Bilingual

Grade 1

Intervention Manual

Unit 9

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties
The University of Texas at Austin

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

Table of Contents: Unit 9

TEKS
1.5D

Total Time: 2 minutes

Unit 9 Warm-Up

DAY 1

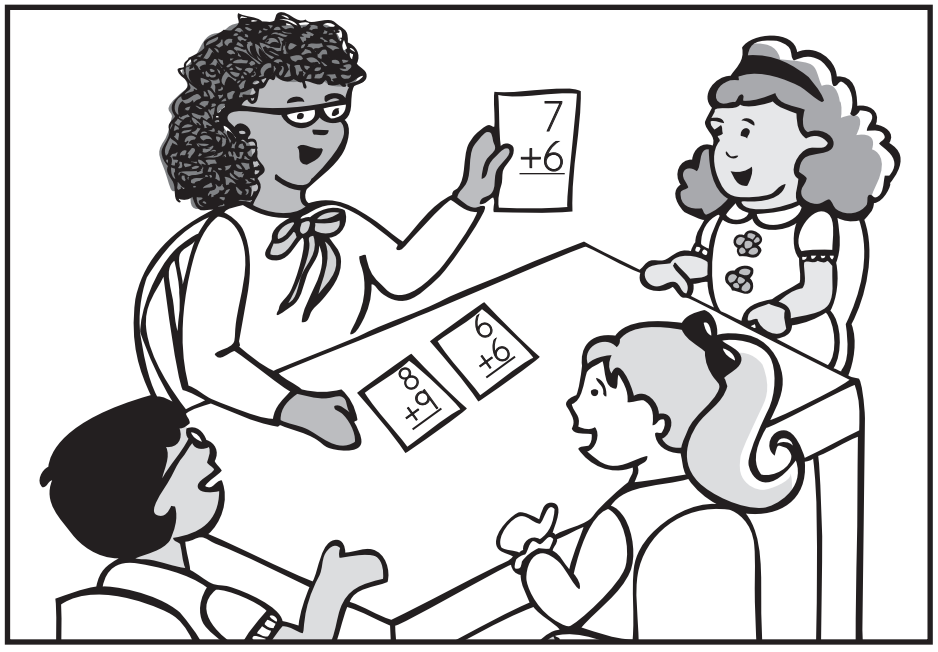
Warm-Up: Look and Say

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

Time:

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

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



My Notes: _____

TEKS
1.3B, 1.5D

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

Unit 9
Booster Lesson 1
ASC

DAY 1

Make 10

Addition/Subtraction Combinations

Objective: **The student will be able to use the Make 10 strategy to solve facts.**

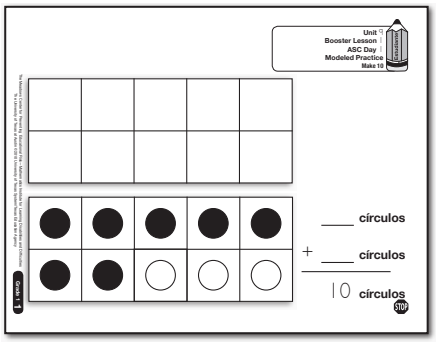
Instructional Content: Facts that add to 10

Vocabulary:

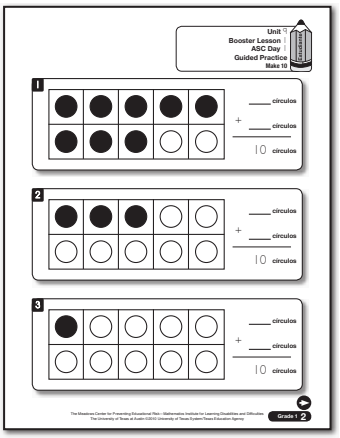
English	Spanish
Add, sum, equal, turnaround fact	Sumar, suma, igual a, operación relacionada

Materials: Teacher Master, pp. 1–5; connecting cubes or double-sided counters (T&S; 2 colors, 10 of 1 color, 4 of another color)

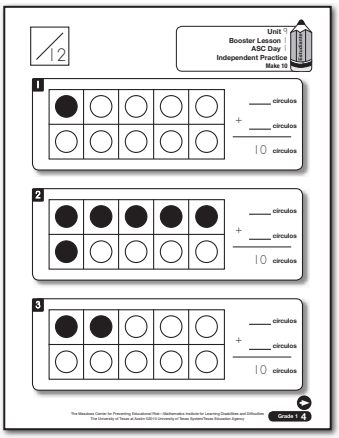
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Note to Teacher:

This lesson also can be taught with double-sided counters.

Preview

Today we will use connecting cubes and ten frames to solve addition problems that make 10.

Hoy vamos a utilizar nuestros cubos conectables y cuadros de diez para resolver problemas de suma que hacen 10.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet, 7 cubes of 1 color, and 3 cubes of another color to each student (for this lesson, red and blue cubes will be used).

There is a ten frame at the top of this Modeled Practice sheet.

How many cubes fit in a ten frame? *(10)*

We will make addition facts, using the ten frame.

My Turn: I place 7 red cubes in the ten frame to match the 7 black circles in the second ten frame.

Your Turn: Place 7 red cubes in the top ten frame.

How many boxes are left in the ten frame? *(3)*

My Turn: I place 3 blue cubes in the ten frame.

Your Turn: Place 3 blue cubes in the ten frame.

How many red cubes? *(7)*

How many blue cubes? *(3)*

How many cubes in all? *(10)*

Hay un cuadro de diez en la parte de arriba de esta hoja de práctica.

¿Cuántos cubos caben en un cuadro de diez? *(10)*

Vamos a hacer operaciones de suma, utilizando el cuadro de diez.

Mi turno: Pongo 7 cubos rojos en el cuadro de diez para igualar los 7 círculos negros en el segundo cuadro de diez.

Su turno: Pongan 7 cubos rojos en el cuadro de diez de arriba.

¿Cuántas cajas quedan en el cuadro de diez? *(3)*

Mi turno: Pongo 3 cubos azules en el cuadro de diez.

Su turno: Pongan 3 cubos azules en el cuadro de diez.

¿Cuántos cubos rojos? *(7)*

¿Cuántos cubos azules? *(3)*

¿Cuántos cubos en total? *(10)*

Error Diagnosis and Correction

A student has difficulty solving pictorial items: use a concrete model to demonstrate the item.

Modeled Practice
(continued)

An addition problem is next to the ten frame at the bottom of the sheet. What does it say? *(blank circles plus blank circles equals 10 circles)*

How many black circles are in the ten frame? *(7)*

My Turn: I write "7" in the top blank in the addition problem next to the ten frame.

Your Turn: Write "7" in the top blank.

How many white circles are in the ten frame? *(3)*

Write "3" in the second blank.

Say the fact out loud. *(7 + 3 = 10)*

Hay un problema de suma junto al cuadro de diez en la parte de abajo de la hoja. ¿Qué dice? *(espacio en blanco círculos más espacio en blanco círculos es igual a 10 círculos)*

¿Cuántos círculos negros hay en el cuadro de diez? *(7)*

Mi turno: Escribo "7" en el espacio en blanco de arriba en el problema de suma junto al cuadro de diez.

Su turno: Escriban "7" en el espacio en blanco de arriba.

¿Cuántos círculos blancos hay en el cuadro de diez? *(3)*

Escriban "3" en el segundo espacio en blanco.

Digan la operación en voz alta. *(7 + 3 = 10)*

❷ Prompt students to think of other facts that could be used with the same ten frame.

What is another fact that could go with this ten frame, using the same circles? *(3 + 7 = 10; 10 – 7 = 3, 10 – 3 = 7)*

How do you know?

¿Qué otra operación puede ir en este cuadro de diez utilizando los mismos círculos? *(3 + 7 = 10; 10 – 7 = 3, 10 – 3 = 7)*

¿Cómo saben?

