



**Bilingual**

# **Intervention Manual Unit 5**



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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## Warm-Up: Look and Say

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



## Time:

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

## Materials:

Fact cards (fact family and related)



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

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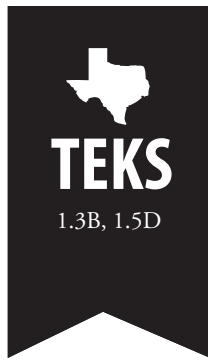
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**Total Time: 8 minutes**  
**Instructional Time: 6 minutes**  
**Independent Practice: 2 minutes**

**Unit 5**  
**Booster Lesson 1**  
**ASC**

**D**  
**A**  
**Y**  
**1**

# What Is the Double?

Addition/Subtraction Combinations

**Objective:** The student will be able to use connecting cubes to solve addition and subtraction problems when the addends are the same number.

**Instructional Content:** Doubles facts to 18

**Vocabulary:**

**English**

Turnaround fact, add, subtract, equals, number, minus, doubles

**Spanish**

Operación relacionada, sumar, restar, igual a, número, menos, dobles

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

## Modeled Practice

## Guided Practice

## Independent Practice



**Time:**

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

## Preview

Today we will learn how to solve doubles facts.

In a doubles fact, the 2 numbers being added are the same number. Knowing these facts will help you when you see a related subtraction fact that uses the same numbers.

Hoy vamos a aprender cómo resolver operaciones con dobles.

En una operación con dobles, los 2 números que se suman son el mismo número. El saber estas operaciones, les ayudará cuando vean una operación relacionada de resta que utiliza los mismos números.

## Modeled Practice (My Turn, Your Turn)

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

**My Turn:** I have 12 cubes altogether.

**Mi turno:** Tengo 12 cubos en total.

- 2 Break the chain into 2 segments of 6 cubes each (1 of blue cubes and 1 of red cubes).

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

Count with me to see how many are in each part: 1, 2 ... 6.

If I put 1 part above the other part, I see that each contains exactly the same number of cubes.

**Your Turn:** Break your cubes into 2 equal parts and count them to see how many are in each part.

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

Cuenten conmigo para ver cuántos hay en cada parte: 1, 2 ... 6.

Si pongo 1 parte encima de la otra parte, veo que cada una contiene exactamente el mismo número de cubos.

**Su turno:** Dividan sus cubos en 2 partes iguales y cuéntenlos para ver cuántos hay en cada parte.



## Modeled Practice (continued)

- 3** Point to the number sentence underneath the image on the Modeled Practice sheet.

$$6 + 6 = 12.$$

**My Turn:** I fill in the empty parts of this number sentence to make it say “ $6 + 6 = 12$ .”

**Your Turn:** Make your number sentence say “ $6 + 6 = 12$ .”

$$6 + 6 = 12$$

**Mi turno:** Completo las partes vacías de esta oración numérica para que diga: “ $6 + 6 = 12$ ”.

**Su turno:** Hagan que su oración numérica diga “ $6 + 6 = 12$ ”.

- 4** Turn the tower 180 degrees so the 2 parts are switched in order.

**Look** what happens when I turn my cube chain around.

It is still  $6 + 6 = 12$ !

Since I already have that fact written down, I do not need to write it again. I know that doubles facts, when turned around, look exactly the same.

**Miren** lo que pasa cuando volteo mi cadena de cubos.

¡Todavía muestra que  $6 + 6 = 12$ !

Como ya escribí la operación, no necesito volverla a escribir. Sé que cuando las operaciones con dobles se voltean, se ven exactamente igual.

- 5** Demonstrate how to create subtraction facts with doubles facts.

**There is** a subtraction fact that goes with this doubles fact.

When we subtract, we start with the greatest number. What is the greatest number? (12)

Start at 12 and take away 6 cubes. Count back together. Ready? Count. 12, 11 ... 6.

**Hay una** operación de resta que va con esta operación con dobles.

Cuando restamos, empezamos con el número mayor. ¿Cuál es el número mayor? (12)

Empiecen en 12 y quiten 6 cubos. Cuenten juntos hacia atrás. ¿Listos? Cuenten 12, 11 ... 6.

## Modeled Practice (continued)

How many cubes are left? (6 cubes)

What should we write to make the subtraction number sentence?

My Turn: I write “ $12 - 6 = 6$ .”

Your Turn: Write “ $12 - 6 = 6$ .”

What happens when you take away the other 6 cubes? (it is the same number sentence)

Doubles facts have 1 addition fact and 1 subtraction fact.

¿Cuántos cubos quedan? (6 cubos)

¿Qué debemos escribir para hacer la oración numérica de resta?

Mi turno: Escribo “ $12 - 6 = 6$ ”.

Su turno: Escriban “ $12 - 6 = 6$ ”.

¿Qué pasa cuando quitan los otros 6 cubos? (es la misma oración numérica)

Las operaciones con dobles tienen 1 operación de suma y 1 operación de resta.

## Guided Practice (Our Turn)

- 6 Distribute 18 cubes to each student (9 cubes of 1 color and 9 cubes of another color). Give students a doubles fact (for example,  $4 + 4$ ,  $5 + 5$ , or  $8 + 8$ ) and tell them to show you the fact with the cubes. Use the following language:

How many altogether?

Split your group of cubes into 2 equal parts.

What doubles fact is this?

¿Cuántos en total?

Dividan su grupo de cubos en 2 partes iguales.

¿Cuál es la operación con dobles?

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

### Error Diagnosis and Correction

A student has difficulty differentiating between addition and subtraction facts: tell the student to locate the greatest number and then to note that the 2 lesser numbers either add up to the greatest number or are taken away from the greatest number.

## Guided Practice (continued)

How many altogether?

How many cubes make up each equal part?

Write it.

What is a subtraction fact that matches this cube chain?

¿Cuántos en total?

¿Cuántos cubos forman cada una de las partes iguales?

Escríbanlo.

¿Cuál es la operación de resta para este cadena de cubos?

## 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 fill in the numbers for each doubles fact in the blanks below.

Van a tener 1 minuto para escribir los números para cada operación con dobles en los espacios en blanco de abajo.

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



### Time:

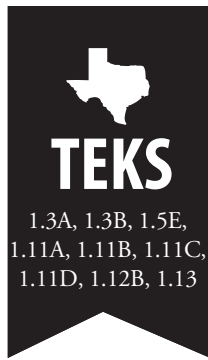
Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.



### Note to Teacher:

Score 1 point for each correctly written number sentence.





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

**Unit 5**  
**Booster Lesson 2**  
**WPS**

**D**  
**A**  
**Y**  
**1**

# Compare Problems

## Word Problem Solving

**Objective:** The student will be able to draw a picture to solve word problems that compare two different quantities, write a number sentence matching the word problem, and use related facts to check calculations.

**Word Problem Type:** Compare, with compare unknown

### Vocabulary:

#### English

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

#### Spanish

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

**Materials:** Teacher Master, pp. 4–11

### Modeled Practice

UNIDAD Unit 5  
Booster Lesson 2  
WPS Day 1  
Modeled Practice

**Identifica:**  
 Jaime tiene 7 perros.  
 Susana tiene 3 perros más que Jaime.  
 ¿Cuántos perros tiene Susana?

**Res un dibujo:**

**Escribe la oración numérica:**

UNIDAD Unit 5  
Booster Lesson 2  
WPS Day 1  
Modeled Practice

**Identifica:**  
 Jaime tiene 7 perros.  
 Susana tiene 3 perros más que Jaime.  
 ¿Cuántos perros tiene Susana?

**Res un dibujo:**

**Escribe la oración numérica:**  
 $7 + 3 = 10$  perros

### Guided Practice

UNIDAD Unit 5  
Booster Lesson 2  
WPS Day 1  
Guided Practice

**Identifica:**  
 Roberto corrió 8 millas.  
 Alex corrió 3 millas más que Roberto.  
 ¿Cuántas millas corrió Alex?

**Res un dibujo:**

**Escribe la oración numérica:**

UNIDAD Unit 5  
Booster Lesson 2  
WPS Day 1  
Guided Practice

**Identifica:**  
 Roberto corrió 8 millas.  
 Alex corrió 3 millas más que Roberto.  
 ¿Cuántas millas corrió Alex?

**Res un dibujo:**

**Escribe la oración numérica:**  
 $8 + 3 = 11$  millas



**Time:**

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

## Preview

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

Today we will solve word problems that compare 2 different amounts. We will also write a number sentence that matches the story.

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

Hoy vamos a resolver problemas que comparan 2 cantidades diferentes. También vamos a escribir la oración numérica que va de acuerdo con el cuento.

## Modeled Practice (My Turn, Your Turn)

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

**Read the story together.**  
Ready? Read. “Jin has 7 dogs.  
Sue has 3 more dogs than Jin.  
How many dogs does Sue have?”

**Lean el cuento juntos. ¿Listos?**  
Lean: “Jaime tiene 7 perros.  
Susana tiene 3 perros más que Jaime. ¿Cuántos perros tiene Susana?”

- 2 Introduce the compare problem and review Step 1 of the Identify It strategy.

**This is a compare problem.**  
Compare problems ask us to look at 2 different amounts and compare them in order to answer the question the story asks. First, let’s review the Identify It strategy.

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

**What is the question?** (*how many dogs does Sue have?*)

**Este es un problema de comparación.**  
Los problemas de comparación nos piden que miremos 2 cantidades diferentes y las comparemos para responder la pregunta que nos hace el cuento. Primero, vamos a repasar la estrategia Identifícalo.

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

**¿Cuál es la pregunta?** (*¿cuántos perros tiene Susana?*)

## Modeled Practice (continued)

**My Turn:** I underline it.

**Your Turn:** Underline it.

**What is the important unit?** (*dogs*)

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

**Your Turn:** Write it.

**Mi turno:** La subrayo.

**Su turno:** Subráyena.

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

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

**Su turno:** Escribanlo.

### 3 Review Step 2 of the Identify It strategy.

**What is Step 2 of the Identify It strategy?**  
(*circle important words and numbers*)

**What are the important words and numbers?** (*7 dogs, 3 more dogs*)

**My Turn:** I circle “7 dogs” and “3 more dogs.”

**Your Turn:** Circle them.

**¿Cuál es el paso 2 de la estrategia Identifícalo?**  
(*circular palabras y números importantes*)

**¿Cuáles son las palabras y números importantes?** (*7 perros, 3 perros más*)

**Mi turno:** Circulo “7 perros” y “3 perros más”.

**Su turno:** Circúlenlos.

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

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

**What is the first part we circled?** (*7 dogs*)

**My Turn:** I draw 7 circles to show Jin’s dogs.

**Your Turn:** Draw 7 circles. Make yours match mine.

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

**¿Cuál es la primera parte que circulamos?** (*7 perros*)

**Mi turno:** Dibujo 7 círculos para mostrar los perros de Jaime.

**Su turno:** Dibujen 7 círculos. Háganlos iguales a los míos.

#### Error Diagnosis and Correction

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

#### Error Diagnosis and Correction

A student skips numbers or counts inaccurately: tell the student to count slowly and to touch each circle as he or she counts.

## Modeled Practice (continued)

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

We circled “3 more dogs.” Should we add circles to the picture or take some away? (*add circles*) Why?

Sue has more dogs than Jin, so the number will get bigger.

My Turn: I draw 3 circles in the ten frame to show 3 more dogs.

Your Turn: Draw 3 circles.

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

Circulamos “3 perros más”. ¿Debemos agregar círculos al dibujo o quitar algunos? (*agregar círculos*) ¿Porqué?

Susana tiene más perros que Jaime, entonces el número se va a hacer más grande.

Mi turno: Dibujo 3 círculos en el cuadro de diez para mostrar 3 perros más.

Su turno: Dibujen 3 círculos.

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

We want to find out how many dogs Sue has.

We count the circles. Count on from the greater number.

Ready? Count on. 7, 8, 9, 10.

How many dogs does Sue have? (*10 dogs*)

How do we know?

Queremos saber cuántos perros tiene Susana.

Contamos los círculos. Cuenten hacia adelante desde el número mayor.

¿Listos? Cuenten hacia adelante. 7, 8, 9, 10.

¿Cuántos perros tiene Susana? (*10 perros*)

¿Cómo sabemos?

### 6 Point to “Write the Number Sentence.”

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

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



## Modeled Practice (continued)

**My Turn:** Jin had 7 dogs, so first I write the number 7.

**Your Turn:** Write “7.”

Sue has 3 more dogs than Jin. If Sue has more, do we use a minus or a plus in our number sentence? (*plus*)

**My Turn:** I write “+ 3” next to the 7.

**Your Turn:** Write “+ 3.”

7 + 3. What answer? (*10*)

**My Turn:** I write “= 10.”

**Your Turn:** Write it.

What was our important unit?  $7 + 3 = 10$  what? (*dogs*)

**My Turn:** I write “dogs” after “10.”

**Your Turn:** Write it.

**Mi turno:** Jaime tenía 7 perros, así que primero escribo el número 7.

**Su turno:** Escriban “7”.

Susana tiene 3 perros más que Jaime. Sí Susana tiene más, ¿usamos un signo de menos o un signo de más en nuestra oración numérica? (*más*)

**Mi turno:** Escribo “+ 3” junto al 7.

**Su turno:** Escriban “+ 3”.

7 + 3. ¿Cuál es la respuesta? (*10*)

**Mi turno:** Escribo “= 10”.

**Su turno:** Escribanlo.

¿Cuál fue nuestra unidad importante?  $7 + 3 = 10$  ¿qué? (*perros*)

**Mi turno:** Escribo “perros” después de “10”.

**Su turno:** Escribanlo.

### 7 Check your work with the students.

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

Check the number sentence to see whether it makes sense.

