



**Bilingual**

**Grade 1**

# **Intervention Manual**

## **Unit 10**



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 (doubles + 1, doubles, and related)



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

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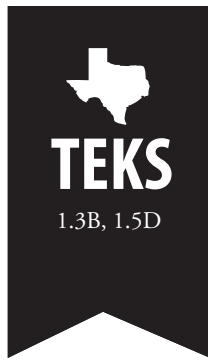
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**Total Time: 10 minutes**  
**Instructional Time: 8 minutes**  
**Independent Practice: 2 minutes**

# Unit 10 Booster Lesson 1 ASC

**D  
A  
Y  
1**

## Make 10 + More Facts

Addition/Subtraction Combinations

**Objective:** The student will be able to use concrete and pictorial representations with the Make 10 and 10 + More strategies to solve addition facts.

**Instructional Content:**

Make 10 + more facts to 17

**Vocabulary:**

**English**

Add, sum, equal, turnaround fact

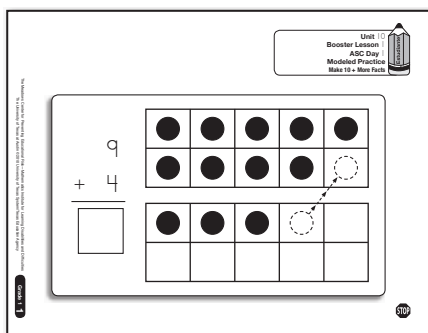
**Spanish**

Sumar, suma, igual a, operación relacionada

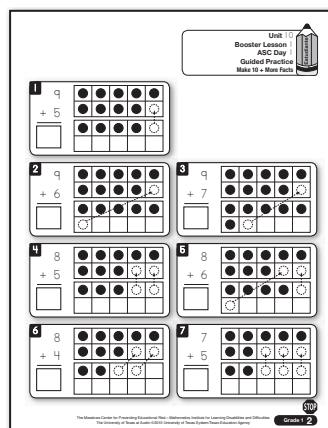
**Materials:**

Teacher Master, pp. 1–3; counters (T&S; 15)

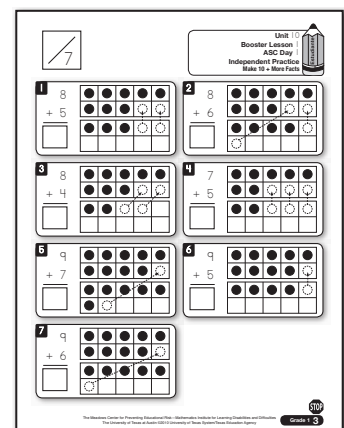
### Modeled Practice



### Guided Practice



### Independent Practice



**Time:**

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

## Preview

Today we will learn a strategy for adding numbers up to 17.

We will use the **Make 10 strategy**. (review  $7 + 3$ ,  $8 + 2$ ,  $9 + 1$ , etc.)

We will use the **10 + More strategy**. (review  $10 + 1$ ,  $10 + 2$ , etc.)

Together, these strategies make up the **Make 10 + More strategy**.

Hoy vamos a aprender una estrategia para sumar números hasta 17.

Vamos a utilizar la estrategia **Haz 10**. (review  $7 + 3$ ,  $8 + 2$ ,  $9 + 1$ , etc.)

Vamos a utilizar la estrategia **10 suma más**. (review  $10 + 1$ ,  $10 + 2$ , etc.)

Juntas, estas estrategias forman la estrategia **Haz 10 suma más**.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet and 15 counters to each student. Introduce the Make 10 + More strategy, using the fact  $9 + 4$ .

**My Turn:** This fact is  $9 + 4$ . I put a group of 9 counters in the top ten frame to show 9. Ready? Count. 1, 2 ... 9.

I put a group of 4 counters in the bottom ten frame to show + 4. Ready? Count. 1, 2, 3, 4. (cover each circle with a counter)

**Your Turn:** Make your ten frames look like mine. (repeat the process with students)

When I see a fact with a 7, 8, or 9, I use both strategies we just learned: **Make 10 and 10 + More**.

We call this strategy **Make 10 + More**.

There are 3 steps.

**Mi turno:** Esta operación es  $9 + 4$ . Pongo un grupo de 9 contadores en el cuadro de diez de arriba para mostrar 9. ¿Listos? Cuenten. 1, 2 ... 9.

Pongo un grupo de 4 contadores en el cuadro de diez de abajo para mostrar + 4. ¿Listos? Cuenten. 1, 2, 3, 4. (cover each circle with a counter)

**Su turno:** Hagan sus cuadros de diez iguales a los míos. (repeat the process with students)

Cuando veo una operación con un 7, 8 ó 9, utilizo las dos estrategias que acabamos de aprender: **Haz 10 y 10 suma más**.

Le llamamos a esta estrategia **Haz 10 suma más**.

Hay 3 pasos.



## Modeled Practice (continued)

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

There is a 9 in this fact.

**Step 2: Make 10.**

9 plus what equals 10? (*1*)

**My Turn:** I take 1 counter from the group of 4 to put with the group of 9. (*move the counter over the dotted arrow to the dotted circle in the top ten frame*)

I know that  $9 + 1 = 10$ . I made 10!

**Your Turn: Make 10.** (*repeat the process with students*)

**Step 3: 10 + more.**

We have 10 in 1 frame and 3 remaining counters in the bottom frame.

Start with 10 and count on. Ready? Count. 10, 11, 12, 13.

What is  $10 + 3$ ? (*13*)

So,  $9 + 4 = 13$ .

How do you know?

Write it.

What is the turnaround fact? ( $4 + 9 = 13$ )

**Paso 1: Revisar la operación. ¿Tiene un 7, 8 ó 9?** (*sí*)

Hay un 9 en esta operación.

**Paso 2: Hago 10.**

¿9 más qué es igual a 10? (*1*)

**Mi turno:** Quito 1 contador del grupo de 4 para ponerlo con el grupo de 9. (*move the counter over the dotted arrow to the dotted circle in the top ten frame*)

Sé que  $9 + 1 = 10$ . ¡Hice 10!

**Su turno: Hagan 10.** (*repeat the process with students*)

**Paso 3: 10 suma más.**

Tenemos 10 en 1 cuadro y 3 contadores que sobran en el cuadro de abajo.

Empiecen con 10 y cuenten hacia adelante. ¿Listos? Cuenten. 10, 11, 12, 13.

¿Cuánto es  $10 + 3$ ? (*13*)

Entonces,  $9 + 4 = 13$ .

¿Cómo saben?

Escríbanlo.

¿Cuál es la operación relacionada? ( $4 + 9 = 13$ )

- 2 Clear the counters off the sheet. Complete the same process with students, using the circles instead of counters.

## Modeled Practice (continued)

Now use the pictures to solve the fact.

There are 9 circles in the top ten frame and 4 circles in the bottom ten frame to show  $9 + 4$ .

1 of the bottom circles is dotted to remind me to make 10.

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

There is a 9 in this fact.

Step 2: Make 10. 9 plus what number equals 10? (*1*)

My Turn: I cross out the dotted circle from the group of 4 and add that circle to the group of 9. It is as if I moved it!

Your Turn: Make 10.

Step 3: 10 + more.

We have 10 in 1 frame, plus 3 remaining circles.

Start with 10 and count on. Ready? Count. 10, 11, 12, 13.

What is  $10 + 3$ ? (*13*)

So,  $9 + 4 = 13$ .

What is the turnaround fact?  
( $4 + 9 = 13$ )

Ahora utilizamos los dibujos para resolver la operación.

Hay 9 círculos en el cuadro de diez de arriba y 4 círculos en el cuadro de diez de abajo para mostrar  $9 + 4$ .

1 de los círculos de abajo está punteado para recordarme hacer 10.

Paso 1: Revisar la operación. ¿Tiene un 7, 8 ó 9? (*sí*)

Hay un 9 en esta operación.

Paso 2: Hago 10. ¿9 más qué es igual a 10? (*1*)

Mi turno: Tacho el círculo punteado del grupo de 4 y agrego ese círculo al grupo de 9. ¡Es como si lo hubiera movido!

Su turno: Hagan 10.

Paso 3: 10 suma más.

Tenemos 10 en 1 cuadro más 3 círculos que sobran.

Empiecen con 10 y cuenten hacia adelante. ¿Listos? Cuenten. 10, 11, 12, 13.

¿Cuánto es  $10 + 3$ ? (*13*)

Entonces,  $9 + 4 = 13$ .

¿Cuál es la operación relacionada? ( $4 + 9 = 13$ )

## Guided Practice

### (Our Turn)

- 3** Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice. Students who need extra support can use counters in the ten frames. Use the language in the following example, which goes through the problem  $9 + 5$ :

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

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

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

**Step 2: Make 10.**

**9 plus what equals 10?**

**Step 3: 10 + more.**

**How many remaining circles?**

**What is  $10 + 4$ ?**

**What is  $9 + 5$  then?**

**Why does  $10 + 4 = 9 + 5$ ?**

**What is the turnaround fact?**

**Paso 1: Revisar la operación. ¿Tiene un 7, 8 ó 9?**

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

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

**Paso 2: Hacer 10.**

**¿9 más qué es igual a 10?**

**Paso 3: 10 suma más.**

**¿Cuántos círculos sobran?**

**¿Cuánto es  $10 + 4$ ?**

**Entonces, ¿cuánto es  $9 + 5$ ?**

**¿Porqué  $10 + 4 = 9 + 5$ ?**

**¿Cuál es la operación relacionada?**



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

## Independent Practice/

### Progress Monitoring

### (Your Turn)

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



**Time:**

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

## Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to use the circles and the strategies we learned to solve the following facts. Write the answer for each problem in the box.

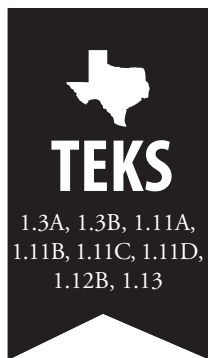
Van a tener 1 minuto para utilizar los círculos y las estrategias que hemos aprendido para resolver las siguientes operaciones. Escriban la respuesta para cada problema en la caja.



### Note to Teacher:

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

**Unit 10**  
**Booster Lesson 2**  
**WPS**

**DAY 1**

# Think About the Change!

## Word Problem Solving

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

**Word Problem Type:** Join and separate, with change unknown

### Vocabulary:

#### English

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

#### Spanish

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

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

### Modeled Practice

**UNIDAD** Unit 10  
Booster Lesson 2  
WPS Day 1  
Modeled Practice

**Identifica.**  
 Alicia tenía 12 calcetines.  
 Ella le dio a su hermana algunos calcetines.  
 Ahora a Alicia le quedan 6 calcetines.  
 ¿Cuántos calcetines le dio Alicia a su hermana?

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

- ☐ Alicia le dio a su hermana 5 calcetines.
- ☐ Alicia le dio a su hermana 6 calcetines.
- ☐ Alicia le dio a su hermana 7 calcetines.

**Resuelve.** *Resuelve el problema.*

**Escribe la oración numérica.**

**UNIDAD** Unit 10  
Booster Lesson 2  
WPS Day 1  
Modeled Practice

**Identifica.**  
 Alicia tenía 12 calcetines.  
 Ella le dio a su hermana algunos calcetines.  
 Ahora a Alicia le quedan 6 calcetines.  
 ¿Cuántos calcetines le dio Alicia a su hermana?

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

- ☒ Alicia le dio a su hermana 6 calcetines.
- ☐ Alicia le dio a su hermana 5 calcetines.
- ☐ Alicia le dio a su hermana 7 calcetines.

**Resuelve.** *Resuelve el problema.*

**Escribe la oración numérica.**  
 $12 - 6 = 6$  calcetines

### Guided Practice

**UNIDAD** Unit 10  
Booster Lesson 2  
WPS Day 1  
Guided Practice

**Identifica.**  
 Samuel tenía 7 vasos de leche y se tomó algunos de los vasos de leche.  
 Ahora Samuel tiene 3 vasos de leche.  
 ¿Cuántos vasos de leche se tomó Samuel?

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

- ☐ Samuel se tomó 4 vasos de leche.
- ☐ Samuel se tomó 10 vasos de leche.
- ☐ Samuel se tomó 11 vasos de leche.

**Resuelve.** *Resuelve el problema.*

**Escribe la oración numérica.**

**UNIDAD** Unit 10  
Booster Lesson 2  
WPS Day 1  
Guided Practice

**Identifica.**  
 Samuel tenía 7 vasos de leche y se tomó algunos de los vasos de leche.  
 Ahora Samuel tiene 3 vasos de leche.  
 ¿Cuántos vasos de leche se tomó Samuel?

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

- ☒ Samuel se tomó 4 vasos de leche.
- ☐ Samuel se tomó 10 vasos de leche.
- ☐ Samuel se tomó 11 vasos de leche.