Guided Practice
(Our Turn)

❸ Distribute the Guided Practice sheets and remaining counters to each student and repeat the steps described in Modeled Practice. Students can make each ten frame with connecting cubes if needed for extra support. Use the following language:

Guided Practice
(Our Turn)

How many black circles?	**¿Cuántos círculos negros?**
Write it.	**Escríbanlo.**
How many white circles?	**¿Cuántos círculos blancos?**
Write it.	**Escríbanlo.**
How many circles in all?	**¿Cuántos círculos en total?**
Say the fact.	**Digan la operación.**
What are other facts that could be used with this ten frame?	**¿Qué otras operaciones podrían ser utilizadas en este cuadro de diez?**
How do you know?	**¿Cómo saben?**

Time:

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

Independent Practice/ Progress Monitoring
(Your Turn)

❶ **For 1 minute:** Distribute the Independent Practice sheets to each student and tell student to complete as many items as possible. Students can make each ten frame with connecting cubes if needed for extra support. Use the following language:

You will have 1 minute to write the 2 numbers for each fact that matches the ten frame; there are 2 pages, so make sure to turn the page when you get to the bottom.	**Van a tener 1 minuto para escribir los 2 números para cada operación que sea igual al cuadro de diez; hay 2 páginas, así que asegúrense de dar vuelta a la página cuando lleguen a la parte de abajo.**

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

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

Note to Teacher:

Score 1 point for each correctly written number.

TEKS

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

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

Unit 9
Booster Lesson 2
WPS

DAY 1

Figure Out the Difference!

Word Problem Solving

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

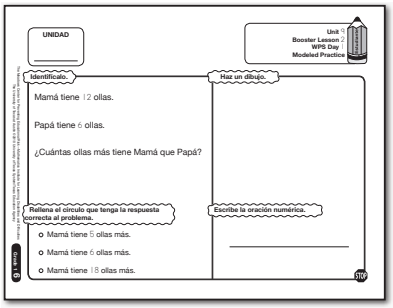
Word Problem Type: Compare, with difference unknown

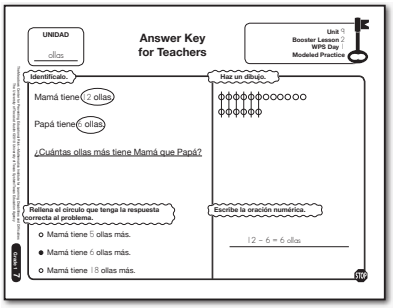
Vocabulary:

English	Spanish
Subtract, minus, equals, less, take away, Identify It strategy, number sentence, more, add, plus, amount	Restar, menos, igual a, menos, quitar, estrategia Identifícalo, oración numérica, más, sumar, más, cantidad

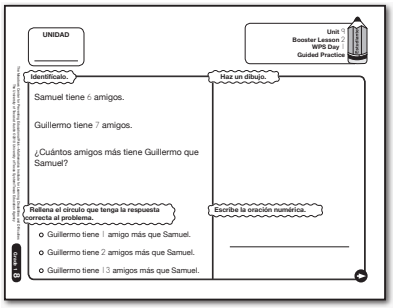
Materials: Teacher Master, pp. 6–13

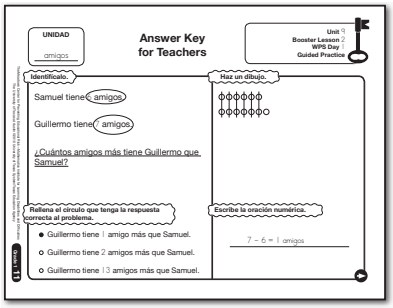
Modeled Practice





Guided Practice





Time:

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

Preview

Today we will practice solving word problems that find the difference between 2 amounts.

Hoy vamos a practicar resolviendo problemas que encuentran la diferencia entre 2 cantidades.

Modeled Practice
(My Turn, Your Turn)

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

Read the story together. Ready? Read. "Mom has 12 pots. Dad has 6 pots. How many more pots does Mom have than Dad?"

Lean el cuento juntos. ¿Listos? Lean. "Mamá tiene 12 ollas. Papá tiene 6 ollas. ¿Cuántas ollas más tiene Mamá que Papá?"

❷ Review compare problems and the steps in the Identify It strategy.

This is a compare problem. Compare problems ask us to look at 2 different amounts and compare them to find the answer.

Think about the steps of the Identify It strategy that we have learned so far.

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

What is the question? *(how many more pots does Mom have than Dad?)*

My Turn: I underline it.

Your Turn: Underline it.

What is the important unit? *(pots)*

Este es un problema de comparación. Los problemas de comparación nos piden que miremos 2 cantidades diferentes y las comparemos para encontrar la respuesta.

Recuerden los pasos de la estrategia Identifícalo que hemos aprendido hasta ahora.

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

¿Cuál es la pregunta? *(¿cuántas ollas más tiene Mamá que Papá?)*

Mi turno: La subrayo.

Su turno: Subráyenla.

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

Modeled Practice (continued)

My Turn: I write "pots" in the unit box.

Your Turn: Write it.

What are the important words and numbers? *(12 pots, 6 pots)*

My Turn: I circle them.

Your Turn: Circle them.

¿Mi turno: Escribo "ollas" en la caja de la unidad.

Su turno: Escríbanlo.

¿Cuáles son las palabras y números importantes? *(12 ollas, 6 ollas*)

Mi turno: Los circulo.

Su turno: Circúlenlos.

❸ Use the Draw a Picture space to draw circles in 2 lines (1 for each group) as a model; this will help students compare the 2 amounts.

Let's show the problem by drawing a picture. Draw the circles in a line.

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

My Turn: I draw 12 circles to show Mom's pots.

Your Turn: Draw 12 circles. Make yours match mine.

What is the next part we circled? *(6 pots)*

We are comparing, not adding. I show Dad's amount of pots by drawing 6 circles in 1 line below Mom's pots.

My Turn: I draw 6 more circles.

Your Turn: Draw it.

Vamos a mostrar el problema haciendo un dibujo. Dibujen los círculos en una línea.

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

Mi turno: Dibujo 12 círculos para mostrar las ollas de Mamá.

Su turno: Dibujen 12 círculos. Háganlos iguales a los míos.

¿Cuál es la siguiente parte que circulamos? *(6 ollas)*

Estamos comparando, no sumando. Muestro la cantidad de ollas de Papá dibujando 6 círculos en 1 línea debajo de las ollas de Mamá.

Mi turno: Dibujo 6 círculos más.

Su turno: Dibújenlo.

❹ Review the question and compare the 2 amounts to solve the problem.

Error Diagnosis and Correction

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

Modeled Practice (continued)

We want to find out how many more pots Mom has than Dad.

I need to compare the 2 amounts of pots. What is the difference between 12 and 6?

To find how many more Mom has than Dad, I can match up the circles and see how many are left over.

I draw lines to connect Mom's circles to Dad's.

How many circles are left? *(6)*

How many more pots does Mom have than Dad? *(6)*

Queremos saber cuántas ollas más tiene Mamá que Papá.

Necesito comparar las 2 cantidades de ollas. ¿Cuál es la diferencia entre 12 y 6?

Para saber cuántas más tiene Mamá que Papá, puedo igualar los círculos y ver cuántos sobran.

Dibujo líneas para conectar los círculos de Mamá con los de Papá.

¿Cuántos círculos sobran? *(6)*

¿Cuántas ollas más tiene Mamá que Papá? *(6)*

❺ Point to "Write the Number Sentence."

We can show the problem with a number sentence.

When we compare 2 amounts, we use subtraction to find the answer.

My Turn: When writing subtraction facts, we start with the greatest number. What is the greatest number? *(12)*

Your Turn: Write "12."

Do we use a minus or a plus in our number sentence? *(minus)*

Podemos mostrar el problema con una oración numérica.

Cuando comparamos 2 cantidades, utilizamos la resta para encontrar la respuesta.

Mi turno: Al escribir operaciones de resta, empezamos con el número mayor. ¿Cuál es el número mayor? *(12)*

Su turno: Escriban "12".

¿Utilizamos un signo de menos o de más en nuestra oración numérica? *(menos)*

Modeled Practice (continued)

How do we know?

My Turn: I write a minus sign next to the 12.

Your Turn: Write a minus sign.

How many did we take away to find the answer? *(6)*

Write "6."

12 – 6. What answer? *(6)*

My Turn: I write "= 6."

Your Turn: Write it.

What was our important unit? 12 – 6 = 6 what? *(pots)*

My Turn: I write "pots" after 6.

Your Turn: Write it.

¿Cómo sabemos?

Mi turno: Escribo un signo de menos junto al 12.

Su turno: Escriban un signo de menos.

¿Cuántos quitamos para encontrar la respuesta? *(6)*

Escriban "6".

12 - 6. ¿Cuál es la respuesta? *(6)*

Mi turno: Escribo "= 6".

Su turno: Escríbanlo.

¿Cuál fue nuestra unidad importante? 12 – 6 = 6 ¿qué? *(ollas)*

Mi turno: Escribo "ollas" después del 6.

Su turno: Escríbanlo.

6 Check your work with the students.

Let's check our work. It is helpful to ask, "Does this make sense?"