Sue has 3 more dogs, so should we end up with more or less than we started with? (*more*)

We started with 7 and ended up with 10, which is more. It makes sense.

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

Revisen la oración numérica para ver si tiene sentido.

Susana tiene 3 perros más, así que, ¿debemos terminar con más o menos que con lo que empezamos? (*más*)

Empezamos con 7 y terminamos con 10, los cuales son más. Esto tiene sentido.



### Note to Teacher:

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

## Guided Practice (Our Turn)

- 8 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud, draw the story using circles in the ten frames, and write the number sentence that shows the solved problem. Obtain individual and choral responses. Use the following language:

Read the story together.  
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Draw a picture.

Which number sentence?  
Write it.

Check your work. Does this make sense?

Lean el cuento juntos.

¿Listos? Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

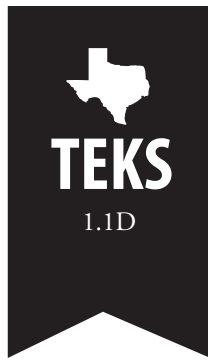
Hagan un dibujo.

¿Cuál es la oración numérica? Escribanla.

Revisen su trabajo. ¿Tiene esto sentido?

## Independent Practice/ Progress Monitoring (Your Turn)

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



Total Time: 2 minutes

## Unit 5 Warm-Up

DAY  
2



### Warm-Up: Number Writing

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



### Time:

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

### Materials:

Wipe boards for students (instructional content: 0–50)



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

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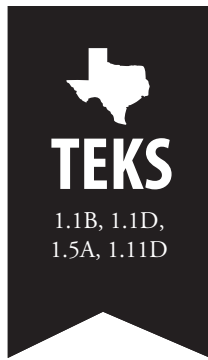
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**Total Time: 14 minutes**  
**Instructional Time: 12 minutes**  
**Independent Practice: 2 minutes**

**Unit 5**  
**Booster Lesson 3**  
**R10**

**D  
A  
Y  
2**

# Make It!

Relationships of 10

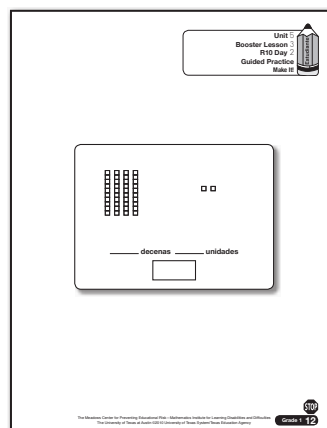
**Objective:** The student will be able to make numbers using concrete rods and units, count by tens and ones, and write numbers from pictorial representations.

**Instructional Content:** 0–50

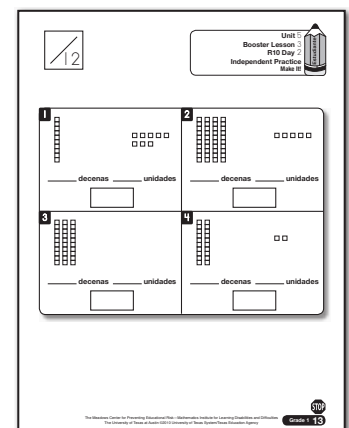
Vocabulary:	English	Spanish
	Rod, unit, tens, ones	Decena, unidad, decenas, unidades

**Materials:** Teacher Master, pp. 12–13; rods and units (T&S); rods-and-units mats (T&S); relationships of 10 cards (T; 0–50); wipe board (T)

## Guided Practice



## Independent Practice



**Time:**

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

**Note to Teacher:**

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

**Error Diagnosis and Correction**

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

**Preview**

*(hold up a rod)* **What is this?** *(a rod)* **How many are in a rod?** *(10)*

*(hold up a unit)* **What is this?** *(a unit)* **How many are in a unit?** *(1)*

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

*(hold up a rod)* **¿Qué es esto?** *(una decena)* **¿Cuántos hay en una decena?** *(10)*

*(hold up a unit)* **¿Qué es esto?** *(una unidad)* **¿Cuántos hay en una unidad?** *(1)*

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 each student. Write "32" on the wipe board.

**What number?** *(32)*

**We will make 32 with our rods and units.**

**How many groups of 10 are in 32?** *(3 groups of 10)*

**My Turn:** I put 3 rods on my mat to make the 3 groups of 10.

**Your Turn:** Put 3 rods on your mat.

**How many ones are in 32?** *(2 ones)*

**My Turn:** I put 2 units on my mat to make the 2 ones.

**Your Turn:** Put 2 units on your mat.

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

**¿Qué número?** *(32)*

**Vamos a hacer 32 con nuestras decenas y unidades.**

**¿Cuántos grupos de 10 hay en 32?** *(3 grupos de 10)*

**Mi turno:** Pongo 3 decenas en mi tablero para hacer 3 grupos de 10.

**Su turno:** Pongan 3 decenas en su tablero.

**¿Cuántas unidades hay en 32?** *(2 unidades)*

**Mi turno:** Pongo 2 unidades en mi tablero para hacer las 2 unidades.

**Su turno:** Pongan 2 unidades en su tablero.

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

## Modeled Practice (continued)

**My Turn: 10, 20, 30 Switch!**  
31, 32.

**Your Turn: Count. 10, 20,**  
**30 Switch! 31, 32.**

**How many altogether?** (32)

**How many groups of 10?** (3  
*groups of 10*)

**How many ones?** (2 *ones*)

**Mi turno: 10, 20, 30 ¡Cambio!**  
31, 32.

**Su turno: Cuenten. 10, 20, 30**  
**¡Cambio! 31, 32.**

**¿Cuánto en total?** (32)

**¿Cuántos grupos de 10?** (3  
*grupos de 10*)

**¿Cuántas unidades?** (2 *unidades*)

- 2** Hold up 3 relationships of 10 cards, 1 of them for 32. As a group, choose which card shows 32.

Here we have pictures of  
rods and units. We will pick  
which of these cards shows  
32.

Raise your hand when you  
know which it is.

Count to see whether we are  
right: 10, 20, 30 Switch! 31,  
32.

Aquí tenemos dibujos de  
decenas y unidades. Vamos  
a escoger cuál de estas  
tarjetas muestra 32.

Levanten su mano cuando  
sepan cuál es.

Cuenten para ver si  
estamos en lo correcto: 10,  
20, 30 ¡Cambio! 31, 32.

## Guided Practice (Our Turn)

- 3** Using the Modeled Practice procedure, write a number on the wipe board, make it with rods and units, count by tens and ones, hold up 3 relationships of 10 cards, and choose which 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!**

**¿Qué número? Háganlo.**

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

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

## Guided Practice (continued)

Which card shows the number? Count.

¿Cuál tarjeta muestra el número? Cuenten.

- 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.

¿Cuántas decenas? Escribanlo.

How many ones? Write it.

¿Cuántas unidades? Escribanlo.

How many altogether? Count. Write it.

¿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.

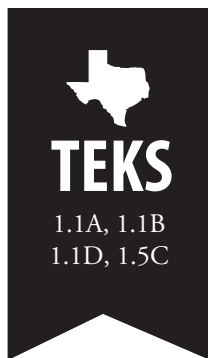
- 3** Record their scores as the number correct / total number possible.



### 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 5**  
**Booster Lesson 4**  
**MC**

**D**  
**A**  
**Y**  
**2**

# Order the Numbers

Magnitude Comparison

**Objective:** The student will be able to identify three numbers and place them in order from least to greatest.

**Instructional Content:** 0–50

**Vocabulary:**

**English**

Greater than, less than, greatest, least, order

**Spanish**

Mayor que, menor que, el mayor, el menor, orden

**Materials:** Teacher Master, pp. 14–16

## Modeled Practice

Unit 5  
 Booster Lesson 4  
 MC Day 2  
 Modeled Practice  
 Order the Numbers

27 46 20

el menor el mayor

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Grade 1.1D

## Guided Practice

Unit 5  
 Booster Lesson 4  
 MC Day 2  
 Guided Practice  
 Order the Numbers

29 10 16

1 el menor el mayor

31 24 38

2 el menor el mayor

43 19 25

3 el menor el mayor

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Grade 1.1D

## Independent Practice

Unit 5  
 Booster Lesson 4  
 MC Day 2  
 Independent Practice  
 Order the Numbers

26 50 39

1 el menor el mayor

26 41 15

2 el menor el mayor

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Grade 1.1D



**Time:**

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

## Preview

Today we will put numbers in order from least to greatest.

When we put numbers in order, we start with the least number and work up to the greatest, like the order of numbers on a number line.

Hoy vamos a poner números en orden de menor a mayor.

Cuando ponemos números en orden, empezamos con el número menor y seguimos hasta el mayor, como el orden de los números en una recta numérica.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Write the 3 numbers in order with the students.

### Error Diagnosis and Correction

A student has difficulty comparing numbers: make the numbers with rods and units and compare the tens and ones concretely.

### Error Diagnosis and Correction

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

**What numbers?** (27, 46, 20)

We will put the numbers in order, starting with the number that is least. We will first compare how many groups of 10 each number has.

**How many tens in 27?** (2 tens)

**How many tens in 46?** (4 tens)

**How many tens in 20?** (2 tens)

2 tens, 4 tens, and 2 tens.

Which is least?

2 tens is less than 4 tens, but there are 2 numbers with 2 tens.

We will compare the ones in these numbers to find which is least.

**How many ones in 27?** (7 ones)

**How many ones in 20?** (0 ones)

**¿Qué números?** (27, 46, 20)

Vamos a poner los números en orden, empezando con el número menor. Primero vamos a comparar cuántos grupos de 10 tiene cada número.

**¿Cuántas decenas en 27?** (2 decenas) **¿Cuántas decenas en 46?** (4 decenas) **¿Cuántas decenas en 20?** (2 decenas)

2 decenas, 4 decenas y 2 decenas. ¿Cuál es menor?

2 decenas es menos que 4 decenas, pero hay 2 números con 2 decenas.

Vamos a comparar las unidades en estos números para saber cuál es el menor.

**¿Cuántas unidades en 27?** (7 unidades) **¿Cuántas unidades en 20?** (0 unidades)

## Modeled Practice (continued)

Which is less, 27 or 20? (20)

2 tens and 0 ones are less than  
2 tens and 7 ones.

My Turn: I write “20” in the  
first space to show it is the first  
number in order.

I cross out “20” above to show  
that I finished putting it in  
order.

Your Turn: Write “20” first,  
and then cross it out above.

What numbers are left? (27  
and 46)

Which is less? (27)

My Turn: I write “27” in the  
middle space and cross it out  
above.

Your Turn: Write “27” and  
cross it out above.

What number comes last in  
order? (46) How do you know?

My Turn: I write “46” in the  
last space.

Your Turn: Write “46.”

Say the numbers in order: 20,  
27, 46.

¿Cuál es menor, 27 ó 20?  
(20)

2 decenas y 0 unidades es  
menos que 2 decenas y 7  
unidades.

Mi turno: Escribo “20”  
en el primer espacio para  
mostrar que es el primer  
número en orden.

Tacho “20” arriba para  
mostrar que ya terminé de  
ponerlo en orden.

Su turno: Escriban “20”  
primero y luego táchenlo  
arriba.

¿Qué números quedan?  
(27 y 46)

¿Cuál es menor? (27)

Mi turno: Escribo “27” en  
el espacio de en medio y lo  
tacho arriba.

Su turno: Escriban “27” y  
táchenlo arriba.

¿Qué número está al  
último en el orden? (46)

¿Cómo saben?

Mi turno: Escribo “46” en  
el último espacio.

Su turno: Escriban “46”.

Digan los números en  
orden: 20, 27, 46.

## Guided Practice

### (Our Turn)

- 2 Distribute a Guided Practice sheet to each student. Using the Modeled Practice procedure, tell students to compare the numbers and write them in order. Obtain individual and choral responses. Use the following language:

## Guided Practice

### (continued)

What numbers?

What number is least?

Compare the tens. Compare the ones.

Say the numbers in order.

¿Qué números?

¿Qué número es el menor?

Comparen las decenas.  
Comparen las unidades.

Digan los números en orden.



### 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 put the numbers in order from least to greatest.

Write the numbers in order.

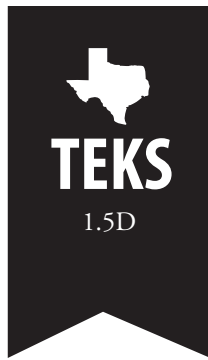
Escriban los números en orden.

