



Bilingual

Intervention Manual Unit



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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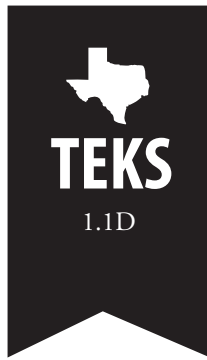
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Table of Contents: Unit 1

Warm-Up: Number Recognition	1
Part, Part, Whole	3
<i>Addition/Subtraction Combinations</i>	
Part, Part, Put It Together Whole!	7
<i>Word Problem Solving</i>	
Warm-Up: Number Writing	11
Fives!	13
<i>Relationships of 10</i>	
Greater Than, Less Than	17
<i>Magnitude Comparison</i>	
Warm-Up: Number Writing	21
Part, Part, Whole	23
<i>Addition/Subtraction Combinations</i>	
Part, Part, Put It Together Whole!	29
<i>Word Problem Solving</i>	
Warm-Up: Number Recognition	33
Fives!	35
<i>Relationships of 10</i>	
Number Line: Find It!	39
<i>Number Sequences</i>	
Warm-Up: Number Recognition	43
Part, Part, Whole	45
<i>Addition/Subtraction Combinations</i>	
This Is How We Identify It!	49
<i>Word Problem Solving</i>	
Warm-Up: Number Writing	55
Tens!	57
<i>Relationships of 10</i>	
Greater Than, Less Than	57
<i>Magnitude Comparison</i>	
Warm-Up: Number Writing	61
Part, Part, Whole	63
<i>Addition/Subtraction Combinations</i>	
Identify It and Show It!	67
<i>Word Problem Solving</i>	
Warm-Up: Number Recognition	71
Tens!	73
<i>Relationships of 10</i>	
Jump!	77
<i>Number Sequences</i>	





Total Time: 2 minutes

Unit 1
Warm-Up

D
A
Y
1



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:

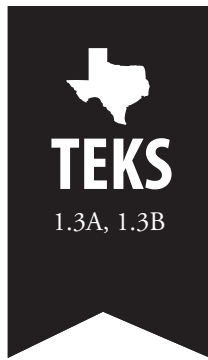
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (0–20)



My Notes: _____



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

Unit 1
Booster Lesson 1
ASC

D
A
Y
1

Part, Part, Whole

Addition/Subtraction Combinations

Objective: The student will be able to make part-part-whole combinations to five.

Instructional Content:

5

Vocabulary:

English

Number, altogether

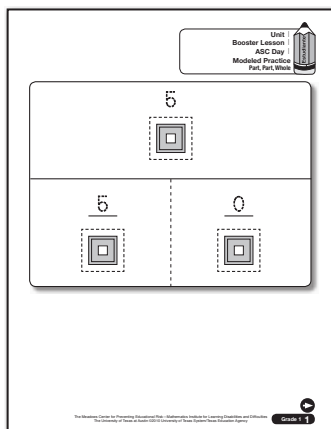
Spanish

Número, en total

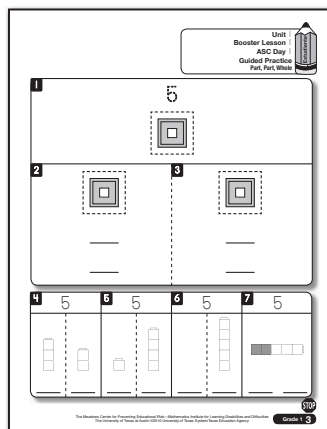
Materials:

Teacher Master, pp. 1–4; connecting cubes (T&S; 2 colors, 5 of each)

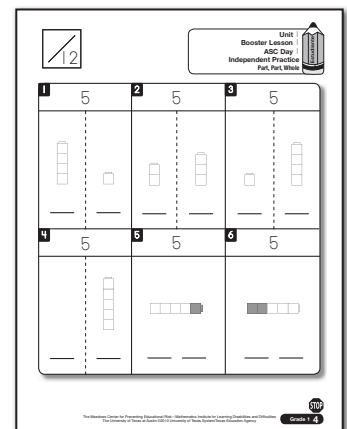
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

Today we will work with
the number 5. We will make
5 in different ways, using
connecting cubes.

Hoy vamos a trabajar con
el número 5. Vamos a hacer
5 de diferentes maneras
usando cubos conectables.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute the Modeled Practice sheets and 5 blue cubes to each student. Connect 5 cubes and place them on the dotted square like a tower under the number 5 on the bottom left of the first sheet. Place a pile of yellow cubes next to the Modeled Practice sheet.

My Turn: I have 5 blue cubes altogether. (*point to the tower*)

5 blue cubes and 0 yellow cubes is 5 cubes.

I write “5” on this line and “0” on this line to show how many blue cubes and yellow cubes I have.

Your Turn: How many blue cubes do you have? (5)

Make your cubes look like mine. (*have students make a cube tower*)

How many yellow cubes do you have? (0)

Write “5” and “0” in the bottom 2 squares on your sheet.

5 blue cubes and 0 yellow cubes is how many cubes altogether? (5 cubes)

Mi turno: Tengo 5 cubos azules en total. (*point to the tower*)

5 cubos azules y 0 cubos amarillos son 5 cubos.

Escribo “5” en esta línea y “0” en esta línea para mostrar cuántos cubos azules y cubos amarillos tengo.

Su turno: ¿Cuántos cubos azules tienen? (5)

Hagan sus cubos iguales a los míos. (*have students make a cube tower*)

¿Cuántos cubos amarillos tienen? (0)

Escriban “5” y “0” en los 2 cuadrados de abajo de su hoja.

¿5 cubos azules y 0 cubos amarillos son cuántos cubos en total? (5 cubos)

Modeled Practice (continued)

- 2 Distribute 1 yellow cube from the pile to each student and tell students to turn to the second Modeled Practice sheet.

My Turn: I use 4 blue cubes and 1 yellow cube to make a tower.

Your Turn: Connect 4 blue cubes and 1 yellow cube.

How many cubes make up the tower? (*5 cubes*)

Mi turno: Uso 4 cubos azules y 1 cubo amarillo para hacer una torre.

Su turno: Conecten 4 cubos azules y 1 cubo amarillo.

¿Cuántos cubos forman la torre? (*5 cubos*)

- 3 Break the tower apart and put the 4 blue cubes on the lower square labeled “4” and 1 yellow cube on the square labeled “1.”

4 and 1 is 5 altogether.

Your Turn: Break your tower apart into 4 and 1.

Write the numbers on the lines.

4 blue cubes and 1 yellow cube is 5 cubes altogether.

Say it.

4 y 1 son 5 en total.

Su turno: Desarmen su torre en 4 y 1.

Escriban los números en las líneas.

4 cubos azules y 1 cubo amarillo son 5 cubos en total.

Díganlo.

Guided Practice (Our Turn)

- 4 Distribute a Guided Practice sheet and 10 cubes to each student (5 cubes of 1 color and 5 cubes of another color). Repeat the steps described in the Modeled Practice. Tell students to make towers of 5 using different combinations of cubes. Example: 2 blue cubes and 3 yellow cubes. Students should not make towers using alternating colors (blue, yellow, blue, yellow).

Error Diagnosis and Correction

A student cannot make the connection between concrete and pictorial items: lay cubes down on the page next to the pictorial model in the same format as the pictorial model.

Guided Practice (continued)

- 5** Once students have demonstrated that they can create different combinations of 5 with the cubes, tell them to look at the pictorial items on the bottom of the Guided Practice sheet. Use the following language to guide students through those problems.

Look at the bottom of the page.

There are pictures of cube towers like the ones we were making.

How many cubes are in the first tower? (3)

Write it.

How many cubes are in the second tower? (2)

Write it.

3 cubes and 2 cubes is 5 cubes altogether.

Say it.

Miren abajo de la hoja.

Hay dibujos de torres de cubos como las que estábamos haciendo.

¿Cuántos cubos hay en la primera torre? (3)

Escríbanlo.

¿Cuántos cubos hay en la segunda torre? (2)

Escríbanlo.

3 cubos y 2 cubos son 5 cubos en total.

Díganlo.



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.

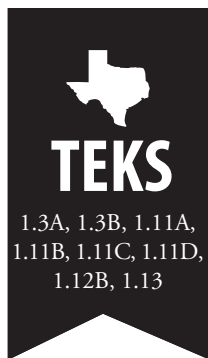
Independent Practice/ Progress Monitoring (Your Turn)

- 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 number under each part of the cube towers.

Van a tener 1 minuto para escribir el número debajo de cada parte de las torres de cubos.

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



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

Unit 1
Booster Lesson 2
WPS

**D
A
Y
1**

Part, Part, Put It Together Whole!

Word Problem Solving

Objective: The student will be able to use concrete objects to solve word problems with sums to ten.

Word Problem Type: Combining, with result unknown

Vocabulary:

English

All, in all, part, whole, altogether

Spanish

Todo, en total, parte, entero, en total

Materials:

Teacher Master, pp. 5–12; connecting cubes (T&S; 2 colors, 7 of each)

Modeled Practice

UNIDAD Unit 1
Booster Lesson 2
WPS Day 1
Modeled Practice

Identificar
 Susana tiene 4 gatos.
 Roberto tiene 3 gatos.
 ¿Cuántos gatos en total?

Modelar

Guided Practice

UNIDAD Unit 1
Booster Lesson 2
WPS Day 1
Guided Practice

Identificar
 Samuel tiene 6 mascotas.
 Pamela tiene 6 mascotas.
 ¿Cuántas mascotas en total?

Modelar

UNIDAD Unit 1
Booster Lesson 2
WPS Day 1
Answer Key for Teachers

Identificar
 Susana tiene 4 gatos.
 Roberto tiene 3 gatos.
 ¿Cuántos gatos en total?

Modelar

4
3
7

UNIDAD Unit 1
Booster Lesson 2
WPS Day 1
Answer Key for Teachers

Identificar
 Samuel tiene 6 mascotas.
 Pamela tiene 6 mascotas.
 ¿Cuántas mascotas en total?

Modelar

6
6
12

**Time:**

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

Preview

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

Today we will solve word problems, using connecting cubes.

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

Hoy vamos a resolver problemas en cuentos utilizando cubos conectables.

Modeled Practice (My Turn, Your Turn)

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

Read the story together. Ready? Read. “Sue has 4 cats. Bob has 3 cats. How many cats in all?”

What is the problem asking?
(how many cats in all)

The story is asking how many cats there are in all.

What object are we talking about in this story? *(cats)*

We will look for important numbers in the story related to cats.

Lean el cuento juntos. ¿Listos? Lean. “Susana tiene 4 gatos. Roberto tiene 3 gatos. ¿Cuántos gatos en total?”

¿Qué nos pregunta el problema?
(cuántos gatos en total)

El cuento nos pregunta cuántos gatos hay en total.

¿De qué objeto estamos hablando en este cuento? *(gatos)*

Vamos a buscar números importantes en el cuento relacionados con gatos.

- 2 Distribute connecting cubes of 2 colors to each student. Use the “Show It” space to count out and connect the cubes. Use cubes of a different color for each part of the problem.

My Turn: The first sentence says: “Sue has 4 cats.” I connect 4 cubes in a group to show Sue’s cats.

Mi turno: La primera oración dice: “Susana tiene 4 gatos.” Conecto 4 cubos en un grupo para mostrar los gatos de Susana.