**Resuelve.** *Resuelve el problema.*

**Escribe la oración numérica.**  
 $7 - 4 = 3$  vasos de leche

**Time:**

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

## Preview

Today we will learn how to solve both addition and subtraction problems when a part of the problem is unknown.

Hoy vamos a aprender cómo resolver problemas de sumas y restas cuando una parte del problema es desconocida.

## Modeled Practice (My Turn, Your Turn)

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

Read the story together. Ready? Read. “Alex had 12 socks. She gave her sister some socks. Now Alex has 6 socks left. How many socks did Alex give her sister?”

Lean el cuento juntos. ¿Listos? Lean. “Alicia tenía 12 calcetines. Ella le dio a su hermana algunos calcetines. Ahora a Alicia le quedan 6 calcetines. ¿Cuántos calcetines le dio Alicia a su hermana?”

- 2 Review and work through the Identify It strategy. Include “some socks” as important information. Then draw the problem with circles in a ten-frame format, using the information you highlighted in the Identify It strategy.

Let’s show the problem by drawing a picture and writing a number sentence.

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

My Turn: I draw 12 circles to show Alex’s socks.

Your Turn: Draw 12 circles.

Write “12” on the line to show that the number sentence for this word problem starts with 12.

Vamos a mostrar el problema haciendo un dibujo y escribiendo una oración numérica.

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

Mi turno: Dibujo 12 círculos para mostrar los calcetines de Alicia.

Su turno: Dibujen 12 círculos.

Escriban “12” en la línea para mostrar que la oración numérica para este problema empieza con 12.

## Modeled Practice (continued)

### 3 Point to the next sentence.

What is the next part we circled? (*some socks*)

Alex gave away those socks.

Should I add circles to my picture or take some away? (*take some circles away*)

How do you know?

How many circles should I take away? (*we do not know yet*)

Are we doing addition or subtraction? (*subtraction*)

Write a minus sign and a question mark in your number sentence to show we do not know yet what “some” means in this story.

¿Cuál es la siguiente parte que circulamos? (*algunos calcetines*)

Alicia le dio esos calcetines.

¿Debo agregar círculos a mi dibujo o quitar algunos? (*quitar algunos círculos*)

¿Cómo saben?

¿Cuántos círculos debo quitar? (*no sabemos todavía*)

¿Estamos sumando o restando? (*restando*)

Escriban un signo de menos y un signo de interrogación en su oración numérica para mostrar que no sabemos todavía lo que “algunos” significa en este cuento.

### 4 Point to the last part of the problem.

My Turn: Now Alex has 6 socks.

I write “= 6” on the number-sentence line.

We do not know how many were taken away, but we do know that 6 are left.

Your Turn: Write “= 6.”

Count 6 circles since Alex has 6 socks left and cross them out to find the missing part of the story.

Mi turno: Ahora Alicia tiene 6 calcetines.

Escribo “= 6” en la línea de la oración numérica.

No sabemos cuántos se quitaron, pero sabemos que quedan 6.

Su turno: Escriban “= 6”.

Cuenten 6 círculos porque a Alicia le quedan 6 calcetines y táchenlos para encontrar la parte que falta del cuento.

#### Error Diagnosis and Correction

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

## Modeled Practice (continued)

Count what is left. Ready?  
Count. 1, 2 ... 6.

How many socks did she  
give her sister? (6)

Cross out the question mark  
and write the number 6.

Read the number sentence  
together. Ready? Read: “12 –  
6 = 6.”

Cuenten lo que queda.  
¿Listos? Cuenten. 1, 2 ... 6.

¿Cuántos calcetines le dio a  
su hermana? (6)

Tachen el signo de  
interrogación y escriban el  
número 6.

Lean la oración numérica  
juntos. ¿Listos? Lean: “12 –  
6 = 6”.

- 5** Check the number sentence to make sure it makes sense and the math is correct.

Let's check our work.

It is helpful to ask, “Does  
this make sense?”

Check the number sentence  
to see whether it makes  
sense.

Alex gave some socks to her  
sister, so did Alex end up  
with more or fewer socks  
than she started with? (*fewer*)

We started with 12 and  
ended up with 6, which is  
less. So this makes sense.

We can check further by  
working backward.  $6 + 6$   
equals what? (12) Is our  
math correct? (*yes*)

Vamos a revisar nuestro  
trabajo.

Es de gran ayuda  
preguntarnos “¿Tiene esto  
sentido?”

Revisen la oración numérica  
para ver si tiene sentido.

Alicia le dio algunos  
calcetines a su hermana,  
entonces ¿Alicia terminó con  
más o con menos calcetines  
que con los que empezó?  
(*menos*)

Empezamos con 12 y  
terminamos con 6, lo cual es  
menos. Esto tiene sentido.

También podemos revisar  
trabajando al revés. ¿ $6 +$   
6 es igual a? (12) ¿Nuestra  
matemática es correcta? (*sí*)

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



## Modeled Practice (continued)

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

For these problems, we need to remember that the question mark that we were looking to answer was in the middle of the sentence.

How many socks did Alex give her sister? (6)

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

How do you know?

Fill in the circle.

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

Para estos problemas, necesitamos recordar que el signo de interrogación que estábamos buscando responder estaba en medio de la oración.

¿Cuántos calcetines le dio Alicia a su hermana? (6)

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

¿Cómo saben?

Rellenen el círculo.

## Guided Practice (Our Turn)

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

Read the story together.  
Ready? Read.

What is the problem asking us?

What is the important unit?

Lean el cuento juntos.  
¿Listos? Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?



### Note to Teacher:

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

## Guided Practice (continued)

Look for words and numbers related to the important unit.

Draw a picture.

What do we put in our number sentence to show “some”? (*a question mark*)

What is the number sentence? Write it.

Check your work. Does this make sense?

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

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

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

¿Qué ponemos en nuestra oración numérica para mostrar “algunos”? (*un signo de interrogación*)

¿Cuál es la oración numérica? Escríbanla.

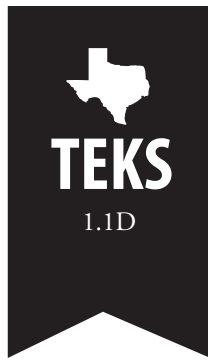
Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

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

## 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 10 Warm-Up

DAY  
2



### Warm-Up: Number Writing

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



### Time:

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

### Materials:

Wipe boards for students (instructional content: 0–99)



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

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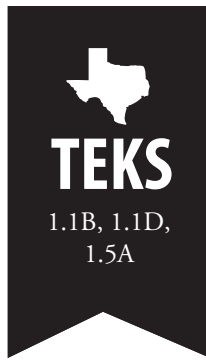
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**Total Time: 14 minutes**  
**Instructional Time: 12 minutes**  
**Independent Practice: 2 minutes**

**Unit 10**  
**Booster Lesson 3**  
**R10**

**D  
A  
Y  
2**

# Make It!

Relationships of 10

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

**Instructional Content:** 50–99

**Vocabulary:**

**English**

Rod, unit, tens, ones

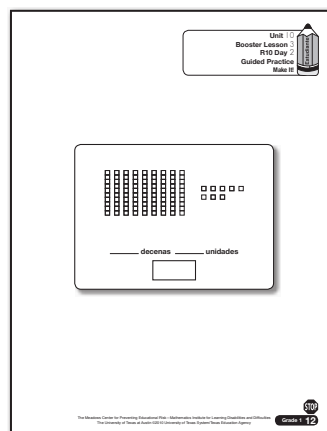
**Spanish**

Decena, unidad, decenas, unidades

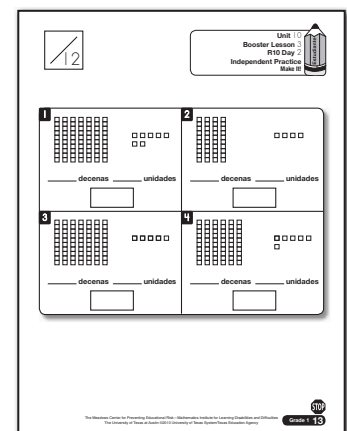
**Materials:**

Teacher Master, pp. 12–13; rods and units (T&S); rods-and-units mats (T&S); relationships of 10 cards (T; 50–99); wipe board (T)

## Guided Practice



## Independent Practice



**Time:**

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

**Preview**

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

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

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

- 1 Distribute rods, units, and rods-and-units mats to students. Write "92" on the wipe board.

**Note to Teacher:**

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

**Error Diagnosis and Correction**

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

What number? (92)

Let's make 92 with our rods and units.

How many groups of 10 are in 92?  
(9 groups of 10)

My Turn: I put 9 rods on my rods-and-units mat to make the 9 groups of 10.

Your Turn: Put 9 rods on your mat.

How many ones are in 92? (2 ones)

My Turn: I put 2 units on my rods-and-units mat to make the 2 ones.

Your Turn: Put 2 units on your mat.

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

My Turn: 10, 20 ... 90 Switch! 91, 92.

Your Turn: 10, 20 ... 90 Switch! 91, 92.

How many altogether? (92)

¿Qué número? (92)

Vamos a hacer 92 con nuestras decenas y unidades.

¿Cuántos grupos de 10 hay en 92? (9 grupos de 10)

Mi turno: Pongo 9 decenas en mi tablero de decenas y unidades para hacer 9 grupos de 10.

Su turno: Pongan 9 decenas en su tablero.

¿Cuántas unidades hay en 92? (2 unidades)

Mi turno: Pongo 2 unidades en mi tablero de decenas y unidades para hacer las 2 unidades.

Su turno: Pongan 2 unidades en su tablero.

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

Mi turno: 10, 20 ... 90. ¡Cambio! 91, 92.

Su turno: 10, 20 ... 90. ¡Cambio! 91, 92.

¿Cuánto en total? (92)

## Modeled Practice (continued)

What does the 2 tell us? (*2 ones*)

¿Qué nos dice el 2? (*2 unidades*)

What does the 9 tell us? (*9 groups of 10*)

¿Qué nos dice el 9? (*9 grupos de 10*)

- 2** Hold up 3 relationships of 10 cards, 1 of which for 92.

**Which card shows 92?**

*(tell students to give a silent signal—for example, by raising their hands—when they have an answer)*

**We can count to check whether we are right.**

**Count by tens and ones.  
Ready? Count. 10, 20 ...  
90 Switch! 91, 92.**

**¿Cuál tarjeta muestra 92?** *(tell*

*students to give a silent signal—for example, by raising their hands—when they have an answer)*

**Podemos contar para revisar si estamos en lo correcto.**

**Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 ... 90. ¡Cambio! 91, 92.**

### Error Diagnosis and Correction

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

## Guided Practice (Our Turn)

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

**What number? Make it.**

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

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

**Which card shows  
[number]? Count it.**

¿Qué número? Háganlo.

¿Cuántos grupos de 10?  
¿Cuántas unidades?

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

¿Cuál tarjeta muestra  
(number)? Cuéntenlo.

## Guided Practice (continued)

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

How many tens? Write it.

How many ones? Write it.

How many altogether?  
Count. Write it.

¿Cuántas decenas?  
Escríbanlo.

¿Cuántas unidades?  
Escríbanlo.

¿Cuánto en total? Cuenten.  
Escríbanlo.



### Time:

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

## Independent Practice/ Progress Monitoring (Your Turn)

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

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

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 10**  
**Booster Lesson 4**  
**MC**

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

# Fractions

## Magnitude Comparison

**Objective:** The student will be able to describe a part of a set of concrete or pictorial objects.

**Instructional Content:** 0–99

**Vocabulary:**

**English**

Fraction, part, whole, set

**Spanish**

Fracción, parte, entero, conjunto

**Materials:**

Teacher Master, pp. 14–16; connecting cubes (T&S; 2 colors, 4 of each)

### Modeled Practice

Unit 10  
 Booster Lesson 4  
 MC Day 2  
 Modeled Practice  
 Fraction

Entero =         

         de          partes son         .

Entero =         

         de          partes son         .

Grade 1.10

### Guided Practice

Unit 10  
 Booster Lesson 4  
 MC Day 2  
 Guided Practice  
 Fraction

Entero =         

         de          partes son         .

Entero =         

         de          partes son         .

Entero =         

         de          partes son         .

Entero =         

         de          partes son         .

Grade 1.10

### Independent Practice

Unit 10  
 Booster Lesson 4  
 MC Day 2  
 Independent Practice  
 Fraction

Entero =         

         de          partes son         .

Entero =         

         de          partes son         .

Grade 1.10



**Time:**

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

## Preview

Today we will look at sets of objects and describe parts of them.

When we describe parts of sets, we need to know how many are in the part and how many are in the whole set, altogether.

Hoy vamos a mirar conjuntos de objetos y describir sus partes.

