¿Cómo sabemos?

❺ Point to "Write the Number Sentence."

We will show the problem with numbers instead of pictures. We will show the problem with a number sentence.

My Turn: Jen had 8 toys, so first I write "8."

Your Turn: Write "8."

Her mom gave her 8 more toys. If Jen gets more toys, do we use a minus or a plus in our number sentence? *(plus)*

Why?

My Turn: I write "+ 8" next to the 8.

Your Turn: Write "+ 8."

8 + 8. What answer? *(16)*

My Turn: I write "= 16."

Your Turn: Write it.

Vamos a mostrar el problema con números en lugar de dibujos. Vamos a mostrar el problema con una oración numérica.

Mi turno: Julia tenía 8 juguetes, así que primero escribo "8".

Su turno: Escriban "8".

Su mamá le dio 8 juguetes más. Si Julia recibe más juguetes, ¿utilizamos un signo de menos o de más en nuestra oración numérica? *(más)*

¿Porqué?

Mi turno: Escribo " + 8" junto al "8".

Su turno: Escriban " + 8".

8 + 8. ¿Cuál es la respuesta? *(16)*

Mi turno: Escribo " = 16".

Su turno: Escríbanlo.

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Modeled Practice
(continued)

What was our important unit? 8 + 8 = 16 what? *(toys)*

My Turn: I write "toys" after 16.

Your Turn: Write it.

¿Cuál fue nuestra unidad importante? 8 + 8 = 16 ¿qué? *(juguetes)*

Mi turno: Escribo "juguetes" después del 16.

Su turno: Escríbanlo.

❻ Check your work with the students.

We will check our work. It is helpful to ask, "Does this make sense?"

Check the number sentence to see whether it makes sense.

Jen gets 8 more toys, so should we end up with more or fewer than we started with? *(more)*

We started with 8 and ended up with 16, which is more. It makes sense.

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

Revisen la oración numérica para ver si tiene sentido.

Julia recibió 8 juguetes, así que, ¿debemos terminar con más o menos que con lo que empezamos? *(más)*

Empezamos con 8 juguetes y terminamos con 16, los cuales son más. Esto tiene sentido.

❼ 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?

(Jen has 8 toys)

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?

(Julia tiene 8 juguetes)

¿Cómo saben?

Rellénenlo.

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Note to Teacher:

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

Guided Practice
(Our Turn)

❽ 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 in the multiple-choice section. Obtain individual and choral responses. Use the following language:

Read the story together. Ready? Read.	**Lean el cuento juntos. ¿Listos? Lean.**
What is the problem asking us?	**¿Qué nos pregunta el problema?**
What is the important unit?	**¿Cuál es la unidad importante?**
Look for words and numbers related to the important unit.	**Busquen palabras y números relacionados con la unidad importante.**
Draw a picture.	**Hagan un dibujo.**
Which number sentence? Write it.	**¿Cuál es la oración numérica? Escríbanla.**
Check your work. Does this make sense?	**Revisen su trabajo. ¿Tiene esto sentido?**
Fill in the circle by the correct answer to the word problem.	**Rellenen el círculo junto a la respuesta correcta al problema.**

Independent Practice/ Progress Monitoring
(Your Turn)

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

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TEKS
1.1D

Total Time: 2 minutes

Unit 6
Warm-Up

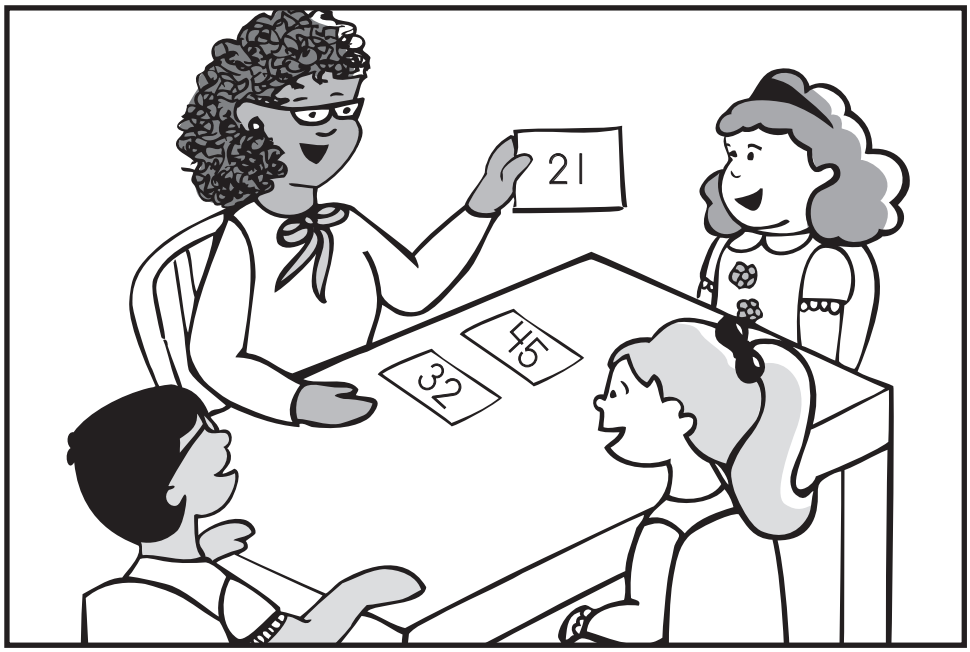
DAY 4

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 (0–50)



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My Notes:

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TEKS
1.1B, 1.1D

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

Unit 6
Booster Lesson 7
R10

DAY 4

Same Number, Different Ways

Relationships of 10

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

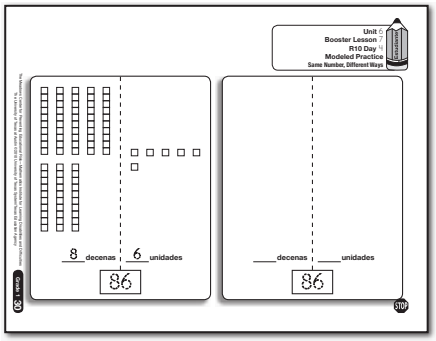
Instructional Content: 50–99

Vocabulary:

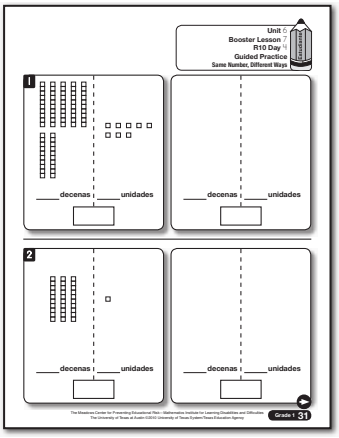
English	Spanish
Rod, unit, tens, ones	Decena, unidad, decenas, unidades

Materials: Teacher Master, pp. 30–32; rods and units (T&S); wipe board (T)

Modeled Practice



Guided Practice



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 igual a 1 decena? *(10 unidades)*

Hoy vamos a contar números hechos de diferentes maneras.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute rods and units to students. Write "53" on the wipe board.

What number? *(53)*

My Turn: I make 53 with rods and units.

How many groups of 10? *(5 groups of 10)* **I count 5 rods.** *(write "5 tens" on the wipe board)*

Your Turn: Count 5 rods.

How many ones? *(3 ones; write "3 ones" on the wipe board)*

My Turn: I count 3 ones.

Your Turn: Count 3 ones.

How many altogether? Count. 10, 20 … 50 Switch! 51, 52, 53.

We counted 53 made in 1 way. Now we will make it another way.

Let's trade, or regroup, 1 group of 10 for 10 ones.

My Turn: I remove 1 rod and replace it with 10 units.

Your Turn: Trade 1 rod for 10 units.

¿Qué número? *(53)*

Mi turno: Hago 53 con mis decenas y unidades.

¿Cuántos grupos de 10? *(5 grupos de 10)* **Cuento 5 decenas.** *(write "5 decenas" on the wipe board)*

Su turno: Cuenten 5 decenas.

¿Cuántas unidades? *(3 unidades; write "3 unidades" on the wipe board)*

Mi turno: Cuento 3 unidades.

Su turno: Cuenten 3 unidades.

¿Cuánto en total? Cuenten. 10, 20 … 50 ¡Cambio! 51, 52, 53.

Contamos 53 hecho de 1 manera. Ahora vamos a hacerlo de otra manera.

Vamos a intercambiar o volver a agrupar, 1 grupo de 10 por 10 unidades.

Mi turno: Quito 1 decena y la pongo 10 unidades en su lugar.

Su turno: Intercambien 1 decena por 10 unidades.

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Modeled Practice
(continued)

How many groups of 10? *(4 groups of 10; write "4 tens" on the wipe board)*

How many ones? *(13 ones; write "13 ones" on the wipe board)*

How many altogether? Count by tens and ones to check.

Even though the units are not grouped into a rod, 10 units are still counted as 1 group of 10.

Ready? Count. 10, 20 … 50 Switch! 51, 52, 53.

We counted 53 in 2 different ways.

¿Cuántos grupos de 10? *(4 grupos de 10; write "4 decenas" on the wipe board)*

¿Cuántas unidades? *(13 unidades; write "13 unidades" on the wipe board)*

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

Aunque las unidades no fueron agrupadas en una decena, como quiera 10 unidades se cuentan como 1 grupo de 10.