Check the number sentence to see whether it makes sense.

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

We can check further by adding. 6 + 6 equals what? *(12)* **Our math is correct!**

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

Revisen la oración numérica para ver si tiene sentido.

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

También podemos revisar sumando. ¿6 + 6 es igual a? *(12)* **¡Nuestra matemática es correcta!**

Modeled Practice (continued)

❼ Direct students' attention to the multiple-choice question.

We need to fill in the circle by the correct answer to the word problem.	**Necesitamos rellenar el círculo junto a la respuesta correcta del problema.**
Which of these options is the correct answer to this word problem?	**¿Cuál de estas opciones es la respuesta correcta de este problema?**
How do you know?	**¿Cómo saben?**
Fill in the circle.	**Rellenen el círculo.**

Guided Practice (Our Turn)

Note to Teacher:

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

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

Read the story together. Ready? Read.	**Lean el cuento juntos. ¿Listos? Lean.**
What is the problem asking us?	**¿Qué nos pregunta el problema?**
What is the important unit?	**¿Cuál es la unidad importante?**
Look for words and numbers related to the important unit.	**Busquen palabras y números relacionados con la unidad importante.**
Draw a picture.	**Hagan un dibujo.**
Which number sentence? Write it.	**¿Cuál es la oración numérica? Escríbanla.**
Check your work. Does this make sense?	**Revisen su trabajo. ¿Tiene esto sentido?**

Guided Practice
(continued)

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

Rellenen el círculo junto a la respuesta correcta del problema.

Independent Practice/ Progress Monitoring
(Your Turn)

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

TEKS
1.1D

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: 50–99)

My Notes:

TEKS
1.1B, 1.1D

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

Unit 9
Booster Lesson 3
R10

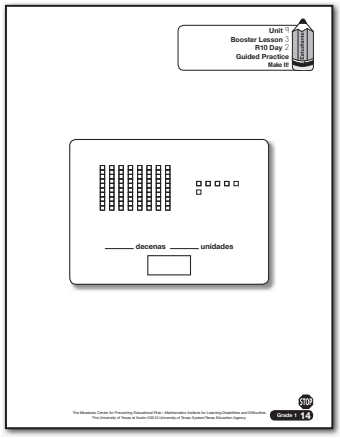
DAY 2

Make It!

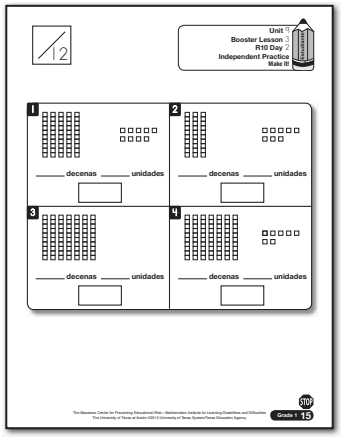
Relationships of 10

Objective:	**The student will be able to make numbers with concrete rods and units, count by tens and ones, and count pictorial representations of numbers.**
Instructional Content:	50–99
Vocabulary:	**English:** Rod, unit, tens, ones | **Spanish:** Decena, unidad, decenas, unidades
Materials:	Teacher Master, pp. 14–15; rods and units (T&S); rods-and-units mats (T&S); relationships of 10 cards (T; 50–99); wipe board (T)

Guided Practice



Independent Practice



Time:

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

Preview

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

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

Modeled Practice
(My Turn, Your Turn)

Note to Teacher:

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

Error Diagnosis and Correction

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

❶ Distribute rods, units, and rods-and-units mats to students. Write "89" on the wipe board.

What number? *(89)*

We can make 89 with our rods and units.

How many groups of 10 are in 89? *(8 groups of 10)*

My Turn: I put 8 rods on my rods-and-units mat to make the 8 groups of 10.

Your Turn: Put 8 rods on your mat.

How many ones are in 89? *(9 ones)*

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

Your Turn: Put 9 units on your mat.

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

My Turn: 10, 20 … 80 Switch! 81, 82 … 89.

Your Turn: 10, 20 … 80 Switch! 81, 82 … 89.

How many altogether? *(89)*

¿Qué número? *(89)*

Vamos a hacer 89 con nuestras decenas y unidades.

¿Cuántos grupos de 10 hay en 89? *(8 grupos de 10)*

Mi turno: Pongo 8 decenas en mi tablero de decenas y unidades para hacer 8 grupos de 10.

Su turno: Pongan 8 decenas en su tablero.

¿Cuántas unidades hay en 89? *(9 unidades)*

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

Su turno: Pongan 9 unidades en su tablero.

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

Mi turno: 10, 20 … 80. ¡Cambio! 81, 82 … 89.

Su turno: 10, 20 … 80. ¡Cambio! 81, 82 … 89.

¿Cuánto en total? *(89)*

Modeled Practice (continued)

What does the 9 tell us? *(9 ones)*

What does the 8 tell us? *(8 groups of 10)*

¿Qué nos dice el 9? *(9 unidades)*

¿Qué nos dice el 8? *(8 grupos de 10)*

❷ Hold up 3 relationships of 10 cards, 1 of which for 89.

We can look at pictures of rods and units and decide which shows 89.

Which card shows 89? *(tell students to give a silent signal—for example, by raising their hands—when they have an answer)*

We can count to check whether we are right.

Count by tens and ones. Ready? Count. 10, 20 … 80 Switch! 81, 82 … 89.

Vamos a mirar dibujos de decenas y unidades y decidir cuál muestra 89.

¿Cuál tarjeta muestra 89? *(tell students to give a silent signal— for example, by raising their hands - when they have an answer)*

Podemos contar para revisar si estamos en lo correcto.

Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 … 80. ¡Cambio! 81, 82 … 89.

Error Diagnosis and Correction

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

Guided Practice (Our Turn)

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

What number? Make it.

How many groups of 10? How many ones?

Count by tens and ones. Switch!

¿Qué número? Háganlo.

¿Cuántos grupos de 10? ¿Cuántas unidades?

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

Guided Practice (continued)

Which card shows [number]? Count it.	**¿Cuál tarjeta muestra (number)? Cuéntenlo.**

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

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

Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

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

Note to Teacher:

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

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

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

TEKS
1.1A, 1.10A

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

Unit 9
Booster Lesson 4
MC

DAY 2

Compare Graphs and Numbers

Magnitude Comparison

Objective: **The student will be able to read and compare numbers in picture graphs and charts.**

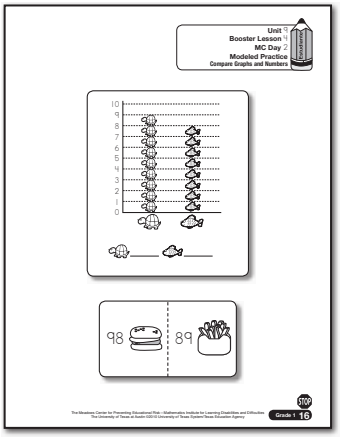
Instructional Content: 0–99

Vocabulary:

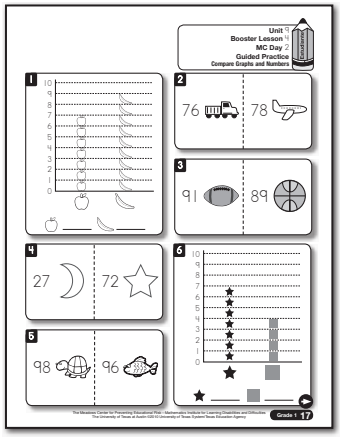
English	Spanish
Graph, table, less, equal, compare	Gráfica, tabla, menos, igual a, comparar

Materials: Teacher Master, pp. 16–19

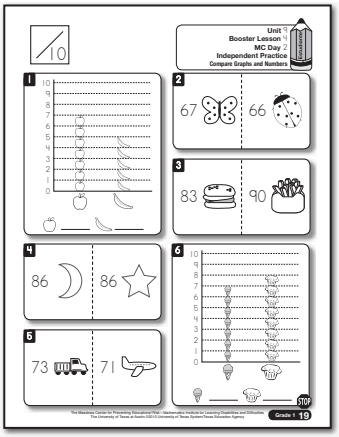
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Preview

Today we will compare graphs and numbers to determine which number is less.

What does "less" mean? *(fewer)*

Hoy vamos a comparar gráficas y números para determinar cuál número es menor.

¿Qué significa "menor"? *(menos)*

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet to each student. Complete the graph item first. On the line below each bar, write the amount that is displayed in the graph.

Error Diagnosis and Correction

A student has difficulty reading different parts of a graph or chart: cover up part of the graph and prompt the student to count each item.