Cuando describimos partes de conjuntos, necesitamos saber cuántos hay en la parte y cuántos hay en el conjunto entero, en total.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet and 4 connecting cubes (2 of each color) to each student. Put the connecting cubes on top of the pictures, placing 1 color on the white cubes and 1 color on the shaded cubes (this lesson uses red and white cubes).

Let's make our cubes look like the cubes in the picture.

**My Turn:** I place 2 red cubes on the pictures of shaded cubes and 2 white cubes on the pictures of white cubes.

**Your Turn:** Make it.

**How many cubes altogether?** Count. 1, 2, 3, 4.

**How many in all?** (4)

**My Turn:** I write "4" on the top line; the whole set has 4 cubes.

**Your Turn:** Write "4."

Vamos a hacer nuestros cubos iguales a los cubos en el dibujo.

**Mi turno:** Pongo 2 cubos rojos en los dibujos de los cubos sombreados y 2 cubos blancos en los dibujos de los cubos blancos.

**Su turno:** Háganlo.

**¿Cuántos cubos en total?**  
Cuenten. 1, 2, 3, 4.

**¿Cuánto en total?** (4)

**Mi turno:** Escribo "4" en la línea de arriba; el conjunto entero tiene 4 cubos.

**Su turno:** Escriban "4".

## Modeled Practice (continued)

Now we can describe a part of our whole set. We can describe how many cubes are red out of the whole set.

How many cubes are red?  
(2 cubes)

My Turn: I write “2” on the first line.

Your Turn: Write it.

How many cubes in all? (4 cubes)

My Turn: I write “4” on the second line.

Your Turn: Write it.

Read together the words describing the red part of the whole set. Ready? Read. “2 out of 4 parts are red.”

Ahora podemos describir una parte de nuestro conjunto entero. Podemos describir cuántos cubos son rojos del conjunto entero.

¿Cuántos cubos son rojos? (2 cubos)

Mi turno: Escribo “2” en la primera línea.

Su turno: Escribanlo.

¿Cuántos cubos en total? (4 cubos)

Mi turno: Escribo “4” en la segunda línea.

Su turno: Escribanlo.

Lean juntos las palabras que describen las partes rojas del conjunto entero. ¿Listos? Lean. “2 de 4 partes son rojas”.



A student has difficulty completing pictorial items: make the sets with cubes of different colors or other manipulatives.

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

Let's describe the set of circles.

How many circles in all?  
Ready? Count. 1, 2 ... 5.

My Turn: I write “5” on the top line to show the whole set has 5 circles.

Your Turn: Write it.

How many shaded circles?  
(3 shaded circles)

My Turn: I write “3” on the first line.

Your Turn: Write “3.”

Vamos a describir el conjunto de círculos.

¿Cuántos círculos hay en total?  
¿Listos? Cuenten. 1, 2 ... 5.

Mi turno: Escribo “5” en la línea de arriba para mostrar que el conjunto entero tiene 5 círculos.

Su turno: Escribanlo.

¿Cuántos círculos sombreados? (3 círculos sombreados)

Mi turno: Escribo “3” en la primera línea.

Su turno: Escriban “3”.

## Modeled Practice (continued)

How many circles in the whole set? (*5 circles*)

My Turn: I write “5” on the second line.

Your Turn: Write “5.”

Read together the words describing the shaded part of the set. Ready? Read. “3 out of 5 parts are shaded.”

¿Cuántos círculos en el conjunto entero? (*5 círculos*)

Mi turno: Escribo “5” en la segunda línea.

Su turno: Escriban “5”.

Lean juntos las palabras que describen la parte sombreada del conjunto. ¿Listos? Lean. “3 de 5 partes están sombreadas”.

## Guided Practice (Our Turn)

- 3 Distribute a Guided Practice sheet to each student. For the first 2 items, use the Modeled Practice procedure, placing cubes on top of the pictures to make the set, writing how many in all, and writing a phrase describing a part of the whole.
- 4 Complete the 2 items at the bottom of the sheet, using the Modeled Practice procedure, writing how many in all, and writing a phrase describing a part of the whole. Use the following language:

How many in all? How many shaded?

Write it.

¿Cuántos en total? ¿Cuántos están sombreados?

Escríbanlo.



### Time:

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

## Independent Practice/ Progress Monitoring (Your Turn)

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

## Independent Practice/ Progress Monitoring (continued)

For 1 minute, write how many are in each whole set and complete the words that describe the shaded part of each set.

Por 1 minuto, escriban cuántas hay en cada conjunto entero y completen las palabras que describen la parte sombreada de cada conjunto.

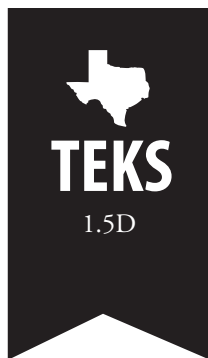
- ② **For the remaining time:** Go through the problems with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- ③ Record their scores as the number correct / total number possible.



### Note to Teacher:

Score 1 point for each correctly written total and 1 point for each correctly written phrase.





Total Time: 2 minutes

## Unit 10 Warm-Up

DAY  
3



### Warm-Up: Look and Write

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



### Time:

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

### Materials:

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



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

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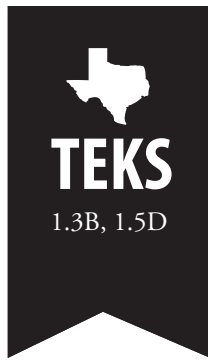
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**Total Time: 10 minutes**  
**Instructional Time: 8 minutes**  
**Independent Practice: 2 minutes**

# Unit 10 Booster Lesson 5 ASC

**D  
A  
Y  
3**

## Make 10 + More Facts, 2

Addition/Subtraction Combinations

**Objective:** The student will be able to use concrete and pictorial representations, and the Make 10 and 10 + More strategies to solve addition facts.

**Instructional Content:**

Make 10 + more facts to 17

**Vocabulary:**

**English**

Add, sum, equal, turnaround fact

**Spanish**

Sumar, suma, igual a, operación relacionada

**Materials:**

Teacher Master, pp. 17–19; counters (T&S; 15)

### Modeled Practice

Unit 10  
Booster Lesson 5  
ASC Day 3  
Modeled Practice  
Make 10 + More Facts, 2

### Guided Practice

Unit 10  
Booster Lesson 5  
ASC Day 3  
Guided Practice  
Make 10 + More Facts, 2

### Independent Practice

Unit 10  
Booster Lesson 5  
ASC Day 3  
Independent Practice  
Make 10 + More Facts, 2

**Time:**

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

## Preview

Today we will practice a strategy for adding numbers up to 17.

We will use the **Make 10 strategy**. (review  $7 + 3$ ,  $8 + 2$ ,  $9 + 1$ , etc.)

We will use the **10 + More strategy**. (review  $10 + 1$ ,  $10 + 2$ , etc.)

Together, these strategies make up the **Make 10 + More strategy**.

Hoy vamos a practicar una estrategia para sumar números hasta 17.

Vamos a utilizar la estrategia **Haz 10**. (review  $7 + 3$ ,  $8 + 2$ ,  $9 + 1$ , etc.)

Vamos a utilizar la estrategia **10 suma más**. (review  $10 + 1$ ,  $10 + 2$ , etc.)

Juntas, estas estrategias forman la estrategia **Haz 10 suma más**.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet and 15 counters to each student. Review the Make 10 + More strategy, using the fact  $7 + 4$ .

**My Turn:**  $7 + 4 = \underline{\quad}$ . I put a group of 7 counters in the top ten frame to show 7.  
Ready? Count. 1, 2 ... 7.

I put a group of 4 counters in the bottom ten frame to show + 4. Ready? Count. 1, 2, 3, 4.  
(cover each circle with a counter)

**Your Turn:** Make your ten frames look like mine. (repeat the process with students)

When I see a fact with a 7, 8, or 9, I use both strategies we just learned: **Make 10 and 10 + More**.

We call this strategy **Make 10 + More**.

**Mi turno**  $7 + 4 = \underline{\quad}$ . Pongo un grupo de 7 contadores en el cuadro de diez de arriba para mostrar 7.  
¿Listos? Cuenten. 1, 2 ... 7.

Pongo un grupo de 4 contadores en el cuadro de diez de abajo para mostrar + 4. ¿Listos? Cuenten. 1, 2, 3, 4. (cover each circle with a counter)

**Su turno:** Hagan sus cuadros de diez iguales a los míos. (repeat the process with students)

Cuando veo una operación con un 7, 8 ó 9, utilizo las dos estrategias que acabamos de aprender: **Haz 10 y 10 suma más**.

Le llamamos a esta estrategia **Haz 10 suma más**.

## Modeled Practice (continued)

There are 3 steps.

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

There is a 7 in this fact.

**Step 2: Make 10.**

**7 plus what equals 10?** *(3)*

**My Turn: I take 3 counters from the group of 4 to put with the group of 7.** *(move the counters over the dotted arrows to the dotted circles in the top ten frame)*

**I know that  $7 + 3 = 10$ . I made 10!**

**Your Turn: Try it. Make 10.** *(repeat the process with students)*

**Step 3: 10 + more.**

**We have 10 in 1 frame and 1 remaining counter in the bottom frame.**

**What is 1 more than 10?** *(11)*

**What is  $10 + 1$ ?** *(11)*

**So,  $7 + 4 = 11$ .**

**How do you know?**

**Write it.**

**What is the turnaround fact?** *( $4 + 7 = 11$ )*

Hay 3 pasos.

**Paso 1: Revisar la operación. ¿Tiene un 7, 8 ó 9?** *(sí)*

Hay un 7 en esta operación.

**Paso 2: Hago 10.**

**¿7 más qué es igual a 10?** *(3)*

**Mi turno: Quito 3 contadores del grupo de 4 para ponerlos con el grupo de 7.** *(move the counters over the dotted arrows to the dotted circle in the top ten frame)*

**Sé que  $7 + 3 = 10$ . ¡Hice 10!**

**Su turno: Inténtelo. Hagan 10.** *(repeat the process with students)*

**Paso 3: 10 suma más.**

**Tenemos 10 en 1 cuadro y 1 contador que sobra en el cuadro de abajo.**

**¿Cuánto es 10 más 1?** *(11)*

**Entonces,  $7 + 4 = 11$ .**

**¿Cómo saben?**

**Escríbanlo.**

**¿Cuál es la operación relacionada?** *( $4 + 7 = 11$ )*

- 2 Clear the counters off the sheet. Complete the same process with students, using the circles instead of counters.

## Modeled Practice (continued)

Now use the pictures to solve the fact.

There are 7 circles in the top ten frame and 4 circles in the bottom ten frame to show  $7 + 4$ .

3 of the bottom circles are dotted to remind me to make 10.

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

There is a 7 in this fact.

Step 2: Make 10. 7 plus what number equals 10? (*3*)

My Turn: I cross out the 3 dotted circles from the group of 4 and add those circles to the group of 7. Draw them in the first ten frame. It is as if I moved them!

Your Turn: Make 10.

Step 3: 10 + more.

We have 10 in 1 frame, plus 1 remaining circle.

Start with 10 and count on. Ready? Count. 10, 11.

What is  $10 + 1$ ? (*11*)

So,  $7 + 4 = 11$ .

What is the turnaround fact?  
( $4 + 7 = 11$ )

Ahora utilizamos los dibujos para resolver la operación.

Hay 7 círculos en el cuadro de diez de arriba y 4 círculos en el cuadro de diez de abajo para mostrar  $7 + 4$ .

3 de los círculos de abajo están punteados para recordarme hacer 10.

Paso 1: Revisar la operación. ¿Tiene un 7, 8 ó 9? (*sí*)

Hay un 7 en esta operación.

Paso 2: Hago 10. ¿7 más qué número es igual a 10? (*3*)

Mi turno: Tacho los 3 círculos punteados del grupo de 4 y agrego esos círculos al grupo de 7. Dibújenlos en el primer cuadro de diez. ¡Es como si los hubiéramos movido!

Su turno: Hagan 10.

Paso 3: 10 suma más.

Tenemos 10 en 1 cuadro más 1 círculo que sobra.

Empiecen con 10 y cuenten hacia adelante. ¿Listos? Cuenten. 10, 11.

¿Cuánto es  $10 + 1$ ? (*11*)

Entonces,  $7 + 4 = 11$ .

¿Cuál es la operación relacionada? ( $4 + 7 = 11$ )

## Guided Practice

### (Our Turn)

- 3 Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice. Students who need extra support can use counters in the ten frames. Use the language in the following example, which goes through the problem  $7 + 5$ :

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

How many circles are in the top ten frame?

How many circles are in the bottom ten frame?

**Step 2: Make 10.**

7 plus what equals 10?

**Step 3: 10 + more.**

How many remaining circles?

What is  $10 + 2$ ?

What is  $7 + 5$  then?

Why does  $10 + 2 = 7 + 5$ ?