¿Listos? Cuenten. 10, 20 … 50 ¡Cambio! 51, 52, 53.

Contamos 53 de 2 maneras diferentes.

❷ 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.

We will count rods and units and decide whether these both show the same number.

How many rods are in the first part? *(8 rods)*

My Turn: I write "8" on my sheet to show 8 rods, or tens.

Your Turn: Write "8."

How many units are in the first part? *(6 units)*

My Turn: I write "6" on my sheet to show 6 units, or ones.

Vamos a contar decenas y unidades y decidir si ambos muestran el mismo número.

¿Cuántas decenas hay en la primera parte? *(8 decenas)*

Mi turno: Escribo "8" en mi hoja para mostrar 8 decenas.

Su turno: Escriban "8".

¿Cuántas unidades hay en la primera parte? *(6 unidades)*

Mi turno: Escribo "6" en mi hoja para mostrar 6 unidades.

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Modeled Practice
(continued)

Your Turn: Write "6."

How many altogether? Count by tens and ones.

10, 20 … 80 Switch! 81, 82 … 86.

My Turn: I write "86" in the box.

Your Turn: Write "86."

Now we will draw a picture of 86 in a different way.

What is another way we can draw and show 86? *(elicit student responses; acceptable answers include: trade a group of 10; 7 rods and 16 units; 6 rods and 26 units, 5 rods and 36 units, etc.)*

How many tens should we draw? *(example: 7 tens)*

My Turn: I draw 7 lines to show 7 rods.

Your Turn: Draw 7 rods.

How many ones should we draw? *(example: 16 ones)*

My Turn: I draw 16 dots to show 16 units.

Your Turn: Draw 16 units.

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

My Turn: I write "86" in the box.

Your Turn: Write it.

We counted 86 in 2 different ways!

Su turno: Escriban "6".

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

10, 20 … 80 ¡Cambio! 81, 82 … 86.

Mi turno: Escribo "86" en la caja.

Su turno: Escriban "86".

Ahora vamos a hacer un dibujo de 86 de una manera diferente.

¿De qué otra manera podemos dibujar y mostrar 86? *(elicit student responses; acceptable answers include: intercambiando un grupo de 10; 7 decenas y 16 unidades; 6 decenas y 26 unidades, 5 decenas y 36 unidades, etc.)*

¿Cuántas decenas debemos dibujar? *(example: 7 decenas)*

Mi turno: Dibujo 7 líneas para mostrar 7 decenas.

Su turno: Dibujen 7 decenas.

¿Cuántas unidades debemos dibujar? *(example: 16 unidades)*

Mi turno: Dibujo 16 puntos para mostrar 16 unidades.

Su turno: Dibujen 16 unidades.

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

Mi turno: Escribo "86" en la caja.

Su turno: Escríbanlo.

¡Contamos 86 de 2 maneras diferentes!

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Guided Practice
(Our Turn)

❸ Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, for each item, write the number of tens, the number of ones, the number altogether, and make the same number a different way. Use the following language:

How many tens? How many ones? How many altogether? Write it.	**¿Cuántas decenas? ¿Cuántas unidades? ¿Cuánto en total? Escríbanlo.**
Count the number a different way. Draw the tens. Draw the ones.	**Cuenten el número de una manera diferente. Dibujen las decenas. Dibujen las unidades.**

Independent Practice/ Progress Monitoring
(Your Turn)

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

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3-TIER MATHEMATICS MODEL

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TEKS
1.4, 1.5A

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

Unit 6
Booster Lesson 8
NS

DAY 4

Skip, Circle, Count!

Number Sequences

Objective: **The student will be able to identify numbers on a number line in skip-count by tens, skip-count by fives, and skip-count by twos patterns; skip-count by tens, fives, and twos; and write missing numbers in three-number sequences.**

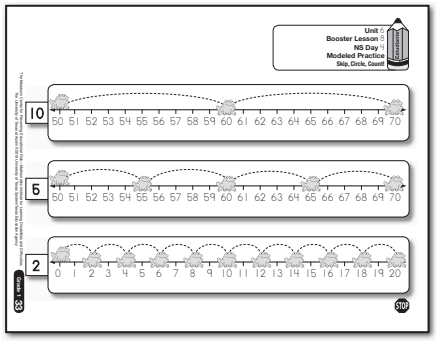
Instructional Content: 0–99

Vocabulary:

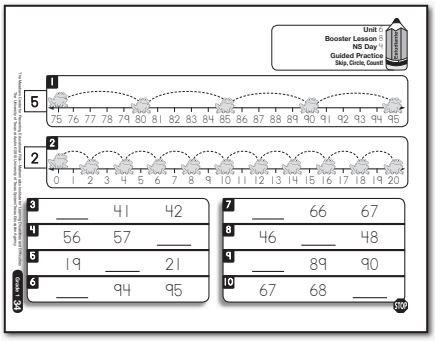
English	Spanish
Jumping line, skip-count, pattern, number line, before, after, between	Línea de salto, contar salteado, patrón, recta numérica, antes, después, entre

Materials: Teacher Master, pp. 33–35; counters (T&S; 20 each)

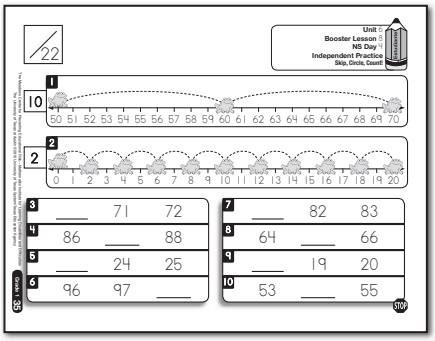
Modeled Practice



Guided Practice



Independent Practice



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

Preview

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

A pattern is something that repeats over and over.

Hoy vamos a practicar patrones de conteo salteado en la recta numérica.

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

Modeled Practice
(My Turn, Your Turn)

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

Look at the first number line.

The box next to the number line tells us that it's a skip-count by tens pattern.

What does this mean? *(that we will jump over, or skip, 10 numbers each time we count)*

We will circle all the numbers that are in our skip-count by tens pattern.

My Turn: The first frog is on 50. I circle it.

Your Turn: Circle "50."

Next, we skip 10 numbers on the number line. Count. 1, 2 … 10.

What number did we skip to? *(60)*

We jumped, or skipped, from 50 to 60!

My Turn: I circle "60."

Your Turn: Circle "60."

Miren la primer recta numérica.

La caja junto a la recta numérica nos dice que es un patrón de conteo salteado de diez en diez.

¿Qué significa esto? *(que vamos a brincar o saltar 10 números cada vez que contemos)*

Vamos a circular todos los números que están en nuestro patrón de conteo salteado de diez en diez.

Mi turno: La primera rana está en el 50. Lo circulo.

Su turno: Circulen "50".

Luego, saltamos 10 números en la recta numérica. Cuenten. 1, 2 … 10.

¿Hacia qué número saltamos? *(60)*

¡Brincamos o saltamos del 50 al 60!

Mi turno: Circulo "60".

Su turno: Circulen "60".

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Modeled Practice
(continued)

We will skip 10 numbers again. Count. 1, 2 … 10. What number? *(70)*

My Turn: I circle "70."

Your Turn: Circle "70."

We count the skip-count by tens pattern by counting by tens. Ready? Count. 50, 60, 70.

What would the next number in the pattern be? *(80)*

How do you know?

Vamos a saltar 10 números otra vez. Cuenten. 1, 2 … 10. ¿Qué número? *(70)*

Mi turno: Circulo "70".

Su turno: Circulen "70".

Contamos los patrones de conteo salteado de diez en diez contando de diez en diez. ¿Listos? Cuenten. 50, 60, 70.

¿Cuál sería el siguiente número en el patrón? *(80)*

¿Cómo saben?

❷ Tell students to look at the second item.

The box next to the number line tells us that it's a skip-count by fives pattern. How many numbers will we skip over each time? *(5)*

My Turn: The first frog is on 50. I circle it.

Your Turn: Circle "50."

Next, we skip 5 numbers on the number line. Count. 1, 2 … 5.

What number did we skip to? *(55)*

We jumped, or skipped, from 50 to 55!

My Turn: I circle "55."

Your Turn: Circle "55."

We skip 5 numbers again. Count. 1, 2 … 5. What number? *(60)*

La caja junto a la recta numérica nos dice que es un patrón de conteo salteado de cinco en cinco. ¿Cuántos números vamos a saltar cada vez? *(5)*

Mi turno: La primera rana está en el 50. Lo circulo.

Su turno: Circulen "50".

Luego, saltamos 5 números en la recta numérica. Cuenten. 1, 2 … 5.

¿Hacia qué número saltamos? *(55)*

¡Brincamos o saltamos del 50 al 55!

Mi turno: Circulo "55".

Su turno: Circulen "55".

Saltamos 5 números otra vez. Cuenten. 1, 2 … 5. ¿Qué número? *(60)*

Error Diagnosis and Correction

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

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Modeled Practice
(continued)

My Turn: I circle "60."

Your Turn: Circle "60." *(continue to count up 5 and circle the remaining numbers in the skip-count by fives pattern)*

We count the skip-count by fives pattern by counting by fives. The numbers we circled are the pattern. Ready? Count. 50, 55 … 70.

