



**Bilingual**

**Grade 1**

# **Intervention Manual**

## **Unit 11**



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](http://www.meadowscenter.org)

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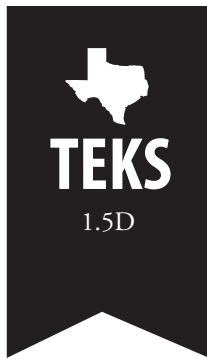
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Total Time: 2 minutes

## Unit 11 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.

#### Materials:

Fact cards (make 10 + more)



#### Time:

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



**My Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

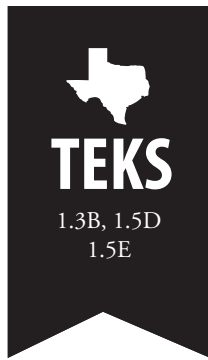
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**Total Time: 10 minutes**  
**Instructional Time: 8 minutes**  
**Independent Practice: 2 minutes**

# Unit 11 Booster Lesson 1 ASC

**D  
A  
Y  
1**

## Use the Strategy

### Addition/Subtraction Combinations

**Objective:** The student will be able to use strategies to solve addition and subtraction facts.

**Instructional Content:** +2, +3, and related facts,  $n - n$  facts

**Vocabulary:**

**English**

Add, sum, equal, turnaround  
 fact, subtract, minus, plus

**Spanish**

Sumar, suma, igual a, operación  
 relacionada, restar, menos, más

**Materials:**

Teacher Master, pp. 1–2; number line; +2 and related fact cards (T); +3 and related fact cards (T);  $n - n$  fact cards (T); wipe boards (S)

### Guided Practice

Unit 11 Booster Lesson 1 ASC Day Guided Practice Use the Strategy															
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18															
1 9 - 2	2 5 + 3	3 12 - 9	4 6 + 2												
5 8 - 5 =	6 5 - 2 =	7 12 - 3 =	8 7 + 3 =												
9 11 - 3	10 2 + 6	11 7 - 7	12 3 + 2												
13 8 + 3 =	14 10 - 2 =	15 6 + 3 =	16 8 - 2 =												

### Independent Practice

Unit 11 Booster Lesson 1 ASC Day Independent Practice Use the Strategy															
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18															
1 7 + 3	2 10 - 2	3 5 - 2 =	4 3 + 2 =												
5 6 + 3	6 2 + 6 =	7 9 - 2 =	8 7 - 7 =												
9 12 - 3	10 12 - 9 =	11 6 + 2 =	12 8 - 2 =												
13 5 + 3	14 8 - 5	15 8 + 3 =	16 11 - 3 =												



**Time:**

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

## Preview

A strategy is a plan to solve a problem.

Today we will focus on how to use strategies we have learned to solve addition and subtraction facts.

Una estrategia es un plan para resolver un problema.

Hoy nos vamos a enfocar en cómo utilizar las estrategias que hemos aprendido para resolver operaciones de suma y resta.

## Modeled Practice (My Turn, Your Turn)

- 1 There is no Modeled Practice for this lesson. Spend the allotted time on Guided Practice.

## Guided Practice (Our Turn)

### ✓ Error Diagnosis and Correction

A student has difficulty solving a fact: say, for example, "The fact is  $4 + 3 = 7$ " and provide a number line if needed.

- 2 Distribute wipe boards to students. Play Look and Write, using the + 2 and related fact cards, + 3 and related fact cards, and  $n - n$  fact cards. Mix in facts from each area. Allow 3–4 seconds for each written response. Put error cards in a pile and provide extra practice on those facts as needed.
- 3 Distribute a Guided Practice sheet to each student and go through each problem with students. Use the following language:

What kind of fact?

How do you know?

What answer?

Write it.

¿Qué tipo de operación?

¿Cómo saben?

¿Cuál es la respuesta?

Escríbanla.



## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to  
write the answer to each fact.

Van a tener 1 minuto para escribir  
la respuesta de cada operación.

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

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



### Time:

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

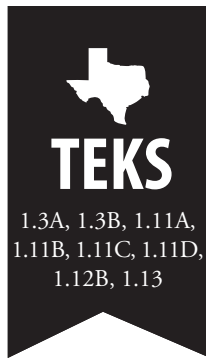


### Note to Teacher:

Score 1 point for  
each correctly  
written number.







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

# Unit 11 Booster Lesson 2 WPS

DAY 1

## Show What You Know!

### Word Problem Solving

**Objective:** The student will be able to draw a picture to solve word problems with the sum or difference unknown, write a number sentence matching a word problem, and use related facts to check calculations.

**Word Problem Type:** All types

#### Vocabulary:

##### English

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

##### Spanish

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

**Materials:** Teacher Master, pp. 3–14

#### Guided Practice

UNIDAD \_\_\_\_\_ Unit 11  
Booster Lesson 2  
WPS Day 1  
Guided Practice

**Identifica.**  
 Samuel tiene 5 gatos.  
 Roberto tiene 3 gatos.  
 ¿Cuántos gatos hay en total?

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

☐ Hay 2 gatos en total.  
☐ Hay 7 gatos en total.  
☐ Hay 8 gatos en total.

**Haz un dibujo.**

**Escribe la oración numérica.**

UNIDAD \_\_\_\_\_ **Answer Key for Teachers** Unit 11  
Booster Lesson 2  
WPS Day 1  
Guided Practice

**Identifica.**  
 Samuel tiene 5 gatos.  
 Roberto tiene 3 gatos.  
 ¿Cuántos gatos hay en total?

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

☒ Hay 7 gatos en total.  
☐ Hay 2 gatos en total.  
☐ Hay 8 gatos en total.

**Haz un dibujo.**

**Escribe la oración numérica.**  
 $5 + 3 = 8$  gatos

#### Independent Practice

UNIDAD \_\_\_\_\_ Unit 11  
Booster Lesson 2  
WPS Day 1  
Independent Practice

**Identifica.**  
 El granjero tenía 4 vacas.  
 El granjero recibió 3 vacas más.  
 ¿Cuántas vacas tiene el granjero ahora?

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

☐ El granjero tiene 6 vacas.  
☐ El granjero tiene 12 vacas.  
☐ El granjero tiene 13 vacas.

**Haz un dibujo.**

**Escribe la oración numérica.**

UNIDAD \_\_\_\_\_ **Answer Key for Teachers** Unit 11  
Booster Lesson 2  
WPS Day 1  
Independent Practice

**Identifica.**  
 El granjero tenía 4 vacas.  
 El granjero recibió 3 vacas más.  
 ¿Cuántas vacas tiene el granjero ahora?

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

☒ El granjero tiene 12 vacas.  
☐ El granjero tiene 6 vacas.  
☐ El granjero tiene 13 vacas.

**Haz un dibujo.**

**Escribe la oración numérica.**  
 $4 + 3 = 12$  vacas



**Time:**

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

**Preview**

Today we will review how to read word problems to find out what each type of problem is asking us to do, and then we will solve them.

Hoy vamos a repasar cómo leer problemas para saber lo qué cada tipo de problema nos pide hacer y luego los vamos a resolver.

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

- 1 This lesson is to be treated as practice. Spend the allotted 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. Read each story problem aloud, draw the story, write the number sentence that shows the solved problem, and fill in the circle by the correct answer. Obtain individual and choral responses. Use the following language:

**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  
adding or crossing  
out circles to find an  
answer: model and  
solve the problem by  
using manipulatives.

Read the story together. Ready?  
Read.

What is the question? Underline  
it.

What is the important unit?  
Write the unit in the box.

What should we circle?

Is there anything we should cross  
out?

Draw a picture.

Do we need to add circles or take  
away circles?

Lean el cuento juntos. ¿Listos?  
Lean.

¿Cuál es la pregunta? Subráyena.

¿Cuál es la unidad importante?  
Escriban la unidad en la caja.

¿Qué debemos circular?

¿Hay algo que debemos tachar?

Hagan un dibujo.

¿Necesitamos agregar círculos o  
quitar círculos?

## Guided Practice (continued)

Are we doing addition or subtraction?

How do you know?

Write the number sentence.

What goes at the end of the number sentence?

Which answer is correct?

Check your work. Does this make sense?

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

Remember, you are filling in the circle that corresponds to what the question is asking.

¿Estamos sumando o restando?

¿Cómo saben?

Escriban la oración numérica.

¿Qué va al final de la oración numérica?

¿Cuál es la respuesta correcta?

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.


Recuerden, están rellenando el círculo que corresponde a lo que nos hace la pregunta.

## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 6 minutes to read each problem, use the Identify It strategy to mark your stories, draw the problem, write the number sentence, and fill in the circle by the correct answer.

Van a tener 6 minutos para leer cada problema, utilizar la estrategia Identifícalo para marcar sus cuentos, dibujar el problema, escribir la oración numérica y rellenar el círculo junto a la respuesta correcta.



**Time:**

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

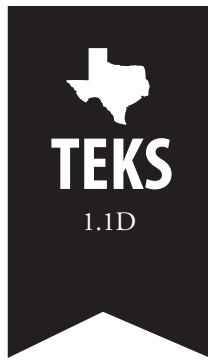
## Independent Practice/ Progress Monitoring (continued)



### Note to Teacher:

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

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



Total Time: 2 minutes

## Unit 11 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: 0–99)



**My Notes:** \_\_\_\_\_

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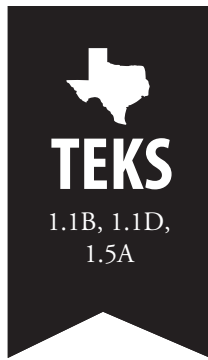
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**Total Time: 14 minutes**  
**Instructional Time: 12 minutes**  
**Independent Practice: 2 minutes**

**Unit 11**  
**Booster Lesson 3**  
**R10**

**D  
A  
Y  
2**

# Make It!

Relationships of 10

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

**Instructional Content:**

0–99

**Vocabulary:**

**English**

Rod, unit, tens, ones

**Spanish**

Decena, unidad, decenas, unidades

**Materials:**

Teacher Master, pp. 15–16; rods and units (T&S); rods-and-units mats (T&S); relationships of 10 cards (T; 0–99); wipe board (T)

## Guided Practice

Unit 11  
 Booster Lesson 3  
 R10 Day 2  
 Guided Practice  
 Main 11

decenas unidades

Grade 1.1D

## Independent Practice

Unit 11  
 Booster Lesson 3  
 R10 Day 2  
 Independent Practice  
 Main 11

12

1 decenas unidades

2 decenas unidades

3 decenas unidades

4 decenas unidades

Grade 1.1D

**Time:**

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

**Preview**

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

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

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

- 1 Distribute rods, units, and rods-and-units mats to students. Write "67" on the wipe board.

What number? (67)

We can make 67 with our rods and units.

How many groups of 10 are in 67? (6 groups of 10)

**My Turn:** I put 6 rods on my rods-and-units mat to make the 6 groups of 10.

**Your Turn:** Make it.

How many ones are in 67? (7 ones)

**My Turn:** I put 7 units on my rods-and-units mat to make the 7 ones.

**Your Turn:** Make it.

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

**My Turn:** 10, 20 ... 60 Switch! 61, 62 ... 67.

**Your Turn:** 10, 20 ... 60 Switch! 61, 62 ... 67.

How many altogether? (67)

What does the 7 tell us? (7 ones)

¿Qué número? (67)

Vamos a hacer 67 con nuestras decenas y unidades.