What is the turnaround fact?

**Paso 1: Revisar la operación. ¿Tiene un 7, 8 ó 9?**

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

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

**Paso 2: Hacer 10.**

¿7 más qué es igual a 10?

**Paso 3: 10 suma más.**

¿Cuántos círculos sobran?

¿Cuánto es  $10 + 2$ ?

Entonces, ¿cuánto es  $7 + 5$ ?

¿Porqué  $10 + 2 = 7 + 5$ ?

¿Cuál es la operación relacionada?



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

## Independent Practice/Progress Monitoring

### (Your Turn)

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



**Time:**

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

## Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to use the circles and the strategies we learned to solve the following facts. Write the answer for each problem in the box.

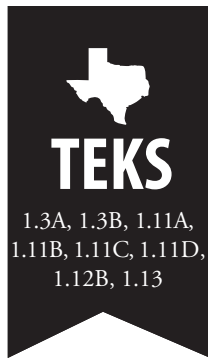
Van a tener 1 minuto para utilizar los círculos y las estrategias que hemos aprendido para resolver las siguientes operaciones. Escriban la respuesta para cada problema en la caja.



### Note to Teacher:

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

**Unit 10**  
**Booster Lesson 6**  
**WPS**

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

# Think About the Change, 2!

## Word Problem Solving

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

**Word Problem Type:** Join and separate, with change unknown

### Vocabulary:

#### English

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

#### Spanish

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

**Materials:** Teacher Master, pp. 20–27

### Modeled Practice

**UNIDAD** Unit 10  
Booster Lesson 6  
WPS Day 2  
Modeled Practice

**Identifica.**  
 Karina tiene 11 anillos.  
 Julia le dio algunos anillos más.  
 Ahora Karina tiene 5 anillos.  
 ¿Cuántos anillos le dio Julia a Karina?

**Haz un dibujo.**

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

☐ Julia le dio a Karina 3 anillos.  
☐ Julia le dio a Karina 11 anillos.  
☐ Julia le dio a Karina 5 anillos.

**Escribe la oración numérica.**

### Guided Practice

**UNIDAD** Unit 10  
Booster Lesson 6  
WPS Day 2  
Guided Practice

**Identifica.**  
 Luis fue a 5 bailes el lunes y a más bailes el martes.  
 En total, él fue a 11 bailes.  
 ¿A cuántos bailes fue Luis el martes?

**Haz un dibujo.**

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

☐ Luis fue a 2 bailes el martes.  
☐ Luis fue a 3 bailes el martes.  
☐ Luis fue a 11 bailes el martes.

**Escribe la oración numérica.**

**UNIDAD** Unit 10  
Booster Lesson 6  
WPS Day 2  
Answer Key for Teachers

**Identifica.**  
 Karina tiene 11 anillos.  
 Julia le dio algunos anillos más.  
 Ahora Karina tiene 5 anillos.  
 ¿Cuántos anillos le dio Julia a Karina?

**Haz un dibujo.**

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

☐ Julia le dio a Karina 3 anillos.  
☒ Julia le dio a Karina 11 anillos.  
☐ Julia le dio a Karina 5 anillos.

**Escribe la oración numérica.**

$11 + 4 = 5$  anillos

**UNIDAD** Unit 10  
Booster Lesson 6  
WPS Day 2  
Answer Key for Teachers

**Identifica.**  
 Luis fue a 5 bailes el lunes y a más bailes el martes.  
 En total, él fue a 11 bailes.  
 ¿A cuántos bailes fue Luis el martes?

**Haz un dibujo.**

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

☐ Luis fue a 2 bailes el martes.  
☒ Luis fue a 3 bailes el martes.  
☐ Luis fue a 11 bailes el martes.

**Escribe la oración numérica.**

$5 + 3 = 11$  bailes

**Time:**

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

## Preview

Today we will learn how to solve both addition and subtraction problems when a part of the problem is unknown.

Hoy vamos a aprender cómo resolver problemas de sumas y restas cuando una parte del problema es desconocida.

## Modeled Practice (My Turn, Your Turn)

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

Read the story together.  
Ready? Read. “Kim had 4 rings. Jin gave her some more rings. Now Kim has 8 rings. How many rings did Jin give Kim?”

Lean el cuento juntos.  
¿Listos? Lean. “Karina tiene 4 anillos. Julia le dio algunos anillos más. Ahora Karina tiene 8 anillos. ¿Cuántos anillos le dio Julia a Karina?”

- 2 Review and work through the Identify It strategy. Include “some more rings” as important information. Then draw the problem with circles in a ten-frame format, using the information you highlighted in the Identify It strategy.

Let’s show the problem by drawing a picture and writing a number sentence.

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

My Turn: I draw 4 circles to show Kim’s rings.

Your Turn: Draw 4 circles.

Write “4” on the line to show that the number sentence for this word problem starts with 4.

Vamos a mostrar el problema haciendo un dibujo y escribiendo una oración numérica.

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

Mi turno: Dibujo 4 círculos para mostrar los anillos de Karina.

Su turno: Dibujen 4 círculos.

Escriban “4” en la línea para mostrar que la oración numérica para este problema empieza con 4.



## Modeled Practice (continued)

### 3 Point to the next sentence.

What is the next part we circled? (*some more rings*)

Jin gave Kim some more rings.

Should I add circles to my picture or take some away? (*add some circles*)

How do you know?

How many circles should I add? (*we do not know yet*)

Are we doing addition or subtraction? (*addition*)

Write a plus sign and a question mark in your number sentence to show we do not yet know what “some” means in this story.

¿Cuál es la siguiente parte que circulamos? (*algunos anillos más*)

Julia le dio a Karina algunos anillos más.

¿Debo agregar círculos a mi dibujo o quitar algunos? (*agregar algunos círculos*)

¿Cómo saben?

¿Cuántos círculos debo agregar? (*no sabemos todavía*)

¿Estamos sumando o restando? (*sumando*)

Escriban un signo de más y un signo de interrogación en su oración numérica para mostrar que no sabemos todavía lo que “algunos” significa en este cuento.

### 4 Point to the last part of the problem.

My Turn: Now Kim has 8 rings.

I write “= 8” on the number-sentence line.

We do not know how many were added, but we do know that there are now 8.

Your Turn: Write “= 8.”

We can add colored-in circles until we get to 8.

Put your finger on the fourth circle you made and draw with me.

Mi turno: Ahora Karina tiene 8 anillos.

Escribo “= 8” en la línea de la oración numérica.

No sabemos cuántos se sumaron, pero sabemos que ahora hay 8.

Su turno: Escriban “= 8”.

Podemos agregar círculos de color hasta que lleguemos a 8.

Pongan su dedo en el cuarto círculo que hicieron y dibujen conmigo.

## Modeled Practice (continued)

Ready? Start counting at 5 as we draw. Draw: 5, 6, 7, 8.

How many rings did Jin give Kim?

Count the circles we just drew. (4)

Cross out the question mark and write the number 4.

Read the number sentence together. Ready? Read: " $4 + 4 = 8$ ."

¿Listos? Empiecen contando en 5 mientras dibujamos. Dibujen: 5, 6, 7, 8.

¿Cuántos anillos le dio Julia a Karina?

Cuenten los círculos que acabamos de dibujar. (4)

Tachen el signo de interrogación y escriban el número 4.

Lean la oración numérica juntos. ¿Listos? Lean: " $4 + 4 = 8$ ".

- 5** Check the number sentence to make sure it makes sense and the math is correct.

Let's check our work.

It is helpful to ask, "Does this make sense?"

Check the number sentence to see whether it makes sense.

Jin gave some more rings to Kim, so did Kim end up with more or fewer rings than she started with? (*more*)

We started with 4 and ended up with 8, which is more. So this makes sense.

We can check further by working backward.  $8 - 4$  equals what? (4) Is our math correct?

Vamos a revisar nuestro trabajo.

Es de gran ayuda preguntarnos "¿Tiene esto sentido?"

Revisen la oración numérica para ver si tiene sentido.

Julia le dio algunos anillos más a Karina, entonces ¿Karina terminó con más o con menos anillos que con los que empezó? (*más*)

Empezamos con 4 y terminamos con 8, lo cual es más. Esto tiene sentido.

También podemos revisar trabajando al revés. ¿ $8 - 4$  es igual a? (4) ¿Nuestra matemática es correcta?

## Modeled Practice (continued)

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

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

For these problems, we need to remember that the question mark that we were looking to answer was in the middle of the sentence.

How many rings did Jin give Kim? (4)

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

How do you know?

Fill in the circle.

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

Para estos problemas, necesitamos recordar que el signo de interrogación que estábamos buscando responder estaba en medio de la oración.

¿Cuántos anillos le dio Julia a Karina? (4)

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

¿Cómo saben?

Rellenen el círculo.

## Guided Practice (Our Turn)

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

Read the story together.  
Ready? Read.

What is the problem asking us?

What is the important unit?

Lean el cuento juntos.  
¿Listos? Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?



### Note to Teacher:

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



## Guided Practice (continued)

Look for words and numbers related to the important unit.

Draw a picture.

What do we put in our number sentence to show “some”? (*a question mark*)

What is the number sentence? Write it.

Check your work. Does this make sense?

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

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

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

¿Qué ponemos en nuestra oración numérica para mostrar “algunos”? (*un signo de interrogación*)

¿Cuál es la oración numérica? Escríbanla.

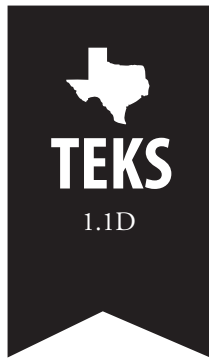
Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

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

## 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 10  
Warm-Up

D  
A  
Y  
4



## Warm-Up: Number Recognition

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



**Time:**

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

**Materials:**

Number cards (0–99)



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

\_\_\_\_\_

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\_\_\_\_\_

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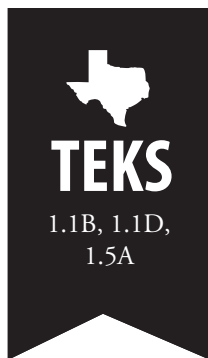
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Total Time: 14 minutes  
Instructional Time: 14 minutes  
Independent Practice: 0 minutes

Unit 10  
Booster Lesson 7  
R10

D  
A  
Y  
4

# Same Number, Different Ways

Relationships of 10

Objective:

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

Instructional  
Content:

50–99

Vocabulary:

English

Rod, unit, tens, ones

Spanish

Decena, unidad, decenas, unidades

Materials:

Teacher Master, pp. 28–30

## Modeled Practice

## Guided Practice

**Time:**

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

**Note to Teacher:**

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

**Error Diagnosis  
and Correction**

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

**Preview**

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

Today we will draw numbers  
in different ways.

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

Hoy vamos a dibujar números  
de diferentes maneras.

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

- 1 Distribute a Modeled Practice sheet to each student. With the students, complete the first part by drawing 88 in the traditional way (8 rods, 8 units).

What number? (*88*)

Let's draw 88. How many  
groups of 10? (*8 groups of 10*)  
How many ones? (*8 ones*)

My Turn: I draw 8 lines to show  
8 rods. I draw 8 dots to show 8  
units.

Your Turn: Draw it.

How many tens did we draw? (*8  
tens*) How many ones? (*8 ones*)

My Turn: I write "8 Tens" and  
"8 Ones."

Your Turn: Write it.

How many altogether? Count  
by tens and ones.

10, 20 ... 80 Switch! 81, 82 ...  
88.

¿Qué número? (*88*)

Vamos a dibujar 88. ¿Cuántos  
grupos de 10? (*8 grupos de 10*)  
¿Cuántas unidades? (*8 unidades*)

Mi turno: Dibujo 8 líneas para  
mostrar 8 decenas. Dibujo 8  
puntos para mostrar 8 unidades.

Su turno: Dibújenlo.

¿Cuántas decenas dibujamos? (*8  
decenas*) ¿Cuántas unidades? (*8  
unidades*)

Mi turno: Escribo "8 Decenas" y  
"8 Unidades".

Su turno: Escribanlo.

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

10, 20 ... 80 ¡Cambio! 81, 82 ...  
88.

- 2 Complete the next part by first eliciting student responses on how to draw 88 in a different way.

Now we can draw a picture of 88  
in a different way.

Ahora vamos a dibujar 88 de una  
manera diferente.



## Modeled Practice (continued)

What is another way we can draw and show 88? Remember, we can exchange, or regroup, a rod for 10 units to show a number in a different way. *(elicit student responses; acceptable answers include: trade a group of 10; 7 rods and 18 units, 6 rods and 28 units, 5 rods and 38 units, etc.; the following example uses 7 tens and 18 ones)*

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

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

Your Turn: Draw 7 lines.

How many ones should we draw? *(18 ones)*

My Turn: I draw 18 dots to show 18 units.