This is a picture graph.

We need to look at both towers to figure out which shows less.

The first tower shows 9 turtles. I know this because there are 9 turtles and the tower lines up, or is even with, the number 9 on the side of the graph.

My Turn: I write "9" next to the picture of the turtle.

Your Turn: Write "9."

The second part of this graph shows 8 fish. I know this because there are 8 fish, and the tower lines up with the number 8 on the side of the graph.

My Turn: I write "8" next to the picture of the fish.

Your Turn: Write it.

We can compare 9 and 8. Which is less? *(8)*

Circle the 8 fish to show that 8 is less than 9.

Esta es una gráfica de dibujos.

Necesitamos mirar ambas torres para saber cuál muestra menos.

La primera torre muestra 9 tortugas. Sé esto porque hay 9 tortugas y la torre se alinea o está pareja con el número 9 del lado de la gráfica.

Mi turno: Escribo "9" junto al dibujo de la tortuga.

Su turno: Escriban "9".

La segunda parte de esta gráfica muestra 8 peces. Sé esto porque hay 8 peces y la torre se alinea o está pareja con el número 8 del lado de la gráfica.

Mi turno: Escribo "8" junto al dibujo del pez.

Su turno: Escríbanlo.

Podemos comparar 9 y 8. ¿Cuál es menor? *(8)*

Circulen 8 peces para mostrar que 8 es menor que 9.

Modeled Practice
(continued)

❷ Tell students to look at second item, which represents 98 burgers and 89 fries.

We need to decide which of these numbers is less. This shows 98 burgers and 89 fries.	**Necesitamos decidir cuál de estos números es menor. Esta muestra 98 hamburguesas y 89 papas fritas.**
Which is less, 98 or 89? *(89)*	**¿Cuál es menor, 98 ó 89?** *(89)*
How do you know?	**¿Cómo saben?**
Circle it.	**Circúlenlo.**

Error Diagnosis and Correction

A student has difficulty deciding which number is less: tell the student to use manipulatives if needed.

Guided Practice
(Our Turn)

❸ Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, tell students to write the amount for each object (apples, bananas, balls, etc.) in the graph items and to circle the number that is less or both numbers if they are equal. Use the following language:

How many? How do you know?	**¿Cuántos? ¿Cómo saben?**
Write it.	**Escríbanlo.**
Which number is less? How do you know?	**¿Cuál número es menor? ¿Cómo saben?**
Circle it.	**Circúlenlo.**
If the numbers are equal, circle both.	**Si los números son iguales, circulen ambos números.**

Time:

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

Independent Practice/ Progress Monitoring

(Your Turn)

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

For 1 minute, write the amount for each object in the graph items and circle the number that is less in all items. Circle both numbers if they are equal.

Van a tener 1 minuto para escribir la cantidad de objetos en las gráficas y circular el número que es menor para todos los problemas. Circulen ambos números si son iguales.

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

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

Note to Teacher:

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

TEKS
1.5D

Total Time: 2 minutes

Unit 9 Warm-Up DAY 3

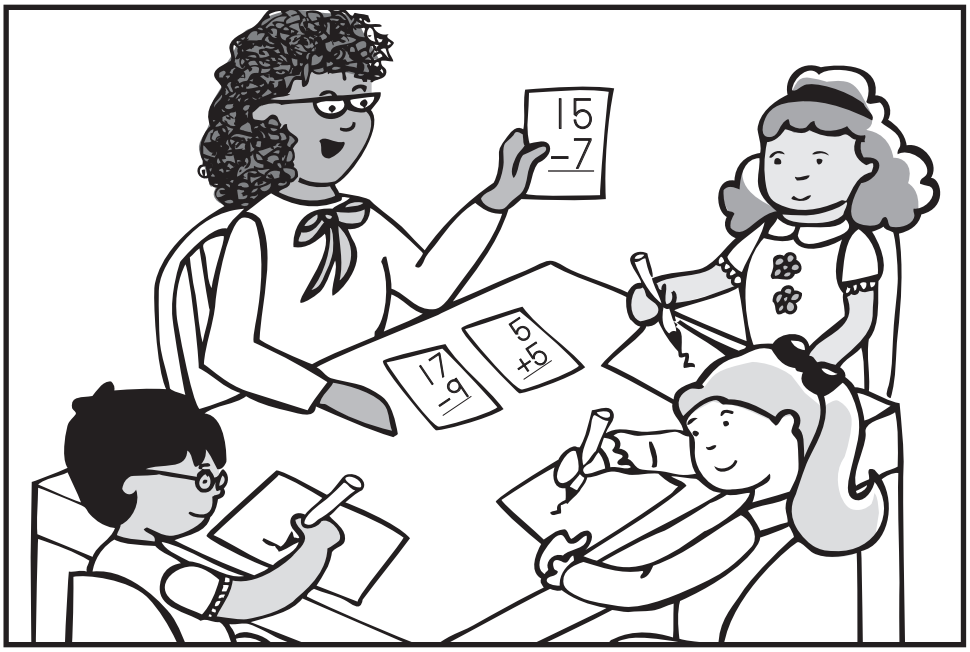
Warm-Up: Look and Write

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

Time:

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

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



My Notes:

TEKS
1.3B, 1.5D

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

Unit 9
Booster Lesson 5
ASC

DAY 3

Make 10, Part 2

Addition/Subtraction Combinations

Objective: **The student will be able to use the Make 10 strategy to solve facts.**

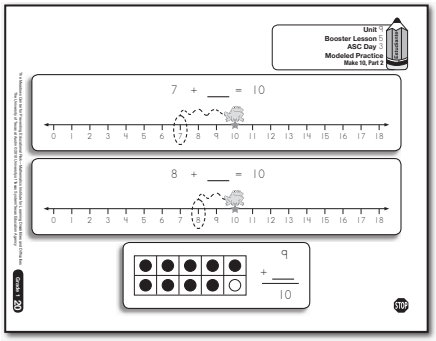
Instructional Content: Facts that add to 10

Vocabulary:

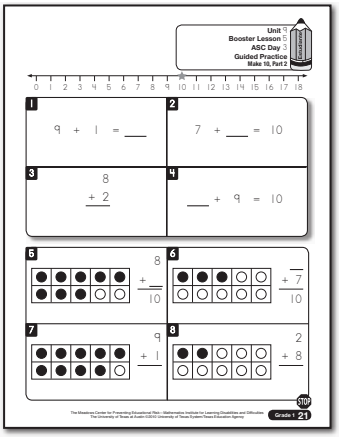
English	Spanish
Add, sum, equal, turnaround fact	Sumar, suma, igual a, operación relacionada

Materials: Teacher Master, pp. 20–22; 9 + 1, 8 + 2, 7 + 3 fact cards

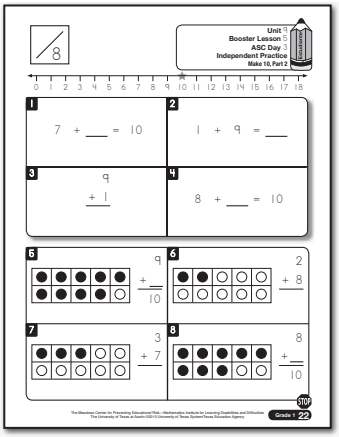
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Preview

Today we will use a number line to solve addition problems that make 10.

Hoy vamos a utilizar una recta numérica para resolver problemas de suma que hacen 10.

Modeled Practice
(My Turn, Your Turn)

Error Diagnosis and Correction

A student has difficulty solving pictorial items: use a concrete model to demonstrate the item.

❶ Distribute a Modeled Practice sheet to each student; point to the top number line.

7 + _ = 10?

Look at this number line and count how many jumps the frog needs to make 10.

The frog started on 7 and jumped 3 times to make 10.

My Turn: I write the number 3 in the blank space. 7 + 3 = 10.

Your Turn: Write the number 3.

¿7 + _ = 10?

Miren esta recta numérica y cuenten cuántos saltos necesita la rana para hacer 10.

La rana empezó en 7 y saltó 3 veces para hacer 10.

Mi turno: Escribo el número 3 en el espacio en blanco. 7 + 3 = 10.

Su turno: Escriban el número 3.

❷ Show students the 7 + 3 fact card.

What answer? *(10)*

¿Cuál es la respuesta? *(10)*

❸ Complete the same process for the 8 + __ = 10 problem, using the number line provided. Have students count how many jumps the frog makes on the number line, and then show them the 8 + 2 fact card.

❹ Point to the ten frame. Prompt students to consider what number should go in the blank. Then show the students the 9 + 1 fact card.