What would the next number in the pattern be? *(75)*

How do you know?

Mi turno: Circulo "60".

Su turno: Circulen "60". *(continue to count up 5 and circle the remaining numbers in the skip-count by fives pattern)*

Contamos los patrones de conteo salteado de cinco en cinco contando de cinco en cinco. Los números que circulamos son el patrón. ¿Listos? Cuenten. 50, 55 … 70.

¿Cuál sería el siguiente número en el patrón? *(75)*

¿Cómo saben?

❸ Distribute counters to each student and tell students to look at the third item. Use the counters to make the skip-count by twos pattern.

The box next to the number line tells us that it's a skip-count by twos pattern. How many numbers will we skip over each time? *(2)*

My Turn: The first frog is on 0. I circle it.

Your Turn: Circle "0."

Next, we skip 2 numbers on the number line.

My Turn: I put 2 counters on the line. Count. 1, 2.

Your Turn: Put 2 counters on the line.

What number did we skip to? *(2)*

We jumped, or skipped, from 0 to 2!

My Turn: I circle it.

Your Turn: Circle it.

La caja junto a la recta numérica nos dice que es un patrón de conteo salteado de dos en dos. ¿Cuántos números vamos a saltar cada vez? *(2)*

Mi turno: La primera rana está en el 0. Lo circulo.

Su turno: Circulen "0".

Luego, saltamos 2 números en la recta numérica.

Mi turno: Pongo 2 contadores en la línea. Cuenten. 1, 2.

Su turno: Pongan 2 contadores en la línea.

¿Hacia qué número saltamos? *(2)*

¡Brincamos o saltamos del 0 al 2!

Mi turno: Lo circulo.

Su turno: Circúlenlo.

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Modeled Practice
(continued)

Skip 2 numbers again. Count. 1, 2. Make it. What number? *(4)*

My Turn: I circle "4."

Your Turn: Circle "4." *(continue to count up 2, put 2 counters on, and circle the remaining numbers in the skip-count pattern)*

We count the skip-count by twos pattern by counting by twos. The numbers we circled are the pattern. Ready? Count. 0, 2 … 20.

What would the next number in the pattern be? *(22)*

How do you know?

Saltamos 2 números otra vez. Cuenten. 1, 2. Háganlo. ¿Qué número? *(4)*

Mi turno: Circulo "4".

Su turno: Circulen "4". *(continue to count up 2, put 2 counters on, and circle the remaining numbers in the skip-count pattern)*

Contamos los patrones de conteo salteado de dos en dos contando de dos en dos. Los números que circulamos son el patrón. ¿Listos? Cuenten. 0, 2 … 20.

¿Cuál sería el siguiente número en el patrón? *(22)*

¿Cómo saben?

Guided Practice
(Our Turn)

4. Distribute a Guided Practice sheet to each student. Using the Modeled Practice procedure, circle numbers on the number line in the pattern and count the pattern aloud. Obtain individual and choral responses. Use the following language:

What pattern?

Ready? Count.

What number? Circle it.

Count the pattern. What number would be next in the pattern?

¿Cuál es el patrón?

¿Listos? Cuenten.

¿Qué número? Circúlenlo.

Cuenten el patrón. ¿Qué número debe seguir en el patrón?

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Guided Practice
(continued)

❺ On 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.	**Vamos a mirar patrones de una manera diferente: números en una secuencia**
What is missing? Write it. Count the sequence.	**¿Cuál falta? Escríbanlo. 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)

❶ **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 circle numbers in the skip-count patterns on the number lines and then write the missing numbers in the blanks.	**Van a tener 1 minuto para circular números en los patrones de conteo salteado en las rectas numéricas y luego escribir los números que faltan en los espacios en blanco.**

Note to Teacher:
For the first items, score 1 point for each correctly circled number. For the remaining items, score 1 point for each correctly written missing number.

❷ **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.

❸ Record their scores as the number correct / total number possible.

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TEKS
1.5D

Total Time: 2 minutes

Unit 6
Warm-Up

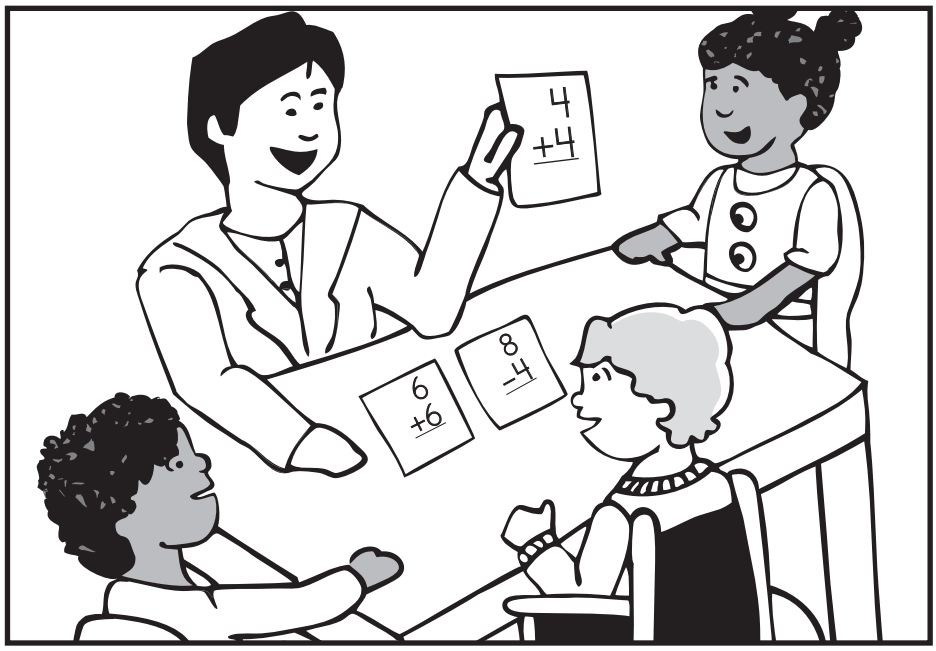
DAY 5

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 and related)



My Notes:

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TEKS
1.1D, 1.3B, 1.11D

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

Unit 6
Booster Lesson 9
ASC

DAY 5

Doubles + 1

Addition/Subtraction Combinations

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

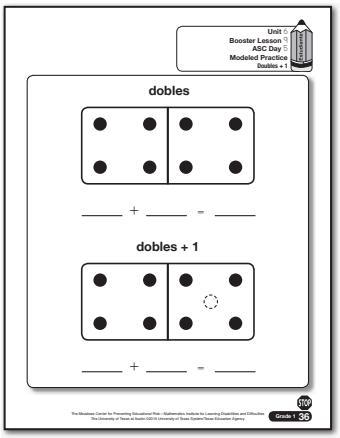
Instructional Content: Doubles + 1 facts to 17

Vocabulary:

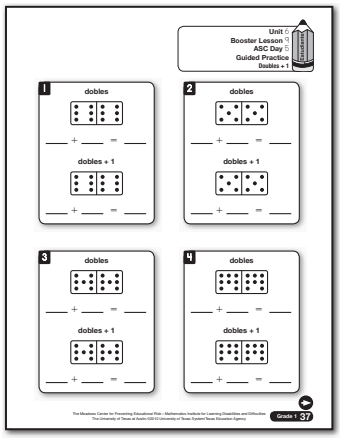
English	Spanish
Turnaround fact, add, number, plus, doubles	Operación relacionada, sumar, número, más, dobles

Materials: Teacher Master, pp. 36–39

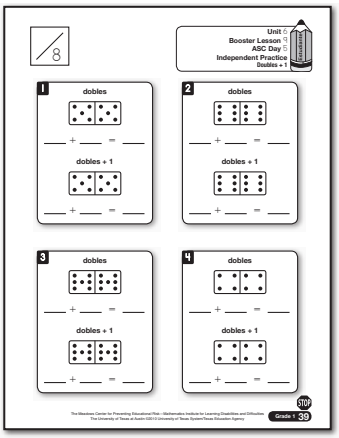
Modeled Practice



Guided Practice



Independent Practice



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Time:

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

Preview

Today we will solve facts by using what we know about doubles facts.

What's 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)*

Hoy vamos a resolver operaciones utilizando lo que sabemos acerca de las operaciones con dobles.

¿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)*

Modeled Practice
(My Turn, Your Turn)

1. Distribute a Modeled Practice sheet to each student. Complete the number sentence below the first domino.

Let's write a number sentence to match the picture.

Look at the first domino. It says "doubles," so we will write a doubles fact.

How many dots on the first side? *(4 dots)*

How many dots on the other side? *(4 dots)*

What fact? *(4 + 4)*

My Turn: I write "4 + 4" under the domino.

Your Turn: Write "4 + 4."

What kind of fact is 4 + 4? *(a doubles fact)* **How do you know?**

Vamos a escribir una oración numérica para igualar el dibujo.

Miren el primer dominó. Dice "dobles", así que vamos a escribir una operación con dobles.

¿Cuántos puntos del primer lado? *(4 puntos)*

¿Cuántos puntos del otro lado? *(4 puntos)*

¿Cuál es la operación? (4 + 4)

Mi turno: Escribo "4 + 4" debajo del dominó.

Su turno: Escriban "4 + 4".

