Bilingual

Intervention Manual

Unit 3

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

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

Mathematics Institute for Learning Disabilities and Difficulties

www.meadowscenter.org

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TEKS
1.5D

Total Time: 2 minutes

Unit 3
Warm-Up

DAY 1

Warm-Up: Look and Say

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

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

Materials: Fact cards (+ 0, + 1 and related, n – n)

My Notes:

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TEKS
1.3B, 1.5E

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

Unit 3
Booster Lesson 1
ASC

DAY 1

+ 2 Facts

Addition/Subtraction Combinations

Objective: **The student will be able to use pictorial representations when adding two numbers with sums to eleven when one addend is two.**

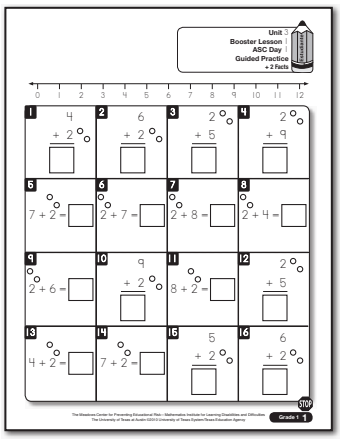
Instructional Content: + 2 facts to 11

Vocabulary:

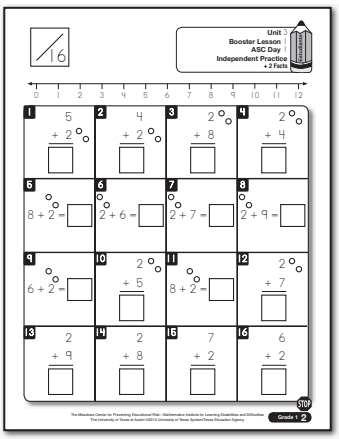
English	Spanish
Add, all, part, answer, plus, turnaround, count on, strategy, greater	Sumar, todo, parte, respuesta, más, relacionada, contar hacia adelante, estrategia, mayor

Materials: Teacher Master, pp. 1–2; number line (T); + 2 fact cards

Guided Practice



Independent Practice



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

Preview

Today we will learn strategies for + 2 facts.

What is a strategy? *(a plan to solve a problem)*

When we add, which way do we count on the number line? *(point to the number line; we count up on the number line)*

Hoy vamos a aprender estrategias para operaciones + 2.

¿Qué es una estrategia? *(un plan para resolver un problema)*

Cuando sumamos, ¿hacia dónde contamos en la recta numérica? *(point to the number line; contamos hacia adelante en la recta numérica)*

Modeled Practice
(My Turn, Your Turn)

Error Diagnosis and Correction
A student has difficulty counting on 2: point to the number line as you count.

Note to Teacher:
If your curriculum uses a different term for these types of facts, please use that term in place of "turnaround facts."

❶ Place the 5 + 2 fact card on the table.

This fact is 5 + 2. This is a + 2 fact.

My Turn: When I see a + 2 fact, I start with the greater number and count on 2.

Which number is greater, 5 or 2? *(5)*

Your Turn: Say the + 2 strategy. Put the greater number in your head and count on 2 more.

Count together. Ready? Count on. 5, 6, 7.

5 + 2 = 7. Say it with me. *(5 + 2 = 7)*

Esta operación es 5 + 2. Esta es una operación + 2.

Mi turno: Cuando veo una operación + 2, empiezo con el número mayor y cuento hacia adelante 2.

¿Cuál número es mayor, 5 ó 2? *(5)*

Su turno: Digan la estrategia + 2. Apréndanse el número mayor y cuenten hacia adelante 2 más.

Cuenten juntos. ¿Listos? Cuenten hacia adelante. 5, 6, 7.

5 +2 = 7. Díganlo conmigo. *(5 + 2 = 7)*

❷ Place the 2 + 5 fact card on the table.

We can turn the numbers around and still get the same answer.

Podemos intercambiar los números y como quiera obtener la misma respuesta.

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Modeled Practice
(continued)

If 5 + 2 = 7, what is 2 + 5? *(2 + 5 = 7)*

These are called turnaround facts.

What are they called? *(turnaround facts)*

Si 5 + 2 = 7, ¿cuánto es 2 + 5? *(2 + 5 = 7)*

A estas se les llama operaciones relacionadas.

¿Cómo se les llama? *(operaciones relacionadas)*

Guided Practice
(Our Turn)

❸ Using the Modeled Practice procedure, practice the + 2 strategy. Show students fact cards paired with their turnaround facts, tell students to state the strategy, and practice solving the fact. Use the following language:

What strategy?

Start with the greater number and count on 2.

What answer?

What do we call these 2 facts? *(turnaround facts)*

¿Qué estrategia?

Empiecen con el número mayor y cuenten hacia adelante 2.

¿Cuál es la respuesta?

¿Cómo les llamamos a estas 2 operaciones? *(operaciones relacionadas)*

Error Diagnosis and Correction

The student has difficulty stating the strategy: model locating the bigger number and a 2, stating "+ 2," and then taking the bigger number and counting on 2.

❹ Distribute a Guided Practice sheet to each student. Go through each item as a group and write the answer. Show students that the dots can be used as a scaffold to help them count on 2 from the greater number. Model where to write the answers to both vertical and horizontal facts.

There are 2 dots in these problems to remind us to look at the greater number and then count on 2.

Hay 2 puntos en estos problemas para recordarnos mirar el número mayor y luego contar hacia adelante 2.

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Time:

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

Independent Practice/ Progress Monitoring

(Your Turn)

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

You will have 1 minute to complete as many items as you can. Start at the top and go across each row.	**Van a tener 1 minuto para hacer todos los problemas que puedan. Empiecen en la parte de arriba y sigan en cada fila.**

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

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

Note to Teacher:

Score 1 point for each correctly written answer.

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TEKS

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

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

Unit 3
Booster Lesson 2
WPS

DAY 1

Join the Numbers!

Word Problem Solving

Objective: **The student will be able to draw a picture to show and solve word problems with sums to twelve.**

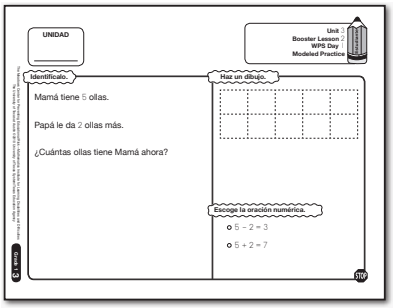
Word Problem Type: Joining, with result unknown

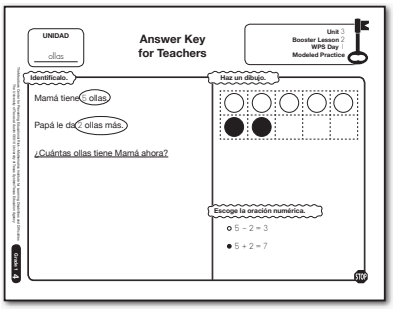
Vocabulary:

English	Spanish
Add, in all, part, strategy, altogether, Identify It strategy, ten frame, number sentence, symbol	Sumar, en total, parte, estrategia, en total, estrategia Identifícalo, cuadro de diez, oración numérica, símbolo

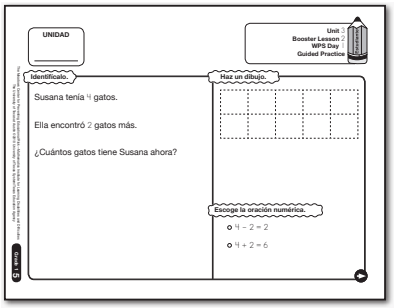
Materials: Teacher Master, pp. 3–10

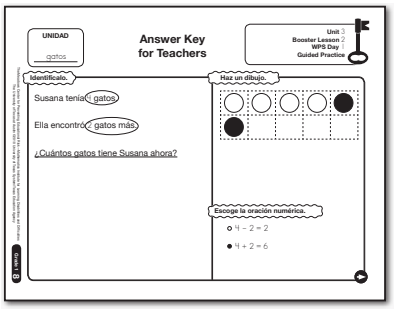
Modeled Practice


UNIDAD
Unit 3 Booster Lesson 2 WPS Day 1 Modeled Practice
Identifícalo.
Mamá tiene 5 ollas.
Papá le da 2 ollas más.
¿Cuántas ollas tiene Mamá ahora?
Haz un dibujo.
Escoge la oración numérica.
5 – 2 = 3
5 + 2 = 7


UNIDAD ollas
Answer Key for Teachers
Unit 3 Booster Lesson 2 WPS Day 1 Modeled Practice
Identifícalo.
Mamá tiene 5 ollas.
Papá le da 2 ollas más.
¿Cuántas ollas tiene Mamá ahora?
Haz un dibujo.
Escoge la oración numérica.
5 – 2 = 3
5 + 2 = 7

Guided Practice


UNIDAD
Unit 3 Booster Lesson 2 WPS Day 1 Guided Practice
Identifícalo.
Susana tenía 4 gatos.
Ella encontró 2 gatos más.
¿Cuántos gatos tiene Susana ahora?
Haz un dibujo.
Escoge la oración numérica.
4 – 2 = 2
4 + 2 = 6


UNIDAD gatos
Answer Key for Teachers
Unit 3 Booster Lesson 2 WPS Day 1 Guided Practice
Identifícalo.
Susana tenía 4 gatos.
Ella encontró 2 gatos más.
¿Cuántos gatos tiene Susana ahora?
Haz un dibujo.
Escoge la oración numérica.
4 – 2 = 2
4 + 2 = 6

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Time:

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

Preview

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

Today we will practice the Identify It strategy and solve word problems by drawing pictures.

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

Hoy vamos a practicar la estrategia Identifícalo y resolver problemas haciendo dibujos.

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.

The Identify It strategy helps us find important information in word problems.

Step 1 of the Identify It strategy is to underline the question and find the important unit. A unit is what the problem is all about.

Step 2 of the Identify It strategy is to circle important words and numbers.

Read the story together. Ready? Read. "Mom has 5 pots. Dad gives her 2 more pots. How many pots does Mom have now?"

My Turn: Step 1 of the Identify It strategy tells us to underline the question.

Your Turn: What is the question? *(how many pots does Mom have now?)*

La estrategia Identifícalo nos ayuda a encontrar información importante en problemas.

El paso 1 de la estrategia Identifícalo es subrayar la pregunta y encontrar la unidad importante. La unidad es de lo que trata el problema.

El paso 2 de la estrategia es circular palabras y números importantes.

Lean el cuento juntos. ¿Listos? Lean. "Mamá tiene 5 ollas. Papá le da 2 ollas más. ¿Cuántas ollas tiene Mamá ahora?"

Mi turno: El paso 1 de la estrategia Identifícalo nos dice que subrayemos la pregunta.

Su turno: ¿Cuál es la pregunta? *(¿cuántas ollas tiene Mamá ahora?)*

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Modeled Practice
(continued)

Underline it.	**Subráyenla.**
My Turn: Step 1 of the Identify It strategy also tells us to find the important unit. What unit are we talking about in this story? *(pots)*	**Mi turno: El paso 1 de la estrategia Identifícalo también nos pide que encontremos la unidad importante. ¿De qué unidad estamos hablando en este cuento?** (*ollas)*
I write "pots" in the unit box.	**Escribo "ollas" en la caja de la unidad.**
Your Turn: Write "pots" in the unit box.	**Su turno: Escriban "ollas" en la caja de la unidad.**
Step 2 of the Identify It strategy tells us to circle important words and numbers.	**El paso 2 de la estrategia Identifícalo nos dice que circulemos palabras y números importantes.**
What are the important words and numbers? *(5 pots, 2 more pots)*	**¿Cuáles son las palabras y números importantes?** *(5 ollas, 2 ollas)*
My Turn: I circle "5 pots" and "2 more pots."	**Mi turno: Circulo "5 ollas" y "2 ollas más".**
Your Turn: Circle them.	**Su turno: Circúlenlo.**

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

Let's show the problem by drawing a picture instead of using connecting cubes.	**Vamos a mostrar el problema haciendo un dibujo en lugar de usar cubos conectables.**
I draw my circles in a ten frame to keep them organized. *(point to the ten frame)*	**Dibujo mis círculos en un cuadro de diez para mantenerlos organizados.** *(point to the ten frame)*
Each ten frame has 10 boxes: 5 in the top row and 5 in the bottom row.	**Cada cuadro tiene 10 cajas: 5 en la fila de arriba y 5 en la fila de abajo.**

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Modeled Practice
(continued)

Error Diagnosis and Correction

A student has trouble counting on to find the answer: show a number line, put your finger on the bigger number, and tell the student to point and count on.

I fill the frame from left to right and top to bottom, in the same way that I read.

What is the first part we circled? *(5 pots)*

My Turn: I draw 5 circles in the top row to show Mom's pots. I draw 1 circle in each box.

Your Turn: Draw 5 circles in the top row. Make yours match mine.

5 is 1 part of the problem.

What is the next part we circled? *(2 pots)*

My Turn: I draw 2 more circles in the ten frame to show the 2 pots that Dad gave Mom.

Your Turn: Draw 2 circles.

2 is the other part of the problem.

Relleno el cuadro de izquierda a derecha y de arriba hacia abajo, de la misma manera como leo.

¿Cuál es la primera parte que circulamos? *(5 ollas)*

Mi turno: Dibujo 5 círculos en la fila de arriba para mostrar las ollas de Mamá. Dibujo 1 círculo en cada caja.

Su turno: Dibujen 5 círculos en la fila de arriba. Háganlos iguales a los míos.

5 es 1 parte del problema.

¿Cuál es la siguiente parte que circulamos? *(2 ollas)*

Mi turno: Dibujo 2 círculos más en el cuadro de diez para mostrar las 2 ollas que Papá le dio a Mamá.

Su turno: Dibujen 2 círculos.

2 es la otra parte del problema.

❸ Review the question and count the parts with the students to solve the problem.