Your Turn: Draw 18 dots.

How many tens did we draw? *(7)*  
How many ones? *(18)*

My Turn: I write “7 Tens” and “18 Ones.”

Your Turn: Write it.

How many altogether? Count by tens and ones. Remember that a group of 10 ones is counted as a ten. Ready? Count. 10, 20 ... 80 Switch! 81, 82 ... 88.

How many altogether? *(88)*

We showed 88 in 2 different ways!

¿De qué otra manera podemos dibujar y mostrar 88? Recuerden, podemos intercambiar o reagrupar una decena por 10 unidades para mostrar un número de una manera diferente.

*(elicit student responses; acceptable answers include: intercambiar un grupo de 10; 7 decenas y 18 unidades; 6 decenas y 28 unidades, 5 decenas y 38 unidades, etc; the following example uses 7 tens y 18 ones)*

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

Mi turno: Dibujo 7 líneas para mostrar 7 decenas.

Su turno: Dibujen 7 líneas.

¿Cuántas unidades debemos dibujar? *(18 unidades)*

Mi turno: Dibujo 18 puntos para mostrar 18 unidades.

Su turno: Dibujen 18 puntos.

¿Cuántas decenas dibujamos? *(7)*  
¿Cuántas unidades? *(18)*

Mi turno: Escribo “7 Decenas” y “18 Unidades”.

Su turno: Escribanlo.

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. Recuerden que un grupo de 10 unidades se cuenta como una decena. ¿Listos? Cuenten. 10, 20 ... 80 ¡Cambio! 81, 81 ... 88.

¿Cuánto en total? *(88)*

¡Mostramos 88 de 2 maneras diferentes!



Error Diagnosis  
and Correction

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

## Guided Practice

### (Our Turn)

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

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

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

**How many altogether? Ready? Count. Switch!**

**¿Qué número? ¿Cuántas decenas? ¿Cuántas unidades? Dibújelo.**

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

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

## Independent Practice/

### Progress Monitoring

### (Your Turn)

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



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

# Unit 10 Booster Lesson 8 NS

**D  
A  
Y  
4**

## What Is Missing?

### Number Sequences

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

**Instructional Content:**

50–99

**Vocabulary:**

**English**

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

**Spanish**

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

**Materials:**

Teacher Master, pp. 31–33

#### Modeled Practice

Unit 10  
Booster Lesson 8  
NS Day 4  
Modeled Practice  
What Is Missing?

5 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85

10 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49

2 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92

#### Guided Practice

Unit 10  
Booster Lesson 8  
NS Day 4  
Guided Practice  
What Is Missing?

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

2 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68

3 66 67

4 90 92

5 26 27

6 58 59

7 68 69

8 19 21

9 91 92

10 83 84

#### Independent Practice

Unit 10  
Booster Lesson 8  
NS Day 4  
Independent Practice  
What Is Missing?

1 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

2 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

3 78 80

4 62 63

5 78 79

6 43 45

7 98 99

8 53 54

9 50 51

10 76 77



**Time:**

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

**Error Diagnosis and Correction**

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

**Preview**

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

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

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

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

**Look at the first number line.**

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

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

**Ready? Count.** 65, 70 ... 85.

**What is the missing number?** (80)

**My Turn:** I write “80” in the box.

**Your Turn:** Write it.

**Miren la primera recta numérica.**

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

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

**¿Listos? Cuenten.** 65, 70 ... 85.

**¿Cuál es el número que falta?** (80)

**Mi turno:** Escribo “80” en la caja.

**Su turno:** Escribanlo.

- 2 Tell students to look at the second item.

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

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

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

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

## Modeled Practice (continued)

Ready? Count. 30, 40, 50.

What is missing? (50)

My Turn: I write “50” in the box.

Your Turn: Write it.

¿Listos? Cuenten. 30, 40, 50.

¿Cuál falta? (50)

Mi turno: Escribo “50” en la caja.

Su turno: Escribanlo.

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

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

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

Ready? Count. 72, 74 ... 92.

What is missing? (86)

My Turn: I write “86” in the box.

Your Turn: Write it.

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

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

¿Listos? Cuenten. 72, 74 ... 92.

¿Cuál falta? (86)

Mi turno: Escribo “86” en la caja.

Su turno: Escribanlo.

## Guided Practice (Our Turn)

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

What pattern? Ready? Count.

What is missing?

Write it.

¿Cuál es el patrón? ¿Listos? Cuenten.

¿Cuál falta?

Escribanlo.

## Guided Practice (continued)

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

Let's look at missing numbers in a different way.

What is missing? Write it.  
Count the sequence.

Vamos a mirar números que faltan de una manera diferente.

¿Cuál falta? Escribanlo.  
Cuenten la secuencia.



### Time:

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

## Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

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

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



### Note to Teacher:

Score 1 point for each correctly written missing number.

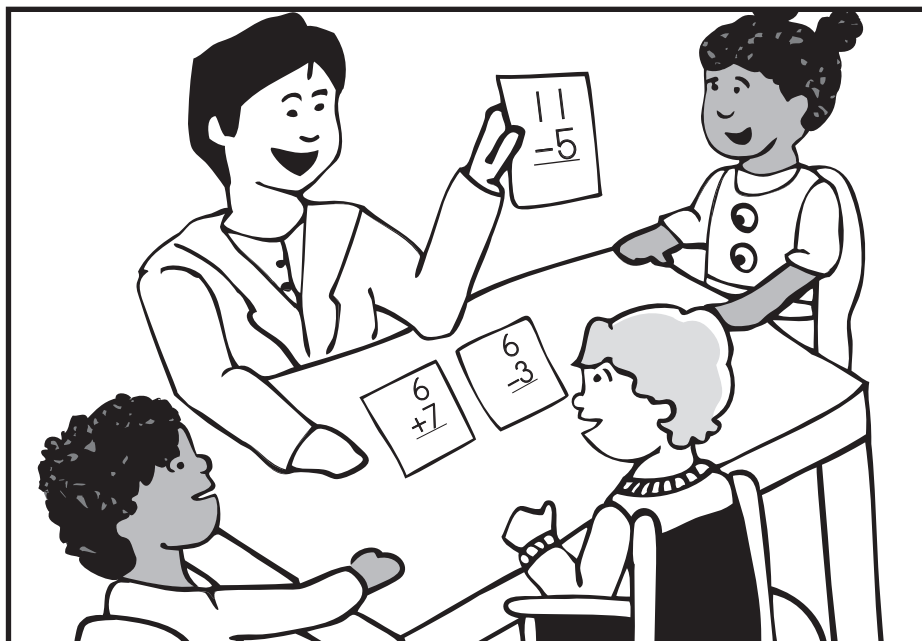


## Warm-Up: Look and Say

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

### Materials:

Fact cards (doubles + 1, doubles, and related)



### Time:

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

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

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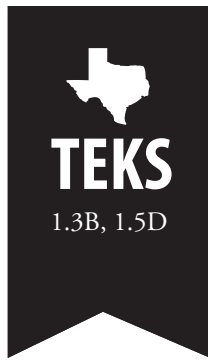
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**Total Time: 10 minutes**  
**Instructional Time: 8 minutes**  
**Independent Practice: 2 minutes**

**Unit 10**  
**Booster Lesson 9**  
**ASC**

**D  
A  
Y  
5**

# Make 10 + More Facts, 3

Addition/Subtraction Combinations

**Objective:** The student will be able to use pictorial representations and the Make 10 and 10 + More strategies to solve addition facts.

**Instructional Content:**

Make 10 + more facts to 17

**Vocabulary:**

**English**

Add, sum, equal, turnaround fact

**Spanish**

Sumar, suma, igual a, operación relacionada

**Materials:**

Teacher Master, pp. 34–36

## Modeled Practice

Unit 10  
 Booster Lesson 9  
 ASC Day 5  
 Modeled Practice  
 Make 10 + More Facts, 3

8  
 + 5  
 \_\_\_\_\_

10

## Guided Practice

Unit 10  
 Booster Lesson 9  
 ASC Day 5  
 Guided Practice  
 Make 10 + More Facts, 3

1. 8 + 4 = ?  
 2. 8 + 6 = ?  
 3. 7 + 4 = ?  
 4. 7 + 5 = ?  
 5. 9 + 5 = ?  
 6. 9 + 4 = ?  
 7. 9 + 6 = ?  
 8. 9 + 7 = ?

## Independent Practice

Unit 10  
 Booster Lesson 9  
 ASC Day 5  
 Independent Practice  
 Make 10 + More Facts, 3

1. 7 + 5 = ?  
 2. 8 + 6 = ?  
 3. 7 + 4 = ?  
 4. 8 + 5 = ?  
 5. 9 + 7 = ?  
 6. 9 + 4 = ?  
 7. 9 + 6 = ?  
 8. 9 + 5 = ?



**Time:**

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

**Preview**

Today we will practice a strategy for adding numbers up to 17.

We will use the **Make 10 strategy**. (review  $7 + 3$ ,  $8 + 2$ ,  $9 + 1$ , etc.)

We will use the **10 + More strategy**. (review  $10 + 1$ ,  $10 + 2$ , etc.)

Together, these strategies make up the **Make 10 + More strategy**.

Hoy vamos a practicar una estrategia para sumar números hasta 17.

Vamos a utilizar la estrategia **Haz 10**. (review  $7 + 3$ ,  $8 + 2$ ,  $9 + 1$ , etc.)

Vamos a utilizar la estrategia **10 suma más**. (review  $10 + 1$ ,  $10 + 2$ , etc.)

Juntas, estas estrategias forman la estrategia **Haz 10 suma más**.

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

- 1 Distribute a Modeled Practice sheet to each student. Review the Make 10 + More strategy, using the fact  $8 + 5$ .

$8 + 5 = \underline{\quad}$ . I can use the pictures to solve the fact.

There are 8 circles in the top ten frame and 5 circles in the bottom ten frame to show  $8 + 5$ .

2 of the bottom circles are dotted to remind me to make 10.

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

There is an 8 in this fact.

**Step 2:** Make 10. 8 plus what number equals 10? (2)

**My Turn:** I cross out the 2 dotted circles from the group of 5 and add those circles to the group of 8. It is as if I moved them!

$8 + 5 = \underline{\quad}$ . Puedo utilizar los dibujos para resolver la operación.

Hay 8 círculos en el cuadro de diez de arriba y 5 círculos en el cuadro de diez de abajo para mostrar  $8 + 5$ .

2 de los círculos de abajo están punteados para recordarme hacer 10.

**Paso 1:** Revisar la operación. ¿Tiene un 7, 8 ó 9? (sí)

Hay un 8 en esta operación.

**Paso 2:** Hago 10. ¿8 más qué número es igual a 10? (2)

**Mi turno:** Tacho los 2 círculos punteados del grupo de 5 y agrego esos círculos al grupo de 8. ¡Es como si los hubiéramos movido!

## Modeled Practice (continued)

**Your Turn: Make 10.**

**Step 3: 10 + more.**

We have 10 in 1 frame,  
plus 3 remaining circles.

Start with 10 and count  
on. Ready? Count. 10, 11,  
12, 13.

What is  $10 + 3$ ? (13)

So,  $8 + 5 = 13$ .

How do you know?

What is the turnaround  
fact? ( $5 + 8 = 13$ )

**Su turno: Hagan 10.**

**Paso 3: 10 suma más.**

Tenemos 10 en 1 cuadro,  
más 3 círculos que sobran.

Empiecen con 10 y cuenten  
hacia adelante. ¿Listos?  
Cuenten. 10, 11, 12, 13.

¿Cuánto es  $10 + 3$ ? (13)

Entonces,  $8 + 5 = 13$ .

¿Cómo saben?

¿Cuál es la operación  
relacionada? ( $5 + 8 = 13$ )

## Guided Practice (Our Turn)

- 2** Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice. Students who need extra support can use counters in the ten frames. Use the language in the following example, which goes through the problem  $8 + 4$ .

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

How many circles are in  
the top ten frame?

How many circles are in  
the bottom ten frame?

**Step 2: Make 10.**

8 plus what equals 10?

**Step 3: 10 + more.**

How many remaining  
circles?

**Paso 1: Revisar la  
operación. ¿Tiene un 7, 8  
ó 9?**

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

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

**Paso 2: Hacer 10.**

¿8 más qué es igual a 10?

**Paso 3: 10 suma más.**

¿Cuántos círculos sobran?

### Error Diagnosis and Correction

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

## Guided Practice (continued)

What is  $10 + 2$ ?

What is  $8 + 4$  then?

Why does  $10 + 2 = 8 + 4$ ?

What is the turnaround fact?

¿Cuánto es  $10 + 2$ ?

Entonces, ¿cuánto es  $8 + 4$ ?

¿Porqué  $10 + 2 = 8 + 4$ ?