Look at the ten-frame. How many black circles are there? *(9)*

How many circles in all on the ten frame? *(10)*

Miren el cuadro de diez. ¿Cuántos círculos negros hay? *(9)*

¿Cuántos círculos hay en total en el cuadro de diez? *(10)*

Modeled Practice
(My Turn, Your Turn)

What number should go in the blank for the fact? *(1)*

Write it.

How do you know?

¿Qué número debe de ir en el espacio en blanco para la operación? *(1)*

Escríbanlo.

¿Cómo saben?

Guided Practice
(Our Turn)

❺ Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice. Students can use connecting cubes or the number line if needed for extra support. Use the following language:

Point your finger on [7, 8, or 9] and count up [3, 2, or 1].

How many black circles?

How many white circles?

How many circles in all?

Write it.

Say the fact.

How do you know?

Señalen con su dedo el [7, 8 ó 9] y cuenten hacia adelante [3, 2 ó 1].

¿Cuántos círculos negros?

¿Cuántos círculos blancos?

¿Cuántos círculos en total?

Escríbanlo.

Digan la operación.

¿Cómo saben?

Independent Practice/ Progress Monitoring
(Your Turn)

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

Time:

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

Independent Practice/ Progress Monitoring (continued)

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

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

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

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

Note to Teacher:

Score 1 point for each correctly written missing number.

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

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

Unit 9
Booster Lesson 6
WPS

DAY 3

Figure Out the Difference, 2!

Word Problem Solving

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

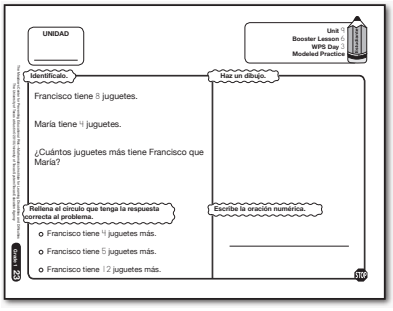
Word Problem Type: Compare, with difference unknown

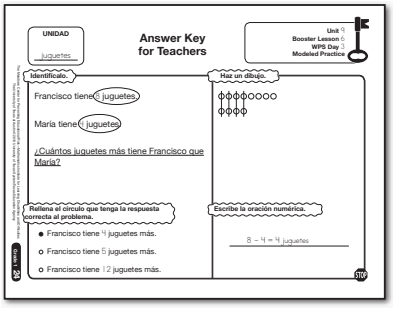
Vocabulary:

English	Spanish
Subtract, minus, equals, less, take away, Identify It strategy, number sentence, more, add, plus, amount	Restar, menos, igual a, menos, quitar, estrategia Identifícalo, oración numérica, más, sumar, más, cantidad

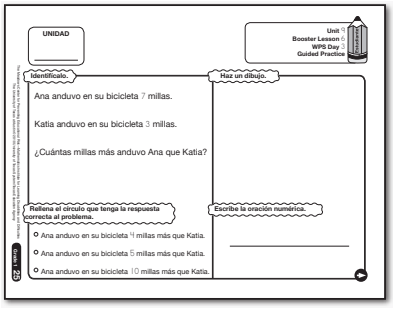
Materials: Teacher Master, pp. 23–30

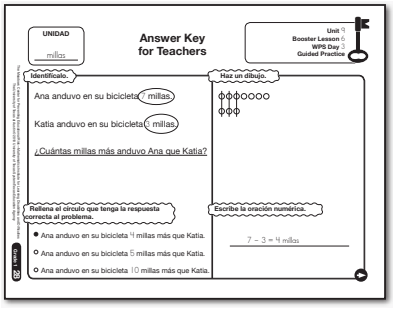
Modeled Practice





Guided Practice





Time:

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

Preview

Today we will practice solving word problems that find the difference between 2 amounts.

Hoy vamos a practicar resolviendo problemas que encuentran la diferencia entre 2 cantidades.

Modeled Practice
(My Turn, Your Turn)

❶ 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. "Frank has 8 toys. Mira has 4 toys. How many more toys does Frank have than Mira?"

Lean el cuento juntos. ¿Listos? Lean. "Francisco tiene 8 juguetes. María tiene 4 juguetes. ¿Cuántos juguetes más tiene Francisco que María?"

❷ Review compare problems and the steps in the Identify It strategy.

This is a compare problem. Compare problems ask us to look at 2 different amounts and compare them to find the answer.

Think about the steps of the Identify It strategy that we have learned so far.

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

What is the question? *(how many more toys does Frank have than Mira?)*

My Turn: I underline it.

Your Turn: Underline it.

Este es un problema de comparación. Los problemas de comparación nos piden que miremos 2 cantidades diferentes y las comparemos para encontrar la respuesta.

Recuerden los pasos de la estrategia Identifícalo que hemos aprendido hasta ahora.

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

¿Cuál es la pregunta? *(¿cuántos juguetes más tiene Francisco que María?)*

Mi turno: La subrayo.

Su turno: Subráyenla.

Modeled Practice (continued)

What is the important unit? *(toys)*

My Turn: I write "toys" in the unit box.

Your Turn: Write it.

What are the important words and numbers? *(8 toys, 4 toys)*

My Turn: I circle them.

Your Turn: Circle them.

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

Mi turno: Escribo "juguetes" en la caja de la unidad.

Su turno: Escríbanlo.

¿Cuáles son las palabras y números importantes? *(8 juguetes, 4 juguetes)*

Mi turno: Los circulo.

Su turno: Circúlenlos.

❸ Use the Draw a Picture space to draw circles in 2 lines (1 for each group) as a model; this will help students compare the 2 amounts.

Let's show the problem by drawing a picture. Draw the circles in a line.

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

My Turn: I draw 8 circles to show Frank's toys.

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

What is the next part we circled? *(4 toys)*

We are comparing, not adding. I show Mira's toys by drawing 4 circles in 1 line below Frank's circles.

My Turn: I draw 4 more circles.

Your Turn: Draw the circles. Make your sheet look like mine.

Vamos a mostrar el problema haciendo un dibujo. Dibujen los círculos en una línea.

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

Mi turno: Dibujo 8 círculos para mostrar los juguetes de Francisco.

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

¿Cuál es la siguiente parte que circulamos? *(4 juguetes)*

Estamos comparando, no sumando. Muestro la cantidad de juguetes de María dibujando 4 círculos en 1 línea debajo de los círculos de Francisco.

Mi turno: Dibujo 4 círculos más.

Su turno: Dibujen los círculos. Hagan su hoja igual a la mía.

Error Diagnosis and Correction

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

Modeled Practice (continued)

❹ Review the question and compare the 2 amounts to solve the problem.

We want to find out how many more toys Frank has than Mira.	**Queremos saber cuántos juguetes más tiene Francisco que María.**
I need to compare the 2 amounts of toys. What is the difference between 8 and 4?	**Necesito comparar las 2 cantidades de juguetes. ¿Cuál es la diferencia entre 8 y 4?**
To find how many more Frank has than Mira, I can match up the circles and see how many are left over.	**Para saber cuántos más tiene Francisco que María, puedo igualar los círculos y ver cuántos sobran.**
I draw lines to connect Frank's circles to Mira's circles.	**Dibujo líneas para conectar los círculos de Francisco con los círculos de María.**
How many circles are left? *(4)*	**¿Cuántos círculos sobran?** *(4)*
How many more toys does Frank have than Mira? *(4)*	**¿Cuántos juguetes más tiene Francisco que María?** *(4)*

❺ Point to "Write the Number Sentence."