¿Cuántos grupos de 10 hay en 67? (6 grupos de 10)

**Mi turno:** Pongo 6 decenas en mi tablero de decenas y unidades para hacer 6 grupos de 10.

**Su turno:** Háganlo.

¿Cuántas unidades hay en 67? (7 unidades)

**Mi turno:** Pongo 7 unidades en mi tablero de decenas y unidades para hacer las 7 unidades.

**Su turno:** Háganlo.

Podemos contar de diez en diez y de uno en uno para saber cuánto en total.

**Mi turno:** 10, 20 ... 60. ¡Cambio! 61, 62 ... 67.

**Su turno:** 10, 20 ... 60. ¡Cambio! 61, 62 ... 67.

¿Cuánto en total? (67)

¿Qué nos dice el 7? (7 unidades)

**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.

## Modeled Practice

### (My Turn, Your Turn)

What does the 6 tell us? (6 groups of 10)

¿Qué nos dice el 6? (6 grupos de 10)

- 2 Hold up 3 relationships of 10 cards, 1 of which for 67.

Let's look at pictures of rods and units and decide which shows 67.

Which card shows 67? (tell students to give a silent signal—for example, by raising their hands—when they have an answer)

We can count to check whether we are right.

Count by tens and ones.  
Ready? Count. 10, 20 ... 60  
Switch! 61, 62 ... 67.

Vamos a mirar dibujos de decenas y unidades y decidir cuál muestra 67.

¿Cuál tarjeta muestra 67? (tell students to give a silent signal—for example, by raising their hands - when they have an answer)

Podemos contar para revisar si estamos en lo correcto.

Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 60. ¡Cambio! 61, 62 ... 67.

### Error Diagnosis and Correction

A student has difficulty determining which relationships of 10 card shows a number: cover the ones, then the tens, and compare the concrete model to the pictorial model, place by place.

## Guided Practice

### (Our Turn)

- 3 Using the Modeled Practice procedure, write a number on the wipe board, and then tell students to make it with rods and units and to count by tens and ones. Then hold up 3 relationships of 10 cards, 1 showing the number that was just made, and ask students to decide which card shows the number. Use the following language:

What number? Make it.

How many groups of 10? How many ones?

Count by tens and ones.  
Switch!

Which card shows [number]?  
Count it.

¿Qué número? Háganlo.

¿Cuántos grupos de 10? ¿Cuántas unidades?

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

¿Cuál tarjeta muestra [number]?  
Cuéntenlo.

## Guided Practice

### (Our Turn)

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

How many tens? Write it.

How many ones? Write it.

How many altogether? Count.  
Write it.

¿Cuántas decenas? Escribanlo.

¿Cuántas unidades? Escribanlo.

¿Cuánto en total? Cuenten.  
Escribanlo.



### Time:

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

## Independent Practice/ Progress Monitoring

### (Your Turn)

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

You will have 1 minute to write how many tens, how many ones, and how many altogether.

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

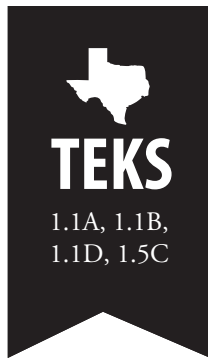
- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.

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



### Note to Teacher:

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



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

# Unit 11 Booster Lesson 4 MC

**D  
A  
Y  
2**

## Count and Compare the Change

### Magnitude Comparison

**Objective:** The student will be able to count dimes and pennies, compare numbers, and decide which number is less by comparing tens and ones.

**Instructional Content:**

50–99

**Vocabulary:**

**English**

Less than, tens, ones, dimes, pennies

**Spanish**

Menor que, decenas, unidades, monedas de 10 centavos, monedas de 1 centavo

**Materials:**

Teacher Master, pp. 17–20

### Modeled Practice

Unit 11  
Booster Lesson 4  
MC Day 2  
Modeled Practice  
Count and Compare the Change

monedas de 10 centavos   monedas de 1 centavo

monedas de 10 centavos   monedas de 1 centavo

¿Cuál es menor?

### Guided Practice

Unit 11  
Booster Lesson 4  
MC Day 2  
Guided Practice #1  
Count and Compare the Change

monedas de 10 centavos   monedas de 1 centavo

monedas de 10 centavos   monedas de 1 centavo

¿Cuál es menor?

### Independent Practice

Unit 11  
Booster Lesson 4  
MC Day 2  
Independent Practice  
Count and Compare the Change

Menor	
1	81   83
2	96   69
3	43   41
4	39   41
5	27   27
6	17   19
7	82   80
8	36   36
9	99   99
10	51   50
11	19   18
12	27   72

Unit 11  
Booster Lesson 4  
MC Day 2  
Guided Practice #2  
Count and Compare the Change

Menor	
1	96   94
2	89   91
3	20   20
4	39   29
5	41   40



**Time:**

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

## Preview

Today we will compare numbers,  
using coins.

How many cents are in a dime?  
(10 cents)

How many cents are in a penny?  
(1 cent)

When we count dimes and  
pennies, we count by tens and  
ones.

Hoy vamos a comparar números  
utilizando monedas.

¿Cuántos centavos hay en una  
moneda de 10 centavos? (10  
centavos)

¿Cuántos centavos hay en una  
moneda de 1 centavo? (1 centavo)

Cuando contamos monedas de 10  
centavos y monedas de 1 centavo,  
contamos de diez en diez y uno en  
uno.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Complete the item as a group, counting the dimes and pennies, writing how many altogether, and comparing the 2 quantities of money to decide which is less.

Let's first count our dimes and  
pennies and then compare the  
2 groups to see which is less.

Look at the first box. How  
many dimes? (7 dimes)

My Turn: I write "7" on the  
first line.

Your Turn: Write "7."

How many pennies? (1 penny)

My Turn: I write "1" on the  
second line.

Primero vamos a contar nuestras  
monedas de 10 centavos y  
monedas de 1 centavo y luego  
comparar los 2 grupos para ver  
cuál es menor.

Miren la primera caja. ¿Cuántas  
monedas de 10 centavos ? (7  
monedas de 10 centavos)

Mi turno: Escribo "7" en la  
primera línea.

Su turno: Escriban "7".

¿Cuántas monedas de 1 centavo?  
(1 moneda de 1 centavo)

Mi turno: Escribo "1" en la  
segunda línea.

### Error Diagnosis and Correction

A student has  
difficulty counting  
pictorial dimes and  
pennies: make the  
number with rods  
and units.

### Error Diagnosis and Correction

A student has  
difficulty with the  
concept of counting  
dimes and pennies  
as tens and ones:  
write "tens" over the  
dimes and "ones"  
over the pennies.

## Modeled Practice (continued)

**Your Turn: Write “1.”**

**How many altogether?**  
**Count dimes and pennies as tens and ones. Ready? Count. 10, 20 ... 70 Switch! 71.**

**How many cents altogether?**  
*(71)*

**My Turn: I write “71” next to the cent sign.**

**Your Turn: Write “71.”**

**Look at the second box. How many dimes? *(6 dimes)* How many pennies? *(9 pennies)***

**My Turn: I write “6 dimes” and “9 pennies.”**

**Your Turn: Write it.**

**How many cents altogether?**  
**Count by tens and ones. Ready? Count. 10, 20 ... 60 Switch! 61, 62 ... 69.**

**How many cents altogether?**  
*(69)*

**My Turn: I write “69.”**

**Your Turn: Write it.**

**71 cents and 69 cents. Which is less?**

**Compare the tens, or dimes: 7 dimes and 6 dimes. Can we tell which is less? *(yes)***

**Su turno: Escriban “1”.**

**¿Cuánto en total? Cuenten las monedas de 10 centavos y las monedas de 1 centavo como decenas y unidades. ¿Listos? Cuenten. 10, 20 ... 70 ¡Cambio! 71.**

**¿Cuántos centavos en total? *(71)***

**Mi turno: Escribo “71” junto al signo de los centavos.**

**Su turno: Escriban “71”.**

**Miren la segunda caja. ¿Cuántas monedas de 10 centavos? *(6 monedas de 10 centavos)* ¿Cuántas monedas de 1 centavo? *(9 monedas de 1 centavo)***

**Mi turno: Escribo “6 monedas de 10 centavos” y “9 monedas de 1 centavo”.**

**Su turno: Escribanlo.**

**¿Cuántos centavos en total? Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 ... 60 ¡Cambio! 61, 62 ... 69.**

**¿Cuántos centavos en total? *(69)***

**Mi turno: Escribo “69”.**

**Su turno: Escribanlo.**

**71 centavos y 69 centavos. ¿Cuál es menor?**

**Comparen las decenas o monedas de 10 centavos: 7 monedas de 10 centavos y 6 monedas de 10 centavos. ¿Podemos decir cuál es menor? *(sí)***



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

## Modeled Practice (continued)

Which is less, 71 or 69? (69)

How can you tell?

My Turn: I circle “69¢.”

Your Turn: Circle it.

¿Cuál es menor, 71 ó 69?  
(69)

¿Cómo saben?

Mi turno: Circulo “69¢”.

Su turno: Circúlenlo.

## Guided Practice (Our Turn)

- 2** Distribute Guided Practice sheet #1 to each student. Using the Modeled Practice procedure, count the dimes and pennies and compare to find which group has the smaller total. Obtain individual and choral responses. Use the following language:

How many dimes? How many pennies? How many altogether? Write it.

Which number is less? How can you tell?

¿Cuántas monedas de 10 centavo?  
¿Cuántas monedas de 1 centavo?  
¿Cuánto en total? Escribanlo.

¿Cuál número es menor? ¿Cómo saben?

- 3** Distribute Guided Practice sheet #2 to each student. Complete the items as a group. Tell students to look at the 2 numbers and circle the number that is less or circle both numbers if they are equal. Use the following language:

We can compare numbers a different way.

Look at the 2 numbers.  
Circle the number that is less, or circle both numbers if they are equal.

Podemos comparar números de una manera diferente.

Miren los 2 números. Circulen el número que es menor o circulen ambos números si son iguales.



## Independent Practice/ Progress Monitoring (Your Turn)

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

Circle the number that is less  
in each row, or circle both  
numbers if they are equal.

Circulen el número que es  
menor en cada fila o circulen  
ambos números si son iguales.

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

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



### Time:

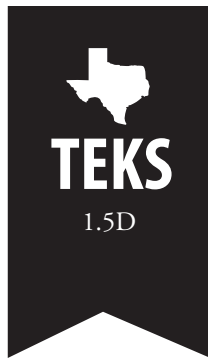
Set the timer for 2 minutes.  
For the first minute, have  
students complete the  
Independent Practice sheet.



### Note to Teacher:

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





Total Time: 2 minutes

## Unit 11 Warm-Up

D  
A  
Y  
3



### Warm-Up: Look and Write

**Directions:** Hold up a fact card and have students 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 (make 10 + more), wipe boards for students



**My Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

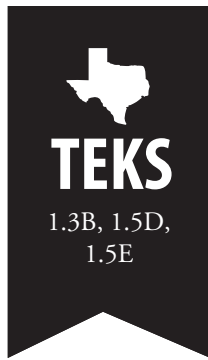
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**Total Time: 10 minutes**  
**Instructional Time: 8 minutes**  
**Independent Practice: 2 minutes**

**Unit 11**  
**Booster Lesson 5**  
**ASC**

**D  
A  
Y  
3**

# Use the Strategy, 2

Addition/Subtraction Combinations

**Objective:** The student will be able to use strategies to solve addition and subtraction facts.

**Instructional Content:** Doubles, doubles + 1, and related facts

<b>Vocabulary:</b>	<b>English</b>	<b>Spanish</b>
	Add, sum, equal, turnaround fact, subtract, minus, plus	Sumar, suma, igual a, operación relacionada, restar, menos, más

**Materials:** Teacher Master, pp. 21–22; number line (T); doubles and related fact cards (T); doubles + 1 and related fact cards (T); wipe boards (S)

## Guided Practice

Unit 11 Booster Lesson 5 ASC Day 3 Guided Practice Use the Strategy, 2															
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18															
1 6 + 6	2 9 - 5 =	3 17 - 8	4 8 + 8												
5 13 - 6 =	6 12 - 6	7 6 + 7 =	8 15 - 8 =												
9 16 - 8	10 9 + 8 =	11 11 - 5	12 4 + 4 =												
13 5 + 4	14 17 - 8 =	15 4 + 5 =	16 5 + 5												

## Independent Practice

Unit 11 Booster Lesson 5 ASC Day 3 Independent Practice Use the Strategy, 2															
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18															
1 17 - 8	2 9 + 8	3 5 + 4	4 4 + 4												
5 5 + 5 =	6 11 - 5 =	7 12 - 6 =	8 6 + 6 =												
9 4 + 5	10 6 + 7	11 9 - 5	12 13 - 6												
13 15 - 8 =	14 16 - 8 =	15 17 - 8 =	16 8 + 8 =												

**Time:**

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

## Preview

A strategy is a plan to solve a problem.