¿Qué tipo de operación es 4 + 4? *(una operación con dobles)* **¿Cómo saben?**

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Modeled Practice
(continue)

What answer? *(8)*

My Turn: I write "8."

Your Turn: Write it.

¿Cuál es la respuesta? *(8)*

Mi turno: Escribo "8".

Su turno: Escríbanla.

❷ Complete the number sentences below the second domino, writing both the fact and its turnaround fact.

Look at the next domino. It says doubles + 1, so we will be writing a doubles + 1 fact. First, we need to draw 1 more dot on the domino to make it doubles + 1.

My Turn: I draw 1 more dot on the second part of the domino.

Your Turn: Draw 1 more dot.

Now we can write the doubles + 1 number sentence.

How many dots on the first side? *(4 dots)*

How many dots on the other side? *(5 dots)*

What fact? *(4 + 5)*

My Turn: I write "4 + 5" under the domino.

Your Turn: Write "4 + 5."

What kind of fact is 4 + 5? *(a doubles + 1 fact)* **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)*

Miren el siguiente dominó. Dice dobles + 1, así que vamos a escribir una operación con dobles + 1. Primero necesitamos dibujar 1 punto más en el dominó para hacerlo dobles + 1.

Mi turno: Dibujo 1 punto más en la segunda parte del dominó.

Su turno: Dibujen 1 punto más.

Ahora podemos escribir la oración numérica de dobles + 1.

¿Cuántos puntos del primer lado? *(4 puntos)*

¿Cuántos puntos del otro lado? *(5 puntos)*

¿Cuál es la operación? *(4 + 5)*

Mi turno: Escribo "4 + 5" debajo del dominó.

Su turno: Escriban "4 + 5".

¿Qué tipo de operación es 4 + 5? *(una operación con dobles + 1)* **¿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)*

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.

Error Diagnosis and Correction

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

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Modeled Practice
(continue)

Which number is less? *(4)*

Double it. What is 4 + 4? *(8)*

Add 1 more. What answer? *(9)*

My Turn: I write "9" as the answer.

Your Turn: Write "9."

4 + 5 = 9.

¿Cuál número es menor? *(4)*

Háganlo doble. ¿Cuánto es 4 + 4? *(8)*

Sumen 1 más. ¿Cuál es la respuesta? *(9)*

Mi turno: Escribo "9" como la respuesta.

Su turno: Escriban "9".

4 + 5 = 9.

Guided Practice
(Our Turn)

❸ Distribute the Guided Practice sheets to each student and repeat the steps described in Modeled Practice. Tell students to use the pictorial representations of dominoes for support. Use the following language:

What fact? Write it.

What type of fact? What answer? Write it.

Draw 1 more dot.

What fact? Write it.

What type of fact?

Which number is less? Double it.

Add 1 more.

What answer? Write it.

¿Cuál es la operación? Escríbanla.

¿Qué tipo de operación? ¿Cuál es la respuesta? Escríbanla.

Dibujen 1 punto más.

¿Cuál es la operación? Escríbanla.

¿Qué tipo de operación?

¿Cuál número es menor? Háganlo doble.

Sumen 1 más.

¿Cuál es la respuesta? Escríbanla.

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Independent Practice/ Progress Monitoring
(Your Turn)

❶ **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 fact below the doubles domino, draw 1 more dot on the doubles + 1 domino, and then write the fact below.

Van a tener 1 minuto para escribir la operación debajo del dominó con dobles, dibujar 1 punto más en el dominó con dobles + 1 y luego escribir la operación abajo.

❷ **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.

❸ 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 doubles item with a correctly written number sentence and 1 point for each doubles + 1 item with a correctly written number sentence and correctly drawn extra dot. .

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3-TIER MATHEMATICS MODEL

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TEKS

1.3A, 1.3B, 1.5E, 1.11A, 1.11B, 1.11C, 1.11D, 1.12B, 1.13

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

Unit 6
Booster Lesson 10
WPS

DAY 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, write a number sentence matching a word problem, and use related facts to check the calculations.**

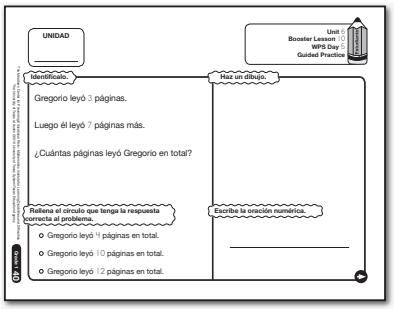
Word Problem Type: Join and separate, with result unknown

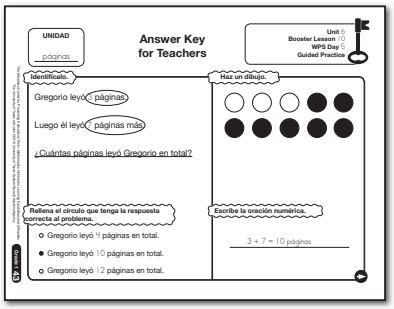
Vocabulary:

English	Spanish
Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence, more, add, plus, amount	Restar, menos, igual a, menos, quitar, estrategia Identifícalo, cuadro de diez, oración numérica, más, sumar, más, cantidad

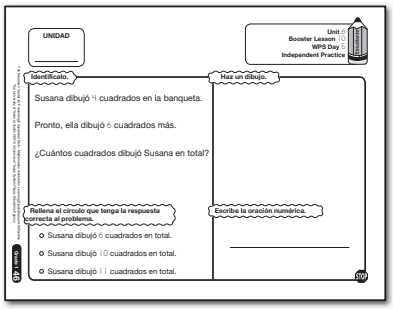
Materials: Teacher Master, pp. 40–47

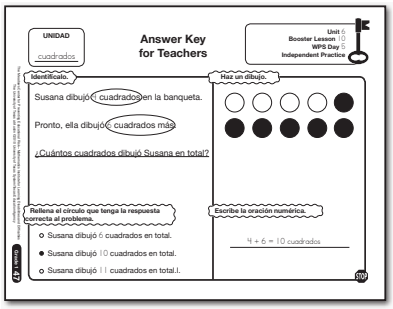
Guided Practice


UNIDAD
Unit 6
Booster Lesson 10
WPS Day 5
Guided Practice
Identifícalo.
Gregorio leyó 3 páginas.
Luego él leyó 7 páginas más.
¿Cuántas páginas leyó Gregorio en total?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Gregorio leyó 4 páginas en total.
Gregorio leyó 10 páginas en total.
Gregorio leyó 12 páginas en total.
Escribe la oración numérica.


UNIDAD
páginas
Answer Key for Teachers
Unit 6
Booster Lesson 10
WPS Day 5
Guided Practice
Identifícalo.
Gregorio leyó 3 páginas.
Luego él leyó 7 páginas más.
¿Cuántas páginas leyó Gregorio en total?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Gregorio leyó 4 páginas en total.
Gregorio leyó 10 páginas en total.
Gregorio leyó 12 páginas en total.
Escribe la oración numérica.
3 + 7 = 10 páginas

Independent Practice


UNIDAD
Unit 6
Booster Lesson 10
WPS Day 5
Independent Practice
Identifícalo.
Susana dibujó 4 cuadrados en la banqueta.
Pronto, ella dibujó 6 cuadrados más.
¿Cuántos cuadrados dibujó Susana en total?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Susana dibujó 6 cuadrados en total.
Susana dibujó 10 cuadrados en total.
Susana dibujó 11 cuadrados en total.
Escribe la oración numérica.


UNIDAD
cuadrados
Answer Key for Teachers
Unit 6
Booster Lesson 10
WPS Day 5
Independent Practice
Identifícalo.
Susana dibujó 4 cuadrados en la banqueta.
Pronto, ella dibujó 6 cuadrados más.
¿Cuántos cuadrados dibujó Susana en total?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Susana dibujó 6 cuadrados en total.
Susana dibujó 10 cuadrados en total.
Susana dibujó 11 cuadrados en total.
Escribe la oración numérica.
4 + 6 = 10 cuadrados

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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 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 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.

Note to Teacher:

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

Guided Practice
(Our Turn)

2. 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 in the multiple-choice section. 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.

Error Diagnosis and Correction

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

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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? Escríbanla.

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta al problema.

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **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.

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

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.

Recuerden la estrategia Identifícalo: Subrayar la pregunta y encontrar la unidad importante. Circular palabras y números importantes.

❷ **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.

❸ Record their scores as the number correct / total number possible.

Time:

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

Note to Teacher:

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

3-TIER MATHEMATICS MODEL

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TEKS
1.1D

Total Time: 2 minutes

Unit 6
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: 0–50)

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My Notes:

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TEKS
1.1B, 1.3B, 1.1D

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

Unit 6
Booster Lesson 11
R10

DAY 6

Add the Tens!