¿Cuál es la operación relacionada?



### 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 use the circles and the strategies we learned to solve the following facts. Write the answer for each problem in the box.

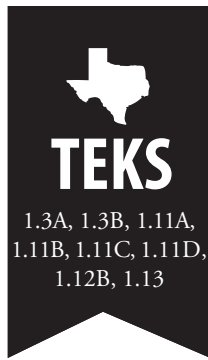
Van a tener 1 minuto para utilizar los círculos y las estrategias que hemos aprendido para resolver las siguientes operaciones. Escriban la respuesta para cada problema en la caja.

- 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.



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

# Unit 10 Booster Lesson 10 WPS

**D  
A  
Y  
5**

## Practice Solving!

### Word Problem Solving

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

**Word Problem Type:** Join and separate, with change unknown

#### Vocabulary:

##### English

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

##### Spanish

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

**Materials:** Teacher Master, pp. 37–46

#### Guided Practice

**UNIDAD**

Habla 5 abejas en una colmena.  
 Algunas abejas más volaron hacia la colmena.  
 Ahora hay 11 abejas en la colmena.  
 ¿Cuántas abejas volaron a la colmena?

Reflexiona el círculo que tenga la respuesta correcta al problema.

o 5 abejas volaron a la colmena.  
 o 6 abejas volaron a la colmena.  
 o 16 abejas volaron a la colmena.

Resuelve el problema.  
 Escribe la oración numérica.

**UNIDAD**

Habla 5 abejas en una colmena.  
 Algunas abejas más volaron hacia la colmena.  
 Ahora hay 11 abejas en la colmena.  
 ¿Cuántas abejas volaron a la colmena?

Reflexiona el círculo que tenga la respuesta correcta al problema.

o 5 abejas volaron a la colmena.  
 o 6 abejas volaron a la colmena.  
 o 16 abejas volaron a la colmena.

Resuelve el problema.  
 Escribe la oración numérica.

5 + 6 = 11 abejas

#### Independent Practice

**UNIDAD**

Habla 12 amigos en casa de Felipe.  
 Algunos de los amigos se fueron a sus casas.  
 Ahora hay 6 amigos en casa de Felipe.  
 ¿Cuántos amigos se fueron a sus casas?

Reflexiona el círculo que tenga la respuesta correcta al problema.

o 5 amigos se fueron a sus casas.  
 o 6 amigos se fueron a sus casas.  
 o 18 amigos se fueron a sus casas.

Resuelve el problema.  
 Escribe la oración numérica.

**UNIDAD**

Habla 12 amigos en casa de Felipe.  
 Algunos de los amigos se fueron a sus casas.  
 Ahora hay 6 amigos en casa de Felipe.  
 ¿Cuántos amigos se fueron a sus casas?

Reflexiona el círculo que tenga la respuesta correcta al problema.

o 5 amigos se fueron a sus casas.  
 o 6 amigos se fueron a sus casas.  
 o 18 amigos se fueron a sus casas.

Resuelve el problema.  
 Escribe la oración numérica.

12 - 6 = 6 amigos



**Time:**

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

## Preview

Today we will practice solving word problems by drawing a picture and writing a number sentence that shows the problem when a part of the problem is unknown.

Hoy vamos a practicar resolviendo problemas haciendo un dibujo y escribiendo una oración numérica que muestra el problema cuando una parte del problema es desconocida.

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

Read the story together.  
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Draw a picture.

Are we adding or taking away?

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.

¿Estamos agregando o quitando?

### Note to Teacher:

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

### Error Diagnosis and Correction

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

## Guided Practice (continued)

Write the number sentence.

What do we put in our number sentence to show “some?” (*a question mark*)

Check your work. Does this make sense?

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

Escriban la oración numérica.

¿Qué ponemos en nuestra oración numérica para mostrar “algunos”? (*un signo de interrogación*)

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

## Independent Practice/ Progress Monitoring (Your Turn)

- 1 For 3 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 3 minutes to read each problem, use the Identify It strategy to mark your story, draw the problem, write the number sentence, and fill in the circle by the correct answer.

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

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

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

- 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 4 minutes. For the first 3 minutes, have students complete the Independent Practice sheets.

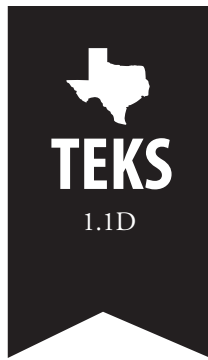


### Note to Teacher:

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







Total Time: 2 minutes

## Unit 10 Warm-Up

DAY  
6



### Warm-Up: Number Writing

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



### Time:

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

### Materials:

Wipe boards for students (instructional content: 0–99)



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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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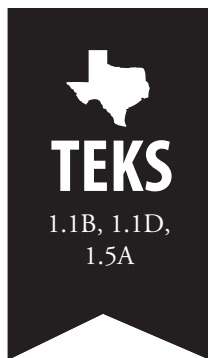
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**Total Time: 14 minutes**  
**Instructional Time: 14 minutes**  
**Independent Practice: 0 minutes**

**Unit 10**  
**Booster Lesson 11**  
**R10**

**D  
A  
Y  
6**

# Make It, Add It, Subtract It!

Relationships of 10

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

**Instructional Content:** 0–99

**Vocabulary:**

**English**

Rod, tens, ones, add, subtract, unit

**Spanish**

Decena, decenas, unidades, sumar, restar, unidad

**Materials:**

Teacher Master, pp. 47–49; rods and units (T&S)

## Modeled Practice

## Guided Practice



**Time:**

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

## Preview

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

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

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

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

## Modeled Practice (My Turn, Your Turn)

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

What problem? ( $72 + 24$ )

Addition or subtraction? (*addition*) When we add, we make both numbers with rods and units.

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

First, we make the top number.

What is the top number in the problem? ( $72$ ) How many tens are in  $72$ ? ( $7$  tens) How many ones in  $72$ ? ( $2$  ones)

My Turn: I place 7 rods and 2 units on my sheet.

Your Turn: Make it.

¿Cuál es el problema? ( $72 + 24$ )

¿Suma o resta? (*suma*) Cuando sumamos, hacemos ambos números con decenas y unidades.

Podemos resolver este problema sumando nuestras unidades y luego sumando nuestros grupos de 10.

Primero, hacemos el número de arriba.

¿Cuál es el número de arriba en el problema? ( $72$ ) ¿Cuántas decenas hay en  $72$ ? ( $7$  decenas) ¿Cuántas unidades en  $72$ ? ( $2$  unidades)

Mi turno: Pongo 7 decenas y 2 unidades en mi hoja.

Su turno: Háganlo.

## Modeled Practice (continued)

Next we make the second number. What is the second number? (24) How many tens in 24? (2 tens) How many ones? (4 ones)

**My Turn:** I place 2 rods and 4 units underneath where I made 72. I make sure to line up the units underneath the units and the rods underneath the rods.

**Your Turn:** Make it.

Now we can add 72 and 24 by adding tens and ones.

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

2 ones plus 4 ones. What kind of fact? (+ 2 fact) Solve it. Start with the greater number, and then add 2. 4, 5, 6.

How many ones? (6 ones)

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

**Your Turn:** Write “6” in the ones answer place.

Next add the tens. 7 tens plus 2 tens.

What kind of fact? (+ 2 fact) Solve it. Start with the greater number, and then add 2. 7, 8, 9.

How many tens? (9 tens)

Ahora hacemos el segundo número. ¿Cuál es el segundo número? (24) ¿Cuántas decenas en 24? (2 decenas) ¿Cuántas unidades? (4 unidades)

**Mi turno:** Pongo 2 decenas y 4 unidades debajo de donde hice 72. Me aseguro de alinear las unidades debajo de las unidades y las decenas debajo de las decenas.

**Su turno:** Háganlo.

Ahora podemos sumar 72 y 24 sumando decenas y unidades.

Cuando sumamos, sumamos las unidades primero. (*point to the ones column*)

2 unidades más 4 unidades. ¿Qué tipo de operación? (*operación + 2*) Resuélvanla. Empiecen con el número mayor y luego sumen 2. 4, 5, 6.

¿Cuántas unidades? (6 unidades)

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

**Su turno:** Escriban “6” en el lugar de respuesta de las unidades.

Luego sumen las decenas. 7 decenas más 2 decenas.

¿Qué tipo de operación? (*operación + 2*) Resuélvanla. Empiecen con el número mayor y luego sumen 2. 7, 8, 9.

¿Cuántas decenas? (9 decenas)

### Error Diagnosis and Correction

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

## Modeled Practice (continued)

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

**Your Turn:** Write it.

**What is our answer?** (96)

**Let’s check by counting our rods and units. Ready? Count. 10, 20 ... 90 Switch! 91, 92 ... 96.**

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

**Su turno:** Escribanlo.

**¿Cuál es nuestra respuesta?** (96)

**Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten. 10, 20 ... 90 ¡Cambio! 91, 92 ... 96.**

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

**What problem?** (85 – 21)

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

**We solve this problem by subtracting the ones and then subtracting the tens. First, we make the first number.**

**What is the first number in the problem?** (85) **How many tens are in 85?** (8 *tens*) **How many ones?** (5 *ones*)

**My Turn:** I place 8 rods and 5 units on my sheet.

**Your Turn:** Make it.

**Now we can subtract 21 from 85 by first subtracting the ones.** (*point to the ones column*)

**¿Cuál es el problema?** (85 – 21)

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

**Resolvemos este problema restando las unidades y luego restando las decenas. Primero hacemos el primer número.**

**¿Cuál es el primer número en el problema?** (85) **¿Cuántas decenas hay en 85?** (8 *decenas*) **¿Cuántas unidades?** (5 *unidades*)

**Mi turno:** Pongo 8 decenas y 5 unidades en mi hoja.

**Su turno:** Háganlo.

**Ahora podemos restar 21 de 85 restando primero las unidades.** (*point to the ones column*)

## Modeled Practice (continued)

5 ones minus 1 one. What kind of fact? ( $-1$  fact;  $+1$  related) Solve it. Start with the greater number, and then count back 1. 5, 4.

We also remove 1 unit to show taking away 1 one.

How many ones? (4 ones)

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

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

Next subtract the tens. 8 tens minus 2 tens.

What kind of fact? ( $-2$  fact;  $+2$  related) Solve it. Start with the greater number, and then count back 2. 8, 7, 6.

How many tens? (6 tens)

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

Your Turn: Write it.

We remove 2 rods to show taking away 2 tens.

What is our answer? (64)

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

5 unidades menos 1 unidad. ¿Qué tipo de operación? (operación  $-1$ ; relacionada  $+1$ ) Resuélvanla. Empiecen con el número mayor y luego cuenten hacia atrás 1. 5, 4.

También quitamos 1 unidad para mostrar que estamos quitando 1 unidad.

¿Cuántas unidades? (4 unidades)

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

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

Luego resten las decenas. 8 decenas menos 2 decenas.

¿Qué tipo de operación? (operación  $-2$ ; relacionada  $+2$ ) Resuélvanla. Empiecen con el número mayor y luego cuenten hacia atrás 2. 8, 7, 6.

¿Cuántas decenas? (6 decenas)

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

Su turno: Escribanlo.

Quitamos 2 decenas para mostrar que estamos quitando 2 decenas.

¿Cuál es nuestra respuesta? (64)

Vamos a revisar contando nuestras decenas y unidades.

¿Listos? Cuenten. 10, 20 ... 60

¡Cambio! 61, 62, 63, 64.

## Guided Practice (Our Turn)

### Error Diagnosis and Correction

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

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

**Addition or subtraction?**

**How many ones? Write it.**

**How many tens? Write it.**

**How many altogether?**

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

**¿Suma o resta?**

**¿Cuántas unidades?  
Escríbanlo.**

**¿Cuántas decenas?  
Escríbanlo.**

**¿Cuánto en total?**

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

## Independent Practice/ Progress Monitoring (Your Turn)

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





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

**Unit 10**  
**Booster Lesson 12**  
**MC**

**D**  
**A**  
**Y**  
**6**

# Fractions

## Magnitude Comparison

**Objective:** The student will be able to describe fractional parts of a divided whole.

**Instructional Content:**

Whole shapes split into halves, thirds, or fourths

**Vocabulary:**

**English**

Fraction, part, whole, set

**Spanish**

Fracción, parte, entero, conjunto

**Materials:**

Teacher Master, pp. 50–53

### Modeled Practice

Unit 10  
Booster Lesson 12  
MC Day 1  
Modeled Practice  
Fractions

1 de 4 partes está sombreada.

sombreadas total

2 de 4 partes están sombreadas.

sombreadas total

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Grade 1 50

### Guided Practice

Unit 10  
Booster Lesson 12  
MC Day 1  
Guided Practice  
Fractions

1 de 4 partes está sombreada.

sombreadas total

3 de 4 partes están sombreadas.

sombreadas total

1 de 3 partes está sombreada.

sombreadas total

2 de 3 partes están sombreadas.

sombreadas total

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Grade 1 51

### Independent Practice

Unit 10  
Booster Lesson 12  
MC Day 1  
Independent Practice  
Fractions

1 de 4 partes está sombreada.

sombreadas total

2 de 4 partes están sombreadas.

sombreadas total

3 de 4 partes están sombreadas.

sombreadas total

4 de 4 partes están sombreadas.

sombreadas total

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Grade 1 53

**Time:**

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

**Preview**

Today we will look at whole shapes and describe parts of them.