We want to find out how many pots Mom has now.

Mom had 5 pots. Dad gave her 2 more pots.

Which part is greater? *(5)*

Start with 5 and count on 2 more.

Ready? Count on. 5, 6, 7.

How many pots does Mom have now? *(7 pots)*

How do we know?

Queremos saber cuántas ollas tiene Mamá ahora.

Mamá tenía 5 ollas. Papá le dio 2 ollas más.

¿Cuál parte es más grande? *(5)*

Empiecen en 5 y cuenten hacia adelante 2 más.

¿Listos? Cuenten. 5, 6, 7.

¿Cuántas ollas tiene Mamá ahora? *(7 ollas)*

¿Cómo sabemos?

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Guided Practice
(Our Turn)

4 Choose the correct number sentence for the word problem and fill in the circle beside it.

This is a number sentence. *(point to the number sentences)*

A number sentence shows a math problem using numbers and symbols.

We will choose a number sentence that shows how we solved the word problem.

We started with 5 and added 2. Which number sentence shows this? *(5 + 2 = 7)*

My Turn: I fill in the circle beside "5 + 2 = 7."

Your Turn: Fill in the circle.

Esta es una oración numérica. *(point to the number sentence)*

Una oración numérica muestra el problema de matemáticas utilizando números y símbolos.

Vamos a escoger la oración numérica que muestra cómo resolvimos el problema.

Empezamos con 5 y sumamos 2. ¿Cuál oración numérica muestra esto? *(5 + 2 = 7)*

Mi turno: Relleno el círculo junto a "5 + 2 = 7".

Su turno: Rellenen el círculo.

5 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud and draw the story using circles in the ten frames. 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.

How many in all? Let's count.

Which number sentence? Fill in the circle.

Lean el cuento juntos. ¿Listos? Lean.

¿Cuál nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

¿Cuántos en total? Vamos a contar.

¿Cuál es la oración numérica? Rellenen el círculo.

Note to Teacher:

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

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Independent Practice/ Progress Monitoring
(Your Turn)

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

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TEKS
1.1D

Total Time: 2 minutes

Unit 3
Warm-Up

DAY 2

Warm-Up: Number Writing

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

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

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

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My Notes:

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TEKS
1.1A, 1.1B, 1.1C, 1.1D, 1.5A

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

Unit 3
Booster Lesson 3
R10

DAY 2

Tens!

Relationships of 10

Objective: **The student will be able to group concrete and pictorial objects into groups of ten, count groups of ten, and write the number that represents how many objects there are altogether.**

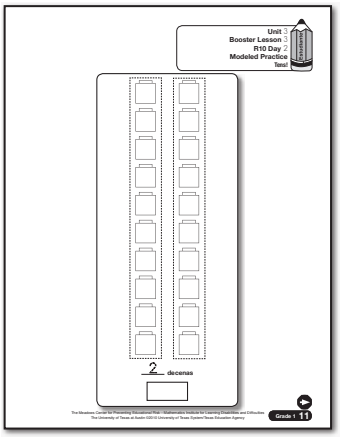
Instructional Content: 0–50

Vocabulary:

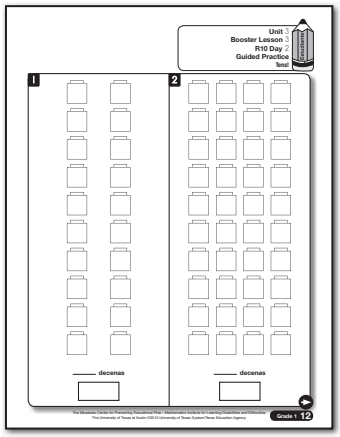
English	Spanish
Groups, altogether	Grupos, en total

Materials: Teacher Master, pp. 11–15; connecting cubes (T&S; 20 each)

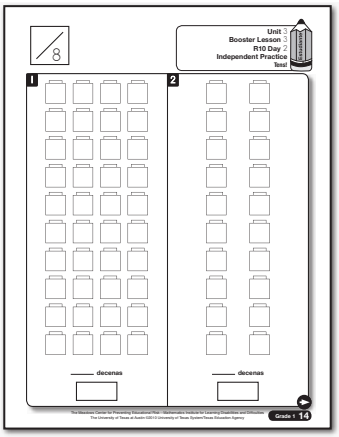
Modeled Practice



Guided Practice



Independent Practice



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

Preview

What is a good number to group and count objects by? *(10)*

Today we will group objects into groups of 10 and count them.

¿Cuál es un buen número para agrupar y contar objetos? *(10)*

Hoy vamos a agrupar objetos en grupos de 10 y contarlos.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute 20 connecting cubes to each student.

We will make groups of 10 cubes and count them. When we group the cubes, we will connect them.

My Turn: I make a group of 10 cubes. 1, 2 … 10.

Your Turn: Make a group of 10 cubes.

My Turn: I make another group of 10 cubes. 1, 2 … 10.

Your Turn: Make it.

All the cubes are grouped. How many groups of 10? *(2 groups of 10)*

How many altogether? Count by tens. Ready? Count. 10, 20.

How many altogether? *(20)*

Vamos a hacer grupos de 10 cubos y contarlos. Al agrupar los cubos los vamos a conectar.

Mi turno: Hago un grupo de 10 cubos. 1, 2 … 10.

Su turno: Hagan un grupo de 10 cubos.

Mi turno: Hago otro grupo de 10 cubos. 1, 2 … 10.

Su turno: Háganlo.

Todos los cubos están agrupados. ¿Cuántos grupos de 10? *(2 grupos de 10)*

¿Cuántos en total? Cuenten de diez en diez. ¿Listos? Cuenten. 10, 20.

¿Cuántos en total? *(20)*

❷ Distribute a Modeled Practice sheet to each student.

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Modeled Practice
(continued)

We will count groups of cubes a different way, using pictures of cubes. We will circle groups of 10 cubes and count by tens to find how many altogether.

My Turn: I circle a group of 10. 1, 2 … 10.

Your Turn: Circle it.

My Turn: I circle a group of 10. 1, 2 … 10.

Your Turn: Circle it.

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

My Turn: I write "2."

Your Turn: Write "2."

How many altogether? Ready? Count by tens. 10, 20.

How many altogether? *(20)*

My Turn: I write "20."

Your Turn: Write "20."

Vamos a contar grupos de cubos de una manera diferente utilizando dibujos de cubos. Vamos a circular grupos de 10 cubos y contarlos de diez en diez para saber cuántos hay en total.

Mi turno: Circulo un grupo de 10. 1, 2 … 10.

Su turno: Circúlenlo.

Mi turno: Circulo un grupo de 10. 1, 2 … 10.

Su turno: Circúlenlo.

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

Mi turno: Escribo "2".

Su turno: Escriban "2".

¿Cuánto en total? ¿Listos? Cuenten de diez en diez. 10, 20.

¿Cuántos en total? *(20)*

Mi turno: Escribo "20".

Su turno: Escriban "20".

Guided Practice
(Our Turn)

❸ Using the Modeled Practice procedure, continue to make groups of 10 cubes, state how many groups, and count by tens to find how many in all. Use the following language:

Make a group of 10.

How many groups of 10 in all?

How many cubes in all? Count by tens.

Hagan un grupo de 10.

¿Cuántos grupos de 10 en total?

¿Cuántos cubos en total? Cuenten de diez en diez.

Error Diagnosis and Correction

A student has difficulty circling groups of 10: tell the student to count out loud and cross out each object before circling a group.

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Guided Practice
(continued)

❹ Distribute the Guided Practice sheets to students. Using the Modeled Practice procedure, tell students to circle groups of 10 cubes for each item, count the groups of 10 for each item, write how many groups of 10, count by tens to find how many altogether, and write how many altogether in the box. Obtain both choral and individual responses. Use the following language:

How many cubes are there?	**¿Cuántos cubos hay?**
Circle groups of 10 to count quickly.	**Circulen grupos de 10 para contarlos rápidamente.**
Ready? Count. 1, 2 … 10. Circle it.	**¿Listos? Cuenten. 1, 2 … 10. Circúlenlo.**
How many groups of 10? Ready? Count. Write it.	**¿Cuántos grupos de 10? ¿Listos? Cuenten. Escríbanlo.**
How many cubes altogether? Count by tens. Ready? Count. Write it.	**¿Cuántos grupos en total? Cuenten de diez en diez. ¿Listos? Cuenten. Escríbanlo.**

Error Diagnosis and Correction

A student has difficulty counting groups of 10: tell the student to count out loud and cross out each circled group.

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **For 1 minute:** Distribute the Independent Practice sheets and tell students to complete as many items as possible.

You will have 1 minute to circle groups of 10 cubes, write how many groups of 10 you circled, and write how many cubes altogether.	**Van a tener 1 minuto para circular grupos de 10 cubos, escribir cuántos grupos de 10 circularon y escribir cuántos cubos en total.**

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

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

Time:

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

Note to Teacher:

Score 1 point for each correctly written number of groups and 1 point for each correctly written number altogether.

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TEKS
1.1A, 1.1B

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

Unit 3
Booster Lesson 4
MC

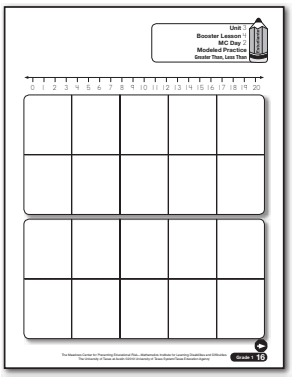
DAY 2

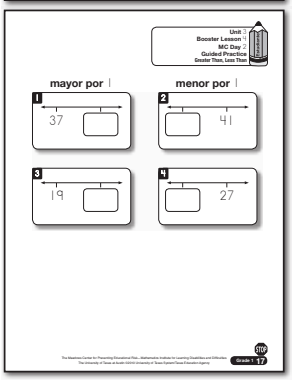
Greater Than, Less Than

Magnitude Comparison

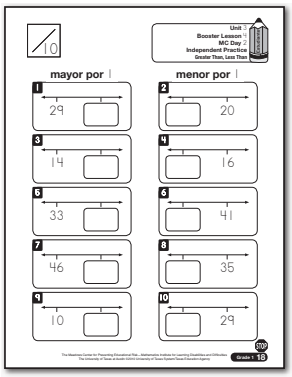
Objective:	**The student will be able to identify and create concrete representations of numbers that are one greater or one less than a specific number.**
Instructional Content:	0–50
Vocabulary:	**English**: Greater than, less than, ten frame **Spanish**: Mayor que, menor que, cuadro de diez
Materials:	Teacher Master, pp. 16–18; wipe board (T); counters (T&S; 20 each)

Guided Practice





Independent Practice



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

Preview

Today we will make numbers 1 greater and 1 less.

If a number is greater than another number, it is more, or bigger.

If a number is less than another number, it is smaller.

Hoy vamos a hacer números mayores por 1 y menores por 1.

Cuando un número es mayor que otro número, es más o más grande.

Cuando un número es menor que otro número es más pequeño.

Modeled Practice
(My Turn, Your Turn)

1. Distribute a Modeled Practice sheet and counters to each student. Write "10" on the wipe board. Put 10 counters in the top frame on the Modeled Practice sheet, 1 counter in each square.

What number? *(10)*

My Turn: I make "10" with my counters. I put 1 counter in each square. Ready? Count. 1, 2 … 10.

Your Turn: Make 10.

We will make a number that is 1 greater than 10. How can we do this? *(put 1 more counter on the frame)*

My Turn: I put 1 more counter on the frame. Because the first frame is full, I put it in the second frame.

Your Turn: Put 1 more counter on the frame.

What number is 1 greater than 10? Start with 10. Ready? Count on. 10, 11.

What number? *(11)*

11 is 1 greater than 10.

¿Qué número? *(10)*

Mi turno: Hago "10" con mis contadores. Pongo 1 contador en cada cuadro. ¿Listos? Cuenten. 1, 2 … 10.

Su turno: Hagan 10.

Vamos a hacer el número que es mayor que 10 por 1. ¿Cómo podemos hacer esto? *(poniendo 1 contador más en el cuadro)*

Mi turno: Pongo 1 contador más en el cuadro. Como el primer cuadro está lleno, lo pongo en el segundo cuadro.

Su turno: Pongan 1 contador más en el cuadro.

¿Qué número es mayor que 10 por 1? Empiecen en 10. ¿Listos? Cuenten hacia adelante. 10, 11.

¿Qué número? *(11)*

11 es mayor que 10 por 1.

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Modeled Practice
(continued)

When a number is 1 greater, it is the next number on the number line. *(put a finger on 10 on the number line)*

10, 11.

Cuando un número es mayor por 1, es el número que sigue en la recta numérica. *(put a finger on 10 on the number line)*

10, 11.

❷ Erase "10" and write "11" on the wipe board. Leave the 11 counters on the ten frames.

How many counters do we have on our frames? *(11)*

Now we will make a number that is 1 less than 11.

How can we do this? *(take 1 counter off the frame)*

My Turn: I take off 1 counter.

Your Turn: Take off 1 counter.

What number is 1 less than 11? Ready? Count. 1, 2 … 10.

What number? *(10)*

10 is 1 less than 11.

When a number is 1 less, it is the number before on the number line. *(put a finger on 11 on the number line)*

11, 10.

Cuántos contadores tenemos en nuestros cuadros? *(11)*

Ahora vamos a hacer el número que es menor que 11 por 1.

¿Cómo podemos hacer esto? *(quitando 1 contador del cuadro)*

Mi turno: Quito 1 contador.

Su turno: Quiten 1 contador.

¿Qué número es menor que 11 por 1? ¿Listos? Cuenten. 1, 2 … 10.

¿Qué número? *(10)*

10 es menor que 11 por 1.

Cuando un número es menor por 1, es el número que está antes en la recta numérica. *(put a finger on 11 on the number line)*

11, 10.