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



### Note to Teacher:

Score 1 point for each correctly ordered number.



Total Time: 2 minutes

## Unit 5 Warm-Up

D  
A  
Y  
3



### Warm-Up: Look and Write

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



### Time:

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

### Materials:

Fact cards (fact family and related), wipe boards for students



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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

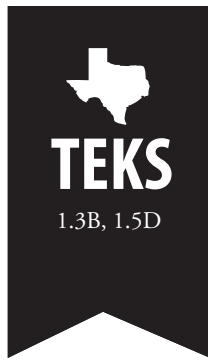
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**Total Time: 8 minutes**  
**Instructional Time: 6 minutes**  
**Independent Practice: 2 minutes**

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

**D**  
**A**  
**Y**  
**3**

# What Is the Double?

Addition/Subtraction Combinations

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

**Instructional Content:** Doubles facts to 18

**Vocabulary:**

**English**

Add, subtract, equals, number, minus, doubles, altogether

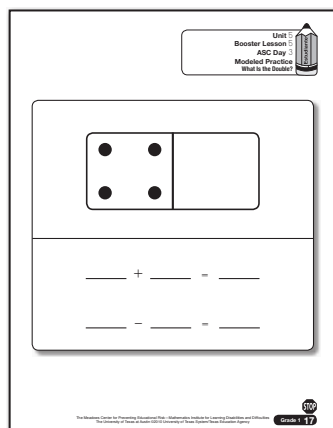
**Spanish**

Sumar, restar, igual a, número, menos, dobles, en total

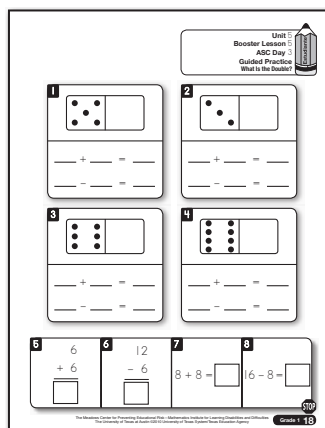
**Materials:**

Teacher Master, pp. 17–19

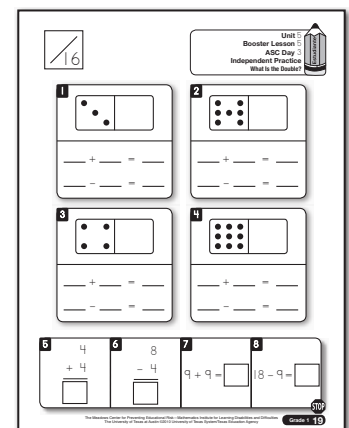
## Modeled Practice



## Guided Practice



## Independent Practice



**Time:**

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

## Preview

Today we will practice solving doubles facts.

In a doubles fact, the 2 numbers being added are the same number. Knowing these facts will help you when you see a related subtraction fact that uses the same numbers.

Hoy vamos a practicar resolviendo operaciones con dobles.

En una operación con dobles, los 2 números que se suman son el mismo número. El saber estas operaciones, les ayudará cuando vean una operación relacionada de resta que utiliza los mismos números.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

How can I make this domino show a doubles fact that uses 4 as 1 equal part?

I see 4 dots on 1 side of the domino.

**My Turn:** I draw 4 quick dots on the other side. Count with me. (*quickly draw 4 dots on the blank side of the domino*)

**Your Turn:** Draw 4 quick dots on the other side to make it a doubles domino.

¿Cómo puedo hacer que este dominó muestre una operación con dobles que utilice 4 como 1 de sus partes iguales?

Veo 4 puntos de un 1 lado del dominó.

**Mi turno:** Dibujo 4 puntos rápidos del otro lado. Cuenten conmigo. (*quickly draw 4 dots on the blank side of the domino*)

**Su turno:** Dibujen 4 puntos rápidos del otro lado para hacerlo un dominó con dobles.

- 2 Encourage students to consider number facts they can write to match the domino.

What addition fact can we write on this first line to show how many dots are on the domino? ( $4 + 4 = 8$ )

¿Qué operación de suma podemos escribir en la primera línea para mostrar cuántos puntos hay en el dominó? ( $4 + 4 = 8$ )



## Modeled Practice (continued)

The equal parts on each side tell us it is a doubles fact.

Write " $4 + 4 = 8$ ."

What subtraction fact can we write on the second line to match this domino? *(cover one side of the domino with your hand)*

8 dots take away 4 dots shows 4 dots left.  $8 - 4 = 4$ .

Write the subtraction fact on the next line to show it is related to the doubles fact on the domino.

Doubles-fact families have 1 addition fact and 1 subtraction fact.

Las partes iguales de cada lado nos dicen que es una operación con dobles.

Escriban " $4 + 4 = 8$ ".

¿Qué operación de resta podemos escribir en la segunda línea para igualar este dominó? *(cover one side of the domino with your hand)*

Si a 8 puntos le quitamos 4 puntos quedan 4 puntos.  $8 - 4 = 4$ .

Escriban la operación de resta en la siguiente línea para mostrar que está relacionada con la operación con dobles en el dominó.

Las familias de operaciones con dobles tienen 1 operación de suma y 1 operación de resta.

### Error Diagnosis and Correction

A student has difficulty differentiating between addition and subtraction facts: tell the student to locate the greatest number and then to note that the 2 lesser numbers either add up to the greatest number or are taken away from the greatest number.

## Guided Practice (Our Turn)

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

Draw quick dots on the other side of the domino to make this a doubles fact.

What addition fact goes with this domino?

Write it.

What subtraction fact goes with this doubles fact?

Dibujen puntos rápidos del otro lado del dominó para hacer esto una operación con dobles.

¿Qué operación de suma va con este dominó?

Escríbanla.

¿Qué operación de resta va con esta operación con dobles?

## Guided Practice (continued)

Write it.

Say the 2 facts out loud.

Escribanla.

Digan las 2 operaciones en voz alta.

- 4 When solving the doubles facts in the last row, remind students to use what they know about doubles facts (for example, that the addends are the same).



### 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 draw quick dots to finish the dominoes and write the numbers for each fact in the spaces below. For the items in the last row, write the answer to each math fact.

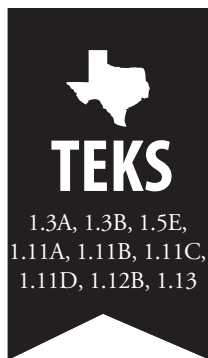
Van a tener 1 minuto para dibujar puntos rápidos para terminar los dominós y escribir los números para cada operación en los espacios de abajo. Para los problemas de la última fila, escriban la respuesta para cada operación.



### Note to Teacher:

For the first items, score 1 point for each correctly completed domino and 1 point for each correctly written number sentence; for the bottom items, score 1 point for each correctly written answer.

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



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

**Unit 5**  
**Booster Lesson 6**  
**WPS**

**D  
A  
Y  
3**

# Compare Problems

## Word Problem Solving

### Objective:

The student will be able to draw a picture to solve word problems that compare two different quantities, write a number sentence matching the word problem, and use related facts to check calculations.

### Word Problem Type:

Compare, with compare unknown

### Vocabulary:

#### English

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

#### Spanish

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

### Materials:

Teacher Master, pp. 20–27

### Modeled Practice

**UNIDAD**  
 UNIDAD 5  
 Booster Lesson 6  
 WPS Day 3  
 Modeled Practice

**Identifica.**  
 Roberto tiene 5 carros.  
 Juan tiene 3 carros menos que Roberto.  
 ¿Cuántos carros tiene Juan?

**Res un dibujo.**

**Escribe la oración numérica.**

**UNIDAD**  
 UNIDAD 5  
 Booster Lesson 6  
 WPS Day 3  
 Modeled Practice

**Identifica.**  
 Roberto tiene 5 carros.  
 Juan tiene 3 carros menos que Roberto.  
 ¿Cuántos carros tiene Juan?

**Res un dibujo.**

**Escribe la oración numérica.**

5 - 3 = 5 carros

### Guided Practice

**UNIDAD**  
 UNIDAD 5  
 Booster Lesson 6  
 WPS Day 3  
 Guided Practice

**Identifica.**  
 La cabra pequeña tenía 5 manzanas para comer.  
 La cabra grande llegó y se comió 3 de las manzanas de la cabra pequeña. Qué triste.  
 ¿Cuántas manzanas le quedan a la cabra pequeña?

**Res un dibujo.**

**Elige la oración numérica.**

☐ 5 - 3 = 5 manzanas  
☐ 5 - 3 = 6 manzanas

**UNIDAD**  
 UNIDAD 5  
 Booster Lesson 6  
 WPS Day 3  
 Guided Practice

**Identifica.**  
 La cabra pequeña tenía 5 manzanas para comer.  
 La cabra grande llegó y se comió 3 de las manzanas de la cabra pequeña. Qué triste.  
 ¿Cuántas manzanas le quedan a la cabra pequeña?

**Res un dibujo.**

**Escribe la oración numérica.**

☒ 5 - 3 = 5 manzanas  
☐ 5 - 3 = 6 manzanas



**Time:**

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

## Preview

Today we will solve word problems that find the difference between 2 different amounts. We will also write a number sentence that matches the story.

Hoy vamos a resolver problemas que encuentran la diferencia entre 2 cantidades diferentes. También vamos a escribir la oración numérica que va de acuerdo con el cuento.

## Modeled Practice (My Turn, Your Turn)

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

Read the story together.  
Ready? Read. “Ron has 8 cars. Jeb has 3 fewer cars than Ron. How many cars does Jeb have?”

Lean el cuento juntos.  
¿Listos? Lean. “Roberto tiene 8 carros. Juan tiene 3 carros menos que Roberto. ¿Cuántos carros tiene Juan?”

- 2 Review the compare problem and review Step 1 of the Identify It strategy.

Compare problems ask us to look at 2 different amounts and compare them in order to answer the question the story asks. First, let’s review the Identify It strategy.

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

**What is the question?** (*how many cars does Jeb have?*)

**My Turn:** I underline it.

**Your Turn:** Underline it.

**What is the important unit?** (*cars*)

Los problemas de comparación nos piden que miremos 2 cantidades diferentes y las comparemos para responder la pregunta que nos hace el cuento. Primero, vamos a repasar la estrategia Identificalo.

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

**¿Cuál es la pregunta?** (*¿cuántos carros tiene Juan?*)

**Mi turno:** La subrayo.

**Su turno:** Subráyena.

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

## Modeled Practice (continued)

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

**Your Turn:** Write it.

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

**Su turno:** Escribanlo.

### 3 Review Step 2 of the Identify It strategy.

**What is Step 2 of the Identify It strategy?** (*circle important words and numbers*)

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

**My Turn:** I circle “8 cars” and “3 fewer cars.”

**Your Turn:** Circle them.

**¿Cuál es el paso 2 de la estrategia Identifícalo?** (*circular palabras y números importantes*)

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

**Mi turno:** Circulo “8 carros” y “3 carros menos”.

**Su turno:** Circúlenlos.

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

**Let’s show the problem by drawing a picture.**

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

**My Turn:** I draw 8 circles in a ten-frame format to show Ron’s cars.

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

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

**We circled “3 fewer cars.” Should we add circles to the picture or take some away? (take some away) Why? (“fewer” means “less”)**

**Vamos a mostrar el problema haciendo un dibujo.**

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

**Mi turno:** Dibujo 8 círculos en el formato de cuadro de diez para mostrar los carros de Roberto.

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

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

**Circulamos “3 carros menos”. ¿Debemos agregar círculos al dibujo o quitar algunos? (quitar algunos) ¿Porqué?**

## Modeled Practice (continued)



### Error Diagnosis and Correction

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



### Error Diagnosis and Correction

A student skips numbers or counts inaccurately: tell the student to count slowly and to touch each circle as he or she counts.

Jeb has fewer cars than Ron,  
so the number will get smaller.

**My Turn:** I cross out 3 circles  
to show 3 fewer cars.

**Your Turn:** Cross out 3 circles.

Juan tiene menos carros que  
Roberto, entonces el número  
se va a hacer más pequeño.

**Mi turno:** Tacho 3 círculos  
para mostrar 3 carros menos.

**Su turno:** Tachen 3 círculos.

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

We want to find out how  
many cars Jeb has.

Count back.

**Ready? Count.** 8, 7, 6, 5.

**How many cars does Jeb  
have?** (5 cars)

**How do we know?**

Queremos saber cuántos  
carros tiene Juan.

Cuenten hacia atrás.

**¿Listos? Cuenten.** 8, 7, 6, 5.

**¿Cuántos carros tiene Juan?**  
(5 carros)

**¿Cómo sabemos?**

## 6 Point to "Write the Number Sentence."

We will show the problem  
with numbers instead of  
pictures.

**My Turn:** Ron has 8 cars, so  
first I write the number 8.

**Your Turn:** Write "8."

Jeb has 3 fewer cars than Ron.  
"Fewer" means "less." If Jeb  
has less, do we use a minus  
or a plus in our number  
sentence? (*minus*)

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

**Your Turn:** Write "– 3."

8 – 3. What answer? (5)

Vamos a mostrar el problema  
utilizando números en lugar de  
dibujos.