When we do this, we need to know how many parts are being described and how many are in the whole, altogether.

Hoy vamos a mirar figuras enteras y describir sus partes.

Cuando hacemos esto, necesitamos saber cuántas partes se están describiendo y cuántas hay en el entero, en total.

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

- 1 Distribute a Modeled Practice sheet to each student. Complete the first item as a group, completing the phrase to describe how many parts of the whole are shaded.

This circle is divided into equal parts.

Let's write a phrase describing how many parts are shaded.

How many parts of the circle are shaded? (*1 part*)

**My Turn:** I write "1" on the first line.

**Your Turn:** Write it.

How many equal parts of the circle in all? Count. 1, 2, 3, 4.

How many in all? (*4*)

**My Turn:** I write "4" on the second line; the whole circle has been split into 4 equal parts.

**Your Turn:** Write "4."

Este círculo está dividido en partes iguales.

Vamos a escribir una frase describiendo cuántas partes están sombreadas.

¿Cuántas partes del círculo están sombreadas? (*1 parte*)

**Mi turno:** Escribo "1" en la primera línea.

**Su turno:** Escribanlo.

¿Cuántas partes iguales tiene el círculo en total? Cuenten. 1, 2, 3, 4.

¿Cuántas en total? (*4*)

**Mi turno:** Escribo "4" en la segunda línea; el círculo entero ha sido dividido en 4 partes iguales.

**Su turno:** Escriban "4".

**Error Diagnosis and Correction**

A student has difficulty completing pictorial items: make the sets with 2 different colors of cubes or other manipulatives.

## Modeled Practice (continued)

Read together the words describing the shaded part of our whole circle. Ready? Read. “1 out of 4 parts is shaded.”

Lean juntos las palabras que describen la parte sombreada del círculo entero. ¿Listos? Lean. “1 de 4 partes está sombreada”.

- 2 Tell students to look at second item. Complete the item as a group, shading equal parts of the whole.

There is a phrase describing equal parts of a whole, and we will color in the picture to match the phrase.

What phrase? Ready? Read. “2 out of 4 parts are shaded.”

How many parts in all? (4 parts)

How many should we shade? (2 parts)

My Turn: I shade 2 parts.

Your Turn: Shade 2 parts.

Does our picture match the phrase? (yes)

Hay una frase describiendo partes iguales de un entero y vamos a colorear adentro del dibujo para igualar la frase.

¿Cuál es la frase? ¿Listos? Lean. “2 de 4 partes están sombreadas”.

¿Cuántas partes en total? (4 partes)

¿Cuántas debemos sombreadar? (2 partes)

Mi turno: Sombreo 2 partes.

Su turno: Sombreen 2 partes.

¿Nuestro dibujo es igual a la frase? (sí)

## Guided Practice (Our Turn)

- 3 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, complete the items as a group, either writing the numbers to complete the phrase describing the picture or shading the picture to match the phrase.

**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 phrase and 1 point for each correctly shaded object.

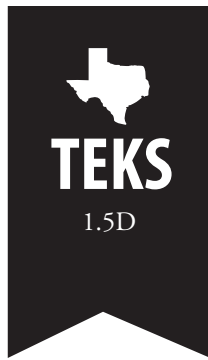
## Independent Practice/ Progress Monitoring (Your Turn)

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

For 1 minute, write the numbers that complete the phrases and shade the pictures to match the phrases.

Por 1 minuto, escriban los números que completan las frases y sombreen los dibujos para igualar las frases.

- 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.



Total Time: 2 minutes

## Unit 10 Warm-Up

DAY  
7



### Warm-Up: Look and Write

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



### Time:

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

### Materials:

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



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

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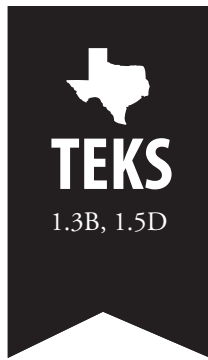
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**Total Time: 10 minutes**  
**Instructional Time: 8 minutes**  
**Independent Practice: 2 minutes**

**Unit 10**  
**Booster Lesson 13**  
**ASC**

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

# Make 10 + More Facts, 4

Addition/Subtraction Combinations

**Objective:** The student will be able to use pictorial representations and the Make 10 and 10 + More strategies to solve addition and subtraction facts.

**Instructional Content:**

Make 10 + more and related facts

**Vocabulary:**

**English**

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

**Spanish**

Sumar, más, suma, restar, menos, igual a, operación relacionada, familia de operaciones

**Materials:**

Teacher Master, pp. 54–56

## Modeled Practice

## Guided Practice

## Independent Practice

**Time:**

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

## Preview

Today we will practice a strategy for adding numbers up to 17.

We will use the **Make 10 strategy**. (*review  $7 + 3$ ,  $8 + 2$ ,  $9 + 1$ , etc.*)

We will use the **10 + More strategy**. (*review  $10 + 1$ ,  $10 + 2$ , etc.*)

Together, these strategies make the **Make 10 + More strategy**.

We will also use fact families to solve related subtraction facts.

Hoy vamos a practicar una estrategia para sumar números hasta 17.

Vamos a utilizar la estrategia **Haz 10**. (*review  $7 + 3$ ,  $8 + 2$ ,  $9 + 1$ , etc.*)

Vamos a utilizar la estrategia **10 suma más**. (*review  $10 + 1$ ,  $10 + 2$ , etc.*)

Juntas, estas estrategias forman la estrategia **Haz 10 suma más**.

También vamos a utilizar familias de operaciones para resolver operaciones relacionadas de resta.

## Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Review the Make 10 + More strategy, using the fact  $8 + 4$ .

$8 + 4 = \underline{\quad}$ . I can use the pictures to solve the fact.

There are 8 circles in the top ten frame and 4 circles in the bottom ten frame to show  $8 + 4$ .

2 of the bottom circles are dotted to remind me to make 10.

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

There is an 8 in this fact.

**Step 2: Make 10.** 8 plus what number equals 10? (*2*)

$8 + 4 = \underline{\quad}$ . Puedo utilizar los dibujos para resolver la operación.

Hay 8 círculos en el cuadro de diez de arriba y 4 círculos en el cuadro de diez de abajo para mostrar  $8 + 4$ .

2 de los círculos de abajo están punteados para recordarme hacer 10.

**Paso 1: Revisar la operación.** ¿Tiene un 7, 8 ó 9? (*sí*)

Hay un 8 en esta operación.

**Paso 2: Hago 10.** ¿8 más qué número es igual a 10? (*2*)



## Modeled Practice (continued)

**My Turn:** I cross out the 2 dotted circles from the group of 4 and add those circles to the group of 8. Draw them in the top ten frame. It is as if I moved them!

**Your Turn:** Make 10.

**Step 3:** 10 + more.

We have 10 in 1 frame, plus 2 remaining circles.

Start with 10 and count on. Ready? Count. 10, 11, 12.

What is  $10 + 2$ ? (12)

So,  $8 + 4 = 12$ .

How do you know?

**Mi turno:** Tacho los 2 círculos punteados del grupo de 4 y agrego esos círculos al grupo de 8. Dibújenlos en el cuadro de diez de arriba ¡Es como si los hubiera movido!

**Su turno:** Hagan 10.

**Paso 3:** 10 suma más.

Tenemos 10 en 1 cuadro, más 2 círculos que sobran.

Empiecen con 10 y cuenten hacia adelante. ¿Listos? Cuenten. 10, 11, 12.

¿Cuánto es  $10 + 2$ ? (12)

Entonces,  $8 + 4 = 12$ .

¿Cómo saben?

- 2** Direct students to the remaining facts to the right of the ten frames.

What are the 3 numbers, or members, of this fact family? (8, 4, 12)

Here we have the remaining facts belonging to this fact family.

We know that  $8 + 4 = 12$ .

So what is  $12 - 8$ ? (4)

Write it.

What about the next fact:  $12 - 4$ ? (8)

How do you know?

What is  $4 + 8$ ? (12)

Write it.

¿Cuáles son los 3 números o miembros de esta familia de operaciones? (8, 4 y 12)

Aquí tenemos las operaciones restantes que pertenecen a esta familia de operaciones.

Sabemos que  $8 + 4 = 12$ .

Entonces, ¿cuánto es  $12 - 8$ ? (4)

Escríbanlo.

¿Qué tal la siguiente operación:  $12 - 4$ ? (8)

¿Cómo saben?

¿Cuánto es  $4 + 8$ ? (12)

Escríbanlo.

## Guided Practice

### (Our Turn)



#### Error Diagnosis and Correction

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

- 3** Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice. Students who need extra support can use counters in the ten frames. Use the language in the following example, which goes through the problem  $9 + 6$ :

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

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

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

**Step 2: Make 10.**

**9 plus what equals 10?**

**Step 3: 10 + more.**

**How many remaining circles?**

**What is  $10 + 5$ ?**

**What is  $9 + 6$  then?**

**Why does  $10 + 5 = 9 + 6$ ?**

**What are the 3 numbers in this fact family?**

**What is the turnaround fact?**

**Write it.**

**Paso 1: Revisar la operación.**

**¿Tiene un 7, 8 ó 9?**

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

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

**Paso 2: Hacer 10.**

**¿9 más qué es igual a 10?**

**Paso 3: 10 suma más.**

**¿Cuántos círculos sobran?**

**¿Cuánto es  $10 + 5$ ?**

**Entonces, ¿cuánto es  $9 + 6$ ?**

**¿Porqué  $10 + 5 = 9 + 6$ ?**

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

**¿Cuál es la operación relacionada?**

**Escríbanla.**



#### Time:

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

## Independent Practice/ Progress Monitoring

### (Your Turn)

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

## Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to use the circles and the strategies we learned to solve the following facts. Write the answer for each problem.

Van a tener 1 minuto para utilizar los círculos y las estrategias que hemos aprendido para resolver las siguientes operaciones. Escriban la respuesta para cada problema.

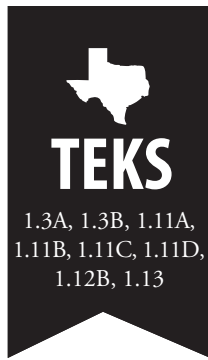
- ② **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- ③ Record their scores as the number correct / total number possible.



### Note to Teacher:

Score 1 point for each correctly written answer.





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

# Unit 10 Booster Lesson 14 WPS

**D  
A  
Y  
7**

## Practice Solving!

### Word Problem Solving

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

**Word Problem Type:** Join and separate, with change unknown

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

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

**Materials:** Teacher Master, pp. 57–66

### Guided Practice

UNIDAD Unit 10  
Booster Lesson 14  
WPS Day 7  
Guided Practice

Identifícalo. Haz un dibujo.

Guillermo tenía 5 gatos.

Mamá le dio algunos gatos más.

Ahora Guillermo tiene 10 gatos en total.

¿Cuántos gatos le dio Mamá a Guillermo?

Reflexiona el círculo que tenga la respuesta correcta al problema.

• Mamá le dio a Guillermo 11 gatos.  
 • Mamá le dio a Guillermo 5 gatos.  
 • Mamá le dio a Guillermo 17 gatos.

Escríbelo la oración numérica.

UNIDAD Unit 10  
Booster Lesson 14  
WPS Day 7  
Guided Practice

Identifícalo. Haz un dibujo.

Guillermo tenía 5 gatos.

Mamá le dio algunos gatos más.

Ahora Guillermo tiene 10 gatos en total.

¿Cuántos gatos le dio Mamá a Guillermo?

Reflexiona el círculo que tenga la respuesta correcta al problema.

• Mamá le dio a Guillermo 11 gatos.  
 • Mamá le dio a Guillermo 5 gatos.  
 • Mamá le dio a Guillermo 17 gatos.

Escríbelo la oración numérica.

$5 + 5 = 10$  gatos

### Independent Practice

UNIDAD Unit 10  
Booster Lesson 14  
WPS Day 7  
Independent Practice

Identifícalo. Haz un dibujo.

Había 5 bichos en un arbusto.

Algunos bichos se fueron volando.

Ahora hay 3 bichos en el arbusto.

¿Cuántos bichos se fueron volando?

Reflexiona el círculo que tenga la respuesta correcta al problema.