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Guided Practice
(Our Turn)

Error Diagnosis and Correction

A student has difficulty counting counters: point and count aloud with the student, touching each counter as you count.

❸ Using the Modeled Practice procedure and sheet, write numbers between 1 and 20 on the wipe board and make the numbers in the ten frames, using counters. Make and count numbers that are 1 greater and 1 less. Spend an equal amount of time practicing "greater than" and "less than." Obtain individual and choral responses. Use the following language:

What number? Make it on your frames.	**¿Qué número? Háganlo en sus cuadros.**
Make the number that is 1 greater/1 less.	**Hagan el número que es mayor por 1/menor por 1.**
What number? Ready? Count.	**¿Qué número? ¿Listos? Cuenten.**
What number is 1 greater/1 less?	**¿Qué número es mayor por 1/ menor por 1?**

❹ Distribute a Guided Practice sheet to each student. Students are to first write numbers that are 1 greater or 1 less than the target number.

Time:

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

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **For 1 minute:** Distribute an Independent Practice sheet to each student. For the items on the left, tell students to write the number that is 1 greater; for the items on the right, tell them to write the number that is 1 less.

Write the number that is 1 greater or 1 less.	**Escriban el número que es mayor por 1 ó menor por 1.**

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

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

Note to Teacher:

Score 1 point for each correctly written number.

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TEKS
1.5D

Total Time: 2 minutes

Unit 3
Warm-Up

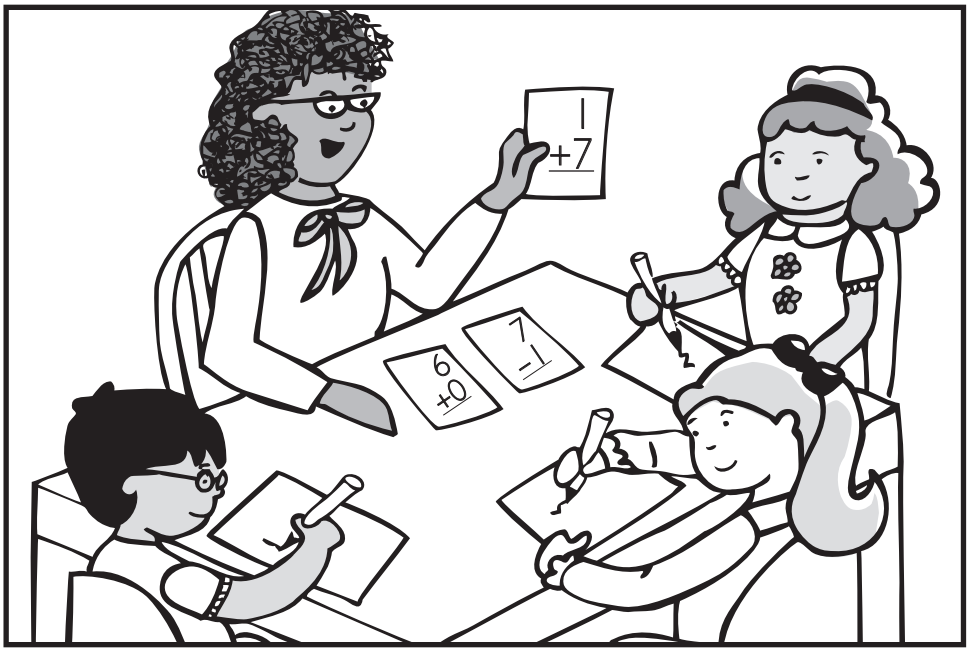
DAY 3

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 (+ 0, + 1 and related, n – n), wipe boards for students



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My Notes:

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TEKS
1.3B, 1.5E

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

Unit 3
Booster Lesson 5
ASC

DAY 3

– 2 Facts

Addition/Subtraction Combinations

Objective: **The student will be able to use concrete and pictorial representations to solve subtraction problems by counting back two.**

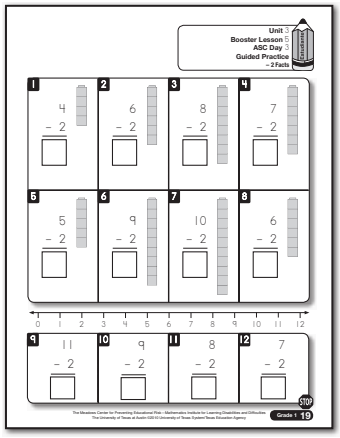
Instructional Content: – 2 facts from 11

Vocabulary:

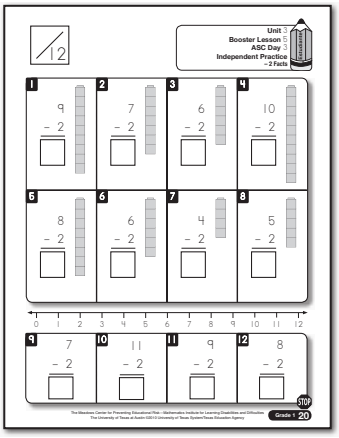
English	Spanish
Take away, left, part, answer, minus, whole, less than, count back	Quitar, quedan, parte, respuesta, menos, entero, menor que, contar hacia atrás

Materials: Teacher Master, pp. 19–20; number line (T); – 2 fact cards; connecting cubes (T&S; 11)

Guided Practice



Independent Practice



Time:

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

Preview

Today we will learn a strategy for subtracting 2 from a number.

When you see a subtraction sign in a math problem, you take away.

When we subtract, we count back toward 0 on the number line. *(point to the number line)*

Hoy vamos a aprender una estrategia para restar 2 de un número.

Cuando vean un signo de menos en un problema de matemáticas, van a quitar.

Cuando restamos, contamos hacia atrás hacia el 0 en la recta numérica. *(point to number line)*

Modeled Practice
(My Turn, Your Turn)

❶ Place the 9 – 2 fact card on the table.

What fact? *(9 – 2)*

How many should I take away from 9? *(2)*

¿Cuál es la operación? *(9 – 2)*

¿Cuántos debo quitarle a 9? *(2)*

❷ Distribute 9 connecting cubes to each student.

My Turn: I can show the fact with my cubes. I connect 9 cubes.

Your Turn: Connect 9 cubes.

How many cubes do we take away? *(2 cubes)*

My Turn: I take away 2 cubes.

Your Turn: Take away 2 cubes.

How many cubes are left? *(7 cubes)*

Mi turno: Puedo mostrar la operación con nuestros cubos. Conecto 9 cubos.

Su turno: Conecten 9 cubos.

¿Cuántos cubos vamos a quitar? *(2 cubos)*

Mi turno: Quito 2 cubos.

Su turno: Quiten 2 cubos.

¿Cuántos cubos quedan? *(7 cubos)*

Error Diagnosis and Correction

A student has difficulty finding a number on the number line: point to the number and say, "What number?"

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Modeled Practice
(continued)

❸ Place a number line on the table. When using the number line, point to the number 9 and tap the numbers 8 and 7 as you count back.

Look at the number line. I start at 9 and count back 2: 9, 8, 7.

9 – 2 = 7

Your Turn: Say the fact. *(9 – 2 = 7)*

Miren la recta numérica. Empiezo en 9 y cuento hacia atrás 2: 9, 8, 7.

9 – 2 = 7

Su turno: Digan la operación. *(9 – 2 = 7)*

❹ Model how to tap on the fact card to assist in counting back. Say the greater number, and then tap the card twice as you count back.

When you see a fact with – 2 in it, think of a number line and count back. For the – 2 strategy, I start with the bigger number and count back 2.

I can tap on the card 2 times to help me count back 2: 9, 8, 7.

9 – 2 = 7

Your Turn: Count back 2 from 9: 9, 8, 7.

Say the fact. *(9 – 2 = 7)*

Say the – 2 strategy. *(start with the bigger number and count back 2)*

Cuando vean una operación con – 2, piensen en la recta numérica y cuenten hacia atrás. Para la estrategia – 2, empiezo con el número más grande y cuento hacia atrás 2.

Puedo tocar la tarjeta 2 veces para ayudarme a contar hacia atrás 2: 9, 8, 7.

9 – 2 = 7

Su turno: Cuenten hacia atrás 2 empezando en 9: 9, 8, 7.

Digan la operación. *(9 – 2 = 7)*

Digan la estrategia – 2. *(empiezo con el número más grande y cuento hacia atrás 2)*

Error Diagnosis and Correction

A student has difficulty counting back: say, "When we subtract, we count back toward 0"; show the number line.

Guided Practice
(Our Turn)

❺ Distribute the remaining 2 connecting cubes to each student. Using the Modeled Practice procedure, practice the – 2 strategy with connecting cubes. Show students fact cards, and tell students to state the strategy and then to practice solving the fact, using the connecting cubes. Use the following language:

What strategy?	**¿Qué estrategia?**
Take away; count back.	**Quiten; cuenten hacia atrás.**
What answer?	**¿Cuál es la respuesta?**
What is 2 less than [number]?	**¿Cuánto es 2 menos que [número]?**

❻ Distribute a Guided Practice sheet to each student. Go through each item as a group and write the answer.

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

You will have 1 minute to complete as many items as you can. Start at the top and go across each row.	**Van a tener 1 minuto para hacer todos los problemas que puedan. Empiecen en la parte de arriba y sigan en cada fila.**

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

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

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

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TEKS

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

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

Unit 3
Booster Lesson 6
WPS

DAY 3

Join the Numbers, 2

Word Problem Solving

Objective: **The student will be able to draw a picture to show and solve word problems with sums to twelve.**

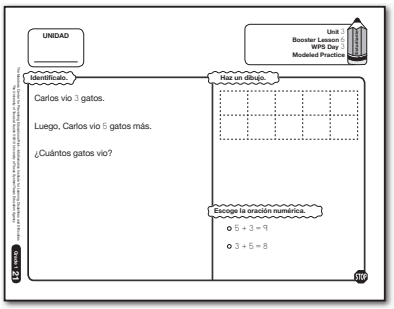
Word Problem Type: Joining, with result unknown

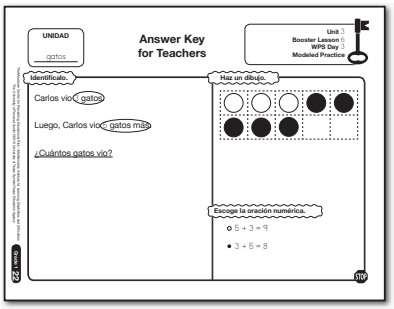
Vocabulary:

English	Spanish
Add, in all, part, strategy, altogether, Identify It strategy, ten frame, number sentence, symbol	Sumar, en total, parte, estrategia, en total, estrategia Identifícalo, cuadro de diez, oración numérica, símbolo

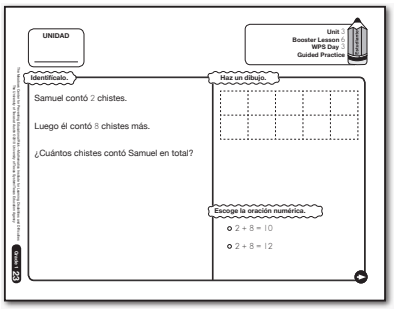
Materials: Teacher Master, pp. 21–28

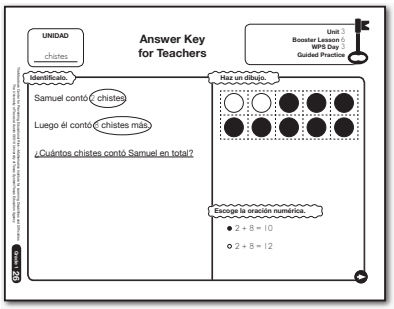
Modeled Practice


UNIDAD
Unit 3 Booster Lesson 6 WPS Day 3 Modeled Practice
Identifícalo.
Carlos vio 3 gatos.
Luego, Carlos vio 5 gatos más.
¿Cuántos gatos vio?
Haz un dibujo.
Escoge la oración numérica.
5 + 3 = 9
3 + 5 = 8
STOP


UNIDAD
Answer Key for Teachers
Unit 3 Booster Lesson 6 WPS Day 3 Modeled Practice
Identifícalo.
Carlos vio 3 gatos.
Luego, Carlos vio 5 gatos más.
¿Cuántos gatos vio?
Haz un dibujo.
Escoge la oración numérica.
5 + 3 = 9
3 + 5 = 8
STOP

Guided Practice


UNIDAD
Unit 3 Booster Lesson 6 WPS Day 3 Guided Practice
Identifícalo.
Samuel contó 2 chistes.
Luego él contó 8 chistes más.
¿Cuántos chistes contó Samuel en total?
Haz un dibujo.
Escoge la oración numérica.
2 + 8 = 10
2 + 8 = 12


UNIDAD
Answer Key for Teachers
Unit 3 Booster Lesson 6 WPS Day 3 Guided Practice
Identifícalo.
Samuel contó 2 chistes.
Luego él contó 8 chistes más.
¿Cuántos chistes contó Samuel en total?
Haz un dibujo.
Escoge la oración numérica.
2 + 8 = 10
2 + 8 = 12

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

Preview

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

Today we will practice the Identify It strategy and solve word problems by drawing pictures.

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

Hoy vamos a practicar la estrategia Identifícalo y resolver problemas haciendo dibujos.

Modeled Practice
(My Turn, Your Turn)

❶ 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.

The Identify It strategy helps us find important information in word problems.

Step 1 of the Identify It strategy is to underline the question and find the important unit.

Step 2 of the Identify It strategy is to circle important words and numbers.

Read the story together. Ready? Read. "Ken saw 3 cats. Then Ken saw 5 more cats. How many cats did he see?"

My Turn: Step 1 of the Identify It strategy tells us to underline the question.

Your Turn: What is the question? *(how many cats did he see?)*

La estrategia Identifícalo nos ayuda a encontrar información importante en problemas.

El paso 1 de la estrategia Identifícalo es subrayar la pregunta y encontrar la unidad importante.

El paso 2 de la estrategia es circular palabras y números importantes.