**Mi turno:** Roberto tiene 8 carros,  
así que primero escribo el número  
8.

**Su turno:** Escriban "8".

Juan tiene 3 carros menos que  
Roberto. Si Roberto tiene menos,  
¿usamos un signo de menos o un  
signo de más en nuestra oración  
numérica? (*menos*)

**Mi turno:** Escribo "– 3" junto al 8.

**Su turno:** Escriban "– 3".

8 – 3. ¿Cuál es la respuesta? (5)

## Modeled Practice (continued)

**My Turn:** I write “= 5.”

**Your Turn:** Write it.

**What was our important unit?**  $8 - 3 = 5$  **what?** (*cars*)

**My Turn:** I write “cars” after “5.”

**Your Turn:** Write it.

**Mi turno:** Escribo “= 5”.

**Su turno:** Escribanlo.

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

**Mi turno:** Escribo “carros” después de “5”.

**Su turno:** Escribanlo.

### 7 Check your work with the students.

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

**Check the number sentence to see whether it makes sense.**

**Jeb has 3 fewer cars, so should we end up with more or less than we started with?** (*less*)

**We started with 8 and ended up with 5, which is less. It makes sense.**

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

**Revisen la oración numérica para ver si tiene sentido.**

**Juan tiene 3 carros menos, así que, ¿debemos terminar con más o menos que con lo que empezamos?** (*menos*)

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

## Guided Practice (Our Turn)

- 8** Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud, draw the story using circles in a ten-frame format, and choose the number sentence that shows the solved problem. 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.

## Guided Practice (continued)

Read the story together.  
Ready? Read.

What is the problem asking  
us?

What is the important unit?

Look for words and  
numbers related to the  
important unit.

Draw a picture.

Which number sentence?  
Write it.

Check your work. Does this  
make sense?

Lean el cuento juntos. ¿Listos?  
Lean.

¿Qué nos pregunta el problema?

¿Qué es la unidad importante?

Busquen palabras y números  
relacionados con la unidad  
importante.

Hagan un dibujo.

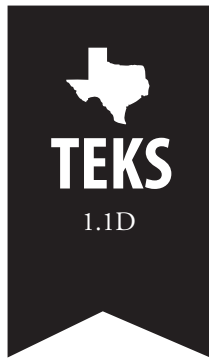
¿Cuál es la oración numérica?  
Escríbanla.

Revisen su trabajo. ¿Tiene esto  
sentido?

## Independent Practice/ Progress Monitoring (Your Turn)

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





Total Time: 2 minutes

Unit 5  
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.

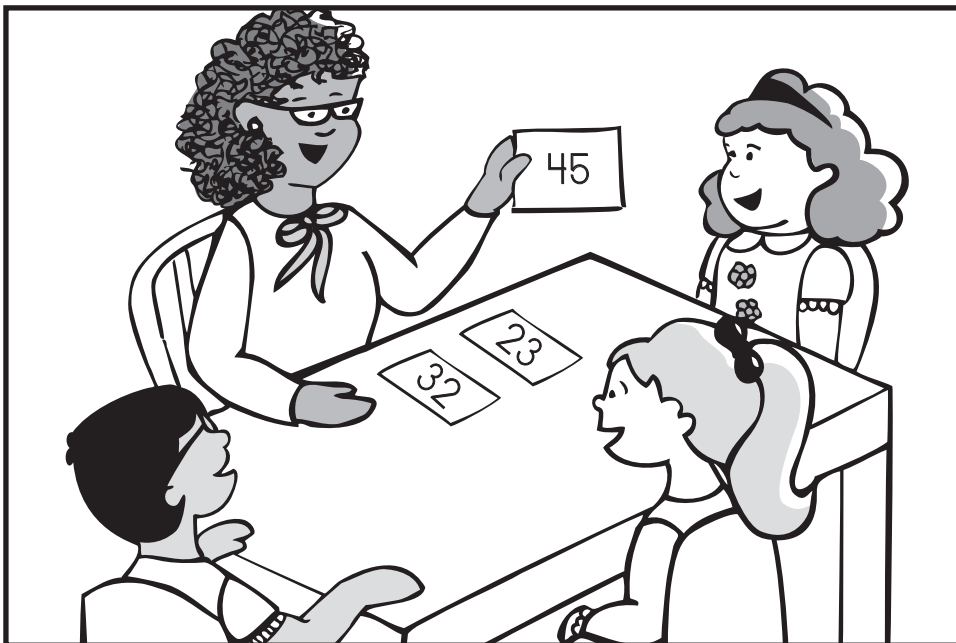


**Time:**

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

**Materials:**

Number cards (0–50)



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

\_\_\_\_\_

\_\_\_\_\_

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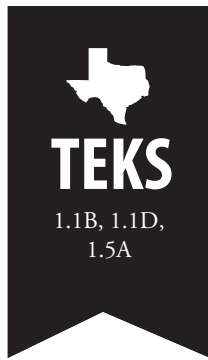
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**Total Time: 14 minutes**  
**Instructional Time: 12 minutes**  
**Independent Practice: 2 minutes**

**Unit 5**  
**Booster Lesson 7**  
**R10**

**D  
A  
Y  
4**

# Count It!

Relationships of 10

**Objective:**

**The student will be able to count by tens and ones and write numbers from pictorial representations.**

**Instructional Content:**

0–50

**Vocabulary:**

**English**

Rod, unit, tens, ones

**Spanish**

Decena, unidad, decenas, unidades

**Materials:**

Teacher Master, pp. 28–29; relationships of 10 cards (T; 0–50); wipe boards (T&S)

## Guided Practice

UNIT 5  
Booster Lesson 7  
R10 Day 4  
Guided Practice  
Sheet 18

decenas unidades

Grade 1 20

## Independent Practice

UNIT 5  
Booster Lesson 7  
R10 Day 4  
Independent Practice  
Sheet 19

1 decenas unidades

2 decenas unidades

3 decenas unidades

4 decenas unidades

Grade 1 20



**Time:**

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

**Error Diagnosis  
and Correction**

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

**Preview**

Today we will count pictures  
of tens and ones.

Hoy vamos a contar dibujos  
de decenas y unidades.

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

- 1 Distribute wipe boards to students. Hold up the relationships of 10 card that shows 28.

We will count the picture of  
rods and units to find how  
many altogether.

How many groups of 10?

My Turn: I count the groups  
of 10. 1 group of 10, 2  
groups of 10.

Your Turn: Count the groups  
of 10.

How many groups of 10? (2  
groups of 10)

My Turn: I write “2 tens” on  
my board.

Your Turn: Write it.

My Turn: I count the ones. 1,  
2 ... 8.

Your Turn: Count the ones.

How many ones? (8 ones)

My Turn: I write “8 ones” on  
my board.

Your Turn: Write it.

How many altogether? We  
count by tens and ones.

Vamos a contar dibujos de decenas  
y unidades para saber cuánto hay en  
total.

¿Cuántos grupos de 10?

Mi turno: Cuento los grupos de 10.  
1 grupo de 10, 2 grupos de 10.

Su turno: Cuenten los grupos de 10.

¿Cuántos grupos de 10? (2 grupos de  
10)

Mi turno: Escribo “2 decenas” en mi  
pizarrón.

Su turno: Escribanlo.

Mi turno: Cuento las unidades. 1, 2  
... 8.

Su turno: Cuenten las unidades.

¿Cuántas unidades? (8 unidades)

Mi turno: Escribo “8 unidades” en  
mi pizarrón.

Su turno: Escribanlo.

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

## Modeled Practice (continued)

**My Turn:** 10, 20 Switch! 21, 22 ... 28.

**Your Turn:** Count by tens and ones.

**How many altogether?** (28)

**My Turn:** I write “28” on my board.

**Your Turn:** Write it.

**Mi turno:** 10, 20 ¡Cambio! 21, 22 ... 28.

**Su turno:** Cuenten de diez en diez y de uno en uno.

**¿Cuánto en total?** (28)

**Mi turno:** Escribo “28” en mi pizarrón.

**Su turno:** Escribanlo.

- 2** Pick 2 more relationships of 10 cards. Mix the cards up, and then show them to the group. As a group, choose which card shows 28.

Here we have pictures of rods and units. We will pick which of these cards shows 28.

Raise your hand when you know which it is.

Count to see whether we are right: 10, 20 Switch! 21, 22 ... 28.

Aquí tenemos dibujos de decenas y unidades. Vamos a escoger cuál de estas tarjetas muestra 28.

Levanten su mano cuando sepan cuál es.

Cuenten para ver si estamos en lo correcto: 10, 20 ¡Cambio! 21, 22 ... 28.

## Guided Practice (Our Turn)

- 3** Using the Modeled Practice procedure, hold up a relationships of 10 card, count the tens and write it on the board, count the ones and write it on the board, and count by tens and ones to find how many altogether and write it on the board. Use the following language:

**How many tens?** Write it.

**How many ones?** Write it.

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

**¿Cuántas decenas?** Escribanlo.

**¿Cuántas unidades?** Escribanlo.

**¿Cuánto en total?** Cuenten.  
**¡Cambio! Escribanlo.**

## Guided Practice (continued)

- 4** Collect the students' wipe boards. Using the Modeled Practice procedure, write a number on your wipe board, hold up 3 relationships of 10 cards (1 for the number written on the wipe board), and, as a group, choose which card shows the number. Use the following language:

**What number?**

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

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

**Which card shows the  
number?**

**How do you know?**

**¿Qué número?**

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

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

**¿Cuál tarjeta muestra el  
número?**

**¿Cómo saben?**

- 5** 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.**

## Independent Practice/ Progress Monitoring (continued)

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



### Note to Teacher:

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







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

**Unit 5**  
**Booster Lesson 8**  
**NS**

**D**  
**A**  
**Y**  
**4**

# Skip, Circle, Count!

Number Sequences

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

**Instructional Content:** 0–50

**Vocabulary:**

**English**

Jumping line, skip-count, pattern, number line, before, after, between

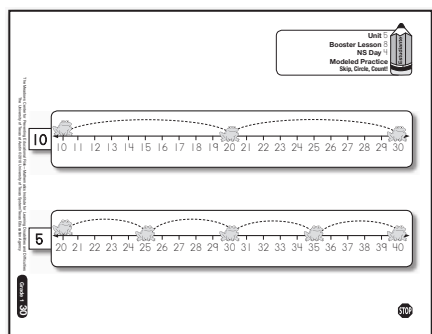
**Spanish**

Línea de salto, contar salteado, patrón, recta numérica, antes, después, entre

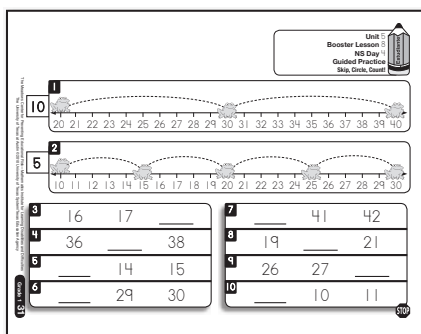
**Materials:**

Teacher Master, pp. 30–32; counters (T&S; 20 each)

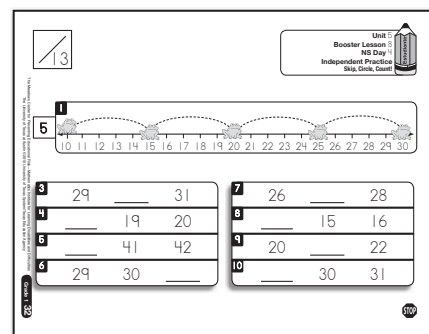
## Modeled Practice



## Guided Practice



## Independent Practice



**Time:**

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

## Preview

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

A pattern is something that repeats over and over.

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

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

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet and 20 counters to each student. Tell students to look at the first item.

Look at the number line.  
There are frogs jumping in a skip-count pattern!

Look at the first line.

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

This means that we will jump over, or skip, 10 numbers each time we count a number in the pattern.

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

**My Turn:** The first frog is on 10. This is the first number in our pattern. I circle it.

**Your Turn:** Circle "10."

Next, we skip 10 numbers on the number line.

**My Turn:** I make 10 with my counters. Count. 1, 2 ... 10.

**Your Turn:** Make the pattern.

Miren la recta numérica. ¡Hay ranas saltando en un patrón de conteo saltado!

Miren la primera línea.

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

Esto significa que vamos a brincar o saltar 10 números cada vez que contemos un número en el patrón.

Vamos a hacer el patrón y luego circular todos los números que están en nuestros patrones de conteo saltado de diez en diez.

**Mi turno:** La primera rana está en el 10. Este es el primer número en nuestro patrón. Lo circulo.

**Su turno:** Circulen "10".

Luego, saltamos 10 números en la recta numérica.