• 11 bichos se fueron volando.  
 • 11 bichos se fueron volando.  
 • 3 bichos se fueron volando.

Escríbelo la oración numérica.

UNIDAD Unit 10  
Booster Lesson 14  
WPS Day 7  
Independent Practice

Identifícalo. Haz un dibujo.

Había 5 bichos en un arbusto.

Algunos bichos se fueron volando.

Ahora hay 3 bichos en el arbusto.

¿Cuántos bichos se fueron volando?

Reflexiona el círculo que tenga la respuesta correcta al problema.

• 11 bichos se fueron volando.  
 • 11 bichos se fueron volando.  
 • 3 bichos se fueron volando.

Escríbelo la oración numérica.

$8 - 3 = 5$  bichos



**Time:**

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

## Preview

Today we will practice solving word problems by drawing a picture and writing a number sentence that shows the problem when a part of the problem is unknown.

Hoy vamos a practicar resolviendo problemas haciendo un dibujo y escribiendo una oración numérica que muestra el problema cuando una parte del problema es desconocida.

## Modeled Practice (My Turn, Your Turn)

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

## Guided Practice (Our Turn)

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

### Note to Teacher:

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

### Error Diagnosis and Correction

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

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.

Are we adding or taking away?

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.

¿Estamos agregando o quitando?

## Guided Practice (continued)

Write the number sentence.

What do we put in our number sentence to show “some?” (*a question mark*)

Check your work. Does this make sense?

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

Escriban la oración numérica.

¿Qué ponemos en nuestra oración numérica para mostrar “algunos”? (*un signo de interrogación*)

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

## Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

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

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

- 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.

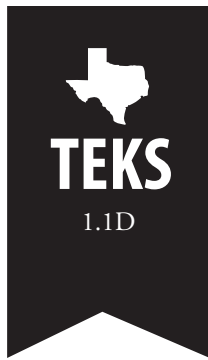


### Note to Teacher:

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







Total Time: 2 minutes

## Unit 10 Warm-Up

DAY  
8



### Warm-Up: Number Recognition

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

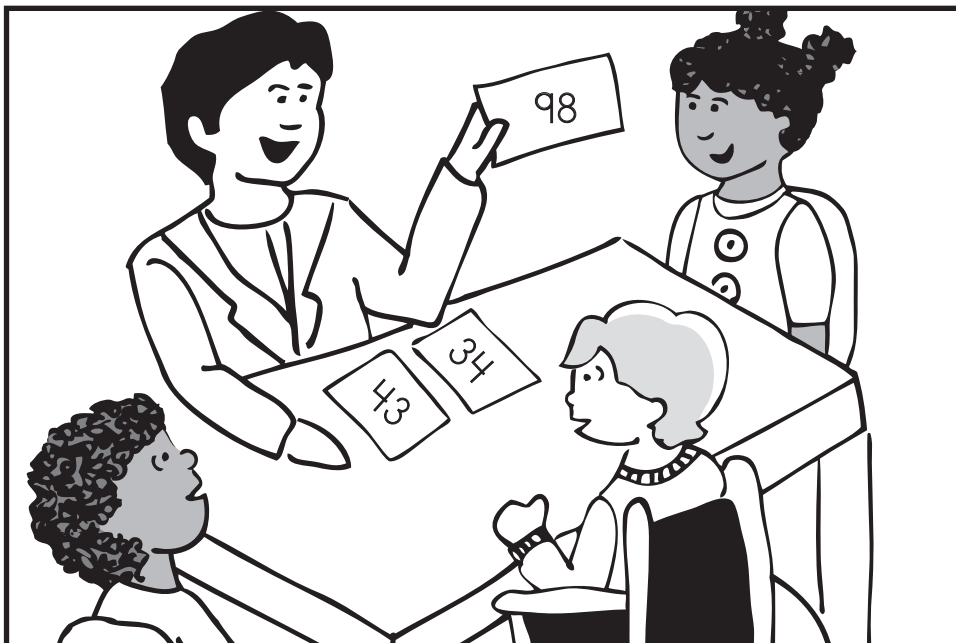


### Time:

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

### Materials:

Number cards (0–99)



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

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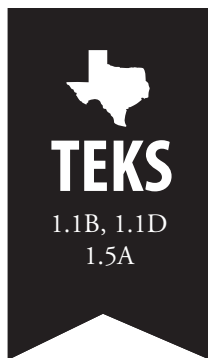
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**Total Time: 14 minutes**  
**Instructional Time: 14 minutes**  
**Independent Practice: 0 minutes**

**Unit 10**  
**Booster Lesson 15**  
**R10**

**D  
A  
Y  
8**

# Add It, Subtract It!

Relationships of 10

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

**Instructional Content:** 0–99

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

**Materials:** Teacher Master, pp. 67–69

## Modeled Practice

Unit 10  
 Booster Lesson 15  
 R10 Day 8  
 Modeled Practice  
 Add It, Subtract It

decenas unidades decenas unidades  
 6 5  
 - 3 2  
 -----  
 3 3

decenas unidades decenas unidades  
 1 4  
 + 6 4  
 -----  
 7 8

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## Guided Practice

Unit 10  
 Booster Lesson 15  
 R10 Day 8  
 Guided Practice  
 Add It, Subtract It

1 decenas unidades decenas unidades  
 6 7  
 + 3 2  
 -----  
 9 9

2 decenas unidades decenas unidades  
 6 8  
 - 2 3  
 -----  
 4 5

3 decenas unidades decenas unidades  
 8 5  
 - 6 2  
 -----  
 2 3

4 decenas unidades decenas unidades  
 6 0  
 + 3 0  
 -----  
 9 0

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**Time:**

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

**Preview**

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

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

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

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

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

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

**Error Diagnosis and Correction**

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

**What problem?** ( $65 - 32$ )

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

**How do we solve this subtraction problem?** (*by subtracting the ones and then subtracting the groups of 10*)

**We subtract 32 from 65 by first subtracting ones.** (*point to the ones column*)

**5 ones minus 2 ones. What kind of fact?** ( $-2$  fact;  $+2$  related) **Solve it. Start with the greater number, and then count back 2.** 5, 4, 3.

**We also cross out 2 units to show subtracting 2 ones.**

**How many ones are left?** (*3 ones*)

**¿Cuál es el problema?** ( $65 - 32$ )

**¿Suma o resta?** (*resta*)

**¿Cómo resolvemos este problema de resta?** (*restando las unidades y luego restando los grupos de 10*)

**Restamos 32 de 65 restando primero las unidades.** (*point to the ones column*)

**5 unidades menos 2 unidades.**

**¿Qué tipo de operación?** (*operación  $-2$ ; relacionada  $+2$* )

**Resuélvanla. Empiecen con el número mayor y luego cuenten hacia atrás 2.** 5, 4, 3.

**También tachamos 2 unidades para mostrar que estamos restando 2 unidades.**

**¿Cuántas unidades quedan?** (*3 unidades*)

## Modeled Practice (continued)

**My Turn:** There are 3 ones, so I write “3” in the ones answer place.

**Your Turn:** Write “3” in the ones answer place.

**Next subtract the tens.** 6 tens minus 3 tens.

**What kind of fact?** ( $-3$  fact;  $+3$  related) **Solve it. Start with the greater number, and then count back 3.** 6, 5, 4, 3.

**How many tens?** ( $3$  tens)

**My Turn:** There are 3 tens, so I write “3” in the tens answer place.

**Your Turn:** Write it.

**We cross out 3 rods to show subtracting 3 tens.**

**What is our answer?** ( $33$ )

**Let’s check by counting our rods and units. Ready? Count.** 10, 20, 30 **Switch!** 31, 32, 33.

**Mi turno:** Hay 3 unidades, entonces escribo “3” en el lugar de respuesta de las unidades.

**Su turno:** Escriban “3” en el lugar de respuesta de las unidades.

**Luego resten las decenas.** 6 decenas menos 3 decenas.

**¿Qué tipo de operación?** (*operación  $-3$ ; relacionada  $+3$* ) **Resuélvanla.** Empiecen con el número mayor y luego cuenten hacia atrás 3. 6, 5, 4, 3.

**¿Cuántas decenas?** ( $3$  decenas)

**Mi turno:** Hay 3 decenas, entonces escribo “3” en el lugar de respuesta de las decenas.

**Su turno:** Escribanlo.

**Tachamos 3 decenas para mostrar que estamos restando 3 decenas.**

**¿Cuál es nuestra respuesta?** ( $33$ )

**Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten.** 10, 20, 30 **¡Cambio!** 31, 32, 33.



### Note to Teacher:

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

- 2** Complete the second item together. Solve the problem as a group, writing the answer on the sheet. Check the answer by counting the pictorial rods and units.

**What problem?** ( $14 + 64$ )

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

**How do we solve this addition problem?** (*by adding the ones and then adding the groups of 10*)

**¿Cuál es el problema?** ( $14 + 64$ )

**¿Suma o resta?** (*suma*)

**¿Cómo resolvemos este problema de suma?** (*sumando las unidades y luego sumando los grupos de 10*)

## Modeled Practice (continued)

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

4 ones plus 4 ones. What kind of fact? (*doubles*) What answer? (8)

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

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

Next add the tens. 1 ten plus 6 tens.

What kind of fact? (+ 1 fact) Solve it. Start with the greater number, and then add 1. 6, 7.

How many tens? (7 tens)

My Turn: There are 7 tens, so I write “7” in the tens answer place.

Your Turn: Write it.

What is our answer? (78)

Let’s check by counting our rods and units. Ready? Count. 10, 20 ... 70 Switch! 71, 72 ... 78.

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

4 unidades más 4 unidades. ¿Qué tipo de operación? (*doubles*) ¿Cuál es la respuesta? (8)

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

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

Luego sumen las decenas. 1 decena más 6 decenas.

¿Qué tipo de operación? (*operación + 1*) Resuélvanla. Empiecen con el número mayor y luego sumen 1. 6, 7.

¿Cuántas decenas? (7 decenas)

Mi turno: Hay 7 decenas, entonces escribo “7” en el lugar de respuesta de las decenas.

Su turno: Escribanlo.

¿Cuál es nuestra respuesta? (78)

Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten. 10, 20 ... 70 ¡Cambio! 71, 72 ... 78.

## Guided Practice

### (Our Turn)

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

**Addition or subtraction?**

**How many ones? Write it.**

**How many tens? Write it.**

**How many altogether?**

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

**¿Suma o resta?**

**¿Cuántas unidades? Escribanlo.**

**¿Cuántas decenas? Escribanlo.**

**¿Cuánto en total?**

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

### Error Diagnosis and Correction

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

## 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 10**  
**Booster Lesson 16**  
**NS**

**D**  
**A**  
**Y**  
**8**

# Game: What Is Missing?

Number Sequences

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

**Instructional Content:**

50–99

**Vocabulary:**

**English**

Before, after, between, number, sequence

**Spanish**

Antes, después, entre, número, secuencia

**Materials:**

Teacher Master, pp. 70–71; number cards (T; 70–80); wipe board (T)

## Guided Practice

Unit 10 Booster Lesson 16 NS Day 2 Guided Practice What Is Missing?		
1	73	75
2		26 27
3	93	94
4		20 21
5		82 83
6	66	67
7	58	60
8		98 99

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## Independent Practice

Unit 10 Booster Lesson 16 NS Day 2 Independent Practice What Is Missing?		
1	92	94
2		87 88
3	78	79
4		60 61
5		58 59
6	73	74
7	29	31
8		51 52

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**Time:**

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

**Preview**

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

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

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

- 1 Distribute number cards between 70 and 80 to students. Write “\_\_\_ 71 72” on the wipe board.

Let’s play the game What is  
Missing?

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

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

My Turn: I count back. 72,  
71, 70.

Your Turn: Count back.

What is missing? (70)

Who has the missing  
number? Raise your hand.  
(*collect the number card 70 from  
the student*)

Count the sequence: 70, 71,  
72.

Whoever runs out of cards  
first wins the round!

Vamos a jugar el juego ¿Cuál  
falta?

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

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

Mi turno: Cuento hacia atrás.  
72, 71, 70.

Su turno: Cuenten hacia atrás.

¿Cuál falta? (70)

¿Quién tiene el número que  
falta? Levante su mano. (*collect  
the number card 70 from the  
student*)

Cuenten la secuencia: 70, 71,  
72.

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

**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.

## Guided Practice

### (Our Turn)

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

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

**Raise your hand!**

**Count the sequence.**

**¿Cuál es la secuencia?**

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

**¡Levanten su mano!**

**Cuenten la secuencia.**

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

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

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

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

**What is missing?**

**Write it.**

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

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

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

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

**¿Cuál falta?**

**Escríbanlo.**

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



**Error Diagnosis and Correction**

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

**Time:**

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

**Note to Teacher:**

Score 1 point for each correctly written missing number.

## Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

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