Lean el cuento juntos. ¿Listos? Lean. "Carlos vio 3 gatos. Luego, Carlos vio 5 gatos más. ¿Cuántos gatos vio?"

Mi turno: El paso 1 de la estrategia Identifícalo nos dice que subrayemos la pregunta.

Su turno: ¿Cuál es la pregunta? *(¿cuántos gatos vio?)*

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Modeled Practice
(continued)

Underline it.

My Turn: Step 1 of the Identify It strategy also tells us to find the important unit. What unit are we talking about in this story? *(cats)*

I write the word "cats" in the unit box.

Your Turn: Write "cats" in the unit box.

Step 2 of the Identify It strategy tells us to circle important words and numbers.

What are the important words and numbers? *(3 cats, 5 more cats)*

My Turn: I circle "3 cats" and "5 more cats."

Your Turn: Circle them.

Subráyenla.

Mi turno: El paso 1 también nos pide que encontremos la unidad importante. ¿De qué unidad estamos hablando en este cuento? *(gatos)*

Escribo la palabra "gatos" en la caja de la unidad.

Su turno: Escriban "gatos" en la caja de la unidad.

El paso 2 de la estrategia Identifícalo nos dice que circulemos palabras y números importantes.

¿Cuáles son las palabras y números importantes? *(3 gatos, 5 gatos más)*

Mi turno: Circulo "3 gatos" y "5 gatos más".

Su turno: Circúlenlos.

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

Let's show the problem by drawing a picture.

I draw my circles in a ten frame to keep them organized. *(point to the ten frame)*

Draw 1 circle in each box.

What is the first part we circled? *(3 cats)*

My Turn: I draw 3 circles in the top row to show 3 cats.

Vamos a mostrar el problema haciendo un dibujo.

Dibujo mis círculos en un cuadro de diez para mantenerlos organizados. *(point to the ten frame)*

Dibujo 1 círculo en cada caja.

¿Cuál es la primera parte que circulamos? *(3 gatos)*

Mi turno: Dibujo 3 círculos en la fila de arriba para mostrar 3 gatos.

Error Diagnosis and Correction

A student has trouble counting on to find the answer: show a number line, put your finger on the bigger number, and tell the student to point and count on.

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Modeled Practice
(continued)

Your Turn: Draw 3 circles in the top row. Make yours match mine.

3 is 1 part of the problem.

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

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

Your Turn: Draw 5 circles.

5 is the second part of the problem.

Su turno: Dibujen 3 círculos en la fila de arriba. Háganlos iguales a los míos.

3 es 1 parte del problema.

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

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

Su turno: Dibujen 5 círculos.

5 es la segunda parte del problema.

❸ Review the question and count the parts with the students to solve the problem.

We want to find out how many cats he saw.

Ken saw 3 cats. Then Ken saw 5 more cats.

Which part is greater? *(5)*

Start with 5 and count on 3 more.

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

How many cats did he see? *(8 cats)*

Queremos saber cuántos gatos vio.

Carlos vio 3 gatos. Luego, Carlos vio 5 gatos más.

¿Cuál parte es más grande? *(5)*

Empiecen en 5 y cuenten hacia adelante 3 más.

¿Listos? Cuenten hacia adelante. 5, 6, 7, 8.

¿Cuántos gatos vio? *(8 gatos)*

❹ Choose the correct number sentence for the word problem and fill in the circle beside it.

A number sentence shows a math problem, using numbers and symbols.

Una oración numérica muestra un problema de matemáticas utilizando números y símbolos.

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Modeled Practice
(continued)

Now we will choose a number sentence that shows how we solved the word problem.

We started with 3 and added 5. Which number sentence shows this? *(3 + 5 = 8)*

My Turn: I fill in the circle beside "3 + 5 = 8."

Your Turn: Fill in the circle.

Ahora vamos a escoger la oración numérica que muestra cómo resolvimos el problema.

Empezamos con 3 y sumamos 5. ¿Cuál oración numérica muestra esto? *(3 + 5 = 8)*

Mi turno: Relleno el círculo junto a "3 + 5 = 8".

Su turno: Rellenen el círculo.

Guided Practice
(Our Turn)

5 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud and draw the story, using circles in the ten frames. 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.

How many in all? Let's count.

Which number sentence? Fill in the circle.

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.

¿Cuántos en total? Vamos a contar.

¿Cuál es la oración numérica? Rellenen el círculo.

Note to Teacher:

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

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Independent Practice/ Progress Monitoring
(Your Turn)

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

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TEKS
1.1D

Total Time: 2 minutes

Unit 3
Warm-Up

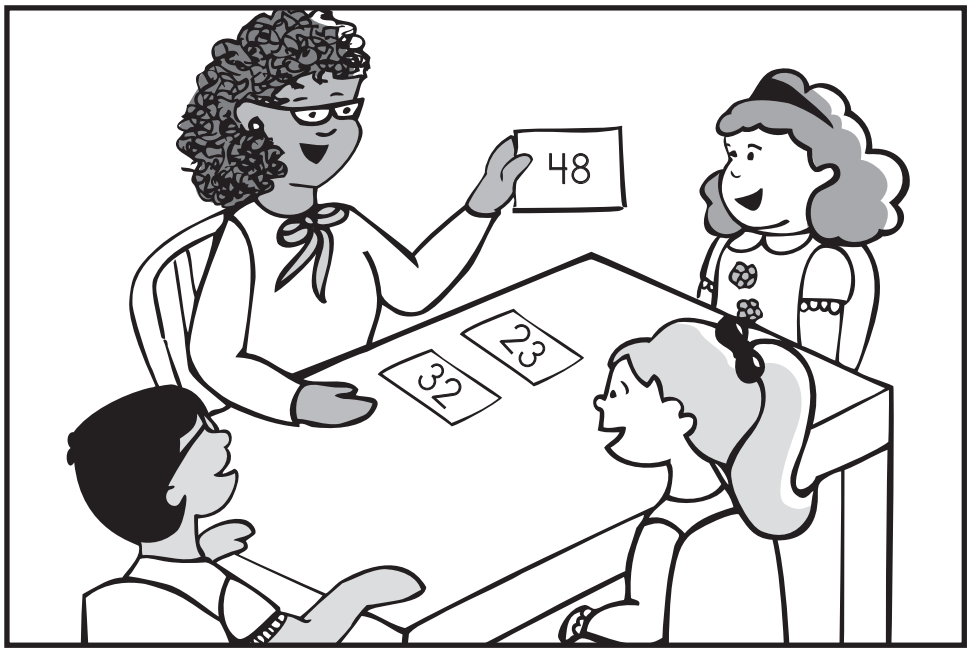
DAY 4

Warm-Up: Number Recognition

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

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

Materials: Number cards (0–50)



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My Notes:

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TEKS
1.1B, 1.1C, 1.1D, 1.5A

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

Unit 3
Booster Lesson 7
R10

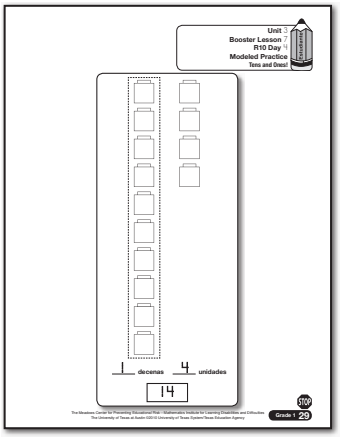
DAY 4

Tens and Ones!

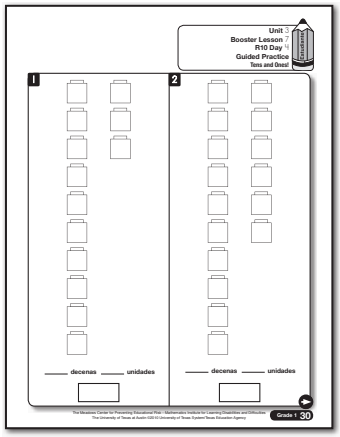
Relationships of 10

Objective:	**The student will be able to group concrete and pictorial objects into groups of ten and ungrouped ones, count groups of tens and ones, and write the number that represents how many objects there are altogether.**
Instructional Content:	0–50
Vocabulary:	**English**: Groups, altogether **Spanish**: Grupos, en total
Materials:	Teacher Master, pp. 29–33; connecting cubes (T&S; 30 each); wipe board (T)

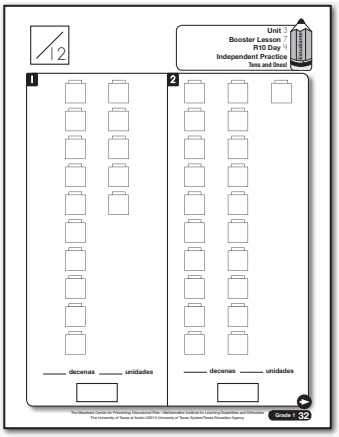
Modeled Practice



Guided Practice



Independent Practice



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

Preview

What is a good number to group and count by? *(10)*

We learned to count quickly by tens. Today we will learn to count by tens and ones.

¿Cuál es un buen número para agrupar y contar? *(10)*

Hemos aprendido a contar rápido de diez en diez. Hoy vamos a aprender a contar de diez en diez y de uno en uno.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute 23 connecting cubes to each student. Write " ___ Tens ___ Ones" on the wipe board.

We will make groups of 10 cubes and count them.

When we group the cubes, we will connect them.

My Turn: I make a group of 10 cubes. 1, 2 … 10.

Your Turn: Make a group of 10 cubes.

My Turn: I make another group of 10 cubes. 1, 2 … 10.

Your Turn: Make it.

Do we have enough cubes to make another group of 10? *(no)*

No, but some cubes were not grouped.

How many are not grouped? Count. 1, 2, 3.

We have 2 groups of 10 and 3 cubes that are not grouped, or left over.

Vamos a hacer grupos de 10 cubos y contarlos.

Al agrupar los cubos los vamos a conectar.

Mi turno: Hago un grupo de 10 cubos. 1, 2 … 10.

Su turno: Hagan un grupo de 10 cubos.

Mi turno: Hago otro grupo de 10 cubos. 1, 2 … 10.

Su turno: Háganlo.

¿Tenemos cubos suficientes para hacer otro grupo de 10? *(no)*

No, pero algunos de los cubos no fueron agrupados.

¿Cuántos cubos no fueron agrupados? Cuenten. 1, 2, 3.

Tenemos 2 grupos de 10 y 3 cubos que no fueron agrupados o sobraron.

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Modeled Practice
(continued)

We call the leftover cubes the "ones." So we have 2 groups of 10 and 3 ones.

How many groups of 10? *(2)* **I write "2 Tens" on the wipe board.**

How many ones? *(3)* **I write "3 Ones" on the wipe board.**

My Turn: I count by tens and ones to find how many altogether.

I will say "Switch!" when I am through counting groups of 10 to remind me to count by ones. Listen: 10, 20 Switch! 21, 22, 23.

Your Turn: Count by tens and ones. Ready? Count. 10, 20 Switch! 21, 22, 23.

How many altogether? *(23)*

A los cubos que sobraron les llamamos "unidades". Así que tenemos 2 grupos de 10 y 3 unidades.

¿Cuántos grupos de 10? *(2)* **Escribo "2 Decenas" en el pizarrón.**

¿Cuántas unidades? *(3)* **Escribo "3 Unidades" en el pizarrón.**

Mi turno: Cuento de diez en diez y de uno en uno para saber cuántos hay en total.

Voy a decir "¡Cambio!" cuando termine de contar los grupos de 10 para recordarme que tengo que contar de uno en uno. Escuchen: 10, 20 ¡Cambio! 21, 22, 23.

Su turno: Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 ¡Cambio! 21, 22, 23.

¿Cuántos en total? *(23)*

❷ Distribute a Modeled Practice sheet to each student.

We will count tens and ones a different way. We will count pictures of cubes.

My Turn: I circle a group of 10 cubes. 1, 2 … 10.

Your Turn: Circle a group of 10 cubes.

Are there enough cubes to circle another group of 10 cubes? *(no)*

Vamos a contar decenas y unidades de una manera diferente. Vamos a contar dibujos de cubos.

Mi turno: Circulo un grupo de 10 cubos. 1, 2 … 10.

Su turno: Circulen un grupo de 10 cubos.

¿Hay cubos suficientes para circular otro grupo de 10 cubos? *(no)*

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Modeled Practice
(continued)

No. There are ungrouped, or leftover, ones.

How many groups of 10? *(1 group of 10)*

My Turn: I write "1" ten.

Your Turn: Write "1."

How many leftover ones? *(4 ones)*

My Turn: I write "4" ones.

Your Turn: Write "4."

How many altogether? Count by tens and ones. Remember to switch!

Ready? Count. 10 Switch! 11, 12, 13, 14.

My Turn: I write "14" in the box.

Your Turn: Write "14."

No. Hay unidades que no fueron agrupadas o que sobraron.

¿Cuántos grupos de 10? *(1 grupo de 10)*

Mi turno: Escribo "1" decena.

Su turno: Escriban "1".

¿Cuántas unidades sobraron? *(4 unidades)*

Mi turno: Escribo "4" unidades.

Su turno: Escriban "4".

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. ¡Recuerden cambiar!

¿Listos? Cuenten. 10 ¡Cambio! 11, 12, 13, 14.

Mi turno: Escribo "14" en la caja.

Su turno: Escriban "14".

Guided Practice
(Our Turn)

Error Diagnosis and Correction

A student has difficulty circling groups of 10: tell the student to count out loud and cross out each object before circling a group.