**Mi turno:** Hago 10 con mis contadores. Cuenten. 1, 2 ... 10.

**Su turno:** Hagan el patrón.

## Modeled Practice (continued)

**What number did we skip to?**  
(20)

*(trace your finger over the jumping line from 10 to 20)*

**We jumped, or skipped, from 10 to 20!**

**My Turn:** I circle “20.”

**Your Turn:** Circle “20.”

**We will skip 10 numbers again. Make it. Count. 1, 2 ... 10. What number?** (30)

**My Turn:** I circle “30.”

**Your Turn:** Circle “30.”

**We count the skip-count by tens pattern by counting by tens. Ready? Count. 10, 20, 30.**

**What would the next number in the pattern be?** (40)

**¿Hacia qué número saltamos?**  
(20)

*(trace your finger over the jumping line from 10 to 20)*

**¡Brincamos o saltamos del 10 al 20!**

**Mi turno:** Circulo “20”.

**Su turno:** Circulen “20”.

**Vamos a saltar 10 números otra vez. Háganlo. Cuenten. 1, 2 ... 10. ¿Qué número?** (30)

**Mi turno:** Circulo “30”.

**Su turno:** Circulen “30”.

**Contamos los patrones de conteo salteado de diez en diez contando de diez en diez. ¿Listos? Cuenten. 10, 20, 30.**

**¿Cuál sería el siguiente número en el patrón?** (40)



A student has difficulty counting by fives or tens: show the hundreds chart and point and count numbers in the pattern together.

## 2 Tell students to look at the second item.

**The box next to the number line tells us that it's a skip-count by fives pattern. This means that we will jump over, or skip, 5 numbers each time we count a number in the pattern.**

**We will make the pattern and circle all the numbers in the skip-count by fives pattern.**

**My Turn:** The first frog is on 20. This is the first number in our pattern. I circle it.

**Your Turn:** Circle “20.”

**La caja junto a la recta numérica nos dice que es un patrón de conteo salteado de cinco en cinco. Esto significa que vamos a brincar o saltar 5 números cada vez que contemos un número en el patrón.**

**Vamos a hacer el patrón y circular todos los números en el patrón de conteo salteado de cinco en cinco.**

**Mi turno:** La primera rana está en el 20. Este es el primer número en nuestro patrón. Lo circulo.

**Su turno:** Circulen “20”.

## Modeled Practice (continued)

Next, we skip 5 numbers on the number line.

**My Turn:** I make the pattern by putting 5 counters on the line. Count. 1, 2 ... 5.

**Your Turn:** Make the pattern.

**What number did we skip to?** (25)

*(trace your finger over the jumping line from 20 to 25)*

**We jumped, or skipped, from 20 to 25!**

**My Turn:** I circle “25.”

**Your Turn:** Circle “25.”

**We will skip 5 numbers again. Make it. Count. 1, 2 ... 5.**

**What number?** (30)

**My Turn:** I circle “30.”

**Your Turn:** Circle “30.”  
*(continue to count up 5, put 5 counters on the line, and circle the remaining numbers in the skip-count by fives pattern)*

**We count the skip-count by fives pattern by counting by fives. The numbers we circled are the pattern. Ready? Count. 20, 25 ... 40.**

**What would the next number in the pattern be?** (45)

**How do you know?**

Luego, saltamos 5 números en la recta numérica.

**Mi turno:** Hago el patrón poniendo 5 contadores en la línea. Cuenten. 1, 2 ... 5.

**Su turno:** Hagan el patrón.

**¿Hacia qué número saltamos?** (25)

*(trace your finger over the jumping line from 20 to 25)*

**¡Brincamos o saltamos del 20 al 25!**

**Mi turno:** Circulo “25”.

**Su turno:** Circulen “25”.

**Vamos a saltar 5 números otra vez. Háganlo. Cuenten. 1, 2 ... 5. ¿Qué número?** (30)

**Mi turno:** Circulo “30”.

**Su turno:** Circulen “30”.  
*(continue to count up 5, put 5 counters on the line, and circle the remaining numbers in the skip-count by fives pattern)*

**Contamos los patrones de conteo salteado de cinco en cinco contando de cinco en cinco. Los números que circulamos son el patrón. ¿Listos? Cuenten. 20, 25 ... 40.**

**¿Cuál sería el siguiente número en el patrón?** (45)

**¿Cómo saben?**

## Guided Practice

### (Our Turn)

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

What pattern? Make it.

Ready? Count.

What number? Circle it.

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

¿Cuál es el patrón? Háganlo.

¿Listos? Cuenten.

¿Qué número? Circúlenlo.

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

- 4** 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:

We will look at patterns in a different way: numbers on the number line.

What is missing? Write it. Count the sequence.

Vamos a mirar patrones de una manera diferente: números en la recta numérica.

¿Cuál falta? Escribanlo. Cuenten la secuencia.

## 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 circle numbers in the skip-count patterns on the number line and then to write the missing numbers in the blanks.

Van a tener 1 minuto para circular números en los patrones de conteo saltado en la recta numérica y luego escribir los números que faltan en los espacios en blanco.



**Time:**

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

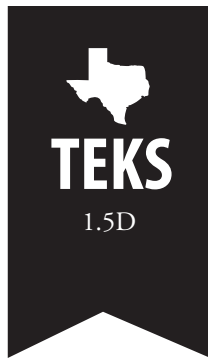
## Independent Practice/ Progress Monitoring (continued)



### Note to Teacher:

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

- 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.



Total Time: 2 minutes

## Unit 5 Warm-Up

DAY  
5



### Warm-Up: Look and Say

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

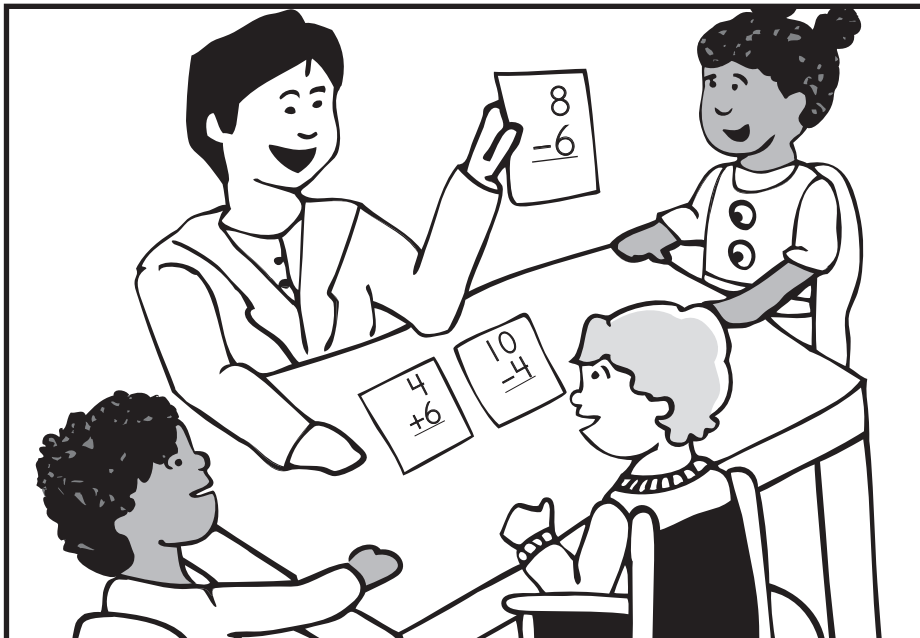


### Time:

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

### Materials:

Fact cards (fact family and related)



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

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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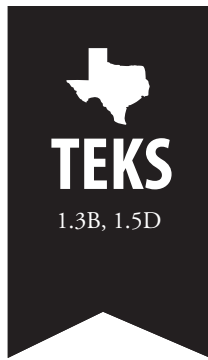
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**Total Time: 8 minutes**  
**Instructional Time: 6 minutes**  
**Independent Practice: 2 minutes**

**Unit 5**  
**Booster Lesson 9**  
**ASC**

**D  
A  
Y  
5**

# Write the Double

Addition/Subtraction Combinations

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

**Instructional Content:** Doubles facts to 18

**Vocabulary:**

**English**

Add, subtract, equals, number, minus, doubles, altogether

**Spanish**

Sumar, restar, igual a, número, menos, dobles, en total

**Materials:** Teacher Master, pp. 33–35

## Modeled Practice

Unit 5  
Booster Lesson 9  
ASC Day 5  
Guided Practice  
Write the Double

1.  $2 + 2 =$   
 $2 - 2 =$

2.  $3 + 3 =$   
 $3 - 3 =$

3.  $4 + 4 =$   
 $4 - 4 =$

4.  $5 + 5 =$   
 $5 - 5 =$

5.  $7 + 7 =$   
 $7 - 7 =$

6.  $14 - 7 =$   
 $8 + 8 =$

7.  $16 - 8 =$   
 $16 - 8 =$

Grade 1 | 33

## Guided Practice

Unit 5  
Booster Lesson 9  
ASC Day 5  
Guided Practice  
Write the Double

1.  $2 + 2 =$   
 $2 - 2 =$

2.  $3 + 3 =$   
 $3 - 3 =$

3.  $4 + 4 =$   
 $4 - 4 =$

4.  $5 + 5 =$   
 $5 - 5 =$

5.  $7 + 7 =$   
 $7 - 7 =$

6.  $14 - 7 =$   
 $8 + 8 =$

7.  $16 - 8 =$   
 $16 - 8 =$

Grade 1 | 34

## Independent Practice

Unit 5  
Booster Lesson 9  
ASC Day 5  
Independent Practice  
Write the Double

1.  $2 + 2 =$   
 $2 - 2 =$

2.  $3 + 3 =$   
 $3 - 3 =$

3.  $4 + 4 =$   
 $4 - 4 =$

4.  $5 + 5 =$   
 $5 - 5 =$

5.  $7 + 7 =$   
 $7 - 7 =$

6.  $14 - 7 =$   
 $8 + 8 =$

7.  $16 - 8 =$   
 $16 - 8 =$

Grade 1 | 35

**Time:**

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

## Preview

Today we will practice solving doubles facts.

**What is a doubles fact?** *(a doubles fact uses the same 2 numbers; when it is an addition fact, the numbers being added are the same; when it is a subtraction fact, the greatest number comes first, and the part taken away and the part left are equal)*

Hoy vamos a practicar resolviendo operaciones con dobles.

**¿Qué es una operación con dobles?** *(una operación con dobles utiliza los mismos 2 números; cuando es una operación de suma, los números que se suman son el mismo; cuando es una operación de resta, el número mayor está primero y luego la parte que se quita y la parte que se queda es igual)*

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

**How can I make this domino show a doubles fact that uses 6 as 1 equal part?**

**I see 6 dots on 1 side of the domino.**

**My Turn:** I draw 6 quick dots on the other side. Count with me. *(quickly draw 6 dots in the blank side of the domino)*

**Your Turn:** Draw 6 quick dots on the other side to make it a doubles domino.

**¿Cómo puedo hacer que este dominó muestre una operación con dobles que utilice 6 como 1 de sus partes iguales?**

**Veo 6 puntos de un 1 lado del dominó.**

**Mi turno:** Dibujo 6 puntos rápidos del otro lado. Cuenten conmigo. *(quickly draw 6 dots on the blank side of the domino)*

**Su turno:** Dibujen 6 puntos rápidos del otro lado para hacerlo un dominó con dobles.

- 2 Encourage students to consider number facts they can write to match the domino.

**What addition fact can we write on this first line to show how many dots are on the domino?**  $(6 + 6 = 12)$

**¿Qué operación de suma podemos escribir en la primera línea para mostrar cuántos puntos hay en el dominó?**  $(6 + 6 = 12)$

## Modeled Practice (continued)

The equal parts on each side tell us it is a doubles fact.

My Turn: I write “ $6 + 6 = 12$ .”

Your Turn: Write “ $6 + 6 = 12$ .”

What subtraction fact can we write on this second line to match this domino? (*cover 1 side of the domino with your hand*)

$$12 - 6 = 6.$$

Write the subtraction fact on the next line to show it is related to the doubles fact on the domino.

Doubles-fact families have 1 addition fact and 1 subtraction fact.

Las partes iguales de cada lado nos dicen que es una operación con dobles.

Mi turno: Escribo “ $6 + 6 = 12$ ”.

Su turno: Escriban “ $6 + 6 = 12$ ”.

¿Qué operación de resta podemos escribir en esta segunda línea para igualar este dominó? (*cover 1 side of the domino with your hand*)

$$12 - 6 = 6.$$

Escriban la operación de resta en la siguiente línea para mostrar que está relacionada con la operación con dobles en el dominó.

Las familias de operaciones con dobles tienen 1 operación de suma y 1 operación de resta.

## Guided Practice (Our Turn)

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

Draw quick dots on the other side of the domino to make this a doubles fact.

What addition fact goes with this domino?

Write it.

Dibujen puntos rápidos del otro lado del dominó para hacer esto una operación con dobles.

¿Qué operación de suma va con este dominó?

Escríbanla.

### Error Diagnosis and Correction

A student has difficulty differentiating between addition and subtraction facts: tell the student to locate the greatest number and then to note that the 2 lesser numbers either add up to the greatest number or are taken away from the greatest number.

## Guided Practice (continued)

What subtraction fact goes with this doubles fact?

Write it.

Say the 2 facts out loud.

¿Qué operación de resta va con esta operación con dobles?

Escríbanla.

Digan las 2 operaciones en voz alta.