Today we will focus on how to use strategies we have learned to solve addition and subtraction facts.

Una estrategia es un plan para resolver un problema.

Hoy nos vamos a enfocar en cómo utilizar las estrategias que hemos aprendido para resolver operaciones de suma y resta.

## Modeled Practice (My Turn, Your Turn)

- 1 There is no Modeled Practice for this lesson. Spend the allotted time on Guided Practice.

## Guided Practice (Our Turn)

- 2 Distribute wipe boards to students. Play Look and Write, using the doubles and related fact cards and the doubles + 1 and related fact cards. Mix in facts from each area. Allow 3–4 seconds for each written response. Put error cards in a pile and provide extra practice on those facts as needed.
- 3 Distribute a Guided Practice sheet to each student and go through each problem with students. Use the following language:

What kind of fact?

How do you know?

How do you solve this kind of fact?

What answer?

Write it.

¿Qué tipo de operación?

¿Cómo saben?

¿Cómo resuelven este tipo de operación?

¿Cuál es la respuesta?

Escríbanla.

### Error Diagnosis and Correction

A student has difficulty solving a fact: say, for example, "The fact is  $4 + 3 = 7$ " and provide a number line if needed.

## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write  
the answer for each fact.

Van a tener 1 minuto para  
escribir la respuesta de cada  
operación.

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

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



### Time:

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



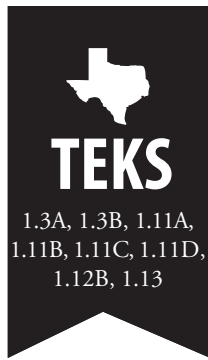
### Note to Teacher:

Score 1 point for  
each correctly  
written number.









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

# Unit 11 Booster Lesson 6 WPS

**D  
A  
Y  
3**

## Show What You Know, 2! Word Problem Solving

**Objective:** The student will be able to draw a picture to solve word problems with the sum or difference unknown, write a number sentence matching a word problem, and use related facts to check calculations.

**Word Problem Type:** All types

### Vocabulary:

#### English

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

#### Spanish

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

**Materials:** Teacher Master, pp. 23–34

### Guided Practice

UNIDAD Unit 11  
Booster Lesson 6  
WPS Day 3  
Guided Practice

**Identifica.**

El gato vio 12 bichos.

El gato se comió 3 de los bichos.

¿Cuántos bichos quedaron?

**Res un dibujo.**

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

- Quedaron 3 bichos.
- Quedaron 9 bichos.
- Quedaron 15 bichos.

**Escribe la oración numérica.**

UNIDAD Unit 11  
Booster Lesson 6  
WPS Day 3  
Guided Practice

**Identifica.**

El gato vio 12 bichos.

El gato se comió 3 de los bichos.

¿Cuántos bichos quedaron?

**Res un dibujo.**

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

- Quedaron 3 bichos.
- Quedaron 9 bichos.
- Quedaron 15 bichos.

**Escribe la oración numérica.**

$12 - 3 = 9$  bichos

### Independent Practice

UNIDAD Unit 11  
Booster Lesson 6  
WPS Day 3  
Independent Practice

**Identifica.**

Felipe tiene 7 paletas.

Jaime tiene 3 paletas menos que Felipe.

¿Cuántas paletas tiene Jaime?

**Res un dibujo.**

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

- Jaime tiene 1 paleta.
- Jaime tiene 3 paletas.
- Jaime tiene 10 paletas.

**Escribe la oración numérica.**

UNIDAD Unit 11  
Booster Lesson 6  
WPS Day 3  
Independent Practice

**Identifica.**

Felipe tiene 7 paletas.

Jaime tiene 3 paletas menos que Felipe.

¿Cuántas paletas tiene Jaime?

**Res un dibujo.**

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

- Jaime tiene 1 paleta.
- Jaime tiene 3 paletas.
- Jaime tiene 10 paletas.

**Escribe la oración numérica.**

$7 - 3 = 4$  paletas



**Time:**

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

## Preview

Today we will review how to read word problems to find out what each type of problem is asking us to do, and then we will solve them.

Hoy vamos a repasar cómo leer problemas para saber lo qué cada tipo de problema nos pide hacer y luego los vamos a resolver.

## Modeled Practice (My Turn, Your Turn)

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

## Guided Practice (Our Turn)

**Note to Teacher:**

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

- 2 Distribute the Guided Practice sheets to each student. Read each story problem aloud, draw the story, write the number sentence that shows the solved problem, and fill in the circle by the correct answer. Obtain individual and choral responses. Use the following language:

Read the story together. Ready? Read.

What is the question? Underline it.

What is the important unit? Write the unit in the box.

What should we circle?

Is there anything we should cross out?

Draw a picture.

Do we need to add circles or take away circles?

Lean el cuento juntos. ¿Listos? Lean.

¿Cuál es la pregunta? Subráyena.

¿Cuál es la unidad importante? Escriban la unidad en la caja.

¿Qué debemos circular?

¿Hay algo que debemos tachar?

Hagan un dibujo.

¿Necesitamos agregar círculos o quitar círculos?

## Guided Practice (continued)

Are we doing addition or subtraction?

How do you know?

Write the number sentence.

What goes at the end of the number sentence?

Which answer is correct?

Check your work. Does this make sense?

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

¿Estamos sumando o restando?

¿Cómo saben?

Escriban la oración numérica.

¿Qué va al final de la oración numérica?

¿Cuál es la respuesta correcta?

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

### Error Diagnosis and Correction

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

## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 6 minutes to read each problem, use the Identify It strategy to mark your stories, draw the problem, write the number sentence, and fill in the circle by the correct answer.

Van a tener 6 minutos para leer cada problema, utilizar la estrategia Identifícalo para marcar sus cuentos, dibujar el problema, escribir la oración numérica y rellenar el círculo junto a la respuesta correcta.

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

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



### Time:

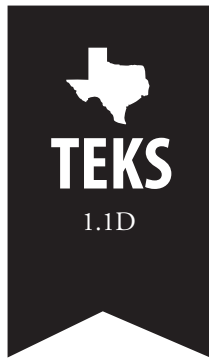
Set the timer for 7 minutes. For the first 6 minutes, have students complete the Independent Practice sheets.



### Note to Teacher:

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





Total Time: 2 minutes

## Unit 11 Warm-Up

D  
A  
Y  
4



### Warm-Up: Number Recognition

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

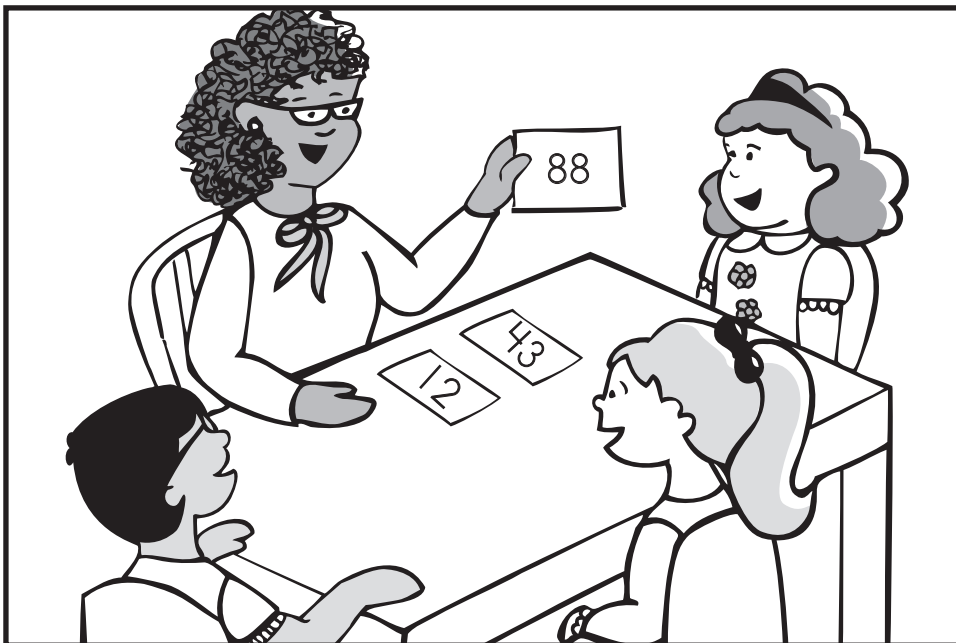


### Time:

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

### Materials:

Number cards (0–99)



**My Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

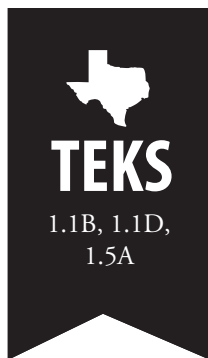
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Total Time: 14 minutes  
Instructional Time: 14 minutes  
Independent Practice: 0 minutes

Unit 11  
Booster Lesson 7  
R10

DAY  
4

# Same Number, Different Ways

Relationships of 10

Objective:

The student will be able to draw pictorial representations that show a number in multiple ways.

Instructional  
Content:

0–99

Vocabulary:

English

Rod, unit, tens, ones

Spanish

Decena, unidad, decenas, unidades

Materials:

Teacher Master, pp. 35–37

## Modeled Practice

Unit 11  
Booster Lesson 7  
R10 Day 4  
Modeled Practice  
Same Number, Different Ways

36

Dibujalo!

Dibujalo de una manera diferente.

decenas unidades

decenas unidades

## Guided Practice

Unit 11  
Booster Lesson 7  
R10 Day 4  
Guided Practice  
Same Number, Different Ways

91

Dibujalo!

Dibujalo de una manera diferente.

decenas unidades

decenas unidades

51

Dibujalo!

Dibujalo de una manera diferente.

decenas unidades

decenas unidades

**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 concrete rods and 3 concrete units end to end alongside 1 rod and 13 units and show student that the 2 representations are the same length.

**Preview**

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

Today we will draw numbers in different ways.

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

Hoy vamos a dibujar números de diferentes maneras.

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

- 1 Distribute a Modeled Practice sheet to each student. With the students, complete the first part by drawing 36 in the traditional way (3 rods, 6 units).

What number? (*36*)

Let's draw 36. How many groups of 10? (*3 groups of 10*) How many ones? (*6 ones*)

My Turn: I draw 3 lines to show 3 rods. I draw 6 dots to show 6 units.

Your Turn: Draw it.

How many tens did we draw? (*3 tens*) How many ones? (*6 ones*)

My Turn: I write "3 Tens" and "6 Ones."

Your Turn: Write it.