Modeled Practice (continued)

Your Turn: Show it with your cubes. *(wait while students count and connect cubes)*

My Turn: The next sentence says: “Bob has 3 cats.” I connect 3 cubes in a group to show Bob’s cats.

Your Turn: Show it with your cubes. *(wait while students count and connect cubes)*

Su turno: Muéstrenlo con sus cubos. *(wait while students count and connect cubes)*

Mi turno: La siguiente oración dice: “Roberto tiene 3 gatos.” Conecto 3 cubos en un grupo para mostrar los gatos de Roberto.

Su turno: Muéstrenlo con sus cubos. *(wait while students count and connect cubes)*

- 3** Review the question and count the parts with the students to solve the problem. Make a circular motion around the 2 groups of cubes to indicate “in all.” Point to each group as you say each part, and point to each cube as you count.

We are looking to find how many cats in all.

4 is 1 part, and 3 is another part.

How many in all? Let’s count.

Ready? Count. 1, 2 ... 7.

7 cats in all.

How many cats in all? *(7 cats in all)*

Queremos saber cuántos gatos en total.

4 es 1 parte y 3 es la otra parte.

¿Cuántos en total? Vamos a contar.

¿Listos? Cuenten. 1, 2 ... 7.

7 gatos en total.

¿Cuántos gatos en total? *(7 gatos en total)*

Error Diagnosis and Correction

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

Guided Practice (Our Turn)

- 4** Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud and build the story, using connecting cubes. Choose cubes of different colors to represent each part of the story. Obtain individual and choral responses. Use the following language:

Note to Teacher:

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



Guided Practice (continued)

Read the story together.
Ready? Read.

What is the problem asking
us?

What is the important
object?

Look for words and
numbers related to the
important object.

How many in all? Let's
count.

Lean el cuento juntos.
¿Listos? Lean.

¿Qué nos pregunta el
problema?

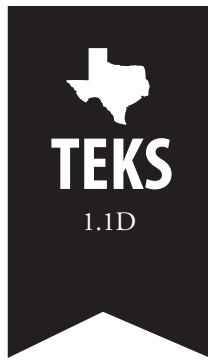
¿Cuál es el objeto
importante?

Busquen palabras y
números relacionados con el
objeto importante.

¿Cuántos en total? Vamos a
contar.

Independent Practice/ Progress Monitoring (Your Turn)

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



Total Time: 2 minutes

Unit 1 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:

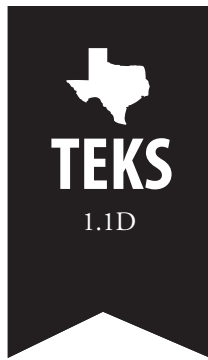
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Wipe boards for students (instructional content: 0–20)



My Notes: _____



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

Unit 1
Booster Lesson 3
R10

**D
A
Y
2**

Fives!

Relationships of 10

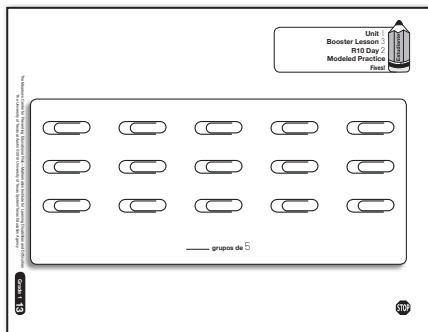
Objective: The student will be able to group concrete and pictorial objects into groups of five and write the number that represents the total amount.

Instructional Content: Groups of 5 totaling 0 to 50

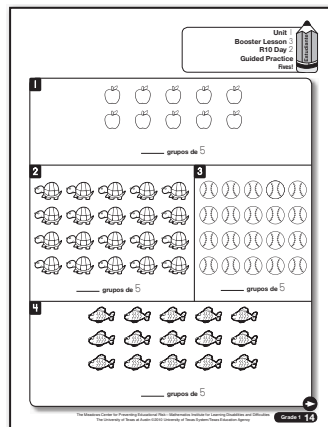
Vocabulary:	English	Spanish
	Groups	Grupos

Materials: Teacher Master, pp. 13–16; paper clips (or other common objects such as teddy bear counters, crayons, or stones; T&S; 20 of each)

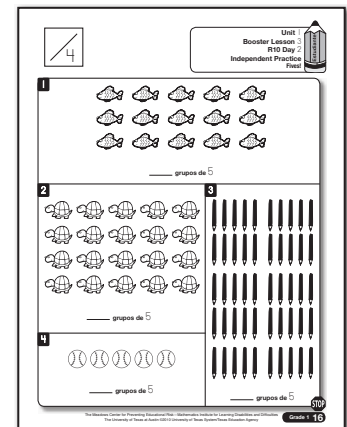
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

**Note to Teacher:**

Select an object
that is familiar to
students; paper
clips will be used in
this lesson.

**Error Diagnosis
and Correction**

A student has difficulty
circling groups of 5:
tell the student to
count out loud and
cross out each object
before circling a group
of objects.

Preview

We will group paper clips to
help us count them and then
write the number that tells
how many groups there are.

Vamos a agrupar clips para
ayudarnos a contarlos y
luego escribir el número que
nos dice cuántos grupos hay

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

- 1 Place 15 paper clips on the table in a row.

My Turn: I have a bunch of
paper clips. (*point to the row*)

I need to count them quickly.

Your Turn: Count the paper
clips 1 by 1. Ready? Count. 1,
2 ... 15.

Mi turno: Tengo un montón de
clips. (*point to the row*)

Necesito contarlos rápidamente.

Su turno: Cuenten los clips 1 por
1. ¿Listos? Cuenten. 1, 2 ... 15.

- 2 Distribute a Modeled Practice sheet and 15 paper clips to each student. Place the paper clips on top of the pictorial representations on the sheet. Tell the students to count the groups of 5. Write the numeral for the total number of groups on the Modeled Practice sheet and tell the students to read the numeral.

My Turn: I put my paper clips
in groups of 5 to count them
quickly.

Your Turn: Ready? Help me
count out 5 paper clips for each
group. Count. 1, 2 ... 5. (*repeat
until there are 3 groups of 5 paper
clips*)

How many groups of paper
clips?

Count. 1 group of 5 paper clips,
2 groups of 5 paper clips, 3
groups of 5 paper clips.

Mi turno: Pongo mis clips en
grupos de 5 para contarlos
rápidamente.

Su turno: ¿Listos? Ayúdenme
a contar 5 clips para cada
grupo. Cuenten. 1, 2 ... 5.
(*repeat until there are 3 groups of
5 paper clips*)

¿Cuántos grupos de clips?

Cuenten. 1 grupo de 5 clips, 2
grupos de 5 clips, 3 grupos de
5 clips.

Modeled Practice (continued)

- 3** Write “3” groups of 5 on the Modeled Practice sheet.

My Turn: I write the number 3. 3 groups of 5 paper clips.

Your Turn: Write the number 3 to show how many groups of 5 paper clips we made.

Mi turno: Escribo el número 3. 3 grupos de 5 clips.

Su turno: Escriban el número 3 para mostrar cuántos grupos de 5 clips hicimos.



Error Diagnosis and Correction

A student has difficulty counting groups of 5: tell the student to count out loud and cross out each circled group.

Guided Practice (Our Turn)

- 4** Distribute 20 objects to each student. Tell students to make groups of 5, count the groups, and say the number of groups out loud.

Put your paper clips in groups of 5. Ready? Count. 1, 2 ... 5.

How many groups of 5? Count. 1 group of 5, 2 groups of 5, 3 groups of 5, 4 groups of 5.

Pongan sus clips en grupos de 5. ¿Listos? Cuenten. 1, 2 ... 5.

¿Cuántos grupos de 5? Cuenten. 1 grupo de 5, 2 grupos de 5, 3 grupos de 5, 4 grupos de 5.

- 5** Distribute the Guided Practice sheets. Tell students to circle groups of 5 objects for each item and state how many groups of 5 there are for each item. Obtain both choral and individual responses. Use the following language for the first item:

How many groups of apples are there?

Circle groups of 5 apples.

Ready? Count. 1, 2 ... 5. Circle it.

Ready? Count. 1, 2 ... 5. Circle it.

How many groups of 5 apples did we circle?

Write it.

¿Cuántos grupos de manzanas hay?

Circulen grupos de 5 manzanas.

¿Listos? Cuenten. 1, 2 ... 5. Circúlenlo.

¿Listos? Cuenten. 1, 2 ... 5. Circúlenlo.

¿Cuántos grupos de 5 manzanas circulamos?

Escríbanlo.

**Time:**

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

**Note to Teacher:**

Score 1 point for each correctly written number of groups of 5.

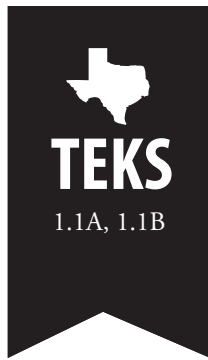
Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to circle groups of 5 objects. Then write the total number of groups you circled for each item.

Van a tener 1 minuto para circular grupos de 5 objetos. Luego escriban el número total de grupos que circularon para cada objeto.

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



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

Unit 1 Booster Lesson 4 MC

D
A
Y
2

Greater Than, Less Than Magnitude Comparison

Objective: The student will be able to identify whether a number is greater than or less than another number.

Instructional Content:

0–50

Vocabulary:

English

Greater than, less than, more, smaller

Spanish

Mayor que, menor que, más, más pequeño

Materials:

Teacher Master, pp. 17–18; wipe board (T&S); connecting cubes (T; 40)

Guided Practice

Unit 1
Booster Lesson 4
MC Day 2
Guided Practice
Greater Than, Less Than

1
es mayor que
es menor que
16 12

2
es mayor que
es menor que
13 14

3
es mayor que
es menor que
20 14

4
es mayor que
es menor que
9 11

Grade 1.1B

Independent Practice

Unit 1
Booster Lesson 4
MC Day 2
Independent Practice
Greater Than, Less Than

1
es mayor que
es menor que
12 14

2
es mayor que
es menor que
16 11

3
es mayor que
es menor que
19 18

4
es mayor que
es menor que
15 14

Grade 1.1B

**Time:**

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

Preview

Today we will compare numbers to decide which number is greater and which number is less.

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

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

Hoy vamos a comparar números para decidir cuál número es mayor y cuál número es menor.

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

Cuando un número es menor que otro número, es menos o más pequeño.

Modeled Practice (My Turn, Your Turn)

- Write "16" on the left side of a wipe board and "12" on the right side. Build each number on the table, using connecting cubes. Connect the cubes into 1 large tower for each number.

My Turn: I wrote 2 numbers on the wipe board.

Your Turn: What numbers? (16 and 12)

My Turn: I can make the numbers, using connecting cubes.

Your Turn: Which number is greater, or more? (16)

How do you know? (16 is a taller tower than 12; 16 is more cubes)

How many more is 16 than 12? (4 more)

Which number is smaller, or less? (12)

How do we know? (12 is a smaller tower; 12 has less than 16)

How many less is 12 than 16? (4 less)

Mi turno: Escribí 2 números en el pizarrón.

Su turno: ¿Qué números? (16 y 12)

Mi turno: Puedo hacer los números usando cubos conectables.