- 4 When solving the doubles facts in the last row, remind students to use what they know about doubles facts (for example, that the addends are the same).



### 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 draw quick dots to make a doubles fact and to write the numbers for each fact in the spaces below. For the items in the last row, write the answer to each math fact.

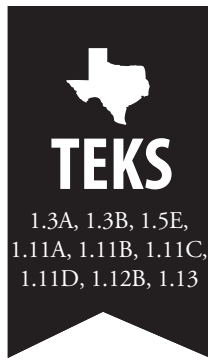
Van a tener 1 minuto para dibujar puntos rápidos para hacer una operación con dobles y escribir los números para cada operación en los espacios de abajo. Para los problemas de la última fila, escriban la respuesta para cada operación.

- 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.



### Note to Teacher:

For the first items, score 1 point for each correctly completed domino and 1 point for each correctly written number sentence; for the bottom items, score 1 point for each correctly written answer.



**Total Time: 14 minutes**  
**Instructional Time: 10 minutes**  
**Independent Practice: 4 minutes**

**Unit 5**  
**Booster Lesson 10**  
**WPS**

**DAY 5**

# Compare Problems

## Word Problem Solving

**Objective:** The student will be able to draw a picture to solve word problems that compare two different quantities, write a number sentence matching the word problem, and use related facts to check calculations.

**Word Problem Type:** Compare, with compare unknown

**Vocabulary:**

**English**

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

**Spanish**

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

**Materials:** Teacher Master, pp. 36–43

### Guided Practice

UNIDAD Unit 5  
Booster Lesson 10  
WPS Day 5  
Guided Practice

**Identifica.** Beto durmió tarde 7 días.  
 Pamela durmió tarde 2 días más que Beto.  
 ¿Cuántos días durmió tarde Pamela?

**Res un dibujo.**

**Escribe la oración numérica.**

UNIDAD Unit 5  
Booster Lesson 10  
WPS Day 5  
Guided Practice

**Identifica.** Beto durmió tarde 7 días.  
 Pamela durmió tarde 2 días más que Beto.  
 ¿Cuántos días durmió tarde Pamela?

**Res un dibujo.**

**Escribe la oración numérica.**

$7 + 2 = 9$  días

### Independent Practice

UNIDAD Unit 5  
Booster Lesson 10  
WPS Day 5  
Independent Practice

**Identifica.** Roberto vio 9 pájaros.  
 Ana vio 2 pájaros más que Roberto.  
 ¿Cuántos pájaros vio Ana?

**Res un dibujo.**

**Escribe la oración numérica.**

UNIDAD Unit 5  
Booster Lesson 10  
WPS Day 5  
Independent Practice

**Identifica.** Roberto vio 9 pájaros.  
 Ana vio 2 pájaros más que Roberto.  
 ¿Cuántos pájaros vio Ana?

**Res un dibujo.**

**Escribe la oración numérica.**

$9 + 2 = 11$  pájaros



**Time:**

Set the timer for 10 minutes. Spend the majority of the time on Guided Practice.

## Preview

Today we will solve word problems that compare 2 different amounts. We will also write a number sentence that matches the story.

Hoy vamos a resolver problemas que comparan 2 cantidades diferentes. También vamos a escribir la oración numérica que va de acuerdo con el cuento.

## Modeled Practice (My Turn, Your Turn)

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

## Guided Practice (Our Turn)

- 2 Distribute the Guided Practice sheets to each student. Read each story problem aloud and tell students to draw the story using circles in a ten-frame format and to write the number sentence that shows the solved problem. 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 it.

Is this important? Circle it.

How many? Draw it.

Write the number sentence.  
Add or subtract?

Check your work. Does this  
make sense?

Lean el cuento juntos. ¿Listos?  
Lean.

¿Cuál es la pregunta? Subráyenla.

¿Cuál es la unidad importante?  
Escríbanla.

¿Es esto importante? Circúlenlo.

¿Cuántos? Dibújenlos.

Escriban la oración numérica.  
¿Suma o resta?

Revisen su trabajo. ¿Tiene esto  
sentido?

### Note to Teacher:

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



#### Error Diagnosis and Correction

A student skips numbers or counts inaccurately: tell the student to count slowly and to touch each circle as he or she counts.



#### Error Diagnosis and Correction

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

## Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 3 minutes to read the problem, use the Identify It strategy to mark your story, draw the problem, and write the number sentence.

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

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

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

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



### Time:

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

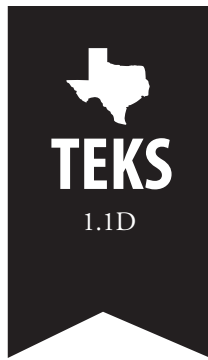


### Note to Teacher:

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







Total Time: 2 minutes

## Unit 5 Warm-Up

DAY  
6



### Warm-Up: Number Writing

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



### Time:

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

### Materials:

Wipe boards for students (instructional content: 0–50)



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

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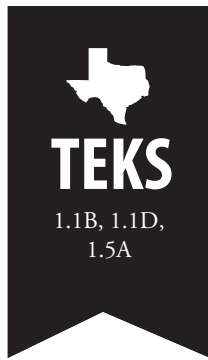
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**Total Time: 14 minutes**  
**Instructional Time: 14 minutes**  
**Independent Practice: 0 minutes**

**Unit 5**  
**Booster Lesson 11**  
**R10**

**D  
A  
Y  
6**

# Same Number, Different Ways

Relationships of 10

**Objective:** The student will be able to use concrete and pictorial representations to show a number in multiple ways, count concrete and pictorial representations of numbers, and decide whether different representations show the same number.

**Instructional Content:** 0–50

**Vocabulary:** **English** Rod, unit, tens, ones | **Spanish** Decena, unidad, decenas, unidades

**Materials:** Teacher Master, pp. 44–47; rods and units (T&S; 5 rods, 20 units)

## Modeled Practice

## Guided Practice



**Time:**

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

**Note to Teacher:**

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

**Preview**

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

Today we will make numbers in different ways, using our rods and units.

¿Cuántas unidades es igual a 1 decena? (*10 unidades*)

Hoy vamos a hacer números de diferentes maneras usando nuestras decenas y unidades.

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

- 1 Distribute a Modeled Practice sheet, rods, and units to each student. In the space provided, make numbers with rods and units by putting them in the appropriate places.

We will put rods and units on our sheet and see whether the items show 2 different ways to make the same number.

**My Turn:** I see 2 spaces for rods, so I place 2 rods on my sheet. I see 1 space for units, so I place 1 unit on my sheet.

**Your Turn:** Make the 2 rods and 1 unit.

How many groups of 10, or rods, did we make? (*2 groups of 10*)

**My Turn:** I write "2" to show 2 tens.

**Your Turn:** Write "2."

How many units, or ones, did we make? (*1 one*)

**My Turn:** I write "1" to show 1 one.

**Your Turn:** Write "1."

Vamos a poner decenas y unidades en nuestra hoja para ver si los ejemplos muestran 2 maneras diferentes de hacer el mismo número.

**Mi turno:** Veo 2 espacios para las decenas, entonces pongo 2 decenas en mi hoja. Veo 1 espacio para las unidades, entonces pongo 1 unidad en mi hoja.

**Su turno:** Hagan 2 decenas y 1 unidad.

¿Cuántos grupos de 10 hicimos? (*2 grupos de 10*)

**Mi turno:** Escribo "2" para mostrar 2 decenas.

**Su turno:** Escriban "2".

¿Cuántas unidades hicimos? (*1 unidad*)

**Mi turno:** Escribo "1" para mostrar 1 unidad.

**Su turno:** Escriban "1".

## Modeled Practice (continued)

How many altogether? Count by tens and ones.

10, 20 Switch! 21.

My Turn: I write “21” in the box.

Your Turn: Write “21.”

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

10, 20 ¡Cambio! 21.

Mi turno: Escribo “21” en la caja.

Su turno: Escriban “21”.

- 2** Leaving the rods and units on the sheet, make the second number with rods and units.

Look at the next item.

My Turn: I see 1 space for rods, so I place 1 rod on my sheet. I see 10 spaces for units, so I place 10 units on my sheet.

Your Turn: Place 1 rod and 10 units on your sheet.

How many rods, or groups of 10, did we make? (*1 group of 10*)

My Turn: I write “1” to show 1 ten.

Your Turn: Write “1.”

How many ones, or units, did we make? (*10 ones*)

My Turn: I write “10” to show 10 ones.

Your Turn: Write “10.”

We made 1 ten and 10 ones. Let’s count to see how many altogether.

Miren el siguiente ejemplo.

Mi turno: Veo 1 espacio para las decenas, entonces pongo 1 decena en mi hoja. Veo 10 espacios para las unidades, entonces pongo 10 unidades en mi hoja.

Su turno: Pongan 1 decena y 10 unidades en su hoja.

¿Cuántas decenas o grupos de 10 hicimos? (*1 grupo de 10*)

Mi turno: Escribo “1” para mostrar 1 decena.

Su turno: Escriban “1”.

¿Cuántas unidades hicimos? (*10 unidades*)

Mi turno: Escribo “10” para mostrar 10 unidades.

Su turno: Escriban “10”.

Hicimos 1 decena y 10 unidades. Vamos a contar para ver cuánto en total.

## Modeled Practice (continued)

There are groups of 10 in both the tens and ones places. We will still count by tens and ones to find how many altogether. *(point as you count the tens and ones)*

Although the 10 units aren't grouped into a rod, we can still count them as a group of 10, since counting by tens and ones is fast.

Count by tens to show how many altogether. Ready? Count. 10, 20.

How many altogether? *(20)*

My Turn: I write "20" in the box.

Your Turn: Write "20."

Although there were units that were not grouped into a rod, they still were equal to a group of 10.

Hay grupos de 10 en ambos lugares de las decenas y unidades. Todavía vamos a contar de diez en diez y de uno en uno para saber cuánto hay en total. *(point as you count the tens and ones)*

Aunque las 10 unidades no fueron agrupadas en una decena, todavía las podemos contar como un grupo de 10 porque es rápido contar de diez en diez y de uno en uno.

Cuenten de diez en diez para mostrar cuánto en total. ¿Listos? Cuenten. 10, 20.

¿Cuánto en total? *(20)*

Mi turno: Escribo "20" en la caja.

Su turno: Escriban "20".

Aunque las unidades no fueron agrupadas en una decena, todavía fueron iguales a un grupo de 10.

- 3** Compare the 2 numbers, 21 and 20, and decide whether they are the same number. Check the box for "yes" or "no."

We will compare to see whether we made the same number in different ways.

Are 2 tens and 1 one equal to 1 ten and 10 ones? *(no)* Why?

My Turn: I make a mark next to "no."

Your Turn: Mark "no."

Vamos a comparar para ver si hicimos el mismo número de diferentes maneras.

¿2 decenas y 1 unidad es igual a 1 decena y 10 unidades? *(no)* ¿Porqué?

Mi turno: Marco junto a la palabra "no".

Su turno: Marquen "no".

## Guided Practice

### (Our Turn)

- 4** Distribute Guided Practice sheet #1. Using the Modeled Practice procedure, tell students to make numbers with rods and units, write how many tens and ones, write how many altogether, and compare whether the 2 numbers are the same. Obtain individual and choral responses. Use the following language:

**Make the tens with rods.  
Make the ones with units.**

**How many tens? Write it.**

**How many ones? Write it.**

**How many altogether? Count  
by tens and ones. Switch!  
Write it.**

**Are [number] rods and  
[number] units equal to  
[number] rods and [number]  
units? Check the box.**

**Why?**

**What is another way we could  
make [number]?**

**Hagan decenas y unidades.**

**¿Cuántas decenas?  
Escríbanlo.**

**¿Cuántas unidades?  
Escríbanlo.**

**¿Cuánto en total? Cuenten  
de diez en diez y de uno en  
uno. ¡Cambio! Escribanlo.**

**¿[number] decenas y  
[number] unidades es  
igual a [number] decenas  
y [number] unidades?  
Marquen la caja.**

**¿Porqué?**

**¿De qué otra manera  
podemos hacer [number]?**

- 5** Collect students' rods and units and distribute Guided Practice sheet #2. Tell students to write how many tens (rods) and ones (units) and how many altogether for each set of rods and units. Then tell students to compare whether the 2 sets of rods and units represent the same number and to check the appropriate box. Use the following language:

**How many tens? Write it.**

**How many ones? Write it.**

**How many altogether? Count  
by tens and ones. Switch!  
Write it.**

**¿Cuántas decenas? Escribanlo.**

**¿Cuántas unidades? Escribanlo.**

**¿Cuánto en total? Cuenten de  
diez en diez y de uno en uno.  
¡Cambio! Escribanlo.**

### Error Diagnosis and Correction

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

## Guided Practice (continued)

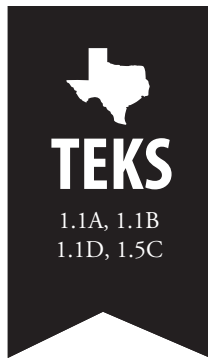
Are [number] rods and [number] units equal to [number] rods and [number] units? Check the box.