How many altogether? Count by tens and ones.

10, 20, 30 Switch! 31, 32 ... 36.

¿Qué número? (*36*)

Vamos a dibujar 36. ¿Cuántos grupos de 10? (*3 grupos de 10*) ¿Cuántas unidades? (*6 unidades*)

Mi turno: Dibujo 3 líneas para mostrar 3 decenas. Dibujo 6 puntos para mostrar 6 unidades.

Su turno: Dibújenlo.

¿Cuántas decenas dibujamos? (*3 decenas*) ¿Cuántas unidades? (*6 unidades*)

Mi turno: Escribo "3 Decenas" y "6 Unidades".

Su turno: Escribanlo.

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

10, 20, 30 ¡Cambio! 31, 32 ... 36.

- 2 Complete the next part by first eliciting student responses on how to draw 36 in a different way.

Let's draw a picture of 36 in a different way

Vamos a dibujar 36 de una manera diferente.



## Modeled Practice (continued)

What is another way we can draw and show 36? Remember, we can exchange, or regroup, a group of 10 for 10 ones to show a number in a different way. *(elicit student responses; acceptable answers include: trade a group of 10, 2 rods and 16 units, 1 rod and 26 units, or 0 rods and 36 units; the following example uses 2 tens and 16 ones)*

How many tens should we draw? *(2 tens)*

My Turn: I draw 2 lines to show 2 rods.

Your Turn: Draw 2 lines.

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

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

Your Turn: Draw 16 dots.

How many tens did we draw? *(2 tens)* How many ones? *(16)*

My Turn: I write “2 Tens” and “16 Ones.”

Your Turn: Write it.

How many altogether? Count by tens and ones. Remember that a group of 10 ones is counted as a ten. Ready? Count. 10, 20, 30 Switch! 31, 32 ... 36.

¿De qué otra manera podemos dibujar y mostrar 36? Recuerden, podemos intercambiar o reagrupar un grupo de 10 por 10 unidades para mostrar un número de una manera diferente. *(elicit student responses; acceptable answers include: intercambiar un grupo de 10; 2 decenas y 16 unidades; 1 decena y 26 unidades, 0 decenas y 36 unidades, etc; the following example uses 2 tens y 16 ones)*

¿Cuántas decenas debemos dibujar? *(2 decenas)*

Mi turno: Dibujo 2 líneas para mostrar 2 decenas.

Su turno: Dibujen 2 líneas.

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

Mi turno: Dibujo 16 puntos para mostrar 16 unidades.

Su turno: Dibujen 16 puntos.

¿Cuántas decenas dibujamos? *(2 decenas)* ¿Cuántas unidades? *(16)*

Mi turno: Escribo “2 Decenas” y “16 unidades”.

Su turno: Escribanlo.

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. Recuerden que un grupo de 10 unidades se cuenta como una decena. ¿Listos? Cuenten. 10, 20 30 ¡Cambio! 31, 32 ... 36.



### Error Diagnosis and Correction

A student has difficulty thinking of another way to draw a number: remind the student that a rod can be moved to the ones place and is equal to 10 units. Show with a rod and 10 units if necessary.

## Modeled Practice (continued)

How many altogether? (36)

We showed 36 in 2 different ways!

¿Cuánto en total? (36)

¡Mostramos 36 de 2 maneras diferentes!

## Guided Practice (Our Turn)

- 3 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, draw the number in the traditional way. Then, elicit student responses on how to make the same number in a different way, draw the number, and write how many tens, how many ones, and how many altogether. Use the following language:

What number? How many tens? How many ones? Draw it.

Make [number] a different way. How many tens? How many ones? Draw it.

How many altogether? Ready? Count. Switch!

¿Qué número? ¿Cuántas decenas? ¿Cuántas unidades? Dibújenlo.

Hagan [number] de una manera diferente. ¿Cuántas decenas? ¿Cuántas unidades? Dibújenlo.

¿Cuánto en total? ¿Listos? Cuenten. ¡Cambio!

## Independent Practice/ Progress Monitoring (Your Turn)

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



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

# Unit 11 Booster Lesson 8 NS

D  
A  
Y  
4

## What Is Missing?

### Number Sequences

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

**Instructional Content:** 0–99

#### Vocabulary:

##### English

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

##### Spanish

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

**Materials:** Teacher Master, pp. 38–40

#### Modeled Practice

Unit 11  
Booster Lesson 8  
NS Day 4  
Modeled Practice  
What Is Missing?

5 10 20 30 40 50 60 70 80 90 100

10 20 30 40 50 60 70 80 90 100

2 7 12 17 22 27 32 37 42 47 52 57 62 67 72 77 82 87 92 97 100

#### Guided Practice

Unit 11  
Booster Lesson 8  
NS Day 4  
Guided Practice  
What Is Missing?

1 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

2 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

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

#### Independent Practice

Unit 11  
Booster Lesson 8  
NS Day 4  
Independent Practice  
What Is Missing?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

2 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

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

**Time:**

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

**Preview**

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

Hoy vamos a encontrar números  
que faltan en patrones de conteo  
salteado en la recta numérica.

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

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

Look at the first number line.

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

All of the numbers in the pattern have a frog jumping on them, and they are circled, but there is a number missing! We can count the skip-count by fives pattern to find the missing number.

Ready? Count. 40, 45 ... 60.

What is the missing number?  
(55)

My Turn: I write "55" in the box.

Your Turn: Write it.

Miren la primera recta numérica.

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

Todos los números en el patrón tienen una rana brincando sobre ellos y están circulados, pero ¡hay un número que falta! Podemos contar el patrón de conteo salteado de cinco en cinco para encontrar el número que falta.

¿Listos? Cuenten. 40, 45 ... 60.

¿Cuál es el número que falta? (55)

Mi turno: Escribo "55" en la caja.

Su turno: Escribanlo.

- 2 Tell students to look at the second item.

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

We can count the skip-count by tens pattern to find the missing number.

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

Podemos contar el patrón de conteo salteado de diez en diez para encontrar el número que falta.

**Error Diagnosis and Correction**

A student has difficulty finding a missing number by skip-counting: count up from the last known number in the pattern.

## Modeled Practice (continued)

Ready? Count. 27, 37, 47.

What is missing? (47)

My Turn: I write “47” in the box.

Your Turn: Write it.

¿Listos? Cuenten. 27, 37, 47.

¿Cuál falta? (47)

Mi turno: Escribo “47” en la caja.

Su turno: Escribanlo.



A student has difficulty counting a pattern: use counters to help the student count up to find the next number in the pattern.

### 3 Tell students to look at the third item.

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

We can count the skip-count by twos pattern to find the missing number.

Ready? Count. 78, 80 ... 98.

What is missing? (92)

My Turn: I write “92” in the box.

Your Turn: Write it.

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

Podemos contar el patrón de conteo salteado de dos en dos para encontrar el número que falta.

¿Listos? Cuenten. 78, 80 ... 98.

¿Cuál falta? (92)

Mi turno: Escribo “92” en la caja.

Su turno: Escribanlo.

## Guided Practice (Our Turn)

- 4 Distribute a Guided Practice sheet to each student. On the first part of the sheet, use the Modeled Practice procedure: Count the pattern aloud, find the missing number, and write it in the box. Obtain individual and choral responses. Use the following language:

What pattern? Ready? Count.

What is missing?

Write it.

¿Cuál es el patrón? ¿Listos? Cuenten.

¿Cuál falta?

Escribanlo.



## Guided Practice

### (Our Turn)

- 5** 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 missing numbers in a different way.

What is missing? Write it.  
Count the sequence.

Vamos a mirar números que faltan de una manera diferente.

¿Cuál falta? Escribanlo.  
Cuenten la secuencia.



### Time:

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

## Independent Practice/ Progress Monitoring

### (Your Turn)

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

You will have 1 minute to write the missing skip-count numbers in the boxes and then to write the missing numbers in the blanks.

Van a tener 1 minuto para escribir los números de conteo salteado que faltan en las cajas y luego escribir los números que faltan en los espacios en blanco.

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

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



### Note to Teacher:

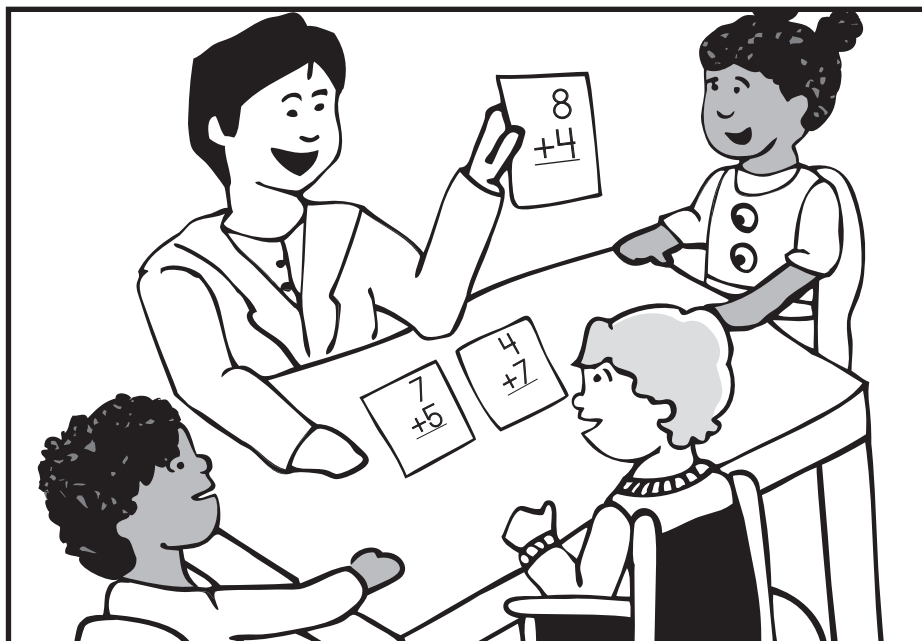
Score 1 point for each correctly written missing number.



## Warm-Up: Look and Say

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

**Materials:** Fact cards (make 10 + more)



## Time:

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



**My Notes:** \_\_\_\_\_

\_\_\_\_\_

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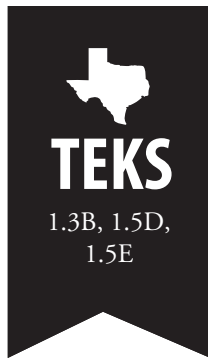
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**Total Time: 10 minutes**  
**Instructional Time: 8 minutes**  
**Independent Practice: 2 minutes**

**Unit 11**  
**Booster Lesson 9**  
**ASC**

**D  
A  
Y  
5**

# Use the Strategy, 3

Addition/Subtraction Combinations

**Objective:** The student will be able to use strategies to solve addition and subtraction facts.

**Instructional Content:** Make 10 + more and related facts

<b>Vocabulary:</b>	<b>English</b>	<b>Spanish</b>
	Add, sum, equal, turnaround fact, subtract, minus, plus	Sumar, suma, igual a, operación relacionada, restar, menos, más

**Materials:** Teacher Master, pp. 41–43

## Guided Practice

Unit 11  
Booster Lesson 9  
ASC Day 5  
Guided Practice  
Use the Strategy, 3

1.  $9 + 7 = 16$     $16 - 9 = 7$     $16 - 7 = 9$

2.  $7 + 4 = 11$     $11 - 7 = 4$     $11 - 4 = 7$

3.  $8 + 6 = 14$     $14 - 8 = 6$     $14 - 6 = 8$

4.  $9 + 5 = 14$     $14 - 9 = 5$     $14 - 5 = 9$

GRADE 1 41

## Independent Practice

Unit 11  
Booster Lesson 9  
ASC Day 5  
Independent Practice  
Use the Strategy, 3

1.  $8 + 6 = 14$     $14 - 8 = 6$     $14 - 6 = 8$

2.  $7 + 5 = 12$     $12 - 7 = 5$     $12 - 5 = 7$

3.  $9 + 6 = 15$     $15 - 9 = 6$     $15 - 6 = 9$

4.  $7 + 4 = 11$     $11 - 7 = 4$     $11 - 4 = 7$

GRADE 1 45

**Time:**

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

**Preview**

A strategy is a plan to solve a problem.