❸ Using the Modeled Practice procedure, continue to distribute cubes. With the students, make groups of 10 cubes and ungrouped cubes, state how many groups of 10 and how many ungrouped ones, and count by tens and ones to find how many in all. Between turns, tell students to disassemble all previously made groups of 10 and place the cubes in a "work space." Use the following language:

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Guided Practice
(continued)

Make groups of 10.	**Hagan grupos de 10.**
How many groups of 10 in all?	**¿Cuántos grupos de 10 en total?**
How many are not grouped, or left over?	**¿Cuántos no fueron agrupados o sobraron?**
How many cubes in all? Count by tens and ones. *(remind students to use "switch!")*	**¿Cuántos cubos en total? Cuenten de diez en diez y de uno en uno.** *(remind students to use "¡cambio!")*

Error Diagnosis and Correction

A student has difficulty counting groups of 10: tell the student to count out loud and cross out each circled group.

4 Distribute the Guided Practice sheets to students. Tell students to circle groups of 10 cubes for each item, count groups of 10s and ones for each item, write how many groups of 10, write how many ones, count by tens and ones to find how many altogether, and write how many altogether in the box. Obtain both choral and individual responses. Use the following language:

How many cubes are there?	**¿Cuántos cubos hay?**
Circle groups of 10 to count quickly.	**Circulen grupos de 10 para contarlos rápidamente.**
Ready? Count. 1, 2 … 10. Circle it.	**¿Listos? Cuenten. 1, 2 … 10. Circúlenlo.**
How many groups of 10? Ready? Count. Write it.	**¿Cuántos grupos de 10? ¿Listos? Cuenten. Escríbanlo.**
How many ones are not grouped, or left over? Ready? Count. Write it.	**¿Cuántas unidades no fueron agrupadas o sobraron? ¿Listos? Cuenten. Escríbanlo.**
How many cubes altogether? Count by tens and ones. Ready? Count. Switch! Write it.	**¿Cuántos cubos en total? Cuenten de diez en diez y de uno en uno. Cuenten. ¡Cambio! Escríbanlo.**

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Time:

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

You will have 1 minute to circle groups of 10 cubes, write how many groups of 10 you circled, write how many ones were not grouped, and write how many cubes there are altogether. Remember to count by tens and ones.

Van a tener 1 minuto para circular grupos de 10 cubos, escribir cuántos grupos de 10 circularon, escribir cuántas unidades no fueron agrupadas y escribir cuántos cubos en total. Recuerden contar de diez en diez y de uno en uno.

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.

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

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

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TEKS
1.1A, 1.5C

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

Unit 3
Booster Lesson 8
NS

DAY 4

Before, After, Between

Number Sequences

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

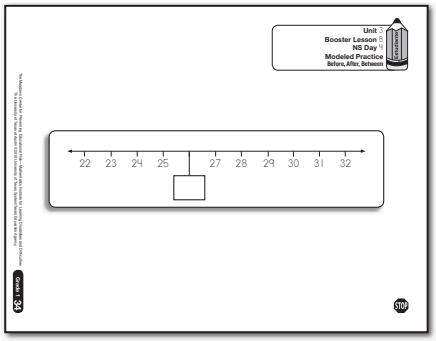
Instructional Content: 0–50

Vocabulary:

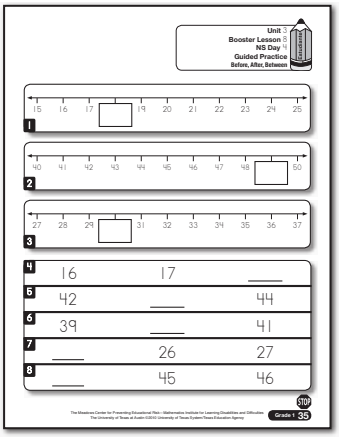
English	Spanish
Before, after, between, number, number line, sequence	Antes, después, entre, número, recta numérica, secuencia

Materials: Teacher Master, pp. 34–36

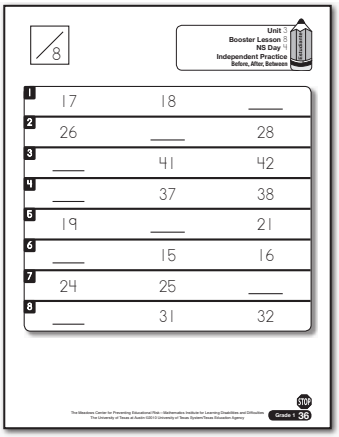
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Preview

Today we will write missing numbers on the number line and in a 3-number sequence.

We will write numbers that come before, after, and between.

Hoy vamos a escribir números que faltan en la recta numérica y en una secuencia de 3 números.

Vamos a escribir números que están antes, después y entre.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet to each student.

The number line goes from 22 to 32, but there is a missing number.

The missing number is after 25 and before 27. It is between 25 and 27.

Because we have the whole sequence, we count up to find the missing number.

My Turn: I count up from 25 to find the missing number. 25, 26.

Your Turn: Count up.

What's missing? *(26)*

My Turn: I write "26" in the box.

Your Turn: Write it.

Let's check by counting the sequence. Ready? Count. 25, 26, 27.

La recta numérica va del 22 al 32, pero le falta un número.

El número que falta está después del 25 y antes del 27. Está entre el 25 y 27.

Como ya tenemos la secuencia entera, contamos hacia adelante para encontrar el número que falta.

Mi turno: Cuento hacia adelante desde 25 para encontrar el número que falta. 25, 26.

Su turno: Cuenten hacia adelante.

¿Cuál falta? *(26)*

Mi turno: Escribo "26" en la caja.

Su turno: Escríbanlo.

Vamos a revisar contando la secuencia. ¿Listos? Cuenten. 25, 26, 27.

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Guided Practice
(Our Turn)

❷ Distribute a Guided Practice sheet to each student. Using the Modeled Practice procedure, complete the items at the top of the sheet as a group. Obtain individual and choral responses. Use the following language:

Count up to find the missing number.	**Cuenten hacia adelante para encontrar el número que falta.**
What's missing?	**¿Cuál falta?**
Write it.	**Escríbanlo.**
Count the sequence. Ready? Count.	**Cuenten la secuencia. ¿Listos? Cuenten.**

❸ Complete the items at the bottom of the sheet as a group. Tell students to write the missing number in the blank. Remind students to count up to find a missing number in the middle or the end of a sequence and to count back to find a missing number at the beginning of a sequence. Use the following language:

Now we will find missing numbers a different way.	**Ahora vamos a encontrar los números que faltan de una manera diferente.**
Is the missing number before, between, or after?	**¿El número que falta está antes, entre o después?**
How will we find the missing number? *(count up, count back)*	**¿Cómo vamos a encontrar el número que falta?** *(contando hacia adelante, contando hacia atrás)*
What's missing?	**¿Cuál falta?**
Write it.	**Escríbanlo.**
Count the sequence. Ready? Count.	**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 the number line.

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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)

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

You will have 1 minute to write the missing number in each sequence.	**Van a tener 1 minuto para escribir el número que falta en cada secuencia.**

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

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

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TEKS
1.5D

Total Time: 2 minutes

Unit 3
Warm-Up

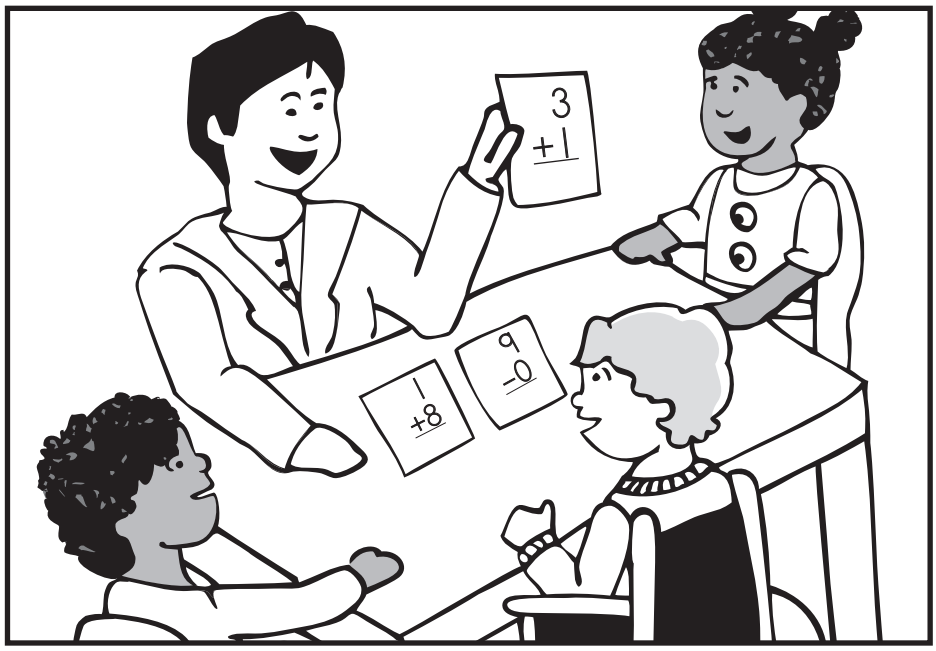
DAY 5

Warm-Up: Look and Say

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

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

Materials: Fact cards (+ 0, + 1 and related, n – n)



My Notes:

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TEKS
1.3B, 1.5E

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

Unit 3
Booster Lesson 9
ASC

DAY 5

+ 3 Facts

Addition/Subtraction Combinations

Objective: **The student will be able to use pictorial representations when adding two numbers with sums to twelve when one addend is three.**

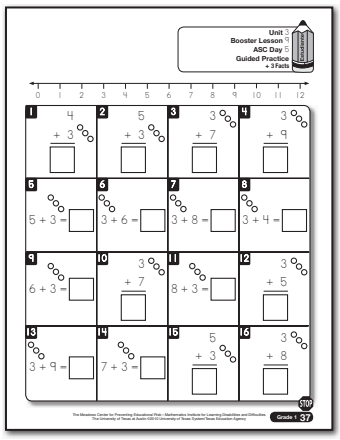
Instructional Content: + 3 facts to 12

Vocabulary:

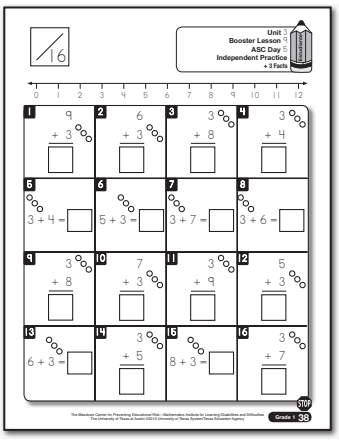
English	Spanish
Add, all, part, answer, plus, turnaround, count on, strategy, greater	Sumar, todo, parte, respuesta, más, relacionada, contar hacia adelante, estrategia, mayor

Materials: Teacher Master, pp. 37–38; number line (T); + 3 fact cards

Guided Practice



Independent Practice



Time: 6

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

Preview

Today we will learn strategies for + 3 facts.

What is a strategy? *(a plan to solve a problem)*

When we add, which way do we count on the number line? *(point to the number line; we count up on the number line)*

Hoy vamos a aprender estrategias para operaciones + 3.

¿Qué es una estrategia? *(un plan para resolver un problema)*

Cuando sumamos, ¿hacia dónde contamos en la recta numérica? *(point to the number line; contamos hacia adelante en la recta numérica)*

Modeled Practice
(My Turn, Your Turn)

❶ Place the 5 + 3 fact card on the table.

This fact is 5 + 3. This is a + 3 fact.

My Turn: When I see a + 3 fact, I start with the greater number and count on 3.

Which is greater, 5 or 3? *(5)*

Your Turn: Say the + 3 strategy. *(start with the greater number and count on 3)*

Count together. Ready? Count on. 5, 6, 7, 8.

5 + 3 = 8. Say it with me. *(5 + 3 = 8)*

Esta operación es 5 + 3. Esta es una operación + 3.

Mi turno: Cuando veo una operación + 3, empiezo con el número mayor y cuento hacia adelante 3.

¿Cuál es mayor, 5 ó 3? *(5)*

Su turno: Digan la estrategia + 3. *(empiezo con el número mayor y cuento hacia adelante 3)*

Cuenten juntos. ¿Listos? Cuenten hacia adelante. 5, 6, 7, 8.

5 + 3 = 8. Díganlo conmigo. *(5 + 3 = 8)*

Error Diagnosis and Correction

A student has difficulty counting on 3: point to the number line as you count.

❷ Place the 3 + 5 fact card on the table.

We can turn the numbers around and still get the same answer.

Podemos intercambiar los números y como quiera obtener la misma respuesta.

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Modeled Practice
(continued)

If 5 + 3 = 8, what is 3 + 5? *(3 + 5 = 8)*

These are called turnaround facts.

What are they called? *(turnaround facts)*

Si 5 + 3 = 8, ¿cuánto es 3 + 5? *(3 + 5 = 8)*

A estas se les llama operaciones relacionadas.

¿Cómo se les llama? *(operaciones relacionadas)*

Guided Practice
(Our Turn)

❸ Using the Modeled Practice procedure, practice the + 3 strategy. Show students fact cards paired with their turnaround facts. Tell students to state the strategy and practice solving the fact. Use the following language:

What strategy?

Start with the greater number and count on 3.

What answer?

What do we call these 2 facts? *(turnaround facts)*

¿Qué estrategia?

Empiecen con el número mayor y cuenten hacia adelante 3.

¿Cuál es la respuesta?

¿Cómo les llamamos a estas 2 operaciones? *(operaciones relacionadas)*

❹ Distribute a Guided Practice sheet to each student. Go through each item as a group and write the answer. Show students that the dots can be used as a scaffold to help them count on 3 from the greater number. Model where to write the answers to both vertical and horizontal facts.

There are 3 dots in these problems to remind us to look at the greater number and count on 3.

Hay 3 puntos en estos problemas para recordarnos mirar el número mayor y luego contar hacia adelante 3.

Note to Teacher:

If your curriculum uses a different term for these types of facts, please use that term in place of "turnaround facts."

Error Diagnosis and Correction

A student has difficulty stating the strategy: model searching for the bigger number and a 3, stating "+ 3," and then taking the bigger number and counting on 3.