Su turno: ¿Cuál número es mayor o más? (16)

¿Cómo saben? (la torre de 16 es más alta que la de 12, 16 tiene más cubos)

¿Cuántos más es 16 que 12? (4 más)

¿Cuál número es más pequeño o menor? (12)

¿Cómo sabemos? (la torre de 12 es más pequeña; 12 tiene menos que 16)

¿Cuántos menos es 12 que 16? (4 menos)

Guided Practice (Our Turn)

- 2 Using the Modeled Practice procedure, write 2 numbers on the wipe board and build the numbers on the table, using connecting cubes. Tell students to compare the towers of cubes and choose which number is less and which is greater. Practice an equal amount of time with “greater than” and “less than.” Provide extra practice for pairs of numbers that are closer in magnitude (e.g., 15, 16), that tend to be confused by students (e.g., 12, 20), that cross decades (e.g., 19, 20), or that have more ones than tens (e.g., 9, 12).
- 3 Distribute a Guided Practice sheet to each student. Tell students to look at the pictures of cubes and then circle the phrase that indicates whether the first number is greater than or less than the second number. Use the following language:

What numbers?

How many cubes?

Is the first number greater than or less than the second number?

Circle the correct phrase.

How many more or less is the first number than the second number?

¿Qué números?

¿Cuántos cubos?

¿El primer número es mayor que o menor que el segundo número?

Circulen la frase correcta.

¿Cuántos más o menos es el primer número que el segundo número?

Error Diagnosis and Correction

A student has difficulty identifying which number is greater or less: tell the student to use connecting cubes to create towers and then compare the quantities.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 **For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to quickly circle the phrase (“is greater than” or “is less than”) that correctly describes the first number in relation to the second.



Time:

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

Independent Practice/ Progress Monitoring (continued)

For each item, circle whether the first number is greater than or less than the second number.

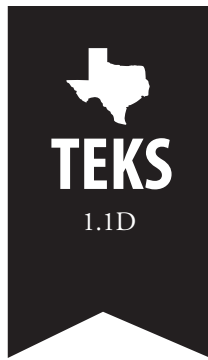
Para cada problema, circulen si el primer número es mayor que o menor que el segundo número.

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



Note to Teacher:

Score 1 point for each correctly circled phrase.



Total Time: 2 minutes

Unit 1
Warm-Up

D
A
Y
3



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: 0–20)



My Notes: _____



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

Unit 1 Booster Lesson 5 ASC

**D
A
Y
3**

Part, Part, Whole

Addition/Subtraction Combinations

Objective: The student will be able to make part-part-whole combinations to six.

Instructional Content:

6

Vocabulary:

English

Part, whole, number, altogether

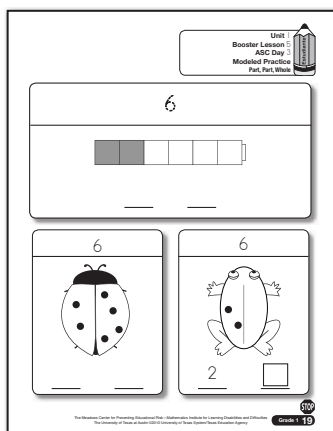
Spanish

Parte, entero, número, en total

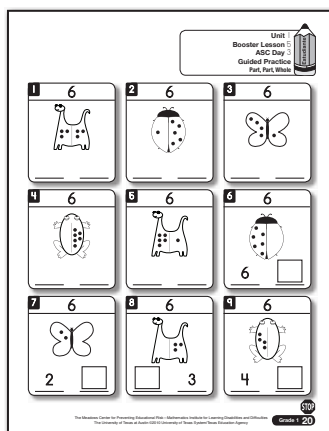
Materials:

Teacher Master, pp. 19–21

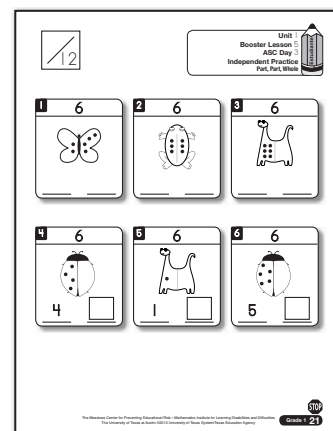
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

Today we will work with the number 6. We will make 6 by using different kinds of objects.

Hoy vamos a trabajar con el número 6. Vamos a hacer 6 usando diferentes tipos de objetos.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

My Turn: There are 6 connecting cubes in this chain. I see 2 cubes are shaded and 4 cubes are white. *(point to the chain on the Modeled Practice sheet)*

2 cubes and 4 cubes is 6 cubes altogether.

I write “2” under the 2 shaded cubes and “4” under the 4 white cubes.

Your Turn: Write the numbers on the lines.

How many shaded cubes? (2)

How many white cubes? (4)

How many cubes altogether? (6 cubes)

Mi turno: Hay 6 cubos conectables en esta cadena. Veo 2 cubos sombreados y 4 cubos blancos. *(point to the chain on the Modeled Practice sheet)*

2 cubos y 4 cubos son 6 cubos en total.

Escribo “2” debajo de los 2 cubos sombreados y “4” debajo de los 4 cubos blancos.

Su turno: Escriban los números en las líneas.

¿Cuántos cubos sombreados? (2)

¿Cuántos cubos blancos? (4)

¿Cuántos cubos en total? (6 cubos)

- 2 Point to the ladybug image at the bottom of the sheet.

Look at the ladybug.

How many dots are on this side? *(point to the side with 2 dots; 2)*

Miren la mariquita.

¿Cuántos puntos hay en este lado? *(point to the side with 2 dots; 2)*

Modeled Practice (continued)

My Turn: I write “2” under this side of the ladybug.

How many dots are on this side? (*point to the side with 4 dots; 4*)

My Turn: I write “4” under this side of the ladybug.

Your Turn: Write “2” and “4” on the lines.

How many dots altogether on the whole ladybug? (*6*)

Mi turno: Escribo “2” debajo de este lado de la mariquita.

¿Cuántos puntos hay en este lado? (*point to the side with 4 dots; 4*)

Mi turno: Escribo “4” debajo de este lado de la mariquita.

Su turno: Escriban “2” y “4” en las líneas.

¿Cuántos puntos hay en total en la mariquita entera? (*6*)

Error Diagnosis and Correction

A student cannot make the connection between concrete and pictorial items: allow the student to use cubes or counters when making parts of a whole.

- 3** Cover the side with 2 dots so only 4 dots are showing on the ladybug.

If we know there are 6 dots in all, and there are 4 dots on this side, how many dots are on the other side? (*2 dots*)

How do you know that?
(*because 4 and 2 is 6 altogether*)

Si sabemos que hay 6 puntos en total y que hay 4 puntos en este lado, ¿cuántos puntos hay en el otro lado? (*2 puntos*)

¿Cómo lo saben? (*porque 4 y 2 son 6 en total*)

- 4** Point to the frog image at the bottom of the sheet.

My Turn: I know that there should be 6 dots in all because there is a “6” at the top of this frog.

There are 2 dots already on the frog.

How many dots do I need to draw on the blank side of the frog to make 6 dots in all?
(*point to the blank side; 4*)

Mi turno: Sé que deben de haber 6 puntos en total porque hay un “6” en la parte de arriba de esta rana.

La rana ya tiene 2 puntos.

¿Cuántos puntos necesito dibujar del otro lado de la rana para tener 6 puntos en total? (*point to the blank side; 4*)

Modeled Practice (continued)

I need to draw 4 dots because 2 and 4 is 6.

Your Turn: Draw 4 dots and write “4.”

2 dots and 4 dots is 6 dots altogether.

Say it.

Necesito dibujar 4 puntos porque 2 y 4 son 6.

Su turno: Dibujen 4 puntos y escriban “4”.

2 puntos y 4 puntos son 6 puntos en total.

Díganlo.

Guided Practice (Our Turn)

- 5** Distribute a Guided Practice sheet to each student. Repeat the steps described in the Modeled Practice. Use the following language to guide students through those problems.

How many dots on this side?

How many dots are on the other side?

Write it.

How many dots altogether?

Write it.

How do you know that?

¿Cuántos puntos en este lado?

¿Cuántos puntos hay en el otro lado?

Escríbanlo.

¿Cuántos puntos en total?

Escríbanlo.

¿Cómo lo saben?



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to write the number under each part of the animals. If there is a blank side to an animal, fill in the correct number of dots to make 6 dots altogether, and then write the number on the blank.

Van a tener 1 minuto para escribir el número debajo de cada parte de los animales. Si el animal tiene un lado en blanco, rellenen con el número correcto de puntos para hacer 6 puntos en total y luego escriban el número en el espacio en blanco.

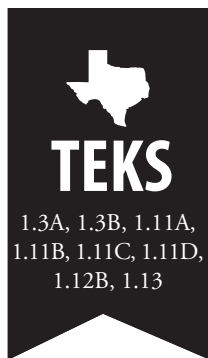
- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3 Record their scores as the number correct / total number possible.



Note to Teacher:

Score 1 point for each correctly written number and 1 point for each correctly drawn number of dots and written number.





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

Unit 1
Booster Lesson 6
WPS

**D
A
Y
3**

Part, Part, Put It Together Whole!

Word Problem Solving

Objective: The student will be able to use concrete objects to solve word problems with sums to ten.

Word Problem Type: Combining, with result unknown

Vocabulary:

English	Spanish
Add, all, in all, part, whole	Sumar, todos, en total, parte, entero

Materials: Teacher Master, pp. 22–29; connecting cubes (T&S; 2 colors, 8 of each)

Modeled Practice

Guided Practice

**Time:**

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

Preview

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

Today we will solve word problems, using connecting cubes.

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

Hoy vamos a resolver problemas en cuentos utilizando cubos conectables.

Modeled Practice (My Turn, Your Turn)

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

Read the story together. Ready? Read. “Al ran 2 races. Jim ran 2 races. How many races did they run in all?”

What is the problem asking?
(how many races in all)

The story is asking how many races there are in all.

What object are we talking about in this story? *(races)*

We will look for important numbers in the story related to races.

Lean el cuento juntos. ¿Listos? Lean. “Alberto corrió 2 carreras. Jaime corrió 2 carreras. ¿Cuántas carreras corrieron en total?”

¿Qué nos pregunta el problema? *(cuántas carreras en total)*

El cuento nos pregunta cuántas carreras hay en total.

¿De qué objeto estamos hablando en este cuento?
(carreras)

Vamos a buscar números importantes en el cuento relacionados con carreras.

- 2 Distribute connecting cubes of 2 colors to each student. Use the “Show It” space to count out and connect cubes. Use cubes of a different color for each part of the problem.

Modeled Practice (continued)

My Turn: The first sentence says: “Al ran 2 races.” I connect 2 cubes in a group to show how many races Al ran.

Your Turn: Show it with your cubes. *(wait while students count and connect cubes)*

My Turn: The next sentence says: “Jim ran 2 races.” I connect 2 cubes in a group to show how many races Jim ran.

Your Turn: Show it with your cubes. *(wait while students count and connect cubes)*

Mi turno: La primera oración dice: “Alberto corrió 2 carreras”. Conecto 2 cubos en un grupo para mostrar cuántas carreras corrió Alberto.

Su turno: Muéstrenlo con sus cubos. *(wait while students count and connect cubes)*

Mi turno: La siguiente oración dice: “Jaime corrió 2 carreras”. Conecto 2 cubos en un grupo para mostrar cuántas carreras corrió Jaime.

Su turno: Muéstrenlo con sus cubos. *(wait while students count and connect cubes)*

- 3** Review the question and count the parts with the students to solve the problem. Make a circular motion around the 2 groups of cubes to indicate “in all.” Point to each group as you say each part, and point to each cube as you count.

We are looking to find how many races in all.

2 is 1 part and 2 is another part.