Today we will focus on how to use strategies we have learned to solve addition and subtraction facts.

Una estrategia es un plan para resolver un problema.

Hoy nos vamos a enfocar en cómo utilizar las estrategias que hemos aprendido para resolver operaciones de suma y resta.

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

- 1 There is no Modeled Practice for this lesson. Spend the allotted time on Guided Practice.

**Guided Practice**  
(Our Turn)

- 2 Distribute the Guided Practice sheets to each student. Students who need extra support can use counters in the ten frames. Use the language in the following example, which goes through the problem  $9 + 7$ .

**Error Diagnosis and Correction**

A student has difficulty solving pictorial items: draw 2 ten frames on a wipe board and allow the student to use counters on the wipe board to solve the fact.

**Step 1: Check the fact. Is there a 7, 8, or 9 in it?**

**How many circles are in the top ten frame?**

**How many circles are in the bottom ten frame?**

**Step 2: Make 10.**

**9 plus what equals 10?**

**Step 3: 10 + more.**

**How many remaining circles?**

**What is  $10 + 6$ ?**

**Paso 1: Revisar la operación.**

**¿Tiene un 7, 8 ó 9?**

**¿Cuántos círculos hay en el cuadro de diez de arriba?**

**¿Cuántos círculos hay en el cuadro de diez de abajo?**

**Paso 2: Hacer 10.**

**¿9 más qué es igual a 10?**

**Paso 3: 10 suma más.**

**¿Cuántos círculos sobran?**

**¿Cuánto es  $10 + 6$ ?**

## Guided Practice (continued)

What is  $9 + 7$  then?

Why does  $10 + 6 = 9 + 7$ ?

What are the 3 numbers in this fact family?

What is the turnaround fact?

Write it.

Entonces, ¿cuánto es  $9 + 7$ ?

¿Porqué  $10 + 6 = 9 + 7$ ?

¿Cuáles son los 3 números en esta familia de operaciones?

¿Cuál es la operación relacionada?

Escríbanla.

## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the answer to each fact. Use the ten frames for support.

Van a tener 1 minuto para escribir la respuesta de cada operación. Utilicen los cuadros de diez como apoyo.

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



### Time:

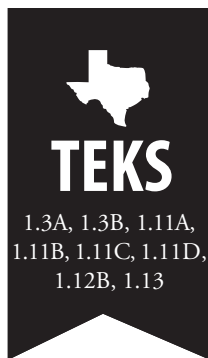
Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.



### Note to Teacher:

Score 1 point for each correctly written number.





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

# Unit 11 Booster Lesson 10 WPS

**D  
A  
Y  
5**

## Show What You Know, 3!

### Word Problem Solving

**Objective:** The student will be able to draw a picture to solve word problems with the sum or difference unknown, write a number sentence matching a word problem, and use related facts to check calculations.

**Word Problem Type:** All types

#### Vocabulary:

#### English

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

#### Spanish

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

**Materials:** Teacher Master, pp. 44–55

#### Guided Practice

**UNIDAD**

**Unit 11  
 Booster Lesson 10  
 WPS Day 5  
 Guided Practice**

Karina tenía 7 vestidos.  
 Ella le dio algunos vestidos a Ana.  
 Ahora Karina tiene 3 vestidos.  
 ¿Cuántos vestidos le dio a Ana?

Reflexiona al círculo que tenga la respuesta correcta al problema.

○ Karina le dio 10 vestidos a Ana.  
 ○ Karina le dio 5 vestidos a Ana.  
 ○ Karina le dio 11 vestidos a Ana.

Resuelve el problema.  
 Escribe la oración numérica.

**UNIDAD**

**Unit 11  
 Booster Lesson 10  
 WPS Day 5  
 Guided Practice**

**Answer Key for Teachers**

Karina tenía 7 vestidos.

Ella le dio algunos vestidos a Ana.

Ahora Karina tiene 3 vestidos.

¿Cuántos vestidos le dio a Ana?

Reflexiona al círculo que tenga la respuesta correcta al problema.

○ Karina le dio 10 vestidos a Ana.  
 ○ Karina le dio 5 vestidos a Ana.  
 ● Karina le dio 11 vestidos a Ana.

Resuelve el problema.  
 Escribe la oración numérica.

$7 - 4 = 3$  vestidos

#### Independent Practice

**UNIDAD**

**Unit 11  
 Booster Lesson 10  
 WPS Day 5  
 Independent Practice**

Alicia tenía 11 carros.  
 Karina le dio a Alicia algunos carros más.  
 Ahora, Alicia tiene 16 carros.  
 ¿Cuántos carros le dio Karina a Alicia?

Reflexiona al círculo que tenga la respuesta correcta al problema.

○ Karina le dio a Alicia 3 carros.  
 ○ Karina le dio a Alicia 5 carros.  
 ○ Karina le dio a Alicia 11 carros.

Resuelve el problema.  
 Escribe la oración numérica.

**UNIDAD**

**Unit 11  
 Booster Lesson 10  
 WPS Day 5  
 Independent Practice**

**Answer Key for Teachers**

Alicia tenía 11 carros.

Karina le dio a Alicia algunos carros más.

Ahora, Alicia tiene 16 carros.

¿Cuántos carros le dio Karina a Alicia?

Reflexiona al círculo que tenga la respuesta correcta al problema.

○ Karina le dio a Alicia 3 carros.  
 ● Karina le dio a Alicia 5 carros.  
 ○ Karina le dio a Alicia 11 carros.

Resuelve el problema.  
 Escribe la oración numérica.

$11 + 5 = 16$  carros



**Time:**

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

## Preview

Today we will review how to read word problems to find out what each type of problem is asking us to do, and then we will solve them.

Hoy vamos a repasar cómo leer problemas para saber lo qué cada tipo de problema nos pide hacer y luego los vamos a resolver.

## Modeled Practice (My Turn, Your Turn)

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

## Guided Practice (Our Turn)

**Note to Teacher:**

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

- 2 Distribute the Guided Practice sheets to each student. Read each story problem aloud, draw the story, write the number sentence that shows the solved problem, and fill in the circle by the correct answer. Obtain individual and choral responses. Use the following language:

Read the story together.  
Ready? Read.

What is the question?  
Underline it.

What is the important unit?  
Write the unit in the box.

What should we circle?

Is there anything we should cross out?

Draw a picture.

Do we need to add circles or take away circles?

Lean el cuento juntos.  
¿Listos? Lean.

¿Cuál es la pregunta?  
Subráyena.

¿Cuál es la unidad importante? Escriban la unidad en la caja.

¿Qué debemos circular?

¿Hay algo que debemos tachar?

Hagan un dibujo.

¿Necesitamos agregar círculos o quitar círculos?

## Guided Practice (continued)

Are we doing addition or subtraction?

Write the number sentence.

What goes at the end of the number sentence?

Which answer is correct?

Check your work. Does this make sense?

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

¿Estamos sumando o restando?

Escriban la oración numérica.

¿Qué va al final de la oración numérica?

¿Cuál es la respuesta correcta?

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

### Error Diagnosis and Correction

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

## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 6 minutes to read 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.

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.

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



### Time:

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

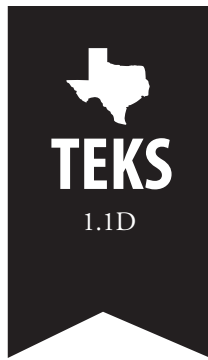


### Note to Teacher:

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







Total Time: 2 minutes

## Unit 11 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: 0–99)



**My Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

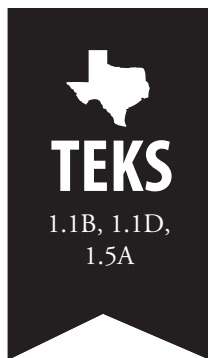
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**Total Time: 14 minutes**  
**Instructional Time: 14 minutes**  
**Independent Practice: 0 minutes**

**Unit 11**  
**Booster Lesson 11**  
**R10**

**DAY 6**

# Make It, Add It, Subtract It!

Relationships of 10

**Objective:** The student will be able to add and subtract two-digit numbers and count concrete and pictorial representations of numbers.

**Instructional Content:** 0–99

<b>Vocabulary:</b>	<b>English</b>	<b>Spanish</b>
	Rod, tens, ones, add, subtract, unit	Decena, decenas, unidades, sumar, restar, unidad

**Materials:** Teacher Master, pp. 56–58; rods and units (T&S)

## Modeled Practice

Unit 11  
 Booster Lesson 11  
 R10 Day 6  
 Modeled Practice  
 Make It, Add It, Subtract It!

decentas | unidades  

$$\begin{array}{r} 53 \\ + 41 \\ \hline \end{array}$$

decentas | unidades  

$$\begin{array}{r} 84 \\ - 34 \\ \hline \end{array}$$

## Guided Practice

Unit 11  
 Booster Lesson 11  
 R10 Day 6  
 Guided Practice #1  
 Make It, Add It, Subtract It!

decentas | unidades  

$$\begin{array}{r} 83 \\ - 20 \\ \hline \end{array}$$

decentas | unidades  

$$\begin{array}{r} 74 \\ - 13 \\ \hline \end{array}$$

Unit 11  
 Booster Lesson 11  
 R10 Day 6  
 Guided Practice #2  
 Make It, Add It, Subtract It!

1. decentas | unidades | decentas | unidades  

$$\begin{array}{r} 55 \\ + 41 \\ \hline \end{array}$$

2. decentas | unidades | decentas | unidades  

$$\begin{array}{r} 87 \\ - 33 \\ \hline \end{array}$$

3. decentas | unidades | decentas | unidades  

$$\begin{array}{r} 77 \\ - 23 \\ \hline \end{array}$$

4. decentas | unidades | decentas | unidades  

$$\begin{array}{r} 24 \\ + 64 \\ \hline \end{array}$$

**Time:**

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

## Preview

When we add or subtract big numbers, do we add or subtract tens or ones first? (*ones*)

Today, we will add and subtract tens-and-ones numbers.

Cuando sumamos y restamos números grandes, ¿sumamos o restamos las decenas o unidades primero? (*unidades*)

Hoy, vamos a sumar y restar números de decenas y unidades.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet and rods and units to each student. Complete the first item together. Instruct students to make the problem with their rods and units on the blank side of the Modeled Practice sheet. Solve the problem as a group, writing the answer on the sheet. Check the answer by counting the rods and units.

**What problem?** ( $53 + 41$ )

**Addition or subtraction?**  
(*addition*)

**First, we make the top number.**

**What is the top number in the problem?** ( $53$ ) **How many tens?** ( $5$  *tens*) **How many ones?** ( $3$  *ones*)

**My Turn: I place 5 rods and 3 units on my sheet.**

**Your Turn: Make it.**

**Next we make the second number. What is the second number?** ( $41$ ) **How many tens?** ( $4$  *tens*) **How many ones?** ( $1$  *one*)

**¿Cuál es el problema?** ( $53 + 41$ )

**¿Suma o resta?** (*suma*)

**Primero, hacemos el número de arriba.**

**¿Cuál es el número de arriba en el problema?** ( $53$ ) **¿Cuántas decenas?** ( $5$  *decenas*) **¿Cuántas unidades?** ( $3$  *unidades*)

**Mi turno: Pongo 5 decenas y 3 unidades en mi hoja.**

**Su turno: Háganlo.**

**Ahora hacemos el segundo número. ¿Cuál es el segundo número?** ( $41$ ) **¿Cuántas decenas?** ( $4$  *decenas*) **¿Cuántas unidades?** ( $1$  *unidad*)

**Error Diagnosis and Correction**

A student has difficulty adding or subtracting a pictorial representation of a whole-number computation: tell the student to model the problem by using rods and units.