¿[number] decenas y [number] unidades es igual a [number] decenas y [number] unidades? Marquen la caja.

## 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 5 Booster Lesson 12 MC

**D  
A  
Y  
6**

## Which Is Less?

### Magnitude Comparison

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

**Instructional Content:** 0–50

**Vocabulary:**

**English**

Greater than, less than, tens, ones

**Spanish**

Mayor que, menor que, decenas, unidades

**Materials:** Teacher Master, pp. 48–49; wipe board (T); number cards (T; 0–50)

### Guided Practice

Unit 5  
Booster Lesson 12  
MC Day 6  
Guided Practice  
Which Is Less?

Menor	
1	29 22
2	20 12
3	16 15
4	20 20
5	29 27
6	42 42

### Independent Practice

Unit 5  
Booster Lesson 12  
MC Day 6  
Independent Practice  
Which Is Less?

Menor	
1	41 50
2	23 21
3	12 12
4	44 44
5	14 41
6	39 29
7	32 21
8	21 19
9	41 45
10	26 26
11	42 50
12	19 21

**Time:**

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

**Preview**

Today we will compare numbers.

What does “greater” mean?  
(*more*)

What does “less” mean? (*fewer*)

Hoy vamos a comparar  
números.

¿Qué significa “mayor”? (*más*)

¿Qué significa “menor”? (*menos*)

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

- 1 Show the number cards for 45 and 44. Have a wipe board available.

What numbers? (*45, 44*)

We will decide which is less by  
comparing tens and ones.

First, we compare the tens.

How many tens are in 45? (*4  
tens; write “4 tens” on board*)

How many tens are in 44? (*4  
tens; write “4 tens” on board*)

4 tens and 4 tens. Can we tell  
which number is less? (*no*)

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

How many ones in 45? (*5 ones;  
write “5 ones” beside the first “4  
tens” on wipe board*)

How many ones in 44? (*4 ones;  
write “4 ones” beside the second “4  
tens” on wipe board*)

5 ones and 4 ones. Can we tell  
which number is less? (*yes*)

Which number is less? (*44*)

How can you tell?

44 is less than 45.

¿Qué números? (*45, 44*)

Vamos a decidir cuál es menor  
comparando decenas y unidades.

Primero, comparamos las decenas.

¿Cuántas decenas hay en 45? (*4  
decenas; write “4 decenas” on board*)

¿Cuántas decenas hay en 44? (*4  
decenas; write “4 decenas” on board*)

4 decenas y 4 decenas. ¿Podemos  
decir cuál número es menor? (*no*)

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

¿Cuántas unidades en 45? (*5  
unidades; write “5 unidades” on board*)

¿Cuántas unidades en 44? (*4  
unidades; write “4 unidades” on board*)

5 unidades y 4 unidades. ¿Podemos  
decir cuál número es menor? (*sí*)

¿Cuál número es menor? (*44*)

¿Cómo saben?

44 es menor que 45.

**Error Diagnosis  
and Correction**

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

## Guided Practice

### (Our Turn)

- 2** Using the Modeled Practice procedure, tell students to take turns drawing 2 number cards. Tell them to compare tens and ones to decide which number is less. Tell 2 students to draw a single card on each turn. Obtain individual and choral responses. Use the following language:

**What numbers?**

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

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

**¿Qué números?**

**¿Cuántas decenas?**

**¿Cuántas unidades?**

**¿Cuál número es menor?**

**¿Cómo saben?**

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

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

**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.







## 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 (fact family and related), wipe boards for students



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

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\_\_\_\_\_

\_\_\_\_\_

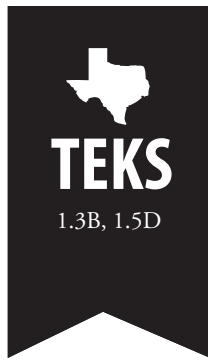
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**Total Time: 8 minutes**  
**Instructional Time: 6 minutes**  
**Independent Practice: 2 minutes**

**Unit 5**  
**Booster Lesson 13**  
**ASC**

**D**  
**A**  
**Y**  
**7**

# Say the Answer to the Doubles Fact

Addition/Subtraction Combinations

**Objective:** The student will be able to solve addition and subtraction problems when the addends are the same number.

**Instructional Content:** Doubles facts to 18

**Vocabulary:** **English**  
 Add, subtract, equals, number, minus, doubles, altogether

**Spanish**  
 Sumar, restar, igual a, número, menos, dobles, en total

**Materials:** Teacher Master, pp. 50–52

## Modeled Practice

Unit 5  
 Booster Lesson 13  
 ASC Day 7  
 Modeled Practice  
 Say the Answer to the Doubles Fact

$5 + \underline{\quad} = 10$	$10 - \underline{\quad} = 5$
------------------------------	------------------------------

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## Guided Practice

Unit 5  
 Booster Lesson 13  
 ASC Day 7  
 Guided Practice  
 Say the Answer to the Doubles Fact

<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <math>3 + \underline{\quad} = 6</math> </div> <div style="border: 1px solid black; padding: 5px;"> <math>6 - \underline{\quad} = 3</math> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <math>4 + \underline{\quad} = 8</math> </div> <div style="border: 1px solid black; padding: 5px;"> <math>8 - \underline{\quad} = 4</math> </div>
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$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$

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## Independent Practice

Unit 5  
 Booster Lesson 13  
 ASC Day 7  
 Independent Practice  
 Say the Answer to the Doubles Fact

<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <math>8 - 4 = \underline{\quad}</math> </div> <div style="border: 1px solid black; padding: 5px;"> <math>4 + \underline{\quad} = 8</math> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <math>8 + \underline{\quad} = 16</math> </div> <div style="border: 1px solid black; padding: 5px;"> <math>16 - 8 = \underline{\quad}</math> </div>
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$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties  
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**Time:**

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

## Preview

Today we will practice solving doubles facts.

**What is a doubles fact?** (*a doubles fact uses the same 2 numbers; when it is an addition fact, the numbers being added are the same; when it is a subtraction fact, the greatest number comes first, and the part taken away and the part left are equal*)

Hoy vamos a practicar resolviendo operaciones con dobles.

**¿Qué es una operación con dobles?** (*una operación con dobles utiliza los mismos 2 números; cuando es una operación de suma, los números que se suman son el mismo; cuando es una operación de resta, el número mayor está primero y luego la parte que se quita y la parte que se queda es igual*)

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

I need to make this addition fact a doubles fact.

I see 5 plus blank equals 10.

If it is a doubles fact, what is the other number being added? (5)

I know it is 5 because the 2 numbers being added are the same number in doubles facts.

My Turn: I write “5” in the blank.

Your Turn: Write “5” in the blank.

What is  $5 + 5$ ? (10)

Necesito hacer esta operación de suma una operación con dobles.

Veo 5 más espacio en blanco igual a 10.

En una operación con dobles, ¿cuál es el otro número que se suma? (5)

Sé que es 5 porque en las operaciones con dobles los 2 números que se suman son el mismo número.

Mi turno: Escribo “5” en el espacio en blanco

Su turno: Escriban “5” en el espacio en blanco.

¿Cuánto es  $5 + 5$ ? (10)

- 2 Point to the subtraction problem.



## Modeled Practice (continued)

I need to make this fact related to doubles.

I need to make it a doubles-related fact.

A doubles-related fact is a doubles fact presented using subtraction.

What number should we put in the blank to make the fact a doubles-related fact? (5)

How did you know?

My Turn: I write “5” in the blank.

Your Turn: Write “5.”

Read the fact out loud.

Necesito hacer que esta operación se relacione con dobles.

Necesito hacerla una operación relacionada con dobles.

Una operación relacionada con dobles es una operación con dobles presentada en una resta.

¿Qué número debemos poner en el espacio en blanco para hacer la operación una operación relacionada con dobles? (5)

¿Cómo supieron?

Mi turno: Escribo “5” en el espacio en blanco

Su turno: Escriban “5”.

Lean la operación en voz alta.

## Guided Practice (Our Turn)

- 3 Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice for the Guided Practice problems. Use the following language:

What number can go in the blank to make a doubles fact?

Write it.

What number can go in the blank to make a doubles-related fact?

Write it.

Say the fact out loud.

¿Qué número puede ir en el espacio en blanco para hacer una operación con dobles?

Escríbanlo.

¿Qué número puede ir en el espacio en blanco para hacer una operación relacionada con dobles?

Escríbanla.

Digan la operación en voz alta.

### Error Diagnosis and Correction

A student has difficulty differentiating between addition and subtraction facts: tell the student to locate the greatest number and then to note that the 2 lesser numbers either add up to the greatest number or are taken away from the greatest number.

**Error Diagnosis  
and Correction**

A student has difficulty answering a fact: read the correct fact to the student, and then tell the student to repeat the fact after you.

**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 correct item.

## Guided Practice (continued)

- 4 When solving the doubles facts in the last 2 rows, remind students to use what they know about doubles facts (for example, that the addends are the same).

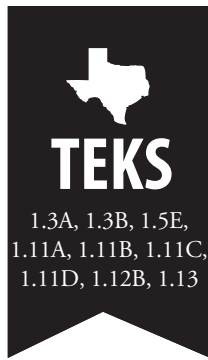
## Independent Practice/ Progress Monitoring (Your Turn)

- 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 correct number in each blank; for the items in the last 2 rows, write the answer to each doubles fact or doubles-related fact.

Van a tener 1 minuto para escribir el número correcto en cada espacio en blanco; para los problemas de las últimas 2 filas, escriban la respuesta de cada operación con dobles u operación relacionada con dobles.

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



**Total Time: 14 minutes**  
**Instructional Time: 7 minutes**  
**Independent Practice: 7 minutes**

# Unit 5 Booster Lesson 14 WPS

**DAY 7**

## Compare Problems

### Word Problem Solving

**Objective:** The student will be able to draw a picture to solve word problems that compare two different quantities, write a number sentence matching the word problem, and use related facts to check calculations.

**Word Problem Type:** Compare, with compare unknown

#### Vocabulary:

##### English

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

##### Spanish

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

**Materials:** Teacher Master, pp. 53–62

#### Guided Practice

UNIDAD

Unit 5  
Booster Lesson 14  
WPS Day 7  
Guided Practice

Identifícalo. Haz un dibujo.

Un niño caminó 4 cuadras a la escuela.  
 Una niña caminó 5 cuadras más que el niño.  
 ¿Cuántas cuadras caminó la niña?

Escríbe la oración numérica.

UNIDAD

Unit 5  
Booster Lesson 14  
WPS Day 7  
Guided Practice

Identifícalo. Haz un dibujo.

Un niño caminó 4 cuadras a la escuela.  
 Una niña caminó 5 cuadras más que el niño.  
 ¿Cuántas cuadras caminó la niña?

Escríbe la oración numérica.

4 + 5 = 9 cuadras

#### Independent Practice

UNIDAD

Unit 5  
Booster Lesson 14  
WPS Day 7  
Independent Practice

Identifícalo. Haz un dibujo.

El bebé José tomó 3 botellas de leche.  
 La bebé Susana tomó 2 botellas más que el bebé José.  
 ¿Cuántas botellas tomó la bebé Susana?

Escríbe la oración numérica.

UNIDAD

Unit 5  
Booster Lesson 14  
WPS Day 7  
Independent Practice

Identifícalo. Haz un dibujo.

El bebé José tomó 3 botellas de leche.  
 La bebé Susana tomó 2 botellas más que el bebé José.  
 ¿Cuántas botellas tomó la bebé Susana?

Escríbe la oración numérica.

3 + 2 = 5 botellas



**Time:**

Set the timer for 7 minutes. Spend the majority of the time on Guided Practice.

**Preview**

Today we will solve word problems that compare 2 different amounts. We will also write a number sentence that matches the story.

Hoy vamos a resolver problemas que comparan 2 cantidades diferentes. También vamos a escribir la oración numérica que va de acuerdo con el cuento.

**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)

- 2 Distribute the Guided Practice sheets to each student. Read each story problem aloud and tell students to draw the story by using circles in a ten-frame format and to write the number sentence that shows the solved problem. 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 it.

Is this important? Circle it.

How many? Draw it.

Write the number sentence.  
Add or subtract?

Check your work. Does this  
make sense?

Lean el cuento juntos.  
¿Listos? Lean.

¿Cuál es la pregunta?  
Subráyena.

¿Cuál es la unidad  
importante? Escribanla.

¿Es esto importante?  
Circúlenlo.

¿Cuántos? Dibújenlos.

Escriban la oración  
numérica. ¿Suma o resta?

Revisen su trabajo. ¿Tiene  
esto sentido?

**Note to  
Teacher:**

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

**Error Diagnosis  
and Correction**

A student skips numbers or counts inaccurately: tell the student to count slowly and to touch each circle as he or she counts.

**Error Diagnosis  
and Correction**

A student has trouble crossing out circles to find the 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 the problems, use the Identify It strategy to mark your stories, draw the problems, and write the number sentences.

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

Van a tener 6 minutos para leer los problemas, utilizar la estrategia Identifícalo para marcar sus cuentos, dibujar los problemas y escribir las oraciones numéricas.