How many in all? Let’s count.

Ready? Count. 1, 2, 3, 4.

4 races in all.

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

Queremos saber cuántas carreras en total.

2 es 1 parte y 2 es la otra parte.

¿Cuántas en total? Vamos a contar.

¿Listos? Cuenten. 1, 2, 3, 4.

4 carreras en total.

¿Cuántas carreras en total?
(4 carreras en total)



**Error Diagnosis
and Correction**

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



Note to Teacher:

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

Guided Practice (Our Turn)

- 4 Distribute Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud and build the story, using connecting cubes. Choose cubes of different colors to represent each part of the story. 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 object?

Look for words and numbers related to the important object.

How many in all? Let's count.

Lean el cuento juntos.

¿Listos? Lean.

¿Qué nos pregunta el problema?

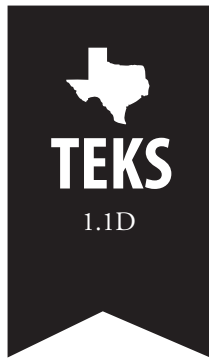
¿Cuál es el objeto importante?

Busquen palabras y números relacionados con el objeto importante.

¿Cuántos en total? Vamos a contar.

Independent Practice/ Progress Monitoring (Your Turn)

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



Total Time: 2 minutes

Unit 1
Warm-Up

D
A
Y
4



Warm-Up: Number Recognition

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



Time:

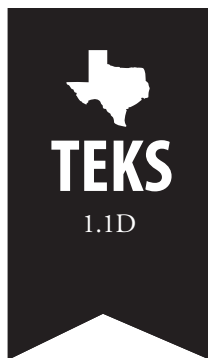
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (0–20)



My Notes: _____



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

Unit 1
Booster Lesson 7
R10

**D
A
Y
4**

Fives!

Relationships of 10

Objective: The student will be able to group concrete and pictorial objects into groups of five and write the number that represents the total amount.

Instructional Content:

Groups of 5 totaling 0 to 50

Vocabulary:

English

Groups

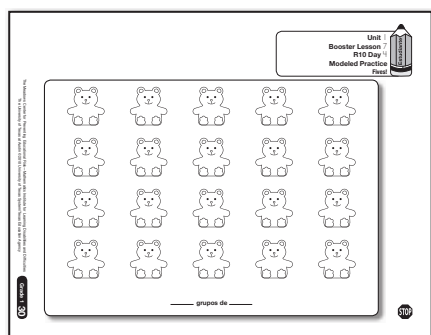
Spanish

Grupos

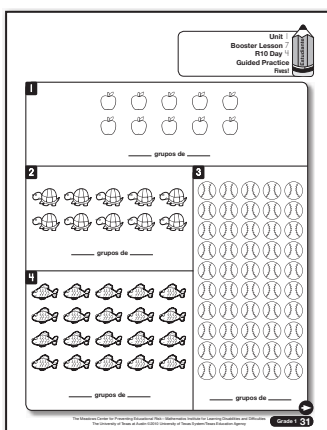
Materials:

Teacher Master, pp. 30–33; teddy bear counters (or other common objects such as paper clips, crayons, or stones; T&S; 20 of each)

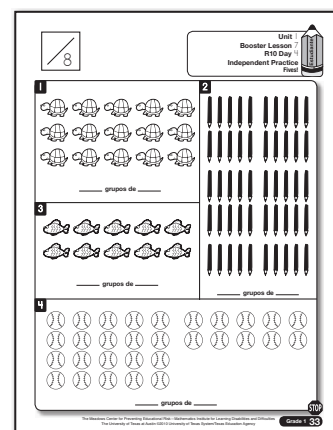
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

**Note to Teacher:**

Select an object
that is familiar to
the students; this
lesson uses teddy
bear counters.

Preview

We will group objects to help
us count them and then write
the number that tells how
many groups there are.

Vamos a agrupar objetos para
ayudarnos a contarlos y luego
escribir el número que nos
dice cuántos grupos hay.

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

- 1 Place 20 teddy bear counters on the table in a row.

My Turn: I have a bunch of
teddy bear counters.

I need to count them quickly.

I put the teddy bear counters
in groups of 5 to make it easy
to count them quickly.

Ready? Count. 1, 2 ... 5.
*(repeat until all the teddy bear
counters are in groups of 5; tell
the students to count the groups)*

Mi turno: Tengo un montón de
contadores de ositos.

Necesito contarlos rápidamente.

Pongo los contadores de ositos
en grupos de 5 para que sea más
fácil contarlos rápidamente.

¿Listos? Cuenten. 1, 2 ... 5.
*(repeat until all the teddy bear
counters are in groups of 5; tell the
students to count the groups)*

- 2 Distribute a Modeled Practice sheet and 20 teddy bear counters to each student. Put the teddy bear counters on top of the pictorial representations on the sheet. Write the numeral for both the total number of groups and the number of teddy bear counters in each group on the Modeled Practice sheet.

Your Turn: How many groups
of 5 teddy bear counters do
we have?

Count. 1 group of 5 teddy
bear counters, 2 groups of 5
teddy bear counters, 3 groups
of 5 teddy bear counters,
4 groups of 5 teddy bear
counters.

Su turno: ¿Cuántos grupos
de 5 contadores de ositos
tenemos?

Cuenten. 1 grupo de 5
contadores de ositos, 2 grupos
de 5 contadores de ositos,
3 grupos de 5 contadores
de ositos, 4 grupos de 5
contadores de ositos.

Modeled Practice (continued)

- 3 Write “4” on the Modeled Practice sheet.

My Turn: I write the number
4. 4 groups of teddy bear
counters.

Your Turn: Write the number
4 to show how many groups of
teddy bear counters we made.

How many teddy bear counters
are in each group? (5)

Write “5” in the second blank
to show 4 groups of 5.

Say it.

Mi turno: Escribo el número
4. 4 grupos de 5 contadores de
ositos.

Su turno: Escriban el número 4
para mostrar cuántos grupos de
contadores de ositos hicimos.

¿Cuántos contadores de ositos
hay en cada grupo (5)

Escriban “5” en el segundo
espacio en blanco para mostrar
4 grupos de 5.

Díganlo.



A student has difficulty counting groups of 5: tell the student to count out loud and cross out each circled group.

Guided Practice (Our Turn)

- 4 Distribute Guided Practice sheets to each student. Tell students to circle groups of 5 objects for each item and to state how many groups of 5 there are for each item. Obtain both choral and individual responses. Use the following language:

Circle groups of 5 objects to
count them quickly.

Ready? Count. 1, 2 ... 5. Circle
it.

Ready? Count. 1, 2 ... 5. Circle
it.

How many groups of objects did
we circle?

How many objects are in each
group?

Write it.

Circulen grupos de 5 objetos
para contarlos rápidamente.

¿Listos? Cuenten. 1, 2 ... 5.
Circúlenlo.

¿Listos? Cuenten. 1, 2 ... 5.
Circúlenlo.

¿Cuántos grupos de objetos
circulamos?

¿Cuántos objetos hay en cada
grupo?

Escribanlo.



A student has difficulty circling groups of 5: tell the student to count out loud and cross out each object before circling a group of objects.

**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 circle groups of 5 objects. Then write the total number of groups you circled for each item and how many objects are in each group.

Van a tener 1 minuto para circular grupos de 5 objetos. Luego escriban el número total de grupos que circularon para cada objeto y cuántos objetos hay en cada grupo.

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

**Note to Teacher:**

Score 1 point for each correctly written number of groups and 1 point for each correctly written number of objects in each group.



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

Unit 1 Booster Lesson 8 NS

D
A
Y
4

Number Line: Find It!

Number Sequences

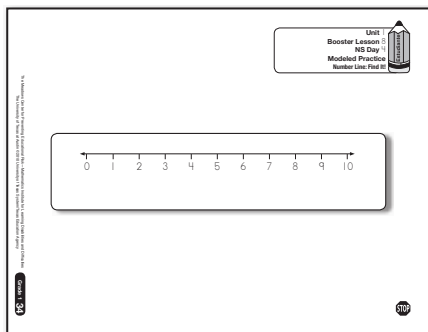
Objective: The student will be able to locate numbers on a number line.

Instructional Content: 0–50

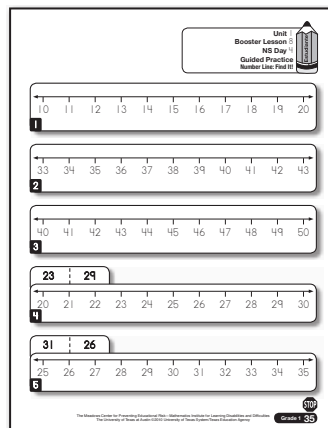
Vocabulary:	English	Spanish
	Number, number line	Número, recta numérica

Materials: Teacher Master, pp. 34–36; wipe board

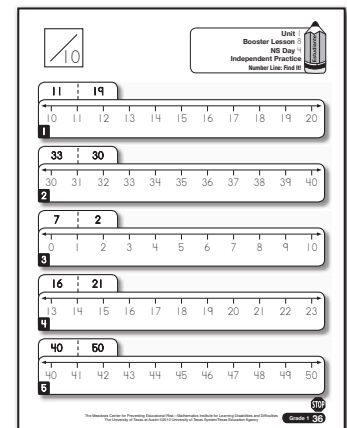
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

Today we will look at the
number line and locate
numbers.

Hoy vamos a mirar la recta
numérica y encontrar
números.

Modeled Practice
(My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Point to each number as you say it. Write "3" on the wipe board.

My Turn: I have a number
line. It starts by showing
the number 0 and shows
numbers up to 10.

Your Turn: What number?
(*point to the wipe board; 3*)

I want to find the number 3
on the number line.

We start at 0 and count up.
Ready? Count. 1, 2, 3.

We found the number 3 on
the number line!

Circle it.

Mi turno: Tengo una recta
numérica. Empieza mostrando
el número 0 y muestra
números hasta el 10.

Su turno: ¿Qué número? (*point
to the wipe board; 3*)

Quiero encontrar el número 3
en la recta numérica.

Empezamos en 0 y contamos
hacia adelante. ¿Listos?
Cuenten. 1, 2, 3.

¡Encontramos el número 3 en
la recta numérica!

Circúlenlo.

**Error Diagnosis
and Correction**

The student skips
numbers or counts
inaccurately: tell the
student to count more
slowly and to touch
each number as he or
she counts.

Guided Practice
(Our Turn)

- 2 Distribute a Guided Practice sheet to each student. Write "12" on the wipe board.

What number? (12)

Find the number 12 on the
number line.

¿Qué número? (12)

Encuentren el número 12 en
la recta numérica.

Guided Practice (continued)

How can we find the number 12?

Start at the number 10 and count up together. Ready? Count. 10, 11, 12.

Circle it.

¿Cómo podemos encontrar el número 12?

Empezamos en el número 10 y contamos hacia adelante juntos. ¿Listos? Cuenten. 10, 11, 12.

Circúlenlo.

- 3** Use the same number line on the Guided Practice sheet; write “18” on the wipe board.

What number? (18)

Find the number 18 on the number line.

How can we find the number 18? Counting all the way from the number 10 will take a long time. Let’s count back from the number 20.

Count back together. Ready? Count. 20, 19, 18.

Circle it.

¿Qué número? (18)

Encuentren el número 18 en la recta numérica.

¿Cómo podemos encontrar el número 18? Contando desde el número 10 nos tomará mucho tiempo. Vamos a contar hacia atrás desde el número 20.