Relationships of 10

Objective: **The student will be able to count concrete and pictorial representations of numbers and add groups of tens.**

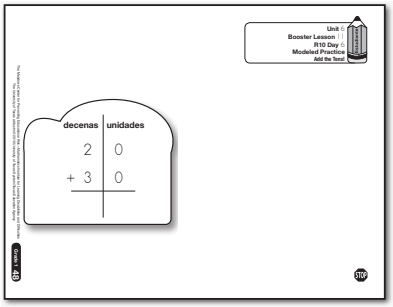
Instructional Content: 0–99

Vocabulary:

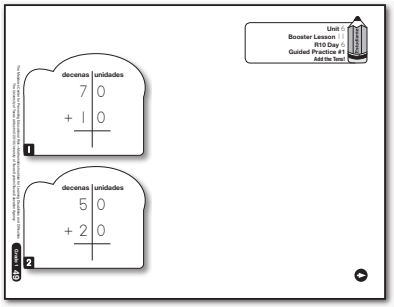
English	Spanish
Rod, tens	Decena, decenas

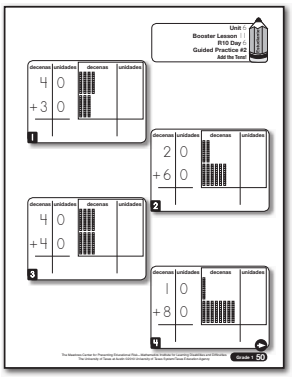
Materials: Teacher Master, pp. 48–51; rods (T&S; 9 each)

Modeled Practice



Guided Practice





Time:

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

Preview

Today we will add tens numbers.

Hoy vamos a sumar números de decenas.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet and 9 rods to each student. Instruct students to make the problem with their rods on the blank side of the Modeled Practice sheet. Solve the problem as a group and write the answer on the Modeled Practice sheet. Check the answer by counting the rods.

We can solve this problem by adding our groups of 10 together.

First, we make the first number.

My Turn: What is the first number in the problem? *(20)* **How many tens are in 20?** *(2)* **I make it.**

Your Turn: Make 20, using your rods.

Next, we make the second number.

What is the second number in the problem? *(30)*

How many tens are in 30? *(3)*

My Turn: I make 30, using my rods.

Your Turn: Make it.

We can add 20 and 30.

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

Podemos resolver este problema sumando nuestros grupos de 10.

Primero, hacemos el primer número.

Mi turno: ¿Cuál es el primer número en el problema? *(20)* **¿Cuántas decenas hay en 20?** *(2)* **Lo hago.**

Su turno: Hagan 20, utilizando sus decenas.

Ahora, hacemos el segundo número.

¿Cuál es el segundo número en el problema? *(30)*

¿Cuántas decenas hay en 30? *(3)*

Mi turno: Hago 30, utilizando mis decenas.

Su turno: Háganlo.

Podemos sumar 20 y 30.

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

Error Diagnosis and Correction

A student has difficulty knowing where to start when adding double-digit numbers: tell the student to point to the ones place and say each of the numbers he or she will be adding.

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Modeled Practice
(continued)

We have 0 ones, so we write "0" in the ones answer place.

My Turn: I write "0."

Your Turn: Write "0."

The tens place shows us 2 tens plus 3 tens.

What is 2 plus 3? Count up from the greater number: 3, 4, 5.

My Turn: I write "5" in the tens answer place.

Your Turn: Write "5" in the tens answer place.

What is our answer? *(50)*

Let's check by counting our rods. Ready? Count. 10, 20 … 50.

Tenemos 0 unidades, así que escribimos "0" en el lugar de respuesta de las unidades.

Mi turno: Escribo "0".

Su turno: Escriban "0".

El lugar de las decenas nos muestra 2 decenas más 3 decenas.

¿Cuánto es 2 más 3? Cuenten hacia adelante desde el número mayor: 3, 4, 5.

Mi turno: Escribo "5" en el lugar de respuesta de las decenas.

Su turno: Escriban "5" en el lugar de respuesta de las decenas.

¿Cuál es nuestra respuesta? *(50)*

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

Error Diagnosis and Correction

A student has difficulty adding a pictorial representation of whole-number addition computation: tell the student to build the problem with rods.

Guided Practice
(Our Turn)

❷ Distribute Guided Practice sheet #1 and repeat the Modeled Practice procedure for the 2 problems. Students should build each problem with rods, solve the problem, and check the answer by counting the rods.

❸ Distribute Guided Practice sheet #2. Students solve the problems by adding the tens and check the problems by using the pictorial representations. Use the following language:

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Guided Practice
(continued)

How many ones? Write it.

How many tens? Write it.

How many altogether?

Check the answer by counting the rods.

¿Cuántas unidades? Escríbanlo.

¿Cuántas decenas? Escríbanlo.

¿Cuánto en total?

Revisen la respuesta contando las decenas.

Independent Practice/ Progress Monitoring
(Your Turn)

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

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TEKS
1.1A, 1.1B

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

Unit 6
Booster Lesson 12
MC

DAY 6

Greatest Game

Magnitude Comparison

Objective: **The student will be able to compare numbers and decide which number is greater by comparing tens and ones.**

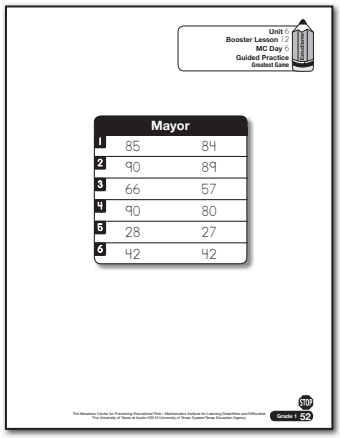
Instructional Content: 50–99

Vocabulary:

English	Spanish
Greater than, less than, tens, ones	Mayor que, menor que, decenas, unidades

Materials: Teacher Master, pp. 52–53; wipe board (T); number cards (T; 50–99)

Guided Practice



Unit 6
Booster Lesson 12
MC Day 6
Guided Practice
Greatest Game

	Mayor	
1	85	84
2	90	89
3	66	57
4	90	80
5	28	27
6	42	42

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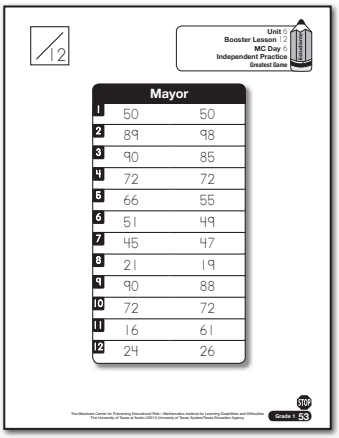
Grade 1 52

Independent Practice



/12

Unit 6
Booster Lesson 12
MC Day 6
Independent Practice
Greatest Game

	Mayor	
1	50	50
2	89	98
3	90	85
4	72	72
5	66	55
6	51	49
7	45	47
8	21	19
9	90	88
10	72	72
11	16	61
12	24	26

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Grade 1 53

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

Preview

Today we will compare numbers.

What does "greater" mean? *(more)*

What does "less" mean? *(fewer)*

Hoy vamos a comparar números.

¿Qué significa "mayor"? *(más)*

¿Qué significa "menor"? *(menos)*

Modeled Practice
(My Turn, Your Turn)

❶ Distribute 1 number card to each student and 1 to yourself. The following example uses the cards for 89, 81, 70, and 64. Have a wipe board available.

Let's play the Greatest Game. Each person gets 1 number card, and then we compare our numbers. Whoever has the card with the greatest number keeps it, while everyone else has to put their card back. At the end, we count to see who has the most cards! *(hand out cards)*

What numbers? *(89, 81, 70, 64)*

We decide which is greatest by comparing tens and ones.

First, we compare the tens.

How many tens are in 89? *(8 tens; write "89 = 8 tens" on the board)*

How many tens are in 81? *(8 tens; write "81 = 8 tens" on the board below 89)*

How many tens are in 70? *(7 tens; write "70 = 7 tens" on the board below 81)*

Vamos a jugar el Juego Mayor. Cada persona recibe 1 tarjeta de números y luego comparamos nuestros números. El que tenga la tarjeta con el número mayor se la queda mientras todos los demás regresan su tarjeta. ¡Al final contamos para ver quien tiene más tarjetas! *(hand out cards)*

¿Qué números? *(89, 81, 70, 64)*

Decidimos cuál es el mayor comparando decenas y unidades.

Primero, comparamos las decenas.

¿Cuántas decenas hay en 89? *(8 decenas; write "89 = 8 decenas" on the board)*

¿Cuántas decenas hay en 81? *(8 decenas; write "81 = 8 decenas" on the board below 89)*

¿Cuántas decenas hay en 70? *(7 decenas; write "70 = 7 decenas" on the board below 81)*

Error Diagnosis and Correction

A student has difficulty looking only at the tens or ones place: cover 1 place with a sheet of paper so that the student can compare only that single place.

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Modeled Practice
(continued)

How many tens are in 64? *(6 tens; write "64 = 6 tens" on the board below 70)*

8 tens, 8 tens, 7 tens, and 6 tens. Can we tell which number is greatest? *(no)*

Why not? Can we take away any numbers? *(yes)*

We know that 8 tens is greater than 7 tens or 6 tens, so turn in 70 and 64. *(erase 70 and 64 from the wipe board)*

What numbers are we still comparing? *(89 and 81)*

What is the next step? *(compare the ones)*

How many ones are in 89? *(9 ones; write "89 = 8 tens 9 ones" on the board)*

How many ones are in 81? *(1 one; write "81 = 8 tens 1 one" on the board below 89)*

9 ones and 1 one. Can we tell which number is greater? *(yes)*

Which number is greater? *(89)*

How can you tell?