We can show the problem with a number sentence.	**Podemos mostrar el problema con una oración numérica.**
When we compare 2 amounts, we use subtraction to find the answer.	**Cuando comparamos 2 cantidades, utilizamos la resta para encontrar la respuesta.**
My Turn: When writing subtraction facts, we start with the greatest number. What is the greatest number? *(8)*	**Mi turno: Al escribir operaciones de resta, empezamos con el número mayor. ¿Cuál es el número mayor?** *(8)*
I write "8."	**Escribo "8".**
Your Turn: Write "8."	**Su turno: Escriban "8".**
Do we use a minus or a plus in our number sentence? *(minus)*	**¿Utilizamos un signo de menos o de más en nuestra oración numérica?** *(menos)*
How do we know?	**¿Cómo sabemos?**

Modeled Practice (continued)

My Turn: I write a minus sign next to the 8.	**Mi turno: Escribo un signo de menos junto al 8.**
Your Turn: Write a minus sign.	**Su turno: Escriban un signo de menos.**
How many did we take away to find the answer? *(4)*	**¿Cuántos quitamos para encontrar la respuesta?** *(4)*
Write "4."	**Escriban "4".**
8 – 4. What answer? *(4)*	**8 - 4. ¿Cuál es la respuesta?** *(4)*
My Turn: I write "= 4."	**Mi turno: Escribo "= 4".**
Your Turn: Write it.	**Su turno: Escríbanlo.**
What was our important unit? 8 – 4 = 4 what? *(toys)*	**¿Cuál fue nuestra unidad importante? 8 – 4 = 4 ¿qué?** *(juguetes)*
My Turn: I write "toys" after 4.	**Mi turno: Escribo "juguetes" después del 4.**
Your Turn: Write it.	**Su turno: Escríbanlo.**

6 Check your work with the students.

Let's check our work. It is helpful to ask, "Does this make sense?"	**Vamos a revisar nuestro trabajo. Es de gran ayuda preguntarnos "¿Tiene esto sentido?"**
Check the number sentence to see whether it makes sense.	**Revisen la oración numérica para ver si tiene sentido.**
We started with 8 and ended up with 4, which is less. So this makes sense.	**Empezamos con 8 y terminamos con 4, lo cual es menos. Esto tiene sentido.**
We can check further by adding. 4 + 4 equals what? *(8)* **Our math is correct!**	**También podemos revisar sumando. ¿4 + 4 es igual a?** *(8)* **¡Nuestra matemática es correcta!**

Modeled Practice (continued)

❼ Direct students' attention to the multiple-choice question.

We need to fill in the circle by the correct answer to the word problem.	**Necesitamos rellenar el círculo junto a la respuesta correcta del problema.**
Which of these options is the correct answer to this word problem?	**¿Cuál de estas opciones es la respuesta correcta de este problema?**
How do you know?	**¿Cómo saben?**
Fill in the circle.	**Rellenen el círculo.**

Guided Practice (Our Turn)

Note to Teacher:

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

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

Read the story together. Ready? Read.	**Lean el cuento juntos. ¿Listos? Lean.**
What is the problem asking us?	**¿Qué nos pregunta el problema?**
What is the important unit?	**¿Cuál es la unidad importante?**
Look for words and numbers related to the important unit.	**Busquen palabras y números relacionados con la unidad importante.**
Draw a picture.	**Hagan un dibujo.**
Which number sentence? Write it.	**¿Cuál es la oración numérica? Escríbanla.**
Check your work. Does this make sense?	**Revisen su trabajo. ¿Tiene esto sentido?**
Fill in the circle by the correct answer to the word problem.	**Rellenen el círculo junto a la respuesta correcta del problema.**

Independent Practice/ Progress Monitoring
(Your Turn)

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

TEKS
1.1D

Total Time: 2 minutes

Unit 9
Warm-Up

DAY 4

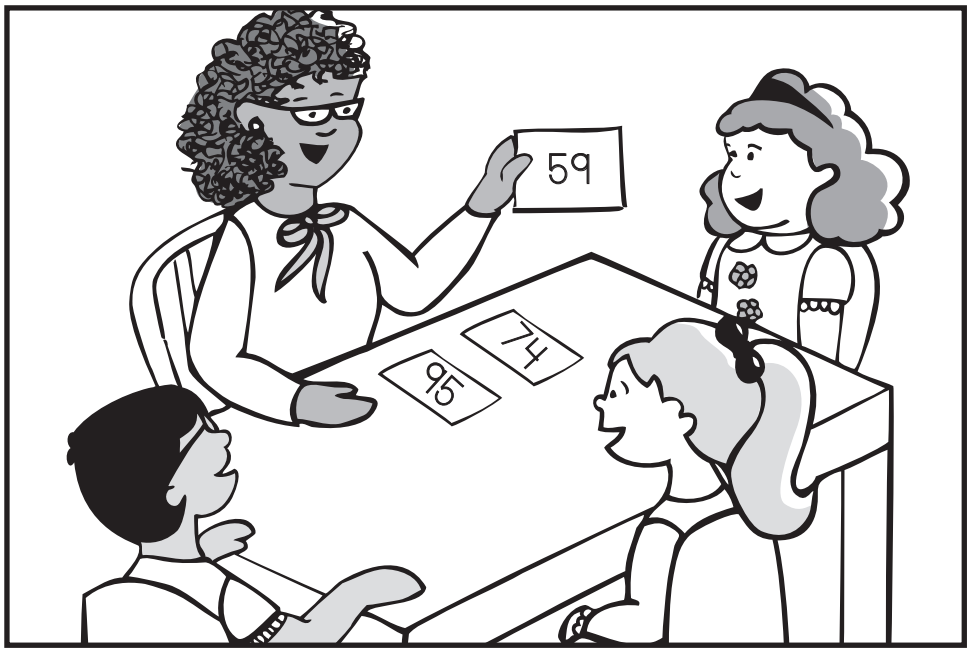
Warm-Up: Number Recognition

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

Time:

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

Materials: Number cards (50–99)



My Notes: _____

TEKS
1.1B, 1.1D

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

Unit 9
Booster Lesson 7
R10

DAY 4

Same Number, Different Ways

Relationships of 10

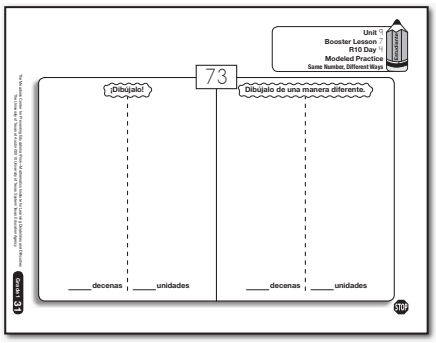
Objective:	**The student will be able to draw pictorial representations that show a number in multiple ways.**
Instructional Content:	50–99

Vocabulary:

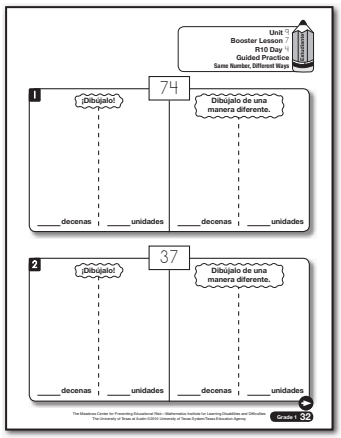
English	Spanish
Rod, unit, tens, ones	Decena, unidad, decenas, unidades

Materials: Teacher Master, pp. 31–33

Modeled Practice



Guided Practice



Time:

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

Note to Teacher:

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

Error Diagnosis and Correction

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

Preview

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

Today we will draw numbers in different ways.

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

Hoy vamos a dibujar números de diferentes maneras.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet to each student. With the students, complete the first part by drawing 73 in the traditional way (7 rods, 3 units).

What number? *(73)*

We will draw 73. How many groups of 10? *(7 groups of 10)* **How many ones?** *(3 ones)*

My Turn: I draw 7 lines to show 7 rods. I draw 3 dots to show 3 units.

Your Turn: Draw it.

How many tens did we draw? *(7 tens)* **How many ones?** *(3 ones)*

My Turn: I write "7 Tens" and "3 Ones."

Your Turn: Write it.

How many altogether? Count by tens and ones.

10, 20 … 70 Switch! 71, 72, 73.

¿Qué número? *(73)*

Vamos a dibujar 73. ¿Cuántos grupos de 10? *(7 grupos de 10)* **¿Cuántas unidades?** *(3 unidades)*

Mi turno: Dibujo 7 líneas para mostrar 7 decenas. Dibujo 3 puntos para mostrar 3 unidades.

Su turno: Dibújenlo.

¿Cuántas decenas dibujamos? *(7 decenas)* **¿Cuántas unidades?** *(3 unidades)*

Mi turno: Escribo "7 Decenas" y "3 Unidades".

Su turno: Escríbanlo.

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

10, 20 … 70 ¡Cambio! 71, 72, 73.

❷ Complete the next part by first eliciting student responses on how to draw 73 in a different way.

Let's draw a picture of 73 in a different way.

Vamos a dibujar 73 de una manera diferente.

Modeled Practice (continued)

What is another way we can draw and show 73? Remember, we can exchange, or regroup, a rod for 10 units to show a number in a different way. *(elicit student responses; acceptable answers include: trade a group of ten; 6 rods and 13 units, 5 rods and 23 units, 4 rods and 33 units, etc.; the following example uses 6 tens and 13 ones)*

How many tens should we draw? *(6 tens)*

My Turn: I draw 6 lines to show 6 rods.