Cuenten hacia atrás juntos. ¿Listos? Cuenten. 20, 19, 18.

Circúlenlo.

- 4** Using the same number line on the Guided Practice sheet, write “8” on the wipe board (a nonexample).

What number? (8)

Find the number 8 on the number line.

Where is 8? (*it is not on this number line; it is less than the numbers on this number line; 8 is smaller or less than 10*)

It is not on this number line.

¿Qué número? (8)

Encuentren el número 8 en la recta numérica.

¿Dónde está el 8? (*no está en esta recta numérica; es menor que los números en esta recta numérica; 8 es más pequeño o menor que 10*)

No está en la recta numérica.

Guided Practice (continued)

Error Diagnosis and Correction

A student cannot find a number on the number line: point to the number, say the number, and count up the number line to it.

- 5 Repeat steps 2–4 for the next 2 number lines on the Guided Practice sheet. For each number line, write a number on the wipe board, and then tell students to read the number, find it on the number line, and circle it. For each number line, use 1 example and 1 nonexample.
- 6 For the last 2 number lines on the Guided Practice sheet, use the following language:

Look at the 2 numbers in the box and circle them on the number line.

What number?

Circle it on the number line.

Miren los 2 números en la caja y circúlenlos en la recta numérica.

¿Qué número?

Circúlenlo en la recta numérica.



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 the students to complete as many items as possible.

You will have 1 minute to look at the numbers in the box and circle them on the number line.

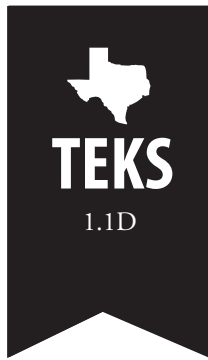
Van a tener 1 minuto para mirar los números en la caja y circularlos en la recta numérica.

- 2 **For remaining time:** Go through the items with the 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 circled number on the number line.



Total Time: 2 minutes

Unit 1
Warm-Up

D
A
Y
5



Warm-Up: Number Recognition

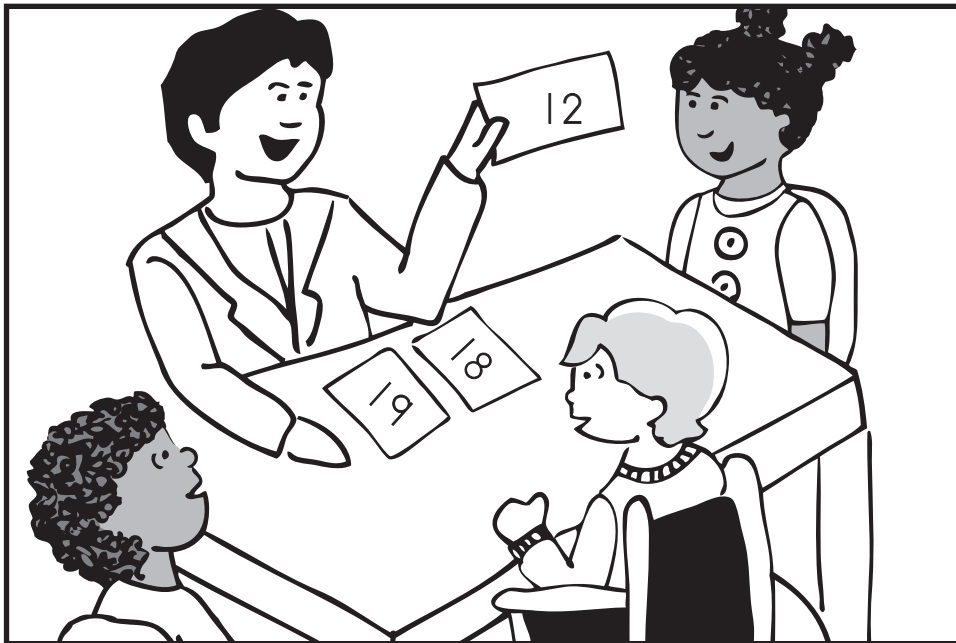
Directions: Hold up number cards and tell students to say each number with a quick oral response (within 3–4 seconds). If students say an incorrect number for a card, put it in a pile for extra practice. After students go through all the number cards, review the cards in the extra-practice pile and tell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



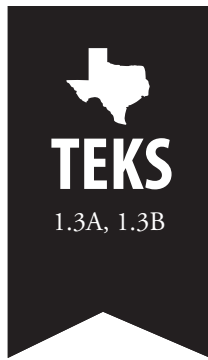
Time:

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

Materials: Number cards (0–20)



My Notes: _____



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

Unit 1
Booster Lesson 9
ASC

D
A
Y
5

Part, Part, Whole

Addition/Subtraction Combinations

Objective: The student will be able to make part-part-whole combinations to seven.

Instructional Content:

7

Vocabulary:

English

Part, whole, number, altogether

Spanish

Parte, entero, número, en total

Materials:

Teacher Master, pp. 37–39; wipe board (T)

Modeled Practice

Guided Practice

Independent Practice

**Time:**

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

**Error Diagnosis and Correction**

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

**Error Diagnosis and Correction**

A student has difficulty covering up pictures of cubes: model by taking away actual connecting cubes.

Preview

Today we will work with the number 7.

We will show 7 in different ways.

Hoy vamos a trabajar con el número 7.

Vamos a mostrar 7 de diferentes maneras.

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

- 1 Distribute a Modeled Practice sheet to each student.

My Turn: Here is the number 7.

How many cubes are below 7?

Let's count. Ready? Count. 1, 2 ... 7.

Below the row of cubes you see the number 1 on 1 side and an empty box on the other side.

We call this a “part, part, whole” because it shows the whole at the top and 2 parts below it. *(point to the layout on the Modeled Practice page)*

7 is the whole number, and 1 is 1 part of 7.

My Turn: If 1 is 1 part of 7, what is the other part of 7? What should go in this box?

My Turn: I cover up part of the 7 cubes to see what the missing part is. *(place 1 finger over the first cube)*

I covered up 1 cube.

Mi turno: Aquí está el número 7.

¿Cuántos cubos hay debajo del 7?

Vamos a contar. ¿Listos? Cuenten. 1, 2 ... 7.

Debajo de la fila de cubos ven el número 1 de un lado y una caja vacía del otro lado.

A esto le llamamos “parte, parte, entero” porque muestra el entero en la parte de arriba y 2 partes en la parte de abajo. *(point to the layout on the Modeled Practice page)*

7 es el número entero y 1 es 1 parte de 7.

Mi turno: Si 1 es 1 parte de 7, ¿cuál es la otra parte de 7? ¿Qué debe de ir en esta caja?

Mi turno: Tapo una parte de los 7 cubos para ver cuál es la parte que falta. *(place 1 finger over the first cube)*

Tapé 1 cubo.

Modeled Practice (continued)

Your Turn: Cover up 1 cube.

How many cubes are left?

Count. (6)

If 1 is 1 part of 7, what is the other part that makes up 7? (6)

Write “6” in the blank in the box.

1 and 6 is 7.

Say it: 1 and 6 is 7.

Su turno: Tapen 1 cubo.

¿Cuántos cubos quedan?

Cuenten. (6)

Si 1 es 1 parte de 7, ¿cuál es la otra parte que forma 7? (6)

Escriban “6” en el espacio en blanco en la caja.

1 y 6 son 7.

Díganlo: 1 y 6 son 7.

Guided Practice (Our Turn)

- 2** Distribute a Guided Practice sheet to each student. Repeat the steps described in Modeled Practice for each item. Use the following language:

What is the missing number?

Cover up 1 part with your finger/hand.

How many cubes make up the other part?

Count them.

Write the number.

¿Cuál es el número que falta?

Tapen 1 parte con su dedo/mano.

¿Cuántos cubos forman la otra parte?

Cuéntenlos.

Escriban el número.



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.

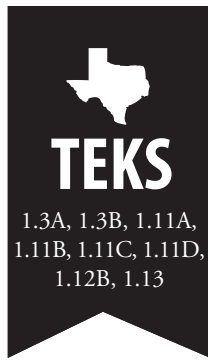
Independent Practice/ Progress Monitoring (Your Turn)

- 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 numbers
in the boxes.

Van a tener 1 minuto para
escribir los números que
faltan en las cajas.

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



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

Unit 1
Booster Lesson 10
WPS

**D
A
Y
5**

This Is How We Identify It!

Word Problem Solving

Objective: The student will be able to use concrete objects to solve word problems with sums to ten.

Word Problem Type: Combining, with result unknown

Vocabulary:

English

Add, all, in all, part, whole, unit, important, information, identify, strategy, altogether

Spanish

Sumar, todo, en total, parte, entero, unidad, importante, identificar, estrategia, en total

Materials:

Teacher Master, pp. 40–47; connecting cubes (T&S; 2 colors, 7 of each)

Modeled Practice

UNIDAD Unit 1
Booster Lesson 10
WPS Day 5
Modeled Practice

Identificar

Carla tiene 1 vestido.
 Ana tiene 11 vestidos.
 ¿Cuántos vestidos en total?

Modelar

Guided Practice

UNIDAD Unit 1
Booster Lesson 10
WPS Day 5
Guided Practice

Identificar

Guillermo tenía 2 bolígrafos.
 Saúl tenía 7 bolígrafos.
 ¿Cuántos bolígrafos en total?

Modelar

UNIDAD Unit 1
Booster Lesson 10
WPS Day 5
Answer Key for Teachers

Identificar

Carla tiene 1 vestido.
 Ana tiene 11 vestidos.
 ¿Cuántos vestidos en total?

Modelar

11

UNIDAD Unit 1
Booster Lesson 10
WPS Day 5
Answer Key for Teachers

Identificar

Guillermo tenía 2 bolígrafos.
 Saúl tenía 7 bolígrafos.
 ¿Cuántos bolígrafos en total?

Modelar

9



**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*)

A strategy is a plan that we follow to get something done.

A unit is the important part of a story.

Today we will learn a strategy called “Identify It” to find the unit and the important information in the word problem.

We will also solve the problem, using our connecting cubes.

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

Una estrategia es un plan que seguimos para hacer algo.

Una unidad es la parte importante de un cuento.

Hoy vamos a aprender una estrategia llamada “Identifícalo” para encontrar la unidad y la información importante en un cuento de matemáticas.

También vamos a resolver el problema utilizando nuestros cubos conectables.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Introduce the Identify It strategy. 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.

We will learn the Identify It strategy.

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

We will learn 2 parts today:

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

Vamos a aprender la estrategia Identifícalo.

La estrategia Identifícalo nos ayuda a encontrar información importante en cuentos de matemáticas.

Hoy vamos a aprender dos partes:

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

**Error Diagnosis and Correction**

A student cannot identify the question in a word problem: direct the student to the question mark.

Modeled Practice (continued)

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

Read the story together.
Ready? Read. “Kim has 1
dress. Ann has 4 dresses.
How many dresses in all?”

What is the question? (*how
many dresses in all*)

My Turn: I underline the
question.

Your Turn: Underline it.

Step 1 also asks us to find
the important unit. What
unit are we talking about in
this story? (*dresses*)

My Turn: I write the word
“dresses” on the unit line.

Your Turn: Write “dresses”
on the unit line.

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

Lean el cuento juntos. ¿Listos?
Lean. “Carla tiene 1 vestido.
Ana tiene 4 vestidos. ¿Cuántos
vestidos en total?”