The person with 89 gets to keep the card for the game!

¿Cuántas decenas hay en 64? *(6 decenas; write "64 = 6 decenas" on the board below 70)*

8 decenas, 8 decenas, 7 decenas y 6 decenas. ¿Podemos decir cuál número es mayor? (no)

¿Porqué no? ¿Podemos quitar algunos números? *(sí)*

Sabemos que 8 decenas es mayor que 7 decenas ó 6 decenas, así que regresamos 70 y 64. *(erase 70 and 64 from the wipe board)*

¿Cuáles números todavía seguimos comparando? *(89 y 81)*

¿Cuál es el siguiente paso? *(comparar las unidades)*

¿Cuántas unidades hay en 89? *(9 unidades; write "89 = 8 deceanas 9 unidades" on board)*

¿Cuántas unidades hay en 81? *(1 unidad; write "81 = 8 decenas 1 unidad" on board below 89)*

9 unidades y 1 unidad. ¿Podemos decir cuál número es mayor? *(sí)*

¿Cuál número es mayor? *(89)*

¿Cómo saben?

¡La persona que tenga 89 se queda con la tarjeta para el juego!

Error Diagnosis and Correction

A student has difficulty comparing 4–5 numbers at the same time: tell the student to compare 2 cards at a time, discarding the lesser card each time until only the greatest number is left.

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Guided Practice
(Our Turn)

Note to Teacher:

Choose numbers that are difficult for students and that have numerals in the ones place that are close together—for example, 43 and 44.

❷ Using the Modeled Practice procedure, play the Greatest Game. Deal a single number card to each student and tell students to compare tens and ones to decide which is greatest. The student with the greatest-number card keeps it at the end of the turn. When the game ends, count the cards to see who has the most. Obtain individual and choral responses. Use the following language:

What numbers?	**¿Qué números?**
How many tens? How many ones?	**¿Cuántas decenas? ¿Cuántas unidades?**
Which number is greatest? How can you tell?	**¿Cuál número es mayor? ¿Cómo saben?**

❸ Distribute a Guided Practice sheet to each student. Tell students to look at each item and circle the number that is greater or circle both numbers if they are equal. Use the following language:

Let's look at greater numbers a different way.	**Vamos a ver números mayores de una manera diferente.**
Look at the 2 numbers. Circle the number that is greater or circle both numbers if they are equal.	**Miren los 2 números. Circulen el número que es mayor o circulen ambos números si son iguales.**

Time:

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

Circle the number that is greater in each row or circle both numbers if they are equal.	**Circulen el número que es mayor en cada fila o circulen ambos números si son iguales.**

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Independent Practice/ Progress Monitoring (continued)

❷ **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.

❸ Record their scores as the number correct / total number possible.

Note to Teacher:

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

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3-TIER MATHEMATICS MODEL

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TEKS
1.5D

Total Time: 2 minutes

Unit 6
Warm-Up

DAY 7

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 and related), wipe boards for students

My Notes:

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TEKS
1.1D, 1.3B, 1.11D

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

Unit 6
Booster Lesson 13
ASC

DAY 7

Doubles + 1

Addition/Subtraction Combinations

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

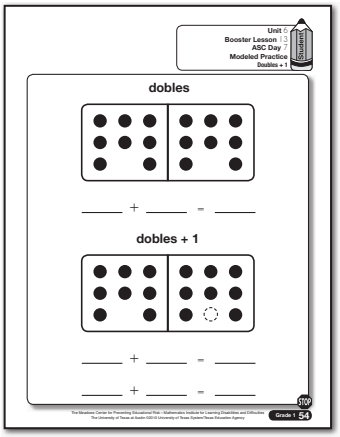
Instructional Content: Doubles + 1 facts to 17

Vocabulary:

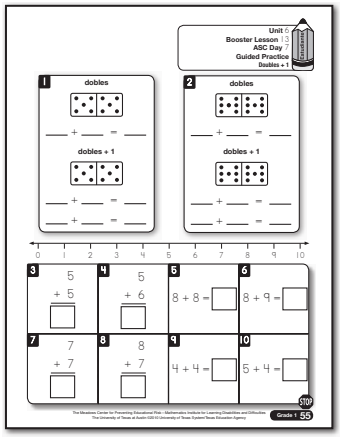
English	Spanish
Turnaround fact, add, number, plus, doubles	Operación relacionada, sumar, número, más, dobles

Materials: Teacher Master, pp. 54–56

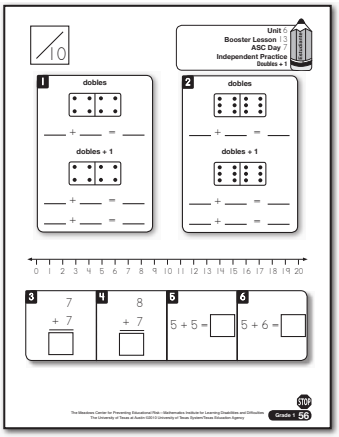
Modeled Practice



Guided Practice



Independent Practice



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

Preview

Today we will solve doubles and doubles + 1 facts.

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)*

Hoy vamos a resolver operaciones con dobles y operaciones con dobles + 1.

¿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)*

Modeled Practice
(My Turn, Your Turn)

1. Distribute a Modeled Practice sheet to each student. Complete the number sentence below the first domino.

Let's write a number sentence to match the picture.

Look at the first domino. It says "doubles," so we write a doubles fact.

How many dots on the first side? *(8 dots)*

How many dots on the other side? *(8 dots)*

What fact? *(8 + 8)*

My Turn: I write "8 + 8" under the domino.

Your Turn: Write "8 + 8."

What kind of fact is 8 + 8? *(a doubles fact)* **How do you know?**

What answer? *(16)*

Vamos a escribir una oración numérica para igualar el dibujo.

Miren el primer dominó. Dice "dobles", así que vamos a escribir una operación con dobles.

¿Cuántos puntos del primer lado? *(8 puntos)*

¿Cuántos puntos del otro lado? *(8 puntos)*

¿Cuál es la operación? *(8 + 8)*

Mi turno: Escribo "8 + 8" debajo del dominó.

Su turno: Escriban "8 + 8".

¿Qué tipo de operación es 8 + 8? *(una operación con dobles)* **¿Cómo saben?**

¿Cuál es la respuesta? *(16)*

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Modeled Practice
(continued)

My Turn: I write "16."

Your Turn: Write it.

Mi turno: Escribo "16".

Su turno: Escríbanla.

❷ Complete the number sentences below the second domino, writing both the fact and its turnaround fact.

Look at the next domino. It says doubles + 1, so we write a doubles + 1 fact. First, we need to draw 1 more dot on the domino to make it doubles + 1.

My Turn: I draw 1 more dot on the second part of the domino.

Your Turn: Draw 1 more dot.

Now we can write the doubles + 1 number sentence.

How many dots on the first side? *(8 dots)*

How many dots on the other side? *(9 dots)*

What fact? *(8 + 9)*

My Turn: I write "8 + 9" under the domino.

Your Turn: Write "8 + 9."

What kind of fact is 8 + 9? *(a doubles + 1 fact)* **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)*

Miren el siguiente dominó. Dice dobles + 1, así que escribimos una operación con dobles + 1. Primero necesitamos dibujar 1 punto más en el dominó para hacerlo dobles + 1.

Mi turno: Dibujo 1 punto más en la segunda parte del dominó.

Su turno: Dibujen 1 punto más.

Ahora podemos escribir la oración numérica de dobles + 1.

¿Cuántos puntos del primer lado? *(8 puntos)*

¿Cuántos puntos del otro lado? *(9 puntos)*

¿Cuál es la operación? *(8 + 9)*

Mi turno: Escribo "8 + 9" debajo del dominó.

Su turno: Escriban "8 + 9".

¿Qué tipo de operación es 8 + 9? *(una operación con dobles + 1)* **¿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)*

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.

Error Diagnosis and Correction

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

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Modeled Practice
(continued)

Which number is less? *(8)*

Double it. What answer? *(16)*

Add 1. What answer? *(17)*

My Turn: I write "17" as the answer.

Your Turn: Write "17."

8 + 9 = 17.

What is the turnaround fact? *(9 + 8 = 17)*

My Turn: I write the turnaround fact.

Your Turn: Write it.

¿Cuál número es menor? *(8)*

Háganlo doble. ¿Cuál es la respuesta? *(16)*

Sumen 1 más. ¿Cuál es la respuesta? *(17)*

Mi turno: Escribo "17" como la respuesta.

Su turno: Escriban "17".

8 + 9 = 17.

¿Cuál es la operación relacionada? *(9 + 8 = 17)*

Mi turno: Escribo la operación relacionada.

Su turno: Escríbanla.

Guided Practice
(Our Turn)

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

What fact? Write it.

What type of fact? What answer? Write it.

Draw 1 more dot.

What fact? Write it.

What type of fact?

¿Cuál es la operación? Escríbanla.

¿Qué tipo de operación? ¿Cuál es la respuesta? Escríbanla.

Dibujen 1 punto más.

¿Cuál es la operación? Escríbanla.

¿Qué tipo de operación?