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

- 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:

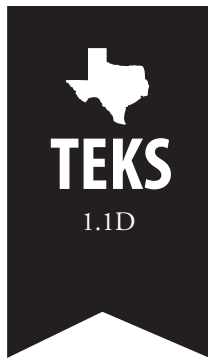
Set the timer for 7 minutes. For the first 6 minutes, have students complete the Independent Practice sheets.



### Note to Teacher:

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





Total Time: 2 minutes

## Unit 5 Warm-Up

D  
A  
Y  
8



### Warm-Up: Number Recognition

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

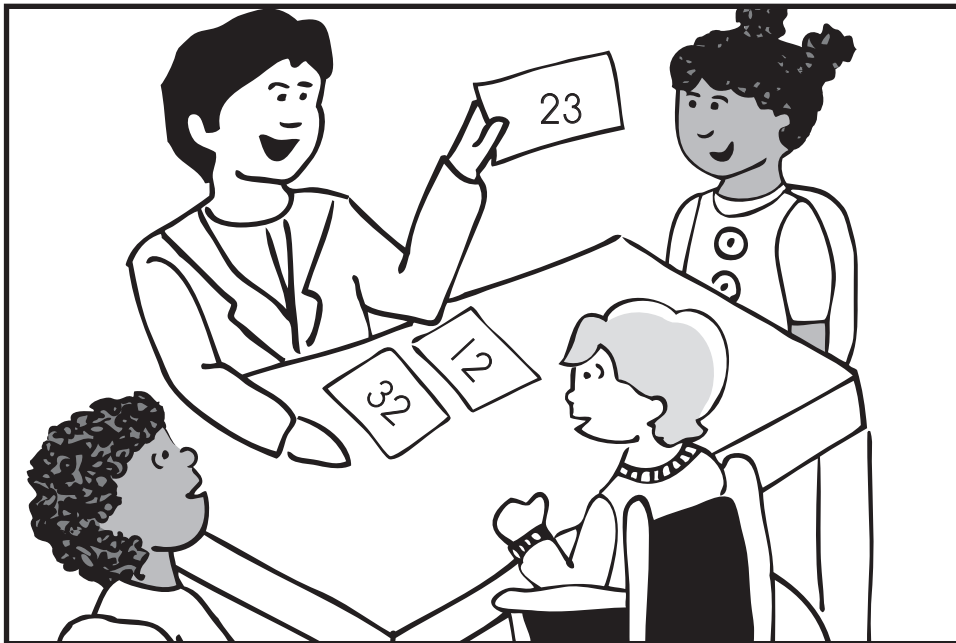


### Time:

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

### Materials:

Number cards (0–50)



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

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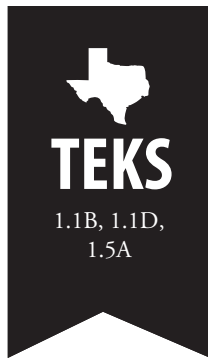
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**Total Time: 14 minutes**  
**Instructional Time: 12 minutes**  
**Independent Practice: 2 minutes**

**Unit 5**  
**Booster Lesson 15**  
**R10**

**DAY 8**

# Same Number, Different Ways

Relationships of 10

**Objective:** The student will be able to use pictorial representations to show a number in multiple ways, count pictorial representations of numbers, and decide whether different representations show the same number.

**Instructional Content:** 0–50

**Vocabulary:** English: Rod, unit, tens, ones | Spanish: Decena, unidad, decenas, unidades

**Materials:** Teacher Master, pp. 63–66

## Modeled Practice

## Guided Practice

## Independent Practice

**Time:**

Set the timer for 12 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.

## Preview

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

Today we will count numbers made in different ways.

¿Cuántas unidades es igual a 1 decena? (*10 unidades*)

Hoy vamos a contar números hechos de diferentes maneras.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. With the students, write how many rods, how many units, and how many altogether for each item and compare whether the 2 representations show the same number.

We will count rods and units and decide whether these 2 items both show the same number.

How many rods are in the first part? (*3 rods*)

My Turn: I write "3" on my sheet to show 3 rods, or tens.

Your Turn: Write "3."

How many units are in the first part? (*4 units*)

My Turn: I write "4" on my sheet to show 4 units, or ones.

Your Turn: Write "4."

How many altogether? Count by tens and ones.

10, 20, 30 Switch! 31, 32, 33, 34.

My Turn: I write "34" in the box.

Your Turn: Write "34."

Vamos a contar decenas y unidades y decidir si estos 2 ejemplos muestran el mismo número.

¿Cuántas decenas hay en la primera parte? (*3 decenas*)

Mi turno: Escribo "3" en mi hoja para mostrar 3 decenas.

Su turno: Escriban "3".

¿Cuántas unidades hay en la primera parte? (*4 unidades*)

Mi turno: Escribo "4" en mi hoja para mostrar 4 unidades.

Su turno: Escriban "4".

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

10, 20, 30 ¡Cambio! 31, 32, 33, 34.

Mi turno: Escribo "34" en la caja.

Su turno: Escriban "34".

## Modeled Practice (continued)

- 2** Tell students to count the rods and units for second number on the sheet.

Look at the next item.

How many rods? (*1 rod*)

My Turn: I write “1” to show 1 rod, or group of 10.

Your Turn: Write “1.”

How many units?

Although the 2 sets of 10 units aren’t grouped into rods, we can still count them as a groups of 10, since counting by tens and ones is fast.

Ready? Count. 10, 20 Switch! 21, 22, 23, 24.

My Turn: I write “24” to show 24 units, or ones.

Your Turn: Write “24.”

We made 1 ten and 24 ones. Let’s count to see how many altogether.

There are groups of 10 in both the tens place and the ones place. We will still count by tens and ones to find how many altogether. (*point as you count tens and ones*)

Count by tens and ones to show how many altogether. Ready? Count. 10, 20, 30 Switch! 31, 32, 33, 34.

How many altogether? (*34*)

My Turn: I write “34” in the box.

Your Turn: Write “34.”

Miren el siguiente ejemplo.

¿Cuántas decenas? (*1 decena*)

Mi turno: Escribo “1” para mostrar 1 decena o un grupo de 10.

Su turno: Escriban “1”.

¿Cuántas unidades?

Aunque los 2 conjuntos de 10 unidades no fueron agrupados en decenas, todavía podemos contarlos como grupos de 10 porque es rápido contar de diez en diez y de uno en uno.

¿Listos? Cuenten. 10, 20 ¡Cambio! 21, 22, 23, 24.

Mi turno: Escribo “24” para mostrar 24 unidades.

Su turno: Escriban “24”.

Hicimos 1 decena y 24 unidades. Vamos a contar para ver cuánto en total.

Hay grupos de 10 en ambos lugares de las decenas y unidades. Todavía vamos a contar de diez en diez y de uno en uno para saber cuánto hay en total. (*point as you count tens and ones*)

Cuenten de diez en diez y de uno en uno para mostrar cuánto en total. ¿Listos? Cuenten. 10, 20, 30 ¡Cambio! 31, 32, 33, 34.

¿Cuánto en total? (*34*)

Mi turno: Escribo “34” en la caja.

Su turno: Escriban “34”.



### Error Diagnosis and Correction

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



## Modeled Practice (continued)

- 3** Compare the 2 numbers, 34 and 34, and decide whether they are the same number. Check the box for “yes” or “no.”

We will compare to see whether we made the same number in different ways.

Are 3 tens and 4 ones equal to 1 ten and 24 ones? (*yes*)  
Why?

My Turn: I make a mark next to “Yes.”

Your Turn: Mark “Yes.”

Vamos a comparar para ver si hicimos el mismo número de diferentes maneras.

¿3 decenas y 4 unidades es igual a 1 decena y 24 unidades? (*sí*)  
¿Porqué?

Mi turno: Marco junto a la palabra “sí”.

Su turno: Marquen “sí”.

## Guided Practice (Our Turn)

- 4** Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, tell students to count the rods and units, write how many tens and ones, write how many altogether, and compare whether the 2 numbers are the same. Obtain individual and choral responses. Use the following language:

How many tens? Write it.

How many ones? Write it.

How many altogether? Count by tens and ones. Switch! Write it.

Are rods and [number] units equal to [number] rods and [number] units? Check the box.

Why?

What is another way we could make [number]?

¿Cuántas decenas? Escribanlo.

¿Cuántas unidades? Escribanlo.

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. ¡Cambio! Escribanlo.

¿[number] decenas y [number] unidades es igual a [number] decenas y [number] unidades? Marquen la caja.

¿Porqué?

¿De qué otra manera podemos hacer [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 how many tens, how many ones, how many altogether, and then to decide whether the 2 items show the same number.

Van a tener 1 minuto para escribir cuántas decenas, cuántas unidades y cuánto en total y luego decidir si los 2 ejemplos muestran el mismo número.

- 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.

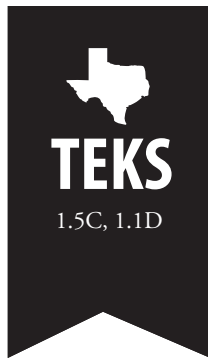


### Note to Teacher:

Score 1 point for each correctly written number of tens, 1 point for each correctly written number of ones, 1 point for each correctly written number altogether, and 1 point for checking the proper box.







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

# Unit 5 Booster Lesson 16 NS

**D  
A  
Y  
8**

## Before, After, Between Number Sequences

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

**Instructional Content:**

0–50

**Vocabulary:**

**English**

Before, after, between, number, number line, sequence

**Spanish**

Antes, después, entre, número, recta numérica, secuencia

**Materials:**

Teacher Master, pp. 67–69

### Modeled Practice

Unit 5  
Booster Lesson 16  
NS Day 8  
Modeled Practice  
Before, After, Between

36 37 38 39 40 41 42 43 44 45

40

### Guided Practice

Unit 5  
Booster Lesson 16  
NS Day 8  
Guided Practice  
Before, After, Between

31 32 33 34 35 36 37 38 39 40

1 31 32 33 34 35 36 37 38 39 40

2 41 42 43 44 45 46 47 48 49 50

3 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

4 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

5 46 47 48 49 50

6 22 23

7 49 50

8 26 28

### Independent Practice

Unit 5  
Booster Lesson 16  
NS Day 8  
Independent Practice  
Before, After, Between

8

1 19 21

2 46 48

3 16 17

4 23 24

5 29 31

6 49 50

7 12 13

8 31 32

**Time:**

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

**Error Diagnosis  
and Correction**

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

**Preview**

Today we will write missing  
numbers on the number line  
and in a 3-number sequence.

We will write numbers that  
come before, after, and  
between.

Hoy vamos a escribir números  
que faltan en la recta numérica y  
en una secuencia de 3 números.

Vamos a escribir los números que  
están antes, después y entre.

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

- 1 Distribute a Modeled Practice sheet to each student.

The number line goes from 36  
to 45, but there is a missing  
number.

The missing number is  
after 39 and before 41. It is  
between 39 and 41.

Since we have the whole  
sequence, we count up to find  
the missing number.

**My Turn:** I count up from 39  
to find the missing number.  
39, 40.

**Your Turn:** Count up.

**What's missing?** (40)

**My Turn:** I write "40" in the  
box.

**Your Turn:** Write it.

Let's check by counting the  
sequence. Ready? Count. 39,  
40, 41.

La recta numérica va del 36 al  
45, pero hay un número que  
falta.

El número que falta está después  
del 39 y antes del 41. Está entre  
el 39 y el 41.

Como tenemos la secuencia  
entera, contamos hacia adelante  
para encontrar el número que  
falta.

**Mi turno:** Cuento hacia adelante  
desde 39 para encontrar el  
número que falta. 39, 40.

**Su turno:** Cuenten hacia  
adelante.

¿Cuál falta? (40)

**Mi turno:** Escribo "40" en la  
caja.

**Su turno:** Escribanlo.

Vamos a revisar contando la  
secuencia. ¿Listos? Cuenten. 39,  
40, 41.



## Guided Practice

### (Our Turn)

- 2** Distribute a Guided Practice sheet to each student. Using the Modeled Practice procedure, complete the items at the top of the sheet as a group. Obtain individual and choral responses. Use the following language:

**Count up or back to find the missing number.**

**What's missing?**

**Write it.**

**Count the sequence.**

**Ready? Count.**

**Cuenten hacia adelante o hacia atrás para encontrar el número que falta.**

**¿Cuál falta?**

**Escríbanlo.**

**Cuenten la secuencia.**

**¿Listos? Cuenten.**

- 3** Complete the items at the bottom of the sheet as a group. Tell students to write the missing number in the blank. Tell students to count up to find missing numbers in the middle or at the end of a sequence. Tell students to count back to find missing numbers at the beginning of a sequence. Use the following language:

**Now we will find missing numbers a different way.**

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

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

**What's missing?**

**Write it.**

**Count the sequence.**

**Ready? Count.**

**Ahora vamos a encontrar números de una manera diferente.**

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

**¿Cómo vamos a encontrar 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.

## 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 one 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.

**Note to  
Teacher:**

Score 1 point for  
each correctly  
written missing  
number.