¿Cuál es la pregunta? (*cuántos
vestidos en total*)

Mi turno: Subrayo la pregunta.

Su turno: Subráyena.

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

Mi turno: Escribo la palabra
“vestidos” en la línea de la
unidad.

Su turno: Escriban “vestidos”
en la línea de la unidad.

- 2** Teach students step 2 of the Identify It strategy. Circle important words and numbers on the Modeled Practice sheet.

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

My Turn: I circle “1 dress”
because it tells me how
many dresses Kim has.

Your Turn: Circle “1 dress.”

My Turn: I also circle “4
dresses” because it tells me
how many dresses Ann has.

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

Mi turno: Circulo “1 vestido”
porque me dice cuántos
vestidos tiene Carla.

Su turno: Circulen “1 vestido.”

Mi turno: También circulo
“4 vestidos” porque me dice
cuántos vestidos tiene Ana.

Modeled Practice (continued)

Your Turn: Circle “4 dresses.”

Su turno: Circulen “4 vestidos”.

- 3** Distribute 2 colors of connecting cubes to each student. Use the “Show It” space to count out and connect cubes. Use a different color for each part of the problem.

We can show the problem by using connecting cubes.

Podemos mostrar el problema utilizando cubos conectables.

We have already circled all of the information we need to show the problem.

Ya circulamos toda la información que necesitamos para mostrar el problema.

The first part we circled is “1 dress.”

La primera parte que circulamos es: “1 vestido.”

My Turn: I use 1 cube to show 1 dress.

Mi turno: Utilizo 1 cubo para mostrar 1 vestido.

Your Turn: Show it with your cubes. *(wait while students put down 1 cube)*

Su turno: Muéstrenlo con sus cubos. *(wait while students put down 1 cube)*

The next part we circled is “4 dresses.”

La siguiente parte que circulamos es “4 vestidos.”

My Turn: I connect 4 cubes in a group to show 4 dresses.

Mi turno: Conecto 4 cubos en un grupo para mostrar 4 vestidos.

Your Turn: Show it with your cubes. *(wait while students count and connect cubes)*

Su turno: Muéstrenlo con sus cubos. *(wait while students count and connect cubes)*

- 4** Review the question and count the parts with the students to solve the problem. Make a circular motion around the 2 groups of cubes to indicate “in all.” Point to each group as you say each part, and point to each cube as you count.

We underlined the question, which asked us how many dresses there were in all.

Subrayamos la pregunta, que nos pregunta cuántos vestidos hay en total.



Error Diagnosis and Correction

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

Modeled Practice (continued)

1 is 1 part and 4 is another part.

How many in all? Let's count.

Ready? Count. 1, 2 ... 5.

5 dresses in all.

How many dresses in all? (*5 dresses in all*)

1 es 1 parte y 4 es la otra parte.

¿Cuántos en total? Vamos a contar.

¿Listos? Cuenten. 1, 2 ... 5.

5 vestidos en total.

¿Cuántos vestidos en total?
(*5 vestidos en total*)

Guided Practice (Our Turn)

- 5** Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud, underline the question, write the unit, circle important information, and build the story by using connecting cubes. Choose cubes of different colors to represent each part of the story. 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 in all? Let's count.

Lean el cuento juntos.
¿Listos? Lean.

¿Cuál es la pregunta?
Subráyenla.

¿Cuál es la unidad importante? Escribanla.

¿Es esto importante?
Circúlenlo.

¿Cuántos en total? Vamos a contar.

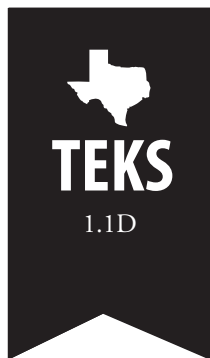


Note to Teacher:

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

Independent Practice/ Progress Monitoring (Your Turn)

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



Total Time: 2 minutes

Unit 1
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:

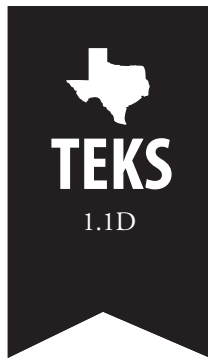
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Wipe boards for students (instructional content: 0–20)



My Notes: _____



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

Unit 1
Booster Lesson 11
R10

**D
A
Y
6**

Tens!

Relationships of 10

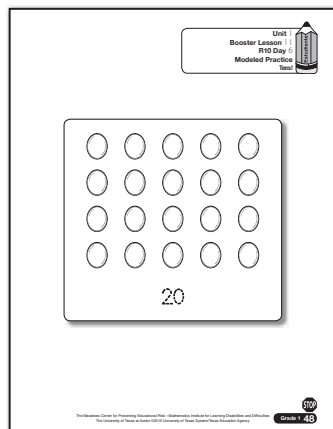
Objective: The student will be able to group concrete and pictorial objects into groups of ten and read the number that represents the total amount.

Instructional Content: Groups of 10 totaling 0 to 50

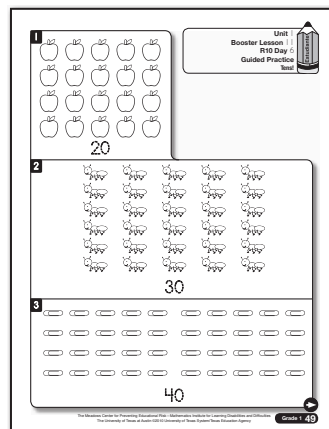
Vocabulary:	English	Spanish
	Groups, altogether	Grupos, en total

Materials: Teacher Master, pp. 48–51; stones (or other common objects such as teddy bear counters, paper clips, or crayons; T&S; 30 of each)

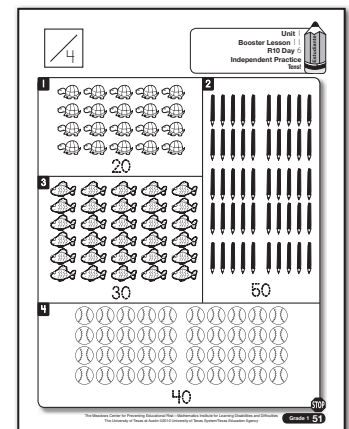
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

**Note to Teacher:**

Select an object that is familiar to the students; this lesson uses stones.

Preview

We will group stones to help us count them and then read the number that tells how many stones there are altogether.

Vamos a agrupar piedras para ayudarnos a contarlas y luego leer el número que nos dice cuántas piedras hay en total.

Modeled Practice
(My Turn, Your Turn)

- 1** Place 20 stones on the table in a row.

My Turn: I have a bunch of stones.

I need to count them quickly.

Let's count them 1 by 1. Ready?
Count. 1, 2 ... 20.

Mi turno: Tengo un montón de piedras.

Necesito contarlas rápidamente.

Vamos a contarlas 1 por 1.
¿Listos? Cuenten. 1, 2 ... 20.

- 2** Distribute a Modeled Practice sheet and 20 stones to each student. Place the stones on top of the 20 ovals on the sheet and circle the groups of 10. Tell the students to count the stones. Trace the number for the total amount on the Modeled Practice sheet and tell the students to read the number.

My Turn: I can put my stones in groups of 10 to count them quickly.

Ready? Count. 1, 2 ... 10. *(repeat until every stone is in a group of 10)*

Your Turn: How many groups of 10 stones do we have?

Count. 1 group of 10, 2 groups of 10.

Your Turn: We can count by 10s to find out how many altogether. Ready? Count. 10, 20.

Mi turno: Puedo poner mis piedras en grupos de 10 para contarlas rápidamente.

¿Listos? Cuenten. 1, 2 ... 10. *(repeat until every stone is in a group of 10)*

Su turno: ¿Cuántos grupos de 10 piedras tenemos?

Cuenten. 1 grupo de 10, 2 grupos de 10.

Su turno: Podemos contar de 10 en 10 para saber cuántas hay en total. ¿Listos? Cuenten. 10, 20.

Modeled Practice (continued)

Trace “20” on your
Modeled Practice sheet.
What number? (20)

Tracen “20” en su hoja de
práctica. ¿Qué número? (20)

Guided Practice (Our Turn)

- 3** Distribute the remaining 10 stones to each student. Tell students to make groups of 10, count the groups, count the total, and say how many stones they have.

Put your stones in groups
of 10. Ready? Count. 1, 2
... 10.

How many groups? Count.
1 group of 10, 2 groups of
10, 3 groups of 10.

Count by 10s to find out
how many altogether.
Ready? Count. 10, 20, 30.

What number tells us how
many altogether? (30)

Pongan sus piedras en
grupos de 10. ¿Listos?
Cuenten. 1, 2 ... 10.

¿Cuántos grupos? Cuenten.
1 grupo de 10, 2 grupos de
10, 3 grupos de 10.

Cuenten de 10 en 10 para
saber cuántas hay en total.
¿Listos? Cuenten. 10, 20, 30.

¿Qué número nos dice
cuántas en total? (30)

- 4** Distribute the Guided Practice sheets to each student. Tell them to circle groups of 10 objects for each item, state how many groups of 10 there are for each item, and then read the total number of objects. Obtain both choral and individual responses. Use the following language:

Circle groups of 10 objects
to count them quickly.

Ready? Count. 1, 2 ... 10.
Circle it.

How many groups of
objects did we circle?

Circulen grupos de 10
objetos para contarlos
rápidamente.

¿Listos? Cuenten. 1, 2 ... 10.
Circúlenlo.

¿Cuántos grupos de objetos
circulamos?

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.

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.



Guided Practice (continued)

How many objects are in each group?

How many items altogether?

Say it.

¿Cuántos objetos hay en cada grupo?

¿Cuántos objetos en total?

Díganlo.



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 circle groups of 10 objects.

Van a tener 1 minuto para circular grupos de 10 objetos.

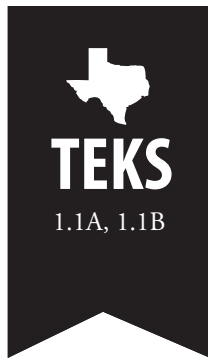
- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.

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



Note to Teacher:

Score 1 point for each item with correctly circled groups of 10.



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

Unit 1 Booster Lesson 12 MC

D
A
Y
6

Greater Than, Less Than Magnitude Comparison

Objective: The student will be able to identify whether a number is greater than or less than another number.

Instructional Content: 0–50

Vocabulary: **English**
Greater than, less than,
more, smaller

Spanish
Mayor que, menor que, más,
más pequeño

Materials: Teacher Master, pp. 52–53; wipe board (T&S); connecting cubes (T; 40)

Guided Practice

Unit 1
Booster Lesson 12
MC Day 6
Guided Practice
Greater Than, Less Than

1 es mayor que es menor que 15 12	2 es mayor que es menor que 13 11
3 es mayor que es menor que 18 14	4 es mayor que es menor que 6 8

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Grade 1 52

Independent Practice

Unit 1
Booster Lesson 12
MC Day 6
Independent Practice
Greater Than, Less Than

1 es mayor que es menor que 18 14	2 es mayor que es menor que 15 12
3 es mayor que es menor que 11 9	4 es mayor que es menor que 13 11

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties
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Grade 1 53



**Time:**

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

Preview

Today we will compare numbers to decide which number is greater and which number is less.

Hoy vamos a comparar números para decidir cuál número es mayor y cuál número es menor.

Modeled Practice (My Turn, Your Turn)

- Write "12" on the left side of a wipe board and "14" on the right side. Build each number on the table by using connecting cubes. Connect the cubes into 1 large tower for each number.