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Time:

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

Independent Practice/ Progress Monitoring

(Your Turn)

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

You will have 1 minute to complete as many items as you can. Start at the top and go across each row.	**Van a tener 1 minuto para hacer todos los problemas que puedan. Empiecen en la parte de arriba y sigan en cada fila.**

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

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

Note to Teacher:

Score 1 point for each correctly written answer.

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TEKS

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

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

Unit 3
Booster Lesson 10
WPS

DAY 5

Join the Numbers, 3

Word Problem Solving

Objective: **The student will be able to draw a picture to show and solve word problems with sums to twelve.**

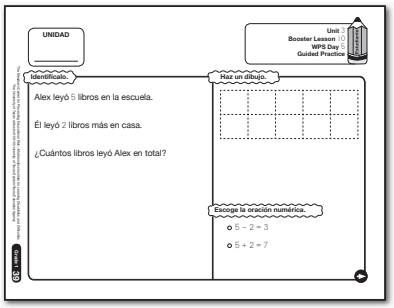
Word Problem Type: Joining, with result unknown

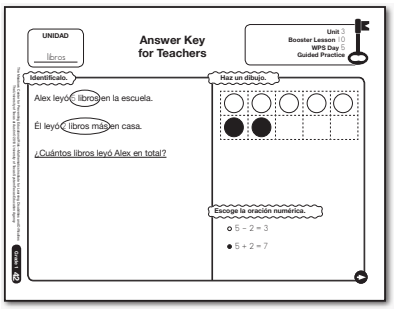
Vocabulary:

English	Spanish
Add, in all, part, strategy, altogether, Identify It strategy, ten frame, number sentence	Sumar, en total, parte, estrategia, en total, estrategia Identifícalo, cuadro de diez, oración numérica

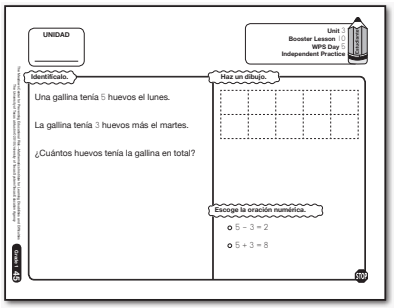
Materials: Teacher Master, pp. 39–46

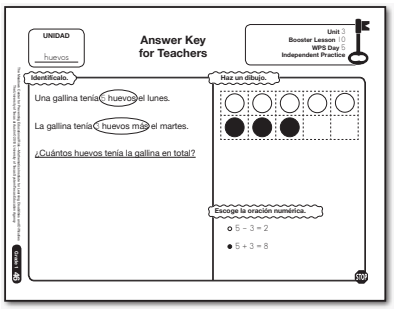
Guided Practice


UNIDAD
Unit 3
Booster Lesson 10
WPS Day 5
Guided Practice
Identifícalo.
Haz un dibujo.
Alex leyó 5 libros en la escuela.
Él leyó 2 libros más en casa.
¿Cuántos libros leyó Alex en total?
Escoge la oración numérica.
5 – 2 = 3
5 + 2 = 7


UNIDAD
libros
Answer Key for Teachers
Unit 3
Booster Lesson 10
WPS Day 5
Guided Practice
Identifícalo.
Haz un dibujo.
Alex leyó 5 libros en la escuela.
Él leyó 2 libros más en casa.
¿Cuántos libros leyó Alex en total?
Escoge la oración numérica.
5 – 2 = 3
5 + 2 = 7

Independent Practice


UNIDAD
Unit 3
Booster Lesson 10
WPS Day 5
Independent Practice
Identifícalo.
Haz un dibujo.
Una gallina tenía 5 huevos el lunes.
La gallina tenía 3 huevos más el martes.
¿Cuántos huevos tenía la gallina en total?
Escoge la oración numérica.
5 – 3 = 2
5 + 3 = 8


UNIDAD
huevos
Answer Key for Teachers
Unit 3
Booster Lesson 10
WPS Day 5
Independent Practice
Identifícalo.
Haz un dibujo.
Una gallina tenía 5 huevos el lunes.
La gallina tenía 3 huevos más el martes.
¿Cuántos huevos tenía la gallina en total?
Escoge la oración numérica.
5 – 3 = 2
5 + 3 = 8

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Time:

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

Preview

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

Today we will practice the Identify It strategy and solve word problems by drawing pictures.

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

Hoy vamos a practicar la estrategia Identifícalo y resolver problemas haciendo dibujos.

Modeled Practice
(My Turn, Your Turn)

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

Guided Practice
(Our Turn)

Note to Teacher:

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

❷ Distribute the Guided Practice sheets to each student. Read each story problem aloud and draw the story using circles in the ten frames. Obtain individual and choral responses. Use the following language:

Read the story together. Ready? Read.

What is the question? Underline it.

What is the important unit? Write it.

Is this important? Circle it.

How many? Draw it.

Which number is greater? Count on.

Which number sentence? Fill in the circle.

Lean el cuento juntos. ¿Listos? Lean.

¿Cuál es la pregunta? Subráyenla.

¿Cuál es la unidad importante? Escríbanla.

¿Es esto importante? Circúlenlo.

¿Cuántos? Dibújenlo.

¿Cuál número es mayor? Cuenten hacia adelante.

¿Cuál es la oración numérica? Rellenen el círculo.

Error Diagnosis and Correction

A student has trouble counting on to find the answer: show a number line, put your finger on the bigger number, and tell the student to point and count on.

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Independent Practice/ Progress Monitoring
(Your Turn)

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

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

You will have 3 minutes to read the problem, use the Identify It strategy to mark your story, draw the problem in the ten frame, and choose the correct number sentence.

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

Van a tener 3 minutos para leer el problema, utilizar la estrategia Identifícalo para marcar su cuento, dibujar el problema en el cuadro de diez y escoger la oración numérica correcta.

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

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

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

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

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3-TIER MATHEMATICS MODEL

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TEKS
1.1D

Total Time: 2 minutes

Unit 3
Warm-Up

DAY 6

Warm-Up: Number Writing

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

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

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

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My Notes:

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TEKS
1.1B, 1.1C, 1.1D, 1.5A

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

Unit 3
Booster Lesson 11
R10

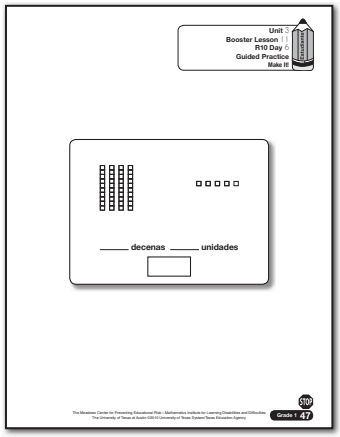
DAY 6

Make It!

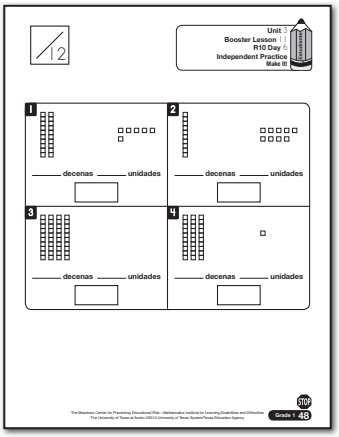
Relationships of 10

Objective:	**The student will be able to make concrete representations of numbers, count by tens and ones, and write numbers from pictorial representations.**
Instructional Content:	0–50
Vocabulary:	**English**: Rod, unit **Spanish**: Decena, unidad
Materials:	Teacher Master, pp. 47–48; rods and units (T&S; at least 5 rods and 10 units); rods-and-units mat (T&S); relationships of 10 cards (T; 0–50); wipe board (T)

Guided Practice



Independent Practice



Time:

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

Note to Teacher:

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

Preview

(have 1 rod, 10 units, and the rods-and-units mat available to demonstrate)

We learned that counting by tens and ones is a quick way to count objects.

This is a rod. This is a unit.

A rod, or ten, has 10 units, or ones, in it. Count. 1, 2 … 10.

When we see a rod, we know it stands for 1 group of 10. When we see a unit, we know it stands for 1.

We put our tens and ones on this mat. Tens go on this side, and ones go on this side.

(have 1 rod, 10 units, and the rod-and-units mat available to demonstrate)

Aprendimos que contando de diez en diez y de uno en uno es una manera rápida de contar objetos.

Esta es una decena. Esta es una unidad.

Una decena tiene 10 unidades. Cuenten 1, 2 … 10.

Cuando vemos una decena, sabemos que representa 1 grupo de 10. Cuando vemos una unidad sabemos que representa 1.

Ponemos nuestras decenas y unidades en este tablero. Las decenas van de este lado y las unidades van de este lado.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute rods, units, and rods-and-units mats to students. Write "42" on the wipe board.

What number? *(42; draw a line between the numbers)*

The 4 is in the tens place. 42 has 4 groups of 10.

The 2 is in the ones place. 42 has 2 ones.

We will make 42 with our rods and units.

How many groups of 10 are in 42? *(4 groups of 10)*

¿Qué número? *(42; draw a line between the numbers)*

El 4 está en el lugar de las decenas. 42 tiene 4 grupos de 10.

El 2 está en el lugar de las unidades. 42 tiene 2 unidades.

Vamos a hacer 42 con nuestras decenas y unidades.

¿Cuántos grupos de 10 hay en 42? *(4 grupos de 10)*

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.

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Modeled Practice
(continued)

My Turn: I put 4 rods on my rods-and-units mat to make the 4 groups of 10. 1 group of 10, 2 groups of 10, 3 groups of 10, 4 groups of 10.

Your Turn: Put 4 rods on your mat. Count. 10, 20, 30, 40.

How many ones are in 42? *(2 ones)*

My Turn: I put 2 units on my mat to make 2 ones. 1, 2.

Your Turn: Put 2 units on your mat. Count. 1, 2.

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

My Turn: 10, 20, 30, 40 Switch! 41, 42. *(touch each rod and unit as it is counted)*

Your Turn: Count. 10, 20, 30, 40 Switch! 41, 42. *(tell students to touch each rod and unit as they count)*

How many altogether? *(42)*

How many groups of 10? *(4 groups of 10)*

How many ones? *(2 ones)*

Mi turno: Pongo 4 decenas en mi tablero de decenas y unidades para hacer 4 grupos de 10. 1 grupo de 10, 2 grupos de 10, 3 grupos de 10, 4 grupos de 10.

Su turno: Pongan 4 decenas en su tablero. Cuenten. 10, 20, 30, 40.

¿Cuántas unidades hay en 42? *(2 unidades)*

Mi turno: Pongo 2 unidades en mi tablero para hacer 2 unidades. 1, 2.

Su turno: Pongan 2 unidades en su tablero. Cuenten. 1, 2.

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

Mi turno: 10, 20, 30, 40 ¡Cambio! 41, 42. *(touch each rod and unit as it is counted)*

Su turno: Cuenten. 10, 20, 30, 40 ¡Cambio! 41, 42. *(tell students to touch each rod and unit as they count)*

¿Cuánto en total? *(42)*

¿Cuántos grupos de 10? *(4 grupos de 10)*

¿Cuántas unidades? *(2 unidades)*

❷ Hold up 3 relationships of 10 cards, 1 of which for 42. As a group, choose which card shows 42.

Here we have pictures of rods and units. We will pick which of these cards shows 42.

Aquí tenemos dibujos de decenas y unidades. Vamos a escoger cuál de estas tarjetas muestra 42.

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Modeled Practice
(continued)

Raise your hand when you know which it is.	**Levanten su mano cuando sepan cuál es.**
Let's count to see whether we are right: 10, 20, 30, 40 Switch! 41, 42.	**Vamos a contar para ver si estamos en lo correcto: 10, 20, 30, 40 ¡Cambio! 41, 42.**

Guided Practice
(Our Turn)

❸ Using the Modeled Practice procedure, write a number on the wipe board, make it with rods and units, count by tens and ones, hold up 3 relationships of 10 cards, and tell students to choose which shows the number. Use the following language:

What number? Make it.	**¿Qué número? Háganlo.**
How many groups of 10? How many ones?	**¿Cuántos grupos de 10? ¿Cuántas unidades?**
Count by tens and ones. Switch!	**Cuenten de diez en diez y uno en uno. ¡Cambio!**
Which card shows the number? Count.	**¿Cuál tarjeta muestra el número? Cuenten.**

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

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

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Independent Practice/ Progress Monitoring
(Your Turn)

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

You will have 1 minute to write how many groups of tens, how many ones, and how many altogether.	**Van a tener 1 minuto para escribir cuántos grupos de decenas, cuántas unidades y cuánto en total.**

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

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

Time:

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

Note to Teacher:

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

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3-TIER MATHEMATICS MODEL

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TEKS
1.1A, 1.1B

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

Unit 3
Booster Lesson 12
MC

DAY 6

Greater Than, Less Than

Magnitude Comparison

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

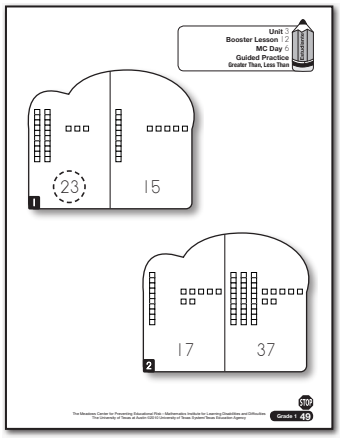
Instructional Content: 0–50

Vocabulary:

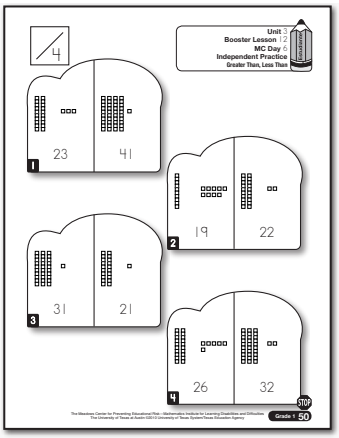
English	Spanish
Greater than, rod, unit, tens, ones	Mayor que, decena, unidad, decenas, unidades

Materials: Teacher Master, pp. 49–50; wipe board (T); rods and units (T&S)

Guided Practice



Independent Practice



Time:

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

Preview

Today we will compare numbers and decide which is greater.