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Guided Practice
(continued)

Which number is less? Double it.	**¿Cuál número es menor? Háganlo doble.**
Add 1.	**Sumen 1 más.**
What answer? Write it.	**¿Cuál es la respuesta? Escríbanla.**
What turnaround fact? Write it.	**¿Cuál es la operación relacionada? Escríbanla.**

❹ Tell students to complete the abstract items at the bottom of the sheet. Use the following language:

What fact? What kind of fact? What answer? Write it.	**¿Cuál es la operación? ¿Qué tipo de operación? ¿Cuál es la respuesta? Escríbanla.**

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **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 fact below the doubles domino, draw 1 more dot and write the facts for the doubles + 1 domino, and solve the facts at the bottom of the sheet.	**Van a tener 1 minuto para escribir la operación debajo del dominó con dobles, dibujar 1 punto más y escribir las operaciones para los dominós con dobles + 1 y resolver las operaciones en la parte de abajo de la hoja.**

❷ **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.

❸ Record their scores as the number correct / total number possible.

2 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 on the pictorial items and 1 point for each correct answer on the abstract items.

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3-TIER MATHEMATICS MODEL

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TEKS

1.3A, 1.3B, 1.5E, 1.11A, 1.11B, 1.11C, 1.11D, 1.12B, 1.13

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

Unit 6
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, write a number sentence matching a word problem, and use related facts to check the calculations.**

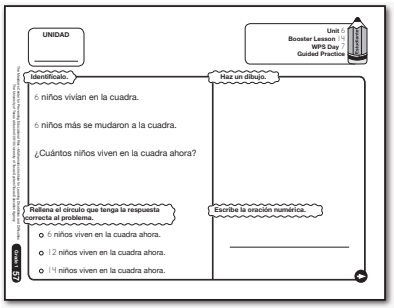
Word Problem Type: Join and separate, with result unknown

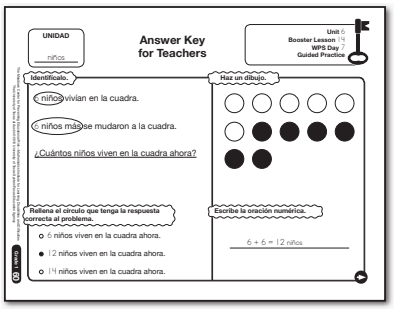
Vocabulary:

English	Spanish
Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence, more, add, plus, amount	Restar, menos, igual a, menos, quitar, estrategia Identifícalo, cuadro de diez, oración numérica, más, sumar, más, cantidad

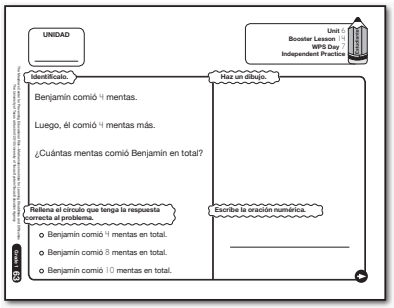
Materials: Teacher Master, pp. 57–66

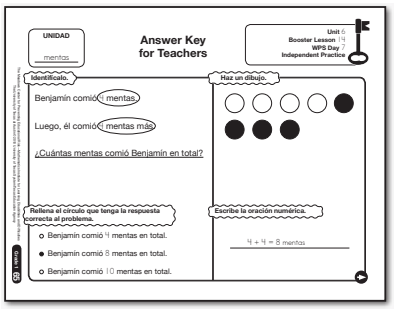
Guided Practice


UNIDAD
Unit 6 Booster Lesson 14 WPS Day 7 Guided Practice
Identifícalo.
6 niños vivían en la cuadra.
6 niños más se mudaron a la cuadra.
¿Cuántos niños viven en la cuadra ahora?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
6 niños viven en la cuadra ahora.
12 niños viven en la cuadra ahora.
14 niños viven en la cuadra ahora.
Escribe la oración numérica.
Lesson 57


UNIDAD
niños
Answer Key for Teachers
Unit 6 Booster Lesson 14 WPS Day 7 Guided Practice
Identifícalo.
6 niños vivían en la cuadra.
6 niños más se mudaron a la cuadra.
¿Cuántos niños viven en la cuadra ahora?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
6 niños viven en la cuadra ahora.
12 niños viven en la cuadra ahora.
14 niños viven en la cuadra ahora.
Escribe la oración numérica.
6 + 6 = 12 niños
Lesson 57

Independent Practice


UNIDAD
Unit 6 Booster Lesson 14 WPS Day 7 Independent Practice
Identifícalo.
Benjamín comió 4 mentas.
Luego, él comió 4 mentas más.
¿Cuántas mentas comió Benjamín en total?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Benjamín comió 4 mentas en total.
Benjamín comió 8 mentas en total.
Benjamín comió 10 mentas en total.
Escribe la oración numérica.
Lesson 57


UNIDAD
mentas
Answer Key for Teachers
Unit 6 Booster Lesson 14 WPS Day 7 Independent Practice
Identifícalo.
Benjamín comió 4 mentas.
Luego, él comió 4 mentas más.
¿Cuántas mentas comió Benjamín en total?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Benjamín comió 4 mentas en total.
Benjamín comió 8 mentas en total.
Benjamín comió 10 mentas en total.
Escribe la oración numérica.
4 + 4 = 8 mentas
Lesson 57

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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 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 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 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 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 in the multiple-choice section. Obtain individual and choral responses. Use the following language:

Read the story together. Ready? Read.

Lean el cuento juntos. ¿Listos? Lean.

What is the problem asking us?

¿Qué nos pregunta el problema?

What is the important unit?

¿Cuál es la unidad importante?

Look for words and numbers related to the important unit.

Busquen palabras y números relacionados con la unidad importante.

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.

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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? Escríbanla.

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta al problema.

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **For 6 minutes:** Distribute the Independent Practice sheets to each student and tell students to complete as many items as possible. Read the word problems with students if needed.

You will have 6 minutes to read each 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.

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

Van a tener 6 minutos para leer cada 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.

Recuerden la estrategia Identifícalo: Subrayar la pregunta y encontrar la unidad importante. Circular palabras y números importantes.

❷ **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.

❸ Record their scores as the number correct / total number possible.

Time:

Set the timer for 7 minutes. For the first 6 minutes, have students complete the Independent Practice sheets.

Note to Teacher:

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

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3-TIER MATHEMATICS MODEL

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TEKS
1.1D

Total Time: 2 minutes

Unit 6
Warm-Up

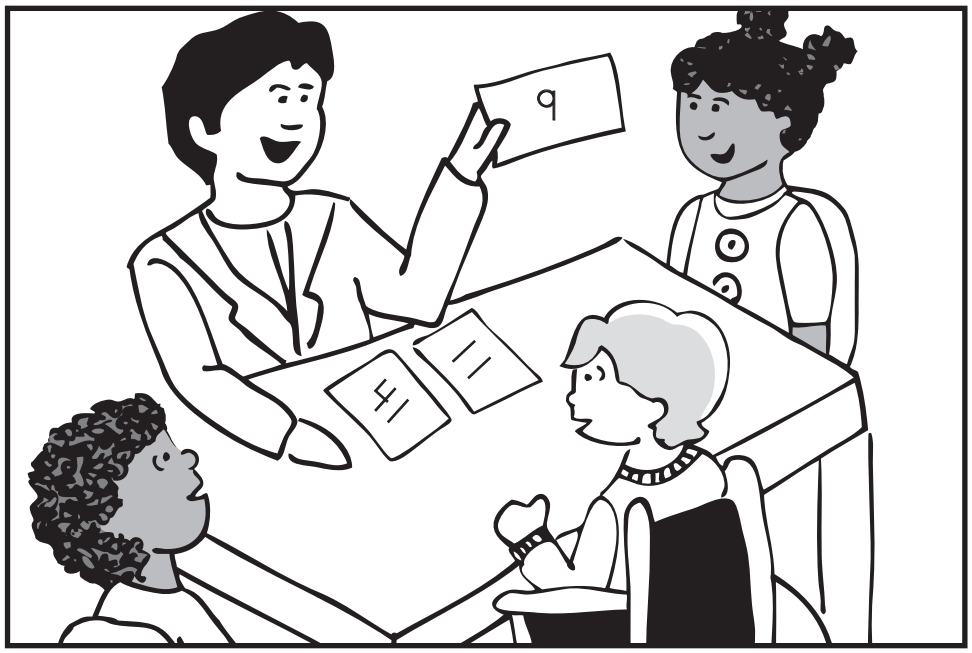
DAY 8

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 (0–50)



My Notes:

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TEKS
1.1B, 1.3B

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

Unit 6
Booster Lesson 15
R10

DAY 8

Add the Tens!

Relationships of 10

Objective: **The student will be able to count pictorial representations of numbers and add groups of tens.**

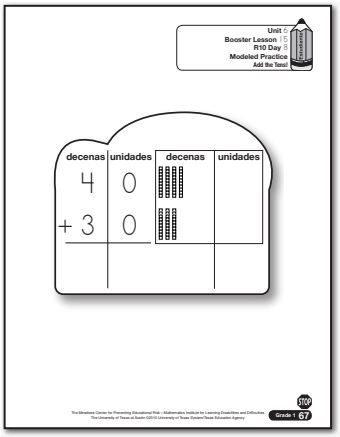
Instructional Content: 0–99

Vocabulary:

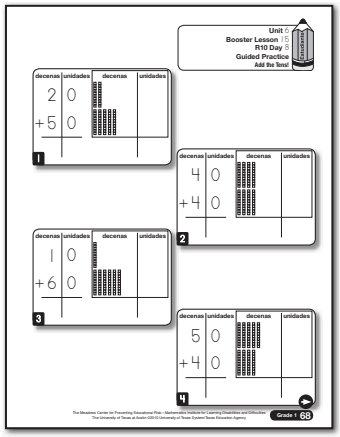
English	Spanish
Rod, tens	Decena, decenas

Materials: Teacher Master, pp. 67–70

Modeled Practice



Guided Practice



Time:

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

Error Diagnosis and Correction

A student has difficulty adding a pictorial representation of whole-number addition computation: tell the student to build the problem with rods.