My Turn: I wrote 2 numbers on the wipe board.

Your Turn: What numbers?
(12 and 14)

My Turn: I make the numbers, using the connecting cubes.

Your Turn: Which number is greater, or more? (14)

How do you know? (14 is a taller tower than 12, 14 is more cubes)

How many more is 14 than 12? (2 more)

Which number is smaller, or less? (12)

How do you know? (12 is a smaller tower, 12 has less than 14)

How many less is 12 than 14? (2 less)

Mi turno: Escribí 2 números en el pizarrón.

Su turno: ¿Qué números?
(12 y 14)

Mi turno: Hago los números usando cubos conectables.

Su turno: ¿Cuál número es mayor o más? (14)

¿Cómo saben? (la torre de 14 es más alta que la de 12, 14 tiene más cubos)

¿Cuántos más es 14 que 12? (2 más)

¿Cuál número es más pequeño o menor? (12)

¿Cómo saben? (la torre de 12 es más pequeña; 12 tiene menos que 14)

¿Cuántos menos es 12 que 14? (2 menos)

Guided Practice (Our Turn)

- 2 Using the Modeled Practice procedure, write 2 numbers on the wipe board and build the numbers on the table by using connecting cubes. Tell students to compare the towers of cubes and choose which number is less and which is greater. Practice an equal amount of time with “greater than” and “less than.” Provide extra practice for pairs of numbers that are closer in magnitude (e.g., 15, 16), that tend to be confused by students (e.g., 12, 20), that cross decades (e.g., 19, 20), or that have more ones than tens (e.g., 9, 12).
- 3 Distribute a Guided Practice sheet to each student. Tell students to look at the pictures of cubes and circle the phrase that indicates whether the first number is greater than or less than the second number. Use the following language:

What numbers?

How many cubes?

Is the first number greater than or less than the second number?

Circle the correct phrase.

How many more or less is the first number than the second number?

¿Qué números?

¿Cuántos cubos?

¿El primer número es mayor que o menor que el segundo número?

Circulen la frase correcta.

¿Cuántos más o menos es el primer número que el segundo número?

Error Diagnosis and Correction

A student has difficulty identifying which number is greater or less: tell the student to use connecting cubes to create towers and then to compare quantities.

Independent Practice/ Progress Monitoring (Your Turn)

- 1 **For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to quickly circle the phrase (“is greater than” or “is less than”) that correctly describes the first number in relation to the second.



Time:

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

Independent Practice/ Progress Monitoring (continued)

For each item, circle whether the first number is greater than or less than the second number.

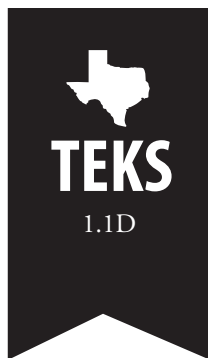
Para cada problema, circulen si el primer número es mayor que o menor que el segundo número.

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



Note to Teacher:

Score 1 point for each correctly circled phrase.



Total Time: 2 minutes

Unit 1
Warm-Up

DAY
7



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:

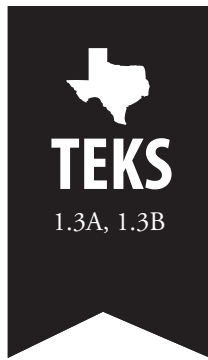
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Wipe boards for students (instructional content: 0–20)



My Notes: _____



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

Unit 1
Booster Lesson 13
ASC

D
A
Y
7

Part, Part, Whole

Addition/Subtraction Combinations

Objective: The student will be able to make part-part-whole combinations to eight.

Instructional Content:

8

Vocabulary:

English

Part, whole, number, altogether

Spanish

Parte, entero, número, en total

Materials:

Teacher Master, pp. 54–56; wipe board (T)

Modeled Practice

Unit 1
 Booster Lesson 13
 ASC Day 7
 Modeled Practice
 Part, Part, Whole

8

3

Grade 1 54

Guided Practice

Unit 1
 Booster Lesson 13
 ASC Day 7
 Guided Practice
 Part, Part, Whole

8

1 8
5

2 8
4

3 8
1

4 8
3

5 8
2

6 8
0

7 8
8

8 8
6

Grade 1 55

Independent Practice

Unit 1
 Booster Lesson 13
 ASC Day 7
 Independent Practice
 Part, Part, Whole

8

1 8
0

2 8
5

3 8
1

4 8
3

5 8
8

6 8
6

7 8
2

8 8
5

9 8
0

10 8
4

Grade 1 56

**Time:**

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

Preview

Today we will work with the
number 8.

We will show 8 in different ways.

Hoy vamos a trabajar con el
número 8.

Vamos a mostrar 8 de diferentes
maneras.

Modeled Practice
(My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

**Error Diagnosis
and Correction**

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

**Error Diagnosis
and Correction**

A student has difficulty
covering up pictures
of cubes: model by
taking away actual
connecting cubes.

My Turn: Here is the number 8.

How many cubes are below the
8?

Let's count. Ready? Count. 1, 2
... 8.

Below the cubes you see the
number 3 on 1 side and an
empty box on the other side.

This is a "part, part, whole"
because it shows the whole at
the top and 2 parts below it.
(*point to the layout on the Modeled
Practice sheet*)

8 is the whole number, and 3 is
1 part of 8.

My Turn: If 3 is 1 part of 8,
what is the other part of 8?

I cover up part of the 8 cubes
to see what the missing part is.
(*place 1 finger over 3 cubes*)

I covered up 3 cubes.

Your Turn: Cover up 3 cubes.

How many cubes are left?
Count. (5)

Mi turno: Aquí está el número
8.

¿Cuántos cubos hay debajo del
8?

Vamos a contar. ¿Listos?
Cuenten. 1, 2 ... 8.

Debajo de la fila de cubos ven el
número 3 de un lado y una caja
vacía del otro lado.

Esto es una "parte, parte, entero"
porque muestra el entero en la
parte de arriba y 2 partes en la
parte de abajo. (*point to the layout
on the Modeled Practice page*)

8 es el número entero y 3 es 1
parte de 8.

Mi turno: Si 3 es 1 parte de 8,
¿cuál es la otra parte de 8?

Tapo una parte de los 8 cubos
para ver cuál es la parte que
falta. (*place 1 finger over 3 cubes*)

Tapé 3 cubos.

Su turno: Tapen 3 cubos.

¿Cuántos cubos quedan?
Cuenten. (5)

Modeled Practice (continued)

If 3 is 1 part of 8, what is the other part that makes up 8? (5)

Write “5” in the blank in the box.

3 and 5 is 8.

Say it. 3 and 5 is 8.

Si 3 es 1 parte de 8, ¿cuál es la otra parte que forma 8? (5)

Escriban “5” en el espacio en blanco en la caja.

3 y 5 son 8.

Díganlo. 3 y 5 son 8.

Guided Practice (Our Turn)

- 2** Distribute a Guided Practice sheet to each student. Repeat the steps described in Modeled Practice for each item. Use the following language:

What is the missing part of 8?

Cover up 1 part with your finger/hand.

How many cubes make up the other part?

Count them.

Write the number.

Say the parts that make up the whole.

¿Cuál es la parte que falta de 8?

Tapen 1 parte con su dedo/mano.

¿Cuántos cubos forman la otra parte?

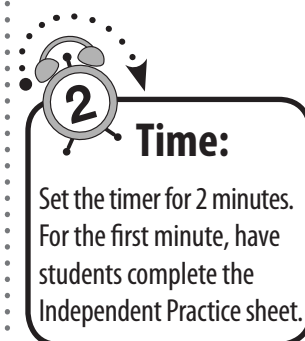
Cuéntenlos.

Escriban el número.

Digan las partes que forman el entero.

Independent Practice/ Progress Monitoring (Your Turn)

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



Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to
write the missing numbers
in the boxes.

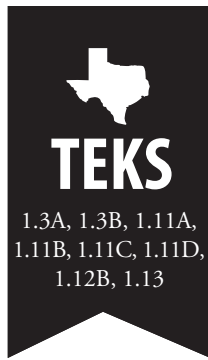
Van a tener 1 minuto para
escribir los números que faltan
en las cajas.

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



Note to Teacher:

Score 1 point for
each correctly
written number.



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

Unit 1
Booster Lesson 14
WPS

**D
A
Y
7**

Identify It and Show It!

Word Problem Solving

Objective: The student will be able to use concrete objects to solve word problems with sums to ten.

Word Problem Type: Combining, with result unknown

Vocabulary:	English	Spanish
	Add, all, in all, part, whole, unit, important, information, identify, strategy, altogether	Sumar, todo, en total, parte, entero, unidad, importante, identificar, estrategia, en total

Materials: Teacher Master, pp. 57–64; connecting cubes (T&S; 2 colors, 7 of each)

Guided Practice

Independent Practice



**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*)

A strategy is a plan that we follow to get something done.

A unit is an important part of a story.

Today we will practice the Identify It strategy and will solve word problems using connecting cubes.

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

Una estrategia es un plan que seguimos para hacer algo.

Una unidad es la parte importante de un cuento.

Hoy vamos a practicar la estrategia Identifícalo y resolver problemas utilizando nuestros cubos conectables.

Modeled Practice (My Turn, Your Turn)

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

**Note to Teacher:**

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

**Error Diagnosis and Correction**

A student cannot identify the question in a word problem: direct the student to the question mark.

Guided Practice (Our Turn)

- 2 Distribute the Guided Practice sheets and connecting cubes to each student.
- 3 Using the Modeled Practice procedure from previous lessons, read each story problem aloud, underline the question, write the unit, circle important information, and build the story by using connecting cubes. Choose cubes of different colors to represent each part of the story. Obtain individual and choral responses. Use the following language:

Guided Practice (continued)

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 in all? Let's count.

Lean el cuento juntos. ¿Listos?
Lean.

¿Cuál es la pregunta?
Subráyena.

¿Cuál es la unidad importante?
Escríbanla.

¿Es esto importante?
Circúlenlo.

¿Cuántos en total? Vamos a
contar.

Error Diagnosis and Correction

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



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

- 1 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, and show the problems with cubes.

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

Van a tener 6 minutos para leer los problemas, utilizar la estrategia Identifícalo para hacer marcas en sus cuentos y mostrar los problemas con cubos.

Recuerden la estrategia Identifícalo: Subrayen la pregunta y escriban la unidad importante. Circulen palabras y números importantes.

- 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.

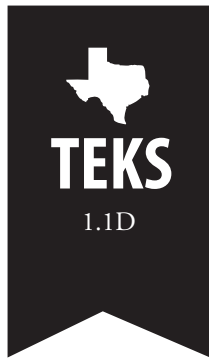
- 3** Record their scores as the number correct / total number possible.



Note to Teacher:

The scoring rubric for this lesson can be found in Appendix E.