If a number is greater than another number, it is more, or bigger.

We will use our rods and units to compare numbers. Remember, a rod is made of 10 units.

Hoy vamos a comparar números y decidir cuál es mayor.

Cuando un número es mayor que otro número, es más o más grande.

Vamos a utilizar nuestras decenas y unidades para comparar números. Recuerden, una decena está compuesta de 10 unidades.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute the rods and units to students. Write "13" and "23" on the wipe board. Make 13, using 1 rod and 3 units. Make 23, using 2 rods and 3 units.

We will make 2 numbers and compare them to find which is greater.

What numbers? *(13 and 23)*

My Turn: I make 13 with my rods and units. 13 is 1 rod and 3 units.

Your Turn: Make 13.

My Turn: I make 23 with my rods and units. 23 is 2 rods and 3 units.

Your Turn: Make 23.

Which number is greater, 13 or 23? *(line up rods and units so that students can compare quantities)*

Vamos a hacer 2 números y compararlos para saber cuál es mayor.

¿Qué números? *(13 y 23)*

Mi turno: Hago 13 con mis decenas y unidades. 13 es 1 decena y 3 unidades.

Su turno: Hagan 13.

Mi turno: Hago 23 con mis decenas y unidades 23 es 2 decenas y 3 unidades.

Su turno: Hagan 23.

¿Cuál número es mayor, 13 ó 23? *(line up rods and units so that students can compare quantities)*

Error Diagnosis and Correction

A student has difficulty making numbers: show only the tens place while the student makes the tens, and then show only the ones place while the student makes the ones.

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Modeled Practice
(continued)

When we compare these numbers, the first step is to look at the tens.	**Cuando comparamos estos números, el primer paso es mirar las decenas.**
How many tens in 13? *(1 ten)*	**¿Cuántas decenas en 13?** *(1 decena)*
How many tens in 23? *(2 tens)*	**¿Cuántas decenas en 23?** *(2 decenas)*
1 ten and 2 tens. Which is greater? *(2 tens)*	**1 decena y 2 decenas. ¿Cuál es mayor?** *(2 decenas)*
2 tens is greater than 1 ten. 23 is greater than 13.	**2 decenas es mayor que 1 decena. 23 es mayor que 13.**
Which number is greater? *(23)*	**¿Cuál número es mayor?** *(23)*
How do you know?	**¿Cómo saben?**

Guided Practice
(Our Turn)

❷ Using the Modeled Practice procedure, write 2 numbers on the wipe board and make the numbers using rods and units. Tell students to compare the numbers and decide which is greater. Obtain individual and choral responses. Use the following language:

What number? Make it.	**¿Qué número? Háganlo.**
Which number is greater? How do you know?	**¿Cuál número es mayor? ¿Cómo saben?**
Compare the tens. Compare the ones.	**Comparen las decenas. Comparen las unidades.**

❸ Distribute a Guided Practice sheet to each student. Tell them to look at the pictorial representations of numbers, choose which number is greater, and circle it. Obtain individual and choral responses. Use the following language:

What numbers? Which number is greater? How do you know? Circle it.	**¿Qué números? ¿Cuál número es mayor? ¿Cómo saben? Circúlenlo.**

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Time:

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

Note to Teacher:

Score 1 point for each correctly circled number.

Independent Practice/ Progress Monitoring

(Your Turn)

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

Compare the numbers. Circle the number that is greater.	**Comparen los números. Circulen el número que es mayor.**

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

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

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TEKS
1.5D

Total Time: 2 minutes

Unit 3
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 (+ 0, + 1 and related, n – n), wipe boards for students

My Notes:

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TEKS
1.3B, 1.5E

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

Unit 3
Booster Lesson 13
ASC

DAY 7

– 3 Facts

Addition/Subtraction Combinations

Objective: **The student will be able to use concrete and pictorial representations to solve subtraction problems by counting back three.**

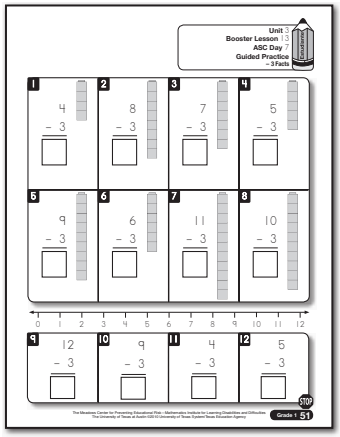
Instructional Content: + 0 and + 1 facts to 10; – 0 and – 1 facts from 10; n – n facts from 10

Vocabulary:

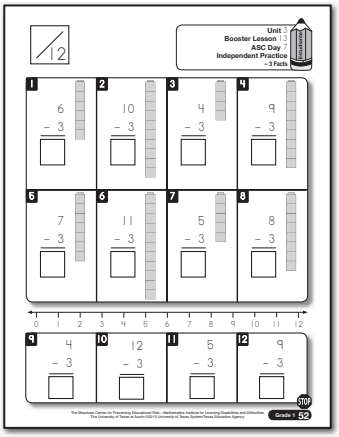
English	Spanish
Take away, left, part, answer, minus, whole, less than, count back	Quitar, quedan, parte, respuesta, menos, entero, menor que, contar hacia atrás

Materials: Teacher Master, pp. 51–52; number line (T), – 3 fact cards; connecting cubes (T&S; 12)

Guided Practice



Independent Practice



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

Preview

Today we will learn a strategy for subtracting 3 from a number.

What does a subtraction sign mean? *(to take away)*

When we subtract, we count back toward 0 on the number line. *(point to the number line)*

Hoy vamos a aprender una estrategia para restar 3 de un número.

¿Qué quiere decir un signo de menos? *(que tenemos que quitar)*

Cuando restamos, contamos hacia atrás hacia el 0 en la recta numérica. *(point to number line)*

Modeled Practice
(My Turn, Your Turn)

❶ Place the 7 – 3 fact card on the table.

What fact? *(7 – 3)*

How many should I take away from 7? *(3)*

¿Cuál es la operación? *(7 – 3)*

¿Cuántos debo quitarle a 7? *(3)*

❷ Distribute 7 connecting cubes to each student.

My Turn: I can show the fact with my cubes. I connect 7 cubes.

Your Turn: Connect 7 cubes.

How many cubes should you take away? *(3 cubes)*

My Turn: I take away 3 cubes.

Your Turn: Take away 3 cubes.

How many cubes are left? *(4 cubes)*

Mi turno: Puedo mostrar la operación con nuestros cubos. Conecto 7 cubos.

Su turno: Conecten 7 cubos.

¿Cuántos cubos deben quitar? *(3 cubos)*

Mi turno: Quito 3 cubos.

Su turno: Quiten 3 cubos.

¿Cuántos cubos quedan? *(4 cubos)*

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Modeled Practice
(continued)

❸ Place a number line on the table. When using the number line, point to the number 7 and tap the numbers 6, 5, and 4 as you count back.

Look at the number line. I start at 7 and count back 3: 7, 6, 5, 4.

7 – 3 = 4

Your Turn: Say the fact. *(7 – 3 = 4)*

Miren la recta numérica. Empiezo en 7 y cuento hacia atrás 3: 7, 6, 5, 4.

7 – 3 = 4

Su turno: Digan la operación. *(7 – 3 = 4)*

❹ Model how to tap on the fact card to assist in counting back. Say the greater number, and then tap the card 3 times as you count back.

When you see a fact with – 3 in it, think of a number line in your head, start with the bigger number, and count back 3.

I tap on the card 3 times to help me count back 3: 7, 6, 5, 4.

7 – 3 = 4

Your Turn: Count back 3 from 7: 7, 6, 5, 4.

Say the fact. *(7 – 3 = 4)*

Say the – 3 strategy. *(start with the bigger number and count back 3)*

Cuando vean una operación con – 3, piensen en una recta numérica, empiezen con el número más grande y cuenten hacia atrás 3.

Toco la tarjeta 3 veces para ayudarme a contar hacia atrás 3: 7, 6, 5, 4.

7 – 3 = 4

Su turno: Cuenten hacia atrás 3 desde el 7: 7, 6, 5, 4.

Digan la operación. *(7 – 3 = 4)*

Digan la estrategia – 3. *(empiezo con el número más grande y cuento hacia atrás 3)*

Error Diagnosis and Correction

A student has difficulty finding a number on the number line: point to the number and say, "What number?"

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Guided Practice
(Our Turn)

Error Diagnosis and Correction

A student has difficulty counting back: say, "When we subtract, we count back toward 0"; show the number line.

❺ Distribute connecting cubes to each student. Using the Modeled Practice procedure, practice the – 3 strategy, using connecting cubes. Show students fact cards, and tell students to state the strategy and then to practice solving the fact, using the connecting cubes. Use the following language:

What strategy?	**¿Qué estrategia?**
Take away; count back.	**Quiten; cuenten hacia atrás.**
What answer?	**¿Cuál es la respuesta?**
What is 3 less than [number]?	**¿Cuánto es 3 menos que [número]?**

❻ Distribute a Guided Practice sheet to each student. Go through each item as a group and tell students to write the answer.

Time:

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

You will have 1 minute to complete as many items as you can. Start at the top and go across each row.	**Van a tener 1 minuto para hacer todos los problemas que puedan. Empiecen en la parte de arriba y sigan en cada fila.**

Note to Teacher:

Score 1 point for each correctly written answer.

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

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

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TEKS

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

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

Unit 3
Booster Lesson 14
WPS

DAY 7

Practice Show!

Word Problem Solving

Objective: **The student will be able to draw a picture to show and solve word problems with sums to twelve.**

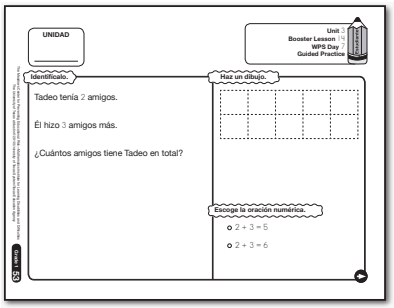
Word Problem Type: Joining, with result unknown

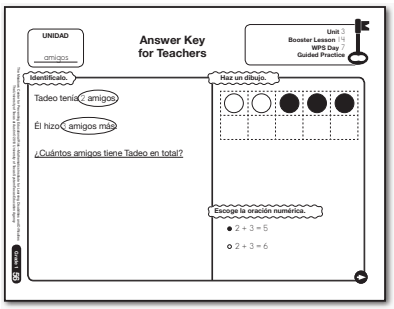
Vocabulary:

English	Spanish
Add, in all, part, strategy, altogether, Identify It strategy, ten frame, number sentence	Sumar, en total, parte, estrategia, en total, estrategia Identifícalo, cuadro de diez, oración numérica

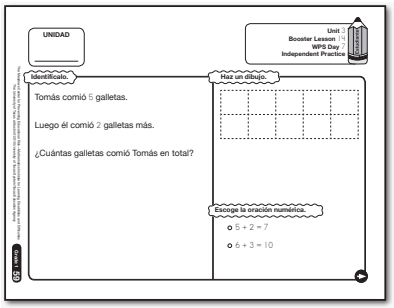
Materials: Teacher Master, pp. 53–62

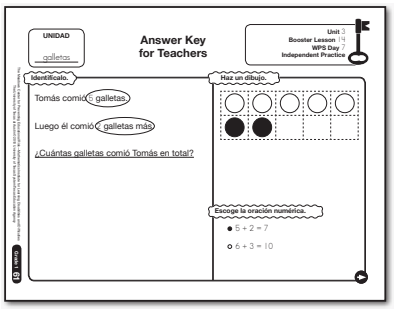
Guided Practice


UNIDAD
Unit 3 Booster Lesson 14 WPS Day 7 Guided Practice
Identifícalo.
Tadeo tenía 2 amigos.
Él hizo 3 amigos más.
¿Cuántos amigos tiene Tadeo en total?
Haz un dibujo.
Escoge la oración numérica.
2 + 3 = 5
2 + 3 = 6
Lesson 55


UNIDAD
Answer Key for Teachers
Unit 3 Booster Lesson 14 WPS Day 7 Guided Practice
Identifícalo.
Tadeo tenía 2 amigos.
Él hizo 3 amigos más.
¿Cuántos amigos tiene Tadeo en total?
Haz un dibujo.
Escoge la oración numérica.
2 + 3 = 5
2 + 3 = 6
Lesson 55

Independent Practice


UNIDAD
Unit 3 Booster Lesson 14 WPS Day 7 Independent Practice
Identifícalo.
Tomás comió 5 galletas.
Luego él comió 2 galletas más.
¿Cuántas galletas comió Tomás en total?
Haz un dibujo.
Escoge la oración numérica.
5 + 2 = 7
6 + 3 = 10
Lesson 56


UNIDAD
Answer Key for Teachers
Unit 3 Booster Lesson 14 WPS Day 7 Independent Practice
Identifícalo.
Tomás comió 5 galletas.
Luego él comió 2 galletas más.
¿Cuántas galletas comió Tomás en total?
Haz un dibujo.
Escoge la oración numérica.
5 + 2 = 7
6 + 3 = 10
Lesson 56

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Time:

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

Preview

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

Today we will practice the Identify It strategy and solve word problems by drawing pictures.

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

Hoy vamos a practicar la estrategia Identifícalo y resolver problemas haciendo dibujos.

Modeled Practice
(My Turn, Your Turn)

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

Note to Teacher:

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

Guided Practice
(Our Turn)

❷ Distribute the Guided Practice sheets to each student. Read each story problem aloud and draw the story, using circles in the ten frames. Obtain individual and choral responses. Use the following language:

Read the story together. Ready? Read.