## Modeled Practice (continued)

**My Turn:** I place 4 rods and 1 unit underneath where I made 53. I make sure to line up the units underneath the units and the rods underneath the rods.

**Your Turn:** Make it.

**Now we can add 53 and 41.**  
**Do we add tens or ones first?**  
*(point to the ones column)*

**What fact?**  $(3 + 1)$  **What kind of fact?**  $(+ 1 \text{ fact})$  **Solve it. What answer?**  $(4)$

**How many ones?**  $(4 \text{ ones})$

**My Turn:** There are 4 ones, so I write “4” in the ones answer place.

**Your Turn:** Write “4” in the ones answer place.

**Next add the tens.**

**What fact?**  $(5 + 4)$  **What kind of fact?**  $(\text{doubles} + 1)$  **Solve it. What answer?**  $(9)$

**How many tens?**  $(9 \text{ tens})$

**My Turn:** There are 9 tens, so I write “9” in the tens answer place.

**Your Turn:** Write it.

**What is our answer?**  $(94)$

**Let’s check by counting our rods and units. Ready? Count.**  
10, 20 ... 90 **Switch!** 91, 92, 93, 94.

**Mi turno:** Pongo 4 decenas y 1 unidad debajo de donde hice 53. Me aseguro de alinear las unidades debajo de las unidades y las decenas debajo de las decenas.

**Su turno:** Háganlo.

**Ahora podemos sumar 53 y 41.**  
**¿Sumamos las decenas o unidades primero?** *(point to the ones column)*

**¿Cuál es la operación?**  $(3 + 1)$  **¿Qué tipo de operación?**  $(\text{operación} + 1)$   
**Resuélvanla. ¿Cuál es la respuesta?**  $(4)$

**¿Cuántas unidades?**  $(4 \text{ unidades})$

**Mi turno:** Hay 4 unidades, entonces escribo “4” en el lugar de respuesta de las unidades.

**Su turno:** Escriban “4” en el lugar de respuesta de las unidades.

**Luego sumen las decenas.**

**¿Cuál es la operación?**  $(5 + 4)$  **¿Qué tipo de operación?**  $(\text{dobles} + 1)$   
**Resuélvanla. ¿Cuál es la respuesta?**  $(9)$

**¿Cuántas decenas?**  $(9 \text{ decenas})$

**Mi turno:** Hay 9 decenas, entonces escribo “9” en el lugar de respuesta de las decenas.

**Su turno:** Escribanlo.

**¿Cuál es nuestra respuesta?**  $(94)$

**Vamos a revisar contando nuestras decenas y unidades. ¿Listos?**  
**Cuenten.** 10, 20 ... 90 **¡Cambio!** 91, 92, 93, 94.

## Modeled Practice (continued)

- 2** Tell students to clear the rods and units from the sheet. Instruct students to make the second problem with their rods and units on the blank side of the Modeled Practice sheet. Solve the problem as a group, writing the answer on the sheet.

**What problem?** ( $84 - 34$ )

**Addition or subtraction?**  
(*subtraction*) **When we subtract, we make only the top, or greater, number with rods and units because we will take away, or subtract, the lesser number.**

**First, we make the first number.**

**What is the first number in the problem?** ( $84$ )

**My Turn:** I make 84 with rods and units on my sheet.

**Your Turn:** Make it.

**Now we can subtract 34 from 84 by first subtracting ones.**  
(*point to the ones column*)

**What fact?** ( $4 - 4$ ) **What kind of fact?** (*same-number subtract fact*) **Solve it. What answer?** ( $0$ )

**We also remove 4 units to show taking away 4 ones.**

**How many ones?** ( $0$  ones)

**My Turn:** There are 0 ones, so I write "0" in the ones answer place.

**Your Turn:** Write "0" in the ones answer place.

**¿Cuál es el problema?** ( $84 - 34$ )

**¿Suma o resta?** (*resta*) **Cuando restamos, hacemos solamente el número de arriba o mayor con nuestras decenas y unidades porque vamos a quitar o restar el número menor.**

**Primero hacemos el primer número.**

**¿Cuál es el primer número en el problema?** ( $84$ )

**Mi turno:** Hago 84 con decenas y unidades en mi hoja.

**Su turno:** Háganlo.

**Ahora podemos restar 34 de 84 restando primero las unidades.**  
(*point to the ones column*)

**¿Cuál es la operación?** ( $4 - 4$ ). **¿Qué tipo de operación?** (*operación de resta con el mismo número*) **Resuélvanla.**  
**¿Cuál es la respuesta?** ( $0$ )

**También quitamos 4 unidades para mostrar que estamos quitando 4 unidades.**

**¿Cuántas unidades?** ( $0$  unidades)

**Mi turno:** Hay 0 unidades, entonces escribo "0" en el lugar de respuesta de las unidades.

**Su turno:** Escriban "0" en el lugar de respuesta de las unidades.

### Error Diagnosis and Correction

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

## Modeled Practice (continued)

Next subtract the tens.

**What fact?** ( $8 - 3$ ) **What kind of fact?** ( $- 3$  fact;  $+ 3$  related) **Solve it. What answer?** (5)

**How many tens?** (5 tens)

**My Turn:** There are 5 tens, so I write “5” in the tens answer place.

**Your Turn:** Write it.

We remove 3 rods to show taking away 3 tens.

**What is our answer?** (50)

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

Luego resten las decenas.

**¿Cuál es la operación?** ( $8 - 3$ ). **¿Qué tipo de operación?** (operación  $- 3$ ; relacionada  $+ 3$ ) **Resuélvanla. ¿Cuál es la respuesta?** (5)

**¿Cuántas decenas?** (5 decenas)

**Mi turno:** Hay 5 decenas, entonces escribo “5” en el lugar de respuesta de las decenas.

**Su turno:** Escribanlo.

Quitamos 3 decenas para mostrar que estamos quitando 3 decenas.

**¿Cuál es nuestra respuesta?** (50)

**Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten.** 10, 20 ... 50.

## Guided Practice (Our Turn)

- 3 Distribute Guided Practice sheet #1 to each student and repeat the Modeled Practice procedure for the 2 problems. Students should decide whether the problem is addition or subtraction, build each problem with rods and units, solve the problem, and check by counting the rods and units.
- 4 Distribute Guided Practice sheet #2 to each student. Students solve the problems by adding or subtracting the tens and ones and check each problem by using the pictorial representations. In subtraction problems, students should cross out rods and units that are subtracted. Use the following language:

**Error Diagnosis  
and Correction**

A student has difficulty adding or subtracting a pictorial representation of a whole-number computation: tell the student to model the problem by using rods and units.

## Guided Practice (continued)

**Addition or subtraction?**

**How many ones? Write it.**

**How many tens? Write it.**

**How many altogether?**

**Check the answer by  
counting the rods and units.**

**¿Suma o resta?**

**¿Cuántas unidades? Escribanlo.**

**¿Cuántas decenas? Escribanlo.**

**¿Cuánto en total?**

**Revisen la respuesta contando  
las decenas y unidades.**

## Independent Practice/ Progress Monitoring (Your Turn)

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





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

# Unit 11 Booster Lesson 12 MC

**D  
A  
Y  
6**

## Which Is Greater?

Magnitude Comparison

**Objective:** The student will be able to identify pictorial representations of numbers and determine which number is greater by comparing tens and ones.

**Instructional Content:** 50–99

**Vocabulary:**

**English**

Greater than, less than, tens, ones

**Spanish**

Mayor que, menor que, decenas, unidades

**Materials:**

Teacher Master, pp. 59–60; wipe board (T); relationships of 10 cards (T; 50–99)

### Guided Practice

Unit 11  
Booster Lesson 12  
MC Day 6  
Guided Practice  
Which Is Greater?

Mayor	
1	78 80
2	56 56
3	45 43
4	65 63
5	78 77
6	93 92

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties  
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Grade 1 59

### Independent Practice

Unit 11  
Booster Lesson 12  
MC Day 6  
Independent Practice  
Which Is Greater?

Mayor	
1	65 56
2	81 83
3	74 74
4	66 63
5	84 82
6	79 81
7	50 50
8	64 65
9	81 83
10	90 90
11	85 58
12	69 96

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Grade 1 60



**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*)

Hoy vamos a comparar  
números.

¿Qué significa “mayor”?  
(*más*)

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

- 1 Hold up relationships of 10 cards for 50 and 49. Keep a wipe board available.

Let’s compare 2 numbers  
and decide which is greater.

(*show the relationships of 10  
card for 50*) What number?  
Count by tens and ones.  
Ready? Count. 10, 20 ...  
50.

What number? (50) I write  
it on my board.

Look at the next card  
(*show the card for 49*) What  
number? Ready? Count. 10,  
20, 30, 40 Switch! 41, 42  
... 49.

What number? (49) I write  
it on my board.

We can compare 50 and 49.

Compare the tens. How  
many tens in 50? (5 *tens*)  
How many tens in 49? (4  
*tens*) Which is greater? (50)

How can you tell?

Vamos a comparar 2  
números y decidir cuál es  
mayor.

(*show the relationship of 10  
card for 50*) ¿Qué número?  
Cuenten de diez en diez  
y de uno en uno. ¿Listos?  
Cuenten. 10, 20 ... 50.

¿Qué número? (50) Lo  
escribo en mi pizarrón.

Miren la siguiente tarjeta.  
(*show the card for 49*) ¿Qué  
número? ¿Listos? Cuenten.  
10, 20, 30, 40 ¡Cambio! 41,  
42 ... 49.

¿Qué número? (49) Lo  
escribo en mi pizarrón.

Comparen 50 y 49.

Comparen las decenas.  
¿Cuántas decenas en 50? (5  
*decenas*) ¿Cuántas decenas  
en 49? (4 *decenas*) ¿Cuál es  
mayor? (50)

¿Cómo saben?

**Error Diagnosis  
and Correction**

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

**Error Diagnosis  
and Correction**

A student has  
difficulty comparing  
abstract numbers:  
compare the pictorial  
representations on  
the relationships  
of 10 cards or the  
hundreds chart.

## Guided Practice

### (Our Turn)

- 2** Using the Modeled Practice procedure, show 2 relationships of 10 cards. As a group, count by tens and ones to find how many altogether and then compare them to find which is greater. Obtain individual and choral responses. Use the following language:

**Ready? Count. Switch!**  
**What numbers?**

**How many tens? How many ones?**

**Which number is greater?**  
**How can you tell?**

**¿Listos? Cuenten. ¡Cambio!**  
**¿Qué números?**

**¿Cuántas decenas?**  
**¿Cuántas unidades?**

**¿Cuál número es mayor?**  
**¿Cómo saben?**

- 3** Distribute a Guided Practice sheet to each student. Tell students to look at the 2 numbers in each row 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.**

**Look at the 2 numbers.**  
**Circle the number that is greater, or circle both numbers if they are equal.**

**Vamos a mirar números mayores de una manera diferente.**

**Miren los 2 números.**  
**Circulen el número que es mayor o circulen ambos números si son iguales.**

## Independent Practice/

### Progress Monitoring

### (Your Turn)

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



**Time:**

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

## Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to circle the number that is greater in each row. Circle both numbers if they are equal.