Total Time: 2 minutes

Unit 1
Warm-Up

D
A
Y
8



Warm-Up: Number Recognition

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

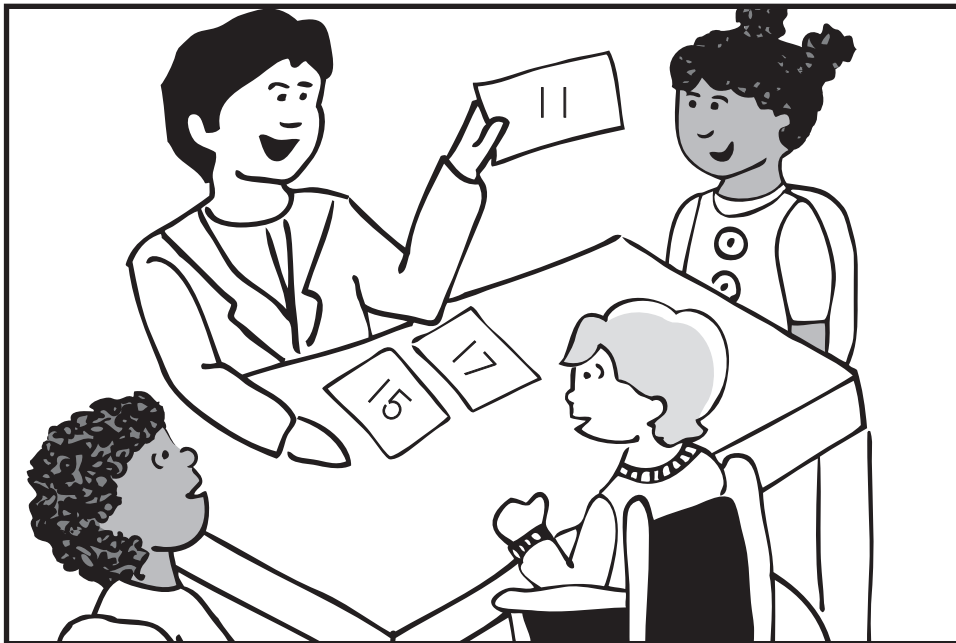


Time:

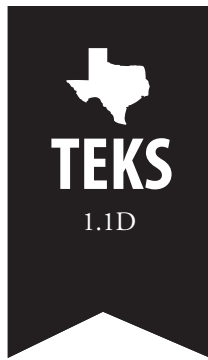
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (0–20)



My Notes: _____



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

Unit 1 Booster Lesson 15 R10

**D
A
Y
8**

Tens!

Relationships of 10

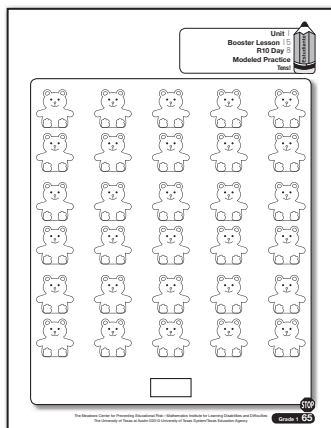
Objective: The student will be able to group pictorial objects into groups of ten and write the number that represents the total amount.

Instructional Content: Groups of 10 totaling 0 to 50

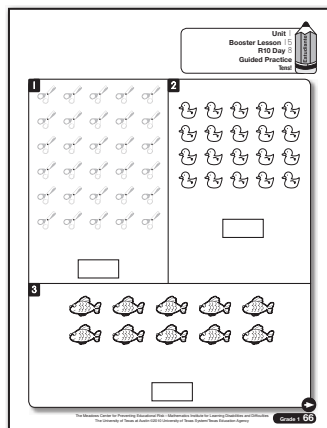
Vocabulary:	English	Spanish
	Groups, altogether	Grupos, en total

Materials: Teacher Master, pp. 65–68

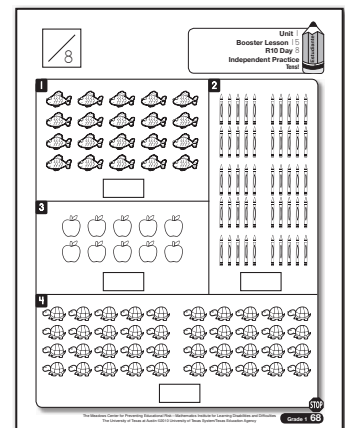
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

We will group pictures to help us count them and then write the number that tells how many pictures there are altogether.

Vamos a agrupar dibujos para ayudarnos a contarlos y luego escribir el número que nos dice cuántos dibujos hay en total.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute the Modeled Practice sheet. Point to the 30 objects pictured on the page.

My Turn: I have a bunch of teddy bears on this page.

How can I count them quickly?
(circle groups)

Mi turno: Tengo un montón de ositos en esta hoja.

¿Cómo puedo contarlos rápidamente? (circulando grupos)

- 2 Circle groups of 10 objects on the page. Write the total number of objects in the box and tell the students to read the number

My Turn: I can circle the pictures in groups of 10 in order to count them quickly.

Your Turn: Circle groups of 10. Ready? Count. 1, 2 ... 10. (repeat until all the pictures are in circled groups of 10)

How many groups of 10 pictures do we have?

Count. 1 group of 10, 2 groups of 10, 3 groups of 10.

Your Turn: We can count by 10s to find out how many altogether. Ready? Count. 10, 20, 30.

Write “30” on your Modeled Practice sheet. What number? (30)

Mi turno: Puedo circular mis dibujos en grupos de 10 para contarlos rápidamente.

Su turno: Circulen grupos de 10. ¿Listos? Cuenten. 1, 2 ... 10. (repeat until all the pictures are in circled groups of 10)

¿Cuántos grupos de 10 dibujos tenemos?

Cuenten. 1 grupo de 10, 2 grupos de 10, 3 grupos de 10.

Su turno: Podemos contar de 10 en 10 para saber cuántos hay en total. ¿Listos? Cuenten. 10, 20, 30.

Escriban “30” en su hoja de práctica. ¿Qué número? (30)

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.

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.

Guided Practice

(Our Turn)

- 3** Distribute the Guided Practice sheets to each student. Tell them to circle groups of 10 objects for each item, state how many groups of 10 there are for each item, and then write the total number of objects. Obtain both choral and individual responses. Use the following language:

Circle groups of 10 objects to count them quickly.

Ready? Count. 1, 2 ... 10.
Circle it.

How many groups of objects did we circle?

How many objects are in each group?

How many items altogether?

Write it.

Circulen grupos de 10 objetos para contarlos rápidamente.

¿Listos? Cuenten. 1, 2 ... 10.
Circúlenlo.

¿Cuántos grupos de objetos circulamos?

¿Cuántos objetos hay en cada grupo?

¿Cuántos objetos en total?

Escríbanlo.

Independent Practice/

Progress Monitoring

(Your Turn)

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

You will have 1 minute to circle groups of 10 objects. Then write the total number of objects altogether in the box.

Van a tener 1 minuto para circular grupos de 10 objetos. Luego escriban el número de objetos en total en la caja.

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

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



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 item with correctly circled groups of 10 and 1 point for each correctly written total number.







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

Unit 1 Booster Lesson 16 NS

**D
A
Y
8**

Jump! Number Sequences

Objective: The student will be able to locate numbers on a number line that come before or after specific numbers.

Instructional Content:

0–50

Vocabulary:

English

Number, number line, sequence

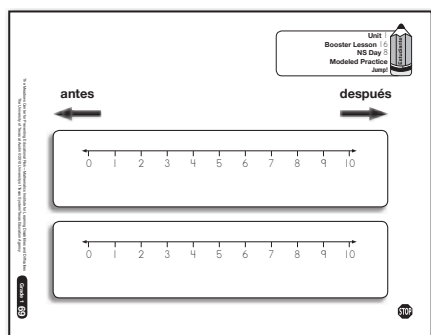
Spanish

Número, recta numérica, secuencia

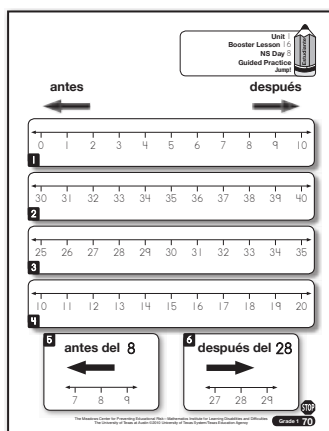
Materials:

Teacher Master, pp. 69–71; wipe board (T)

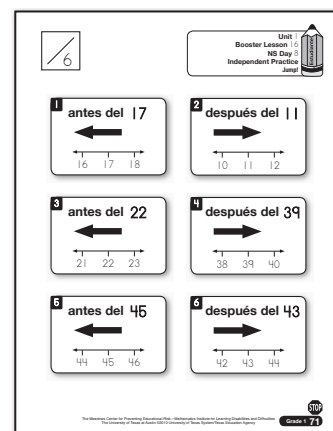
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

Today we will look at the number line and find numbers.

The word “before” on the number line means that the number comes first in a sequence. Numbers that come before are smaller, or less.

The word “after” on the number line means the next number in a sequence. Numbers that come after are bigger, or greater.

Hoy vamos a mirar la recta numérica y encontrar números.

La palabra “antes” en la recta numérica significa que el número está primero en una secuencia. Los números que están antes son más pequeños o menores.

La palabra “después” en la recta numérica significa el número que sigue en una secuencia. Los números que están después son más grandes o mayores.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student and show the first number line. Write “8” on the wipe board. Make marks on the number line as you model.

Error Diagnosis and Correction

A student cannot find a number on the number line: show the student the number by pointing to it with his or her finger.

**Note to Teacher:**

A jumping line is a semicircle drawn from 1 number to the next.

What number? (8)

My Turn: I find and underline the number 8 on the number line.

Your Turn: Underline “8.”

I want to find the number that is after 8. “After” means the next number.

My Turn: I draw a jumping line to the next number.

Your Turn: Draw a jumping line.

What number is after 8? (9)

My Turn: I circle “9.”

Your Turn: Circle “9.”

¿Qué número? (8)

Mi turno: Encuentro y subrayo el número 8 en la recta numérica.

Su turno: Subrayen “8”.

Quiero encontrar el número que está después del 8. “Después” significa el número que sigue.

Mi turno: Dibujo una línea de salto al siguiente número.

Su turno: Dibujen una línea de salto.

¿Que número está después del 8? (9)

Mi turno: Circulo “9”.

Su turno: Circulen “9”.

Modeled Practice (continued)

- 2** Show the second number line. Make marks on the number line as you model.

My Turn: I find and underline the number 8 on the number line again.

Your Turn: Underline “8.”

My Turn: I draw a jumping line to the number before.

Your Turn: Draw a jumping line.

What number is before 8? (7)

My Turn: I circle “7”.

Your Turn: Circle “7”.

Mi turno: Encuentro y subrayo el número 8 en la recta numérica otra vez.

Su turno: Subrayen “8”.

Mi turno: Dibujo una línea de salto al número que está antes.

Su turno: Dibujen una línea de salto.

¿Qué número está antes del 8?
(7)

Mi turno: Circulo “7”.

Su turno: Circulen “7”.

Guided Practice (Our Turn)

- 3** Distribute a Guided Practice sheet to each student. Using the Modeled Practice procedure, write a number that is on the number line on the wipe board, and tell students to underline the number, draw jumping lines to the numbers before and after, and circle the numbers before and after. Multiple numbers can be done on each number line. Use the following language:

What number? Underline it.

Draw a jumping line to the number before/after.

What number is before/after? Circle it.

¿Qué número? Subráyeno.

Dibujen una línea de salto al número que está antes/ después.

¿Qué número está antes/ después? Circúlenlo.

**Time:**

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

Guided Practice

(Our Turn)

- 4 Complete the items at the bottom of the Guided Practice sheet as a group. Tell students to underline the number, draw a jumping line to the number before or after it, and circle the number that is before or after.

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 underline the number, draw a jumping line, and circle the number before or after.

Van a tener 1 minuto para subrayar el número, dibujar una línea de salto y circular los números que están antes o después.

- 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 circled number before or after.