What is the question? Underline it.

What is the important unit? Write it.

Is this important? Circle it.

How many? Draw it.

Which number is greater? Count on.

Which number sentence? Fill in the circle.

How do you know that is the correct number sentence?

Lean el cuento juntos. ¿Listos? Lean.

¿Cuál es la pregunta? Subráyenla.

¿Cuál es la unidad importante? Escríbanla.

¿Es esto importante? Circúlenlo.

¿Cuántos? Dibújenlo.

¿Cuál número es mayor? Cuenten hacia adelante.

¿Cuál es la oración numérica? Rellenen el círculo.

¿Cómo saben que es la oración numérica correcta?

Error Diagnosis and Correction

A student has trouble counting on to find the answer: show a number line, put your finger on the bigger number, and tell the student to point and count on.

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Independent Practice/ Progress Monitoring
(Your Turn)

Time:

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

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

You will have 6 minutes to read the problems, use the Identify It strategy to mark your stories, draw the problems in the ten frames, and choose the correct number sentence.

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

Van a tener 6 minutos para leer los problemas, utilizar la estrategia Identifícalo para marcar sus cuentos, dibujar los problemas en los cuadros de diez y escoger la oración numérica correcta.

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

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

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

Note to Teacher:

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

3-TIER MATHEMATICS MODEL

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TEKS
1.1D

Total Time: 2 minutes

Unit 3
Warm-Up

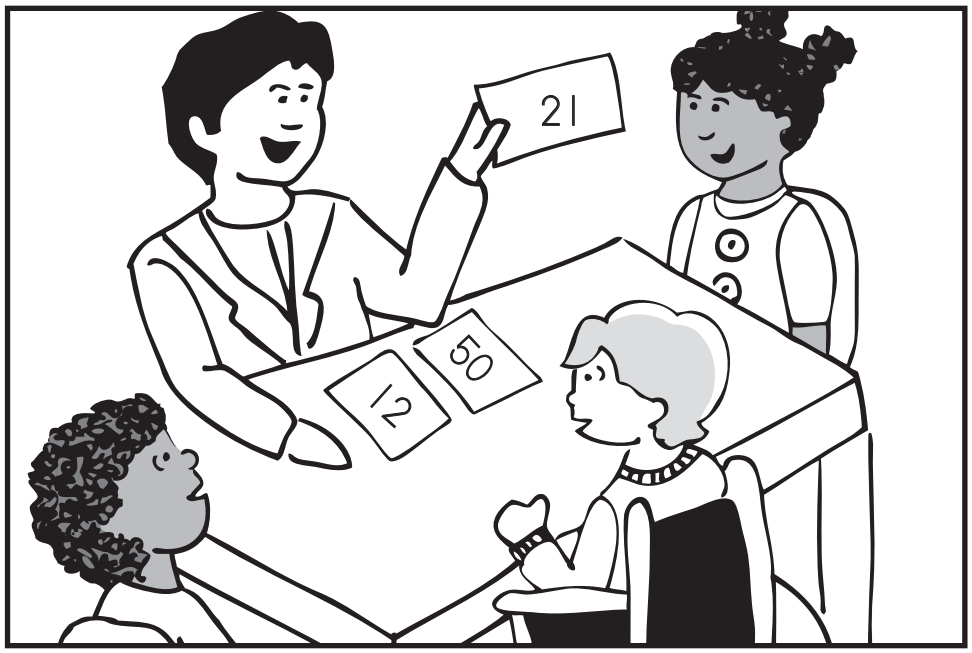
DAY 8

Warm-Up: Number Recognition

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

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

Materials: Number cards (0–50)



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My Notes:

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TEKS
1.1A,1.1C, 1.1D, 1.1B, 1.5A

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

Unit 3
Booster Lesson 15
R10

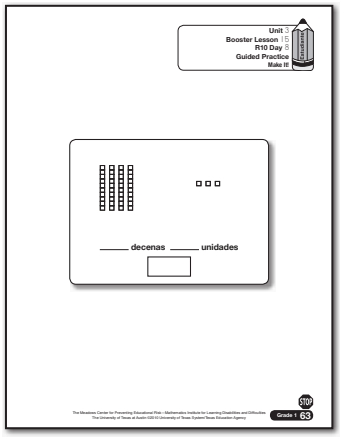
DAY 8

Make It!

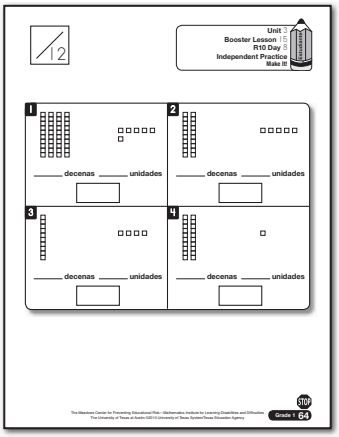
Relationships of 10

Objective:	**The student will be able to count by tens and ones and to write numbers from pictorial representations.**
Instructional Content:	0–50
Vocabulary:	**English**: Rod, unit, tens, ones **Spanish**: Decena, unidad, decenas, unidades
Materials:	Teacher Master, pp. 63–64; relationships of 10 cards (T; 0–50); wipe boards (T&S)

Guided Practice



Independent Practice



Time:

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

Preview

(hold up a rod and a unit)

How many are in a rod? *(10)*

How many are in a unit? *(1)*

Today we will count pictures of rods and units.

(hold up a rod and a unit)

¿Cuántos hay en una decena? *(10)*

¿Cuántos hay en una unidad? *(1)*

Hoy vamos a contar dibujos de decenas y unidades.

Modeled Practice
(My Turn, Your Turn)

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.

❶ Distribute wipe boards to students. Hold up the relationships of 10 card with 35 on it.

This card shows a number with rods and units.

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

How do you know?

My Turn: I write "3 Tens" on my wipe board.

Your Turn: Write "3 Tens."

How many ones are there? *(5 ones)*

How do you know?

My Turn: I write "5 Ones" on my wipe board.

Your Turn: Write "5 Ones."

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

My Turn: 10, 20, 30 Switch! 31, 32 … 35.

Your Turn: Count. 10, 20, 30 Switch! 31, 32 … 35.

Esta tarjeta muestra un número con decenas y unidades.

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

¿Cómo saben?

Mi turno: Escribo "3 Decenas" en mi pizarrón.

Su turno: Escriban "3 Decenas"

¿Cuántas unidades hay? *(5 unidades)*

¿Cómo saben?

Mi turno: Escribo "5 Unidades" en mi pizarrón.

Su turno: Escriban "5 Unidades".

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

Mi turno: 10, 20, 30 ¡Cambio! 31, 32 … 35.

Su turno: Cuenten. 10, 20, 30 ¡Cambio! 31, 32 … 35.

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Modeled Practice
(continued)

What number? *(35)*

My Turn: I write "35" on my wipe board.

Your Turn: Write "35."

¿Qué número? *(35)*

Mi turno: Escribo "35" en mi pizarrón.

Su turno: Escriban "35".

❷ Write "33" on the wipe board. Hold up 3 relationships of 10 cards, 1 of which for 33. As a group, choose which card shows 33.

Here we have pictures of rods and units. We will pick which of these cards shows 33.

Raise your hand when you know which it is.

Let's count to see whether we are right: 10, 20, 30 Switch! 31, 32, 33.

Aquí tenemos dibujos de decenas y unidades. Vamos a escoger cuál de estas tarjetas muestra 33.

Levanten su mano cuando sepan cuál es.

Vamos a contar para ver si estamos en lo correcto: 10, 20, 30 ¡Cambio! 31, 32, 33.

Guided Practice
(Our Turn)

❸ Using the Modeled Practice procedure, show a relationships of 10 card. Tell students to write how many tens, write how many ones, count by tens and ones, and write how many altogether. Help students practice adding different amounts of tens and ones to numbers they make. Use the following language:

How many groups of 10? Write it. How many ones? Write it.

Count by tens and ones. Remember to switch!

How many altogether? Write it.

If we add another group of 10, what number do we make?

¿Cuántos grupos de 10? Escríbanlo. ¿Cuántas unidades? Escríbanlo.

Cuenten de diez en diez y uno en uno. ¡Recuerden cambiar!

¿Cuánto en total? Escríbanlo.

Si sumamos otro grupo de 10, ¿qué número hacemos?

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Guided Practice
(continued)

❹ Collect students' wipe boards. Write a number on your wipe board and show 3 relationships of 10 cards, 1 of which for the number written on the wipe board. As a group, choose which card shows the number. Use the following language.

What number?	**¿Qué número?**
Which card shows the number?	**¿Cuál tarjeta muestra el número?**
Ready? Count. Switch!	**¿Listos? Cuenten. ¡Cambio!**

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

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

2 Time:

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

You will have 1 minute to write how many tens, how many ones, and how many altogether.	**Van a tener 1 minuto para escribir cuántos grupos de decenas, cuántas unidades y cuánto en total.**

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

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

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.

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TEKS
1.1A, 1.5C

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

Unit 3
Booster Lesson 16
NS

DAY 8

Mystery Number

Number Sequences

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

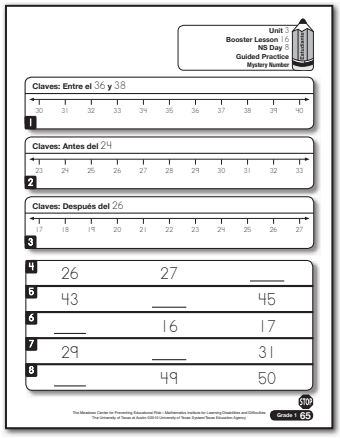
Instructional Content: 0–50

Vocabulary:

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

Materials: Teacher Master pp. 65–66; number cards (T&S; 30–40)

Guided Practice


Unit 3
Booster Lesson 16
NS Day 8
Guided Practice
Mystery Number

Claves: Entre el 36 y 38
30 31 32 33 34 35 36 37 38 39 40

Claves: Antes del 24
23 24 25 26 27 28 29 30 31 32 33

Claves: Después del 26
17 18 19 20 21 22 23 24 25 26 27

4	26	27	____
5	43	____	45
6	____	16	17
7	29	____	31
8	____	49	50

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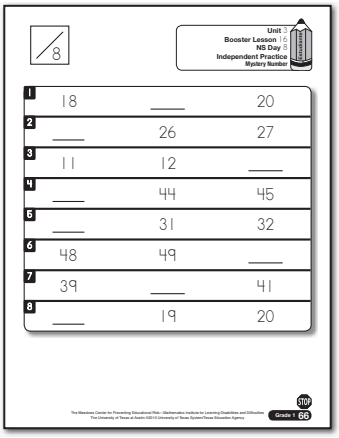
Grade 1 65

Independent Practice


/8
Unit 3
Booster Lesson 16
NS Day 8
Independent Practice
Mystery Number

1	18	____	20
2	____	26	27
3	11	12	____
4	____	44	45
5	____	31	32
6	48	49	____
7	39	____	41
8	____	19	20

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Grade 1 66

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

Preview

Today we will find mystery numbers on a number line.

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

Hoy vamos a encontrar números en una recta numérica.

Vamos a encontrar números que están antes, después y entre.

Modeled Practice
(My Turn, Your Turn)

❶ Lay the number cards 30–40 in order in a line on the table. State the clue to the mystery number and turn over cards as you eliminate them.

This number line begins at 30 and goes to 40.

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

Listen: The mystery number is between 33 and 35.

I know that the mystery number is not 33 or before 33, so I turn over 33 and the cards before 33. *(turn over 33, 32, 31, 30)*

I know that the mystery number is not 35 or after 35, so I turn over 35 and the cards after 35. *(turn over 35, 36, 37, 38, 39, 40)*

Your Turn: What is the mystery number? *(34)*

How do you know?

34 is between 33 and 35.

Esta recta numérica empieza en 30 y termina en 40.

Mi turno: Les voy a dar una clave para encontrar el número misterio y tenemos que voltear las tarjetas que podemos quitar.

Escuchen: El número misterio está entre el 33 y 35.

Sé que el número misterio no es 33 o está antes del 33, así que volteo el 33 y las tarjetas antes del 33. *(turn over 33, 32, 31, 30)*

Sé que el número misterio no es 35 o está después del 35, así que volteo el 35 y las tarjetas después del 35. *(turn over 35, 36, 37, 38, 39, 40)*

Su turno: ¿Cuál es el número misterio? *(34)*

¿Cómo saben?

34 está entre 33 y 35.

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Guided Practice
(Our Turn)

❷ Distribute the number cards 30–40 to students and tell them to lay the numbers in order in a line on the table. Using the Modeled Practice procedure, state the mystery-number clue and tell students to turn over number cards eliminated by the clue. Obtain individual and choral responses.

The mystery number is between 38 and 40.	**El número misterio está entre el 38 y 40.**
What cards do we turn over? *(38 and before, 40)*	**¿Cuáles tarjetas volteamos?** *(38 y las que están antes, 40)*
What is the mystery number? *(39)*	**¿Cuál es el número misterio?** *(39)*
39 is between 38 and 40.	**39 está entre 38 y 40.**

Error Diagnosis and Correction

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

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

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

❹ Complete the items at the bottom of the sheet as a group. Tell students to write the missing number in the blank. Use the following language:

Now we will find missing numbers a different way.	**Ahora vamos a encontrar números que faltan de una manera diferente.**
Is the missing number before, between, or after?	**¿El número que falta está antes, entre o después?**

Error Diagnosis and Correction

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

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Guided Practice
(continued)

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

What's missing?

Write it.

Count the sequence. Ready? Count.

¿Cómo vamos a encontrar el número que falta? *(contando hacia adelante, contando hacia atrás)*

¿Cuál falta?

Escríbanlo.

Cuenten la secuencia. ¿Listos? Cuenten.

Time:

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

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

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

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

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

Note to Teacher:

Score 1 point for each correctly written missing number.

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