Error Diagnosis and Correction

A student has difficulty knowing where to start when adding double-digit numbers: tell the student to point to the ones place and say each of the numbers he or she will be adding.

Preview

Today we will add tens numbers.

Hoy vamos a sumar números de decenas.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet to each student. Solve the problem as a group and write the answer on the sheet. Check the answer by counting the pictorial representation.

What does this problem say? *(40 + 30)*

What place do we start with when adding? Tens or ones? *(ones)*

My Turn: 0 ones plus 0 ones equals what? *(0)*

Your Turn: Write it.

Next add the tens.

4 tens plus 3 tens equals what? *(7 tens)*

My Turn: I write "7" in the tens answer space.

Your Turn: Write "7" in the tens answer space.

What is our answer? *(70)*

Let's check by counting our rods. Ready? Count. 10, 20 … 70.

¿Qué dice este problema? *(40 + 30)*

¿En que lugar empezamos cuando sumamos? ¿Decenas o unidades? *(unidades)*

Mi turno: ¿0 unidades más 0 unidades es igual a? *(0)*

Su turno: Escríbanlo.

Ahora sumen las decenas.

¿4 decenas más 3 decenas es igual a? *(7 decenas)*

Mi turno: Escribo "7" en el espacio de respuesta de las decenas.

Su turno: Escriban "7" en el espacio de respuesta de las decenas.

¿Cuál es nuestra respuesta? *(70)*

Vamos a revisar contando nuestras decenas. ¿Listos? Cuenten. 10, 20 … 70.

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Guided Practice
(Our Turn)

❷ Distribute the Guided Practice sheets to each student. Students solve the problems by adding the tens and check the problems by using the pictorial representations. Note that there are 3 pages of Guided Practice problems. Use the following language:

How many ones? Write it.	**¿Cuántas unidades? Escríbanlo.**
How many tens? Write it.	**¿Cuántas decenas? Escríbanlo.**
How many altogether?	**¿Cuánto en total?**
Check the answer by counting the rods.	**Revisen la respuesta contando las decenas.**

Independent Practice/ Progress Monitoring
(Your Turn)

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

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3-TIER MATHEMATICS MODEL

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TEKS
1.4, 1.5

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

Unit 6
Booster Lesson 16
NS

DAY 8

Mystery Number: Before, After, Between

Number Sequences

Objective: **The student will be able to locate a number on the number line that is before, after, or between numbers; identify missing numbers in a three-number sequence; and count the number sequence.**

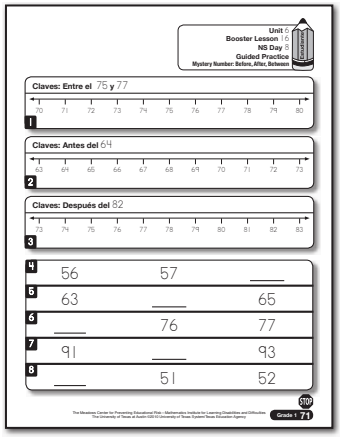
Instructional Content: 50–99

Vocabulary:

English	Spanish
Before, after, between, number, number line, sequence	Antes, después, entre, número, recta numérica, secuencia

Materials: Teacher Master, pp. 71–72; number cards (T; 50–99)

Guided Practice


Unit 6
Booster Lesson 16
NS Day 8
Guided Practice
Mystery Number: Before, After, Between

Claves: Entre el 75 y 77
70 71 72 73 74 75 76 77 78 79 80

Claves: Antes del 64
63 64 65 66 67 68 69 70 71 72 73

Claves: Después del 82
73 74 75 76 77 78 79 80 81 82 83

4	56	57	____
5	63	____	65
6	____	76	77
7	91	____	93
8	____	51	52

STOP

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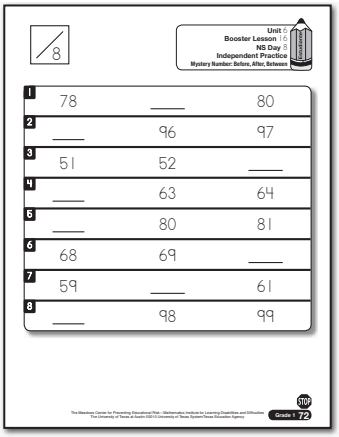
Grade 1 71

Independent Practice


/8
Unit 6
Booster Lesson 16
NS Day 8
Independent Practice
Mystery Number: Before, After, Between

1	78	____	80
2	____	96	97
3	51	52	____
4	____	63	64
5	____	80	81
6	68	69	____
7	59	____	61
8	____	98	99

STOP

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Grade 1 72

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

Preview

Today we will find mystery numbers on a number line.

We also will find numbers that come before, after, and between.

Hoy vamos a encontrar números misterio en una recta numérica.

También vamos a encontrar los números que están antes, después y entre.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute the number cards 70–80 to the students as a group and tell the students to place the numbers faceup on the table in order.

Place the number cards on the table in order from 70 to 80.

Pongan las tarjetas de números en la mesa en orden del 70 al 80.

❷ State the mystery-number clue and turn cards facedown as they are eliminated by the clue.

This number line begins at 70 and goes to 80.

My Turn: I will give a mystery-number clue, and we will turn over cards that can be removed.

Listen: The mystery number is between 72 and 74.

I know that the mystery number is not 72 or before 72, so I turn over 72 and the cards before 72. *(turn over 72, 71, 70)*

I know that the mystery number is not 74 or after 74, so I turn over 74 and the cards after 74. *(turn over 74, 75, 76, 77, 78, 79, 80)*

Your Turn: What is the mystery number? *(73)*

La recta numérica empieza en 70 y va hasta 80.

Mi turno: Voy a dar una clave del número misterio y vamos a voltear las tarjetas que se pueden quitar.

Escuchen: El número misterio está entre el 72 y 74.

Sé que el número misterio no es 72 o está antes del 72, así que volteo 72 y las tarjetas que están antes del 72. *(turn over 72, 71, 70)*

Sé que el número misterio no es 74 o está después del 74, así que volteo 74 y las tarjetas que están después del 74. *(turn over 74, 75, 76, 77, 78, 79, 80)*

Su turno: ¿Cuál es el número misterio? *(73)*

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Modeled Practice
(continued)

How do you know?	**¿Cómo saben?**
73 is between 72 and 74.	**73 está entre el 72 y 74.**

Guided Practice
(Our Turn)

❸ Distribute the number cards 80–90 to the students as a group and tell the students to place the numbers faceup on the table in order. Using the Modeled Practice procedure, state the mystery-number clue and tell students to turn facedown number cards eliminated by the clue. Obtain individual and choral responses.

The mystery number is between 88 and 90.	**El número misterio está entre el 88 y el 90.**
What cards do we turn over? *(88 and before, 90)*	**¿Cuáles tarjetas podemos voltear?** *(88 y antes, 90)*
What is the mystery number? *(89)*	**¿Cuál es el número misterio?** *(89)*
89 is between 88 and 90.	**89 está entre el 88 y el 90.**

Error Diagnosis and Correction

A student cannot eliminate numbers from a clue: cover part of the number line so that only a 3-number sequence is displayed and tell the student to count up or count back to find the mystery number.

❹ Collect the number cards and distribute a Guided Practice sheet to each student. Complete the items at the top of the sheet as a group. Read the mystery-number clue, and then tell students to cross out numbers as they are eliminated by the clue and to circle the mystery number. Use the following language:

Listen to the clue.	**Escuchen la clave.**
What numbers do we cross out?	**¿Qué números tachamos?**
What is the mystery number? Circle it.	**¿Cuál es el número misterio? Circúlenlo.**

Error Diagnosis and Correction

A student cannot count to find a missing number: write or show a number line and point and count on it.

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Guided Practice
(continued)

❺ Complete the items at the bottom of the sheet as a group. Tell students to 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.	**Vamos a encontrar números que faltan de una manera diferente.**
Is the missing number before, between, or after?	**¿El número que falta está antes, entre o después?**
How do we find the missing number? *(count up, count back)*	**¿Cómo encontramos el número que falta?** *(contando hacia adelante, contando hacia atrás)*
What is missing?	**¿Cuál falta?**
Write it.	**Escríbanlo.**
Count the sequence. Ready? Count.	**Cuenten la secuencia. ¿Listos? Cuenten.**

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

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **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 numbers missing from the sequences.	**Van a tener 1 minuto para escribir los números que faltan de las secuencias.**

Note to Teacher:
Score 1 point for each correctly written missing number.

❷ **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.

❸ Record their scores as the number correct / total number possible.

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