Van a tener 1 minuto para circular el número que es mayor en cada fila. Circulen ambos números si son iguales.



### Note to Teacher:

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

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



## Warm-Up: Look and Write

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



## Time:

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

## Materials:

Fact cards (make 10 + more), wipe boards for students



**My Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

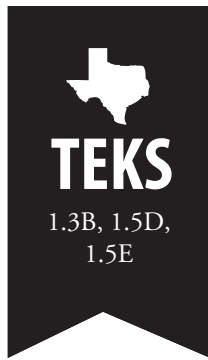
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\_\_\_\_\_

\_\_\_\_\_



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

# Unit 11 Booster Lesson 13 ASC

**D  
A  
Y  
7**

## Use the Strategy, 4 Addition/Subtraction Combinations

**Objective:** The student will be able to use strategies to solve addition and subtraction facts.

**Instructional Content:** Make 10 + more, doubles + 1, and related facts

<b>Vocabulary:</b>	<b>English</b>	<b>Spanish</b>
	Add, sum, equal, turnaround fact, subtract, minus, plus	Sumar, suma, igual a, operación relacionada, restar, menos, más

**Materials:** Teacher Master, pp. 61–62; number line (T); doubles + 1 and related fact cards (T); make 10 + more and related fact cards (T); wipe boards (S)

### Guided Practice

Unit 11  
Booster Lesson 13  
ASC Day 7  
Guided Practice  
Use the Strategy 4

1  $4 + 5 =$  2  $17 - 8 =$  3  $6 + 7 =$  4  $13 - 6 =$

5  $9 + 8 =$  6  $11 - 5 =$  7  $8 + 7 =$  8  $5 + 6 =$

9  $7 + 5 =$  10  $8 + 6 =$

Grade 1 G1

### Independent Practice

Unit 11  
Booster Lesson 13  
ASC Day 7  
Independent Practice  
Use the Strategy 4

1  $8 + 7 =$  2  $5 + 6 =$  3  $11 - 5 =$  4  $9 + 8 =$

5  $13 - 6 =$  6  $17 - 8 =$  7  $6 + 7 =$  8  $4 + 5 =$

9  $8 + 6 =$  10  $7 + 5 =$

Grade 1 G2

**Time:**

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

**Preview**

A strategy is a plan to solve  
a problem.

Today we will focus on how  
to use strategies we have  
learned to solve addition  
and subtraction facts.

Una estrategia es un plan para  
resolver un problema.

Hoy nos vamos a enfocar en  
cómo utilizar las estrategias  
que hemos aprendido para  
resolver operaciones de suma y  
resta.

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

- 1 There is no Modeled Practice for this lesson. Spend the allotted time on Guided Practice.

**Guided Practice**  
(Our Turn)

- 2 Distribute wipe boards to students. Play Look and Write, using the make 10 + more and related fact cards and doubles + 1 and related fact cards. Mix in facts from each area. Allow 3–4 seconds for each written response. Put error cards in a pile and provide extra practice on those facts as needed.
- 3 Distribute a Guided Practice sheet to each student and go through each problem with students. Use the following language:

What kind of fact?

How do you know?

How do you solve this kind  
of fact?

What answer?

Write it.

¿Qué tipo de operación?

¿Cómo saben?

¿Cómo resuelven este tipo  
de operación?

¿Cuál es la respuesta?

Escríbanla.

**Error Diagnosis  
and Correction**

A student has  
difficulty solving a  
fact: say, for example,  
“The fact is  $4 + 3 = 7$ ,” and provide  
a number line if  
needed.



## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the answer to each fact.

Van a tener 1 minuto para escribir la respuesta de cada operación.

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

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



### Time:

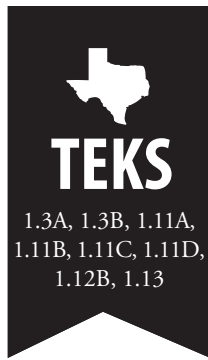
Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.



### Note to Teacher:

Score 1 point for each correctly written number.





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

# Unit 11 Booster Lesson 14 WPS

**D  
A  
Y  
7**

## Show What You Know, 4!

### Word Problem Solving

**Objective:** The student will be able to draw a picture to solve word problems with the sum or difference unknown, write a number sentence matching a word problem, and use related facts to check calculations.

**Word Problem Type:** All types

#### Vocabulary:

##### English

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

##### Spanish

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

**Materials:** Teacher Master, pp. 63–74

#### Guided Practice

**UNIDAD** Unit 11  
Booster Lesson 14  
WPS Day 7  
Guided Practice

**Identifícalo**  
 Katia se comió 2 hamburguesas.  
 Tomás se comió 3 hamburguesas más que Katia.  
 ¿Cuántas hamburguesas se comió Tomás?

**Restar un dibujo**

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

• Tomás se comió 5 hamburguesas.  
 • Tomás se comió 5 hamburguesas.  
 • Tomás se comió 6 hamburguesas.

**Escribe la oración numérica.**

**UNIDAD** Unit 11  
Booster Lesson 14  
WPS Day 7  
Independent Practice

**Identifícalo**  
 Katia se comió 2 hamburguesas.  
 Tomás se comió 3 hamburguesas más que Katia.  
 ¿Cuántas hamburguesas se comió Tomás?

**Restar un dibujo**

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

• Tomás se comió 5 hamburguesas.  
 • Tomás se comió 5 hamburguesas.  
 • Tomás se comió 6 hamburguesas.

**Escribe la oración numérica.**

$2 + 3 = 5$  hamburguesas

#### Independent Practice

**UNIDAD** Unit 11  
Booster Lesson 14  
WPS Day 7  
Independent Practice

**Identifícalo**  
 Pablo tiene 5 plumas.  
 José tiene 11 plumas.  
 ¿Cuántas plumas más tiene José que Pablo?

**Restar un dibujo**

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

• José tiene 3 plumas más.  
 • José tiene 6 plumas más.  
 • José tiene 16 plumas más.

**Escribe la oración numérica.**

**UNIDAD** Unit 11  
Booster Lesson 14  
WPS Day 7  
Independent Practice

**Identifícalo**  
 Pablo tiene 5 plumas.  
 José tiene 11 plumas.  
 ¿Cuántas plumas más tiene José que Pablo?

**Restar un dibujo**

**Reflexiona el círculo que tenga la respuesta correcta al problema.**

• José tiene 3 plumas más.  
 • José tiene 6 plumas más.  
 • José tiene 16 plumas más.

**Escribe la oración numérica.**

$11 - 5 = 6$  plumas



**Time:**

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

## Preview

Today we will review how to read word problems to find out what each type of problem is asking us to do, and then we will solve them.

Hoy vamos a repasar cómo leer problemas para saber lo qué cada tipo de problema nos pide hacer y luego los vamos a resolver.

## 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. Read each story problem aloud, draw the story, write the number sentence that shows the solved problem, and fill in the circle by the correct answer. Obtain individual and choral responses. Use the following language:

### Note to Teacher:

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

Read the story together.  
Ready? Read.

What is the question?  
Underline it.

What is the important unit?  
Write the unit in the box.

What should we circle?

Is there anything we should cross out?

Draw a picture.

Do we need to add circles or take away circles?

Lean el cuento juntos. ¿Listos?  
Lean.

¿Cuál es la pregunta?  
Subráyena.

¿Cuál es la unidad importante?  
Escriban la unidad en la caja.

¿Qué debemos circular?

¿Hay algo que debemos tachar?

Hagan un dibujo.

¿Necesitamos agregar círculos o quitar círculos?

## Guided Practice (continued)

Are we doing addition or subtraction?

How do you know?

Write the number sentence.

What goes at the end of the number sentence?

Which answer is correct?

Check your work. Does this make sense?

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

¿Estamos sumando o restando?

¿Cómo saben?

Escriban la oración numérica.

¿Qué va al final de la oración numérica?

¿Cuál es la respuesta correcta?

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.



### Error Diagnosis and Correction

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

## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 6 minutes to read each problem, use the Identify It strategy to mark your stories, draw the problem, write the number sentence, and fill in the circle by the correct answer.

Van a tener 6 minutos para leer cada problema, utilizar la estrategia Identifícalo para marcar sus cuentos, dibujar el problema, escribir la oración numérica y rellenar el círculo junto a la respuesta correcta.



### Time:

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

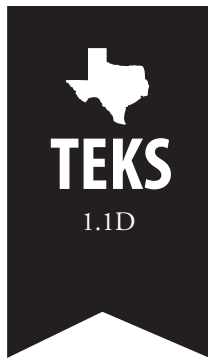
## Independent Practice/ Progress Monitoring (continued)



### Note to Teacher:

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

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



Total Time: 2 minutes

## Unit 11 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.

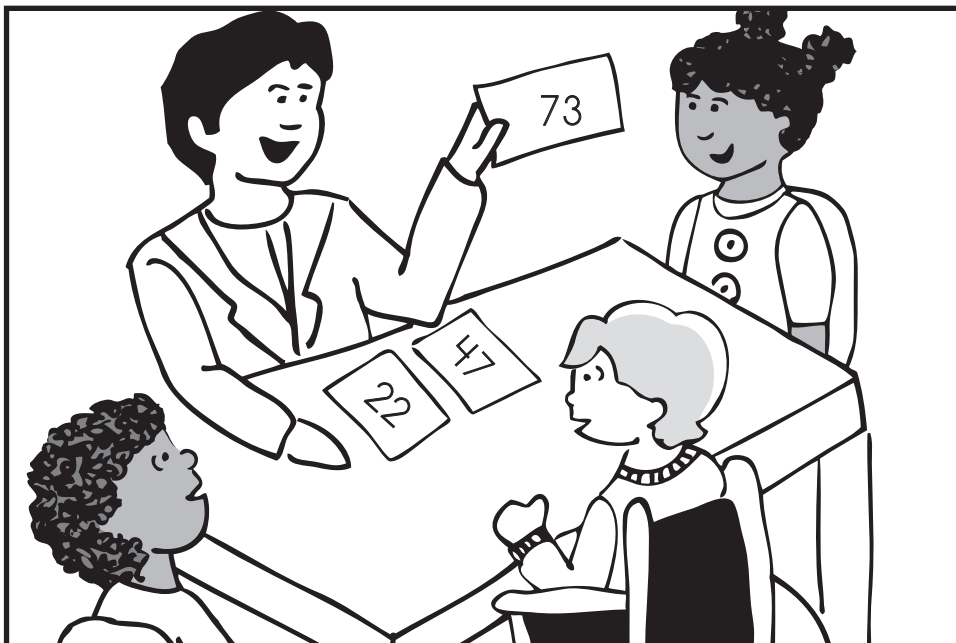


### Time:

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

### Materials:

Number cards (0–99)



**My Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

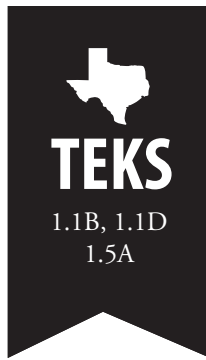
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**Total Time: 14 minutes**  
**Instructional Time: 14 minutes**  
**Independent Practice: 0 minutes**

**Unit 11**  
**Booster Lesson 15**  
**R10**

**D  
A  
Y  
8**

# Add It, Subtract It!

Relationships of 10

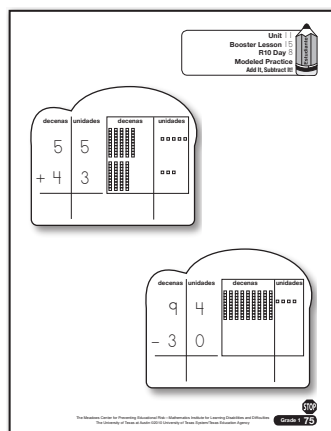
**Objective:** The student will be able to add and subtract two-digit numbers and count pictorial representations of numbers.

**Instructional Content:** 0–99

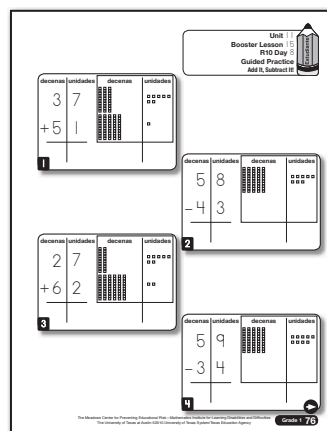
Vocabulary:	English	Spanish
	Rod, tens, ones, add, subtract, unit	Decena, decenas, unidades, sumar, restar, unidad

**Materials:** Teacher Master, pp. 75–77

## Modeled Practice



## Guided Practice



**Time:**

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

**Preview**

When we add or subtract big numbers, do we add or subtract tens or ones first? (*ones*)

Today we will add and subtract tens-and-ones numbers.

Cuando sumamos o restamos números grandes, ¿sumamos o restamos las decenas o unidades primero? (*unidades*)

Hoy, vamos a sumar y restar números de decenas y unidades.

**Modeled Practice**  
(My Turn, Your Turn)**Error Diagnosis and Correction**

A student has difficulty adding or subtracting a pictorial representation of a whole-number computation: tell the student to model the problem by using rods and units.

- 1 Distribute a Modeled Practice sheet to each student. Complete the first item together. Solve the problem as a group, writing the answer on the sheet. Check the answer by counting the pictorial rods and units.

**What problem?** ( $55 + 43$ )

**Addition or subtraction?** (*addition*)

**Which place do we add first?** (*ones*)

**What fact?** ( $5 + 3$ ) **What kind of fact?** ( $+ 3$ ) **What answer?** ( $8$ )

**My Turn:** There are 8 ones, so I write “8” in the ones answer place.

**Your Turn:** Write “8” in the ones answer place.

**Which place do we add next?** (*tens*)

**What fact?** ( $5 + 4$ ) **What kind of fact?** (*doubles + 1 fact*)  
**Solve it.** Start with the lesser number, double it, and then add 1. The lesser number is 4. Double it: 8. Add 1: 9.

**¿Cuál es el problema?** ( $55 + 43$ )

**¿Suma o resta?** (*suma*)

**¿Qué lugar sumamos primero?** (*unidades*)

**¿Cuál es la operación?** ( $5 + 3$ )

**¿Qué tipo de operación?** ( $+ 3$ )

**¿Cuál es la respuesta?** ( $8$ )

**Mi turno:** Hay 8 unidades, entonces escribo “8” en el lugar de respuesta de las unidades.

**Su turno:** Escriban “8” en el lugar de respuesta de las unidades.

**¿Qué lugar sumamos después?** (*decenas*)

**¿Cuál es la operación?** ( $5 + 4$ )

**¿Qué tipo de operación?** (*operación con dobles + 1*) **Resuélvanla.**

**Empiecen con el número menor, háganlo doble y luego sumen 1. El número menor es 4. Háganlo doble: 8. Sumen 1: 9.**

## Modeled Practice (continued)

How many tens? (*9 tens*)

**My Turn:** There are 9 tens, so I write “9” in the tens answer place.

**Your Turn:** Write it.

What is our answer? (*98*)

Let’s check by counting our rods and units. Ready?

Count. 10, 20 ... 90

Switch! 91, 92 ... 98.

¿Cuántas decenas? (*9 decenas*)

**Mi turno:** Hay 9 decenas, entonces escribo “9” en el lugar de respuesta de las decenas.

**Su turno:** Escribanlo.

¿Cuál es nuestra respuesta? (*98*)

Vamos a revisar contando nuestras decenas y unidades.

¿Listos? Cuenten. 10, 20 ... 90

¡Cambio! 91, 92 ... 98.

- 2** Complete the second item together. Solve the problem as a group, writing the answer on the sheet. Students should cross out rods and units that are subtracted. Check the answer by counting the pictorial rods and units.

What problem? ( *$94 - 30$* )

Addition or subtraction?  
(*subtraction*)

Which place do we subtract first? (*ones; point to the ones column*)

What fact? ( *$4 - 0$* ) What kind of fact? ( *$- 0$  fact;  $+ 0$  related*) Solve it. What answer? (*4*)

We also cross out 0 units to show subtracting 0 ones.

How many ones? (*4 ones*)

**My Turn:** There are 4 ones, so I write “4” in the ones answer place.

**Your Turn:** Write “4” in the ones answer place.

¿Cuál es el problema? ( *$94 - 30$* )

¿Suma o resta? (*resta*)

¿Qué lugar restamos primero?  
(*unidades; point to the ones column*)

¿Cuál es la operación? ( *$4 - 0$* ) ¿Qué tipo de operación?  
(*operación  $- 0$ ; relacionada  $+ 0$* ) Resuélvanla. ¿Cuál es la respuesta? (*4*)

También tachamos 0 unidades para mostrar que estamos restando 0 unidades.

¿Cuántas unidades? (*4 unidades*)

**Mi turno:** Hay 4 unidades, entonces escribo “4” en el lugar de respuesta de las unidades.

**Su turno:** Escriban “4” en el lugar de respuesta de las unidades.

### Error Diagnosis and Correction

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



### Note to Teacher:

Another acceptable response is “doubles related.” If students respond in this manner, solve the subtraction fact accordingly.

## Modeled Practice (continued)

**What place do we subtract next?** (*tens*)

**What fact?** ( $9 - 3$ ) **What kind of fact?** ( $- 3$  *fact*;  $+ 3$  *related*) **Solve it. What answer?** ( $6$ )

**How many tens?** ( $6$  *tens*)

**My Turn:** There are 6 tens, so I write “6” in the tens answer place.

**Your Turn:** Write it.

We cross out 3 rods to show subtracting 3 tens.

**What is our answer?** ( $64$ )

**Let’s check by counting our rods and units. Ready? Count. 10, 20 ... 60 Switch! 61, 62, 63, 64.**

**¿Qué lugar restamos después?** (*decenas*)

**¿Cuál es la operación?** ( $9 - 3$ ) **¿Qué tipo de operación?** (*operación*  $- 3$ ; *relacionada*  $+ 3$ ) **Resuélvanla. ¿Cuál es la respuesta?** ( $6$ )

**¿Cuántas decenas?** ( $6$  *decenas*)

**Mi turno:** Hay 6 decenas, entonces escribo “6” en el lugar de respuesta de las decenas.

**Su turno:** Escribanlo.

Tachamos 3 decenas para mostrar que estamos restando 3 decenas.

**¿Cuál es nuestra respuesta?** ( $64$ )

**Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten. 10, 20 ... 60 ¡Cambio! 61, 62, 63, 64.**

## Guided Practice (Our Turn)

- 3 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, students solve the problems by adding or subtracting the tens and ones and check each problem by using the pictorial representations. In subtraction problems, students should cross out rods and units that are subtracted. Use the following language:

## Guided Practice (continued)

Addition or subtraction?

How many ones? Write it.

How many tens? Write it.

How many altogether?

Check the answer by  
counting the rods and units.

¿Suma o resta?

¿Cuántas unidades? Escribanlo.

¿Cuántas decenas? Escribanlo.

¿Cuánto en total?

Revisen la respuesta contando  
las decenas y unidades.

## Independent Practice/ Progress Monitoring (Your Turn)

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







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

# Unit 11 Booster Lesson 16 NS

D  
A  
Y  
8

## Game: What Is Missing?

### Number Sequences

**Objective:** The student will be able to identify missing numbers in a three-number sequence and count the number sequence.

**Instructional Content:**

0–99

**Vocabulary:**

#### English

Before, after, between, number, sequence

#### Spanish

Antes, después, entre, número, secuencia

**Materials:**

Teacher Master, pp. 78–79; number cards (T; 50–60); wipe board (T)

### Guided Practice

Unit 11 Booster Lesson 16 NS Day 8 Guided Practice What Is Missing?		
1	26	28
2		90
3	47	48
4		63
5		19
6	37	38
7	79	81
8		51

### Independent Practice

Unit 11 Booster Lesson 16 NS Day 8 Independent Practice What Is Missing?		
1	28	30
2		91
3	27	28
4		45
5		73
6	89	90
7	62	64
8		12

**Time:**

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

**Preview**

Today we will find missing  
numbers in a 3-number  
sequence.

Hoy vamos a encontrar  
números que faltan en una  
secuencia de 3 números.

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

- 1 Distribute number cards between 50 and 60 to students. Write “\_\_\_ 54 55” on the wipe board.

Let’s play the game What’s  
Missing?

I write a 3-number sequence  
on my board, with 1 number  
missing. The person who has  
the card with the missing  
number raises his or her  
hand.

We have a sequence with  
the first number missing.  
How do we find the missing  
number? (*count back*)

My Turn: I count back. 55,  
54, 53.

Your Turn: Count back.

What is missing? (*53*)

Who has the missing  
number? Raise your hand.  
(*collect the number card 53 from  
the student*)

Count the sequence: 53, 54,  
55.

Whoever runs out of cards  
first wins the round!

Vamos a jugar el juego ¿Cuál  
falta?

Escribo una secuencia de 3  
números en mi pizarrón con 1  
número que falta. La persona  
que tenga la tarjeta con el  
número que falta levanta su  
mano.

Tenemos una secuencia en  
donde falta el primer número.  
¿Cómo encontramos el número  
que falta? (*contando hacia atrás*)

Mi turno: Cuento hacia atrás.  
55, 54, 53.

Su turno: Cuenten hacia atrás.

¿Cuál falta? (*53*)

¿Quién tiene el número que  
falta? Levante su mano. (*collect  
the number card 53 from the  
student*)

Cuenten la secuencia: 53, 54,  
55.

¡Al que se le acaben las tarjetas  
primero gana la ronda!

**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.



## Guided Practice

### (Our Turn)

- 2** Using the Modeled Practice procedure, continue to play What Is Missing? Write sequences on the wipe board with the first number missing, the middle number missing, and the last number missing. Obtain individual and choral responses. Use the following language:

**What sequence? What is missing? Count up/back.**

**Raise your hand!**

**Count the sequence.**

**¿Cuál es la secuencia?**

**¿Cuál falta? Cuenten hacia adelante/atrás.**

**¡Levanten su mano!**

**Cuenten la secuencia.**

- 3** Collect the number cards and distribute a Guided Practice sheet to each student. Write the missing number in the blank in each row. Count up to find missing numbers in the middle or at the end of a sequence. Count back to find missing numbers at the beginning of a sequence. Use the following language:

**Let's find missing numbers a different way.**

**Is the missing number before, between, or after?**

**How do we find the missing number?** (*count up, count back*)

**What is missing?**

**Write it.**

**Count the sequence. Ready? Count.**

**Vamos a encontrar números que faltan de una manera diferente.**

**¿El número que falta está antes, entre o después?**

**¿Cómo encontramos el número que falta?**  
(*contando hacia adelante, contando hacia atrás*)

**¿Cuál falta?**

**Escríbanlo.**

**Cuenten la secuencia. ¿Listos? Cuenten.**

**Time:**

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

**Note to Teacher:**

Score 1 point for each correctly written missing number.

## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the missing number in each sequence.

Van a tener 1 minuto para escribir el número que falta en cada secuencia.

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