Your Turn: Draw 6 lines.

How many ones should we draw? *(13 ones)*

My Turn: I draw 13 dots to show 13 units.

Your Turn: Draw 13 dots.

How many tens did we draw? *(6)* **How many ones?** *(13)*

My Turn: I write "6 Tens" and "13 Ones."

Your Turn: Write it.

How many altogether? Count by tens and ones. Remember that a group of 10 ones is counted as a ten. Ready? Count. 10, 20 … 70 Switch! 71, 72, 73.

¿De qué otra manera podemos dibujar y mostrar 73? Recuerden, podemos intercambiar o reagrupar una decena por 10 unidades para mostrar un número de una manera diferente. *(elicit student responses; acceptable answers include: intercambiar un grupo de diez; 6 decenas y 13 unidades; 5 decenas y 23 unidades, 4 decenas y 33 unidades, etc; the following example uses 6 tens y 13 ones)*

¿Cuántas decenas debemos dibujar? *(6 decenas)*

Mi turno: Dibujo 6 líneas para mostrar 6 decenas.

Su turno: Dibujen 6 líneas.

¿Cuántas unidades debemos dibujar? *(13 unidades)*

Mi turno: Dibujo 13 puntos para mostrar 13 unidades.

Su turno: Dibujen 13 puntos.

¿Cuántas decenas dibujamos? *(6)* **¿Cuántas unidades?** *(13)*

Mi turno: Escribo "6 Decenas" y "13 Unidades".

Su turno: Escríbanlo.

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. Recuerden que un grupo de 10 unidades se cuenta como una decena. ¿Listos? Cuenten. 10, 20 … 70 ¡Cambio! 71, 72, 73.

Error Diagnosis and Correction

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

Modeled Practice
(continued)

How many altogether? *(73)*	**¿Cuánto en total?** *(73)*
We showed 73 in 2 different ways!	**¡Mostramos 73 de 2 maneras diferentes!**

Guided Practice
(Our Turn)

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

What number? How many tens? How many ones? Draw it.	**¿Qué número? ¿Cuántas decenas? ¿Cuántas unidades? Dibújenlo.**
Make [number] a different way. How many tens? How many ones? Draw it.	**Hagan (number) de una manera diferente. ¿Cuántas decenas? ¿Cuántas unidades? Dibújenlo.**
How many altogether? Ready? Count. Switch!	**¿Cuánto en total? ¿Listos? Cuenten. ¡Cambio!**

Independent Practice/ Progress Monitoring
(Your Turn)

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

TEKS
1.5A

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

Unit 9
Booster Lesson 8
NS

DAY 4

What Is Missing?

Number Sequences

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

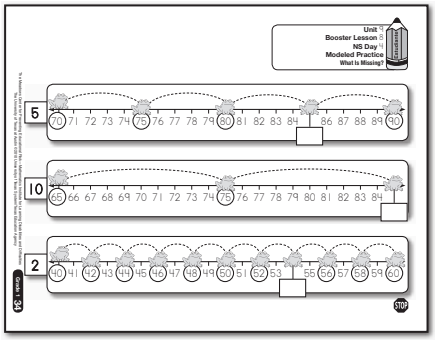
Instructional Content: 50–99

Vocabulary:

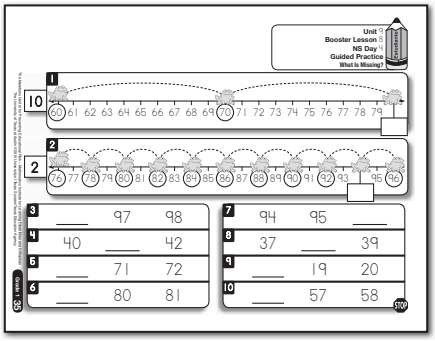
English	Spanish
Skip-count, pattern, number line, before, after, between	Contar salteado, patrón, recta numérica, antes, después, entre

Materials: Teacher Master, pp. 34–36

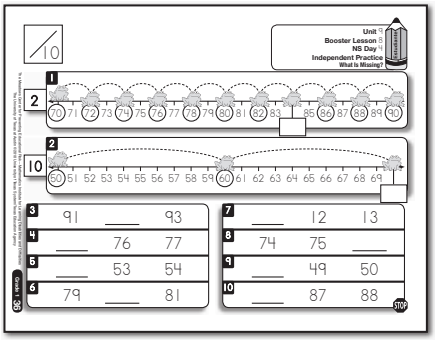
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Preview

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

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

Modeled Practice
(My Turn, Your Turn)

Error Diagnosis and Correction

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

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

Look at the first number line.

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

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

Ready? Count. 70, 75 … 90.

What is the missing number? *(85)*

My Turn: I write "85" in the box.

Your Turn: Write it.

Miren la primera recta numérica.

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

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

¿Listos? Cuenten. 70, 75 … 90.

¿Cuál es el número que falta? *(85)*

Mi turno: Escribo "85" en la caja.

Su turno: Escríbanlo.

Error Diagnosis and Correction

A student has difficulty counting a pattern: use counters (2, 5, or 10) and lay them out to help the student count up to find the next number in the pattern.

❷ Tell students to look at the second item.

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

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

Ready? Count. 65, 75, 85.

What is missing? *(85)*

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

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

¿Listos? Cuenten. 65, 75, 85.

¿Cuál falta? *(85)*

Modeled Practice (continued)

My Turn: I write "85" in the box.

Your Turn: Write it.

Mi turno: Escribo "85" en la caja.

Su turno: Escríbanlo.

❸ Tell students to look at the third item.

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

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

Ready? Count. 40, 42 … 60.

What is missing? *(54)*

My Turn: I write "54" in the box.

Your Turn: Write it.

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

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

¿Listos? Cuenten. 40, 42 … 60.

¿Cuál falta? *(54)*

Mi turno: Escribo "54" en la caja.

Su turno: Escríbanlo.

Guided Practice (Our Turn)

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

What pattern? Ready? Count.

What is missing?

Write it.

¿Cuál es el patrón? ¿Listos? Cuenten.

¿Cuál falta?

Escríbanlo.

Guided Practice (continued)

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

We will look at missing numbers in a different way.	**Vamos a mirar números que faltan de una manera diferente.**
What is missing? Write it. Count the sequence.	**¿Cuál falta? Escríbanlo. Cuenten la secuencia.**

Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the missing numbers in the boxes for the items at the top of the sheet and then to write the missing numbers in the blanks at the bottom of the sheet.	**Van a tener 1 minuto para escribir los números que faltan en las cajas para los problemas en la parte de arriba de la hoja y luego escribir los números que faltan en los espacios en blanco en la parte de abajo de la hoja.**

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

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

Note to Teacher:

Score 1 point for each correctly written missing number.

TEKS
1.5D

Total Time: 2 minutes

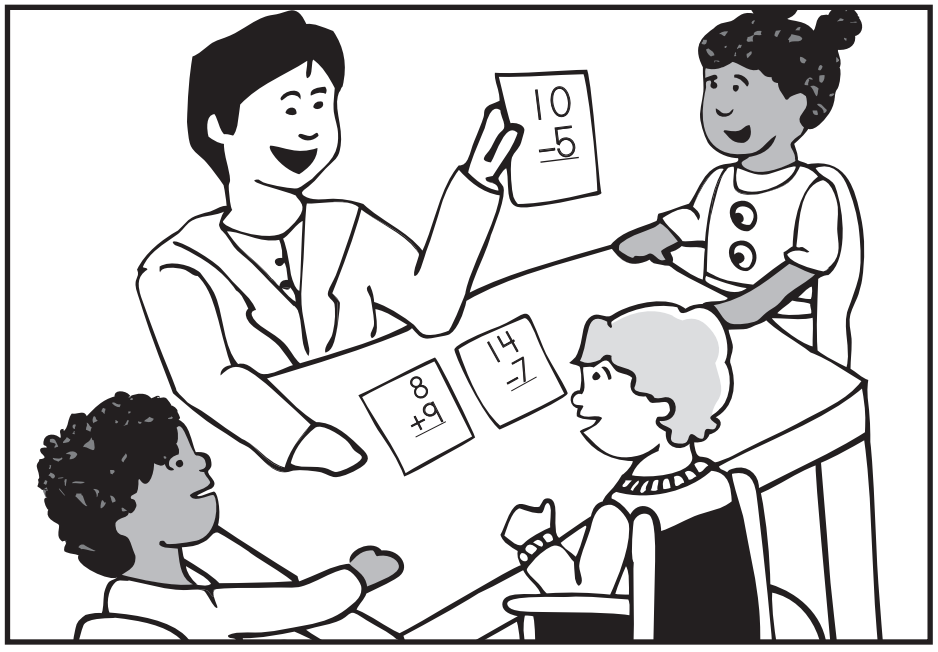
Unit 9 Warm-Up DAY 5

Warm-Up: Look and Say

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

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

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



My Notes:

TEKS
1.3B, 1.5D

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

Unit 9
Booster Lesson 9
ASC

DAY 5

10 + More

Addition/Subtraction Combinations

Objective: **The student will be able to use the 10 + More strategy to solve facts.**

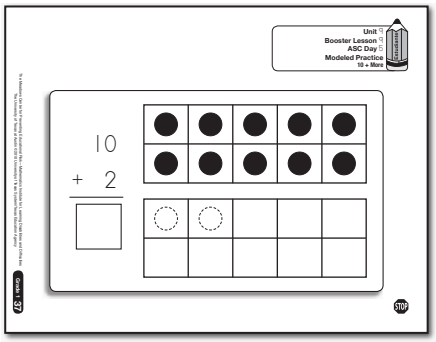
Instructional Content: 10 + more facts through 10 + 8

Vocabulary:

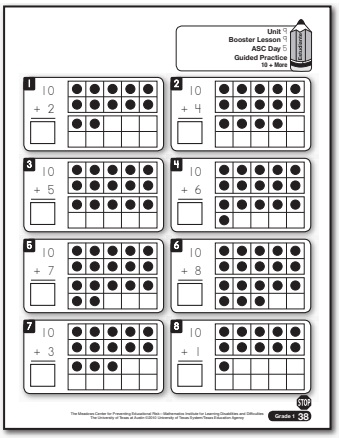
English	Spanish
Add, sum, equal, turnaround fact	Sumar, suma, igual a, operación relacionada

Materials: Teacher Master, pp. 37–39; counters (T&S; 18)

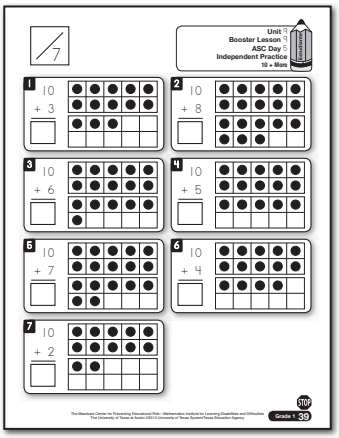
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Preview

Today we will learn how to use 10 to help us figure out new facts.

Hoy vamos a aprender cómo utilizar 10 para ayudarnos a resolver operaciones nuevas.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet and counters to each student; point to the top ten frame.

The problem is 10 + 2. It is a 10 + more problem. I can make 10 + more.

My Turn: I place 10 counters in 1 ten frame to make 10. *(place counters on top of the circles in the boxes)*

Your Turn: Make 10 with your counters.

We can use counters to count on.

When we see a problem like this, 10 + 2, we start with the greater number, 10, and count on.

My Turn: I count on. 10, 11, 12. *(place a counter in the first 2 boxes of the next ten frame as you count on)*

Your Turn: Count on. 10, 11, 12. *(tell students to place 2 counters in the next ten frame as they count on)*

Write "12."

El problema es 10 + 2. Es un problema 10 suma más. Puedo hacer 10 y sumar más.

Mi turno: Pongo 10 contadores en 1 cuadro de diez para hacer 10. *(place counters on top of the circles in the boxes)*

Su turno: Hagan 10 con sus contadores.

Podemos utilizar contadores para contar hacia adelante.

Cuando vean un problema como éste, 10 + 2, empezamos con el número mayor, 10 y contamos hacia adelante.

Mi turno: Cuento hacia adelante. 10, 11, 12. *(place a counter in the first 2 boxes of the next ten frame as you count on)*

Su turno: Cuenten hacia adelante. 10, 11, 12. *(tell students to place 2 counters in the next ten frame as you count on)*

Escriban "12".

Modeled Practice (continued)

❷ Clear all counters off the table and point to the first ten frame.

My Turn: I can draw circles instead of using counters. I start here and say to myself "10."

Then I draw 2 more circles in the next ten frame to help me count on from 10.

10, 11, 12. *(draw a circle in each of the first 2 boxes of the second ten frame as you count on)*

Your Turn: Try it. Draw 2 circles and count on from 10.

What kind of problem is 10 + 2? *(a 10 + more problem)*

Mi turno: Puedo dibujar círculos en lugar de utilizar contadores. Empiezo aquí y digo "10" en silencio.

Luego, dibujo 2 círculos más en el siguiente cuadro de diez para ayudarme a contar hacia adelante desde 10.

10, 11, 12. *(draw a circle in each of the first 2 boxes of the second ten frame as you count on)*

Su turno: Inténtenlo. Dibujen 2 círculos y cuenten hacia adelante desde 10.

¿Qué tipo de problema es 10 + 2? *(un problema de 10 suma más)*

Guided Practice (Our Turn)

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

What kind of problem is this?

How many are in the first ten frame?

Count on from the greater number, 10.

What answer?

Write it.

¿Qué tipo de problema es este?

¿Cuántos hay en el primer cuadro de diez?

Cuenten hacia adelante desde el número mayor, 10.

¿Cuál es la respuesta?

Escríbanla.

Error Diagnosis and Correction

A student has difficulty solving pictorial items: use a concrete model to demonstrate the item.

Time:

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

You will have 1 minute to count on from 10 and write the answer to each fact.	**Van a tener 1 minuto para contar hacia adelante desde 10 y escribir la respuesta para cada operación.**

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

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

Note to Teacher:

Score 1 point for each correctly written answer.

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

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

Unit 9
Booster Lesson 10
WPS

DAY 5

Figure Out the Difference, 3!

Word Problem Solving

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

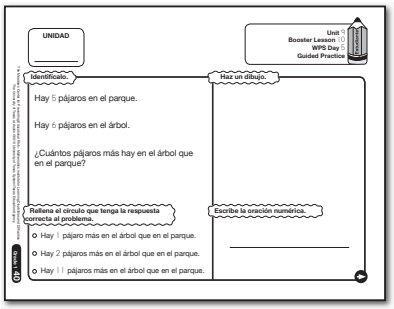
Word Problem Type: Compare, with difference unknown

Vocabulary:

English	Spanish
Subtract, minus, equals, less, take away, Identify It strategy, number sentence, more, add, plus, amount	Restar, menos, igual a, menos, quitar, estrategia Identifícalo, oración numérica, más, sumar, más, cantidad

Materials: Teacher Master, pp. 40–49

Guided Practice


UNIDAD

Unit 9 Booster Lesson 10 WPS Day 5 Guided Practice

Identifícalo.

Haz un dibujo.

Hay 5 pájaros en el parque.

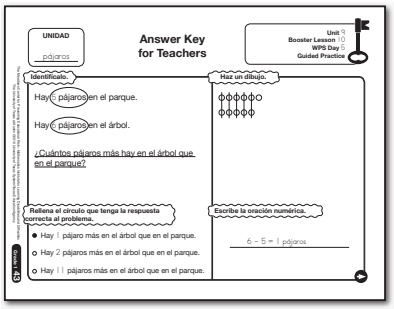
Hay 6 pájaros en el árbol.

¿Cuántos pájaros más hay en el árbol que en el parque?

Rellena el círculo que tenga la respuesta correcta al problema.

- Hay 1 pájaro más en el árbol que en el parque.
- Hay 2 pájaros más en el árbol que en el parque.
- Hay 11 pájaros más en el árbol que en el parque.

Escribe la oración numérica.


UNIDAD

pájaros

Answer Key for Teachers

Unit 9 Booster Lesson 10 WPS Day 5 Guided Practice

Identifícalo.

Haz un dibujo.

Hay 5 pájaros en el parque.

Hay 6 pájaros en el árbol.

¿Cuántos pájaros más hay en el árbol que en el parque?

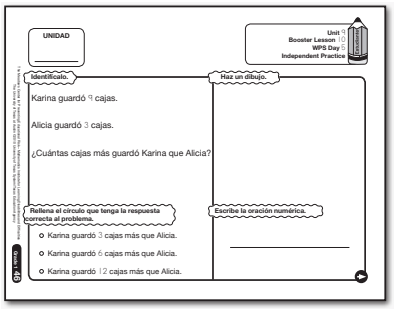
Rellena el círculo que tenga la respuesta correcta al problema.

- Hay 1 pájaro más en el árbol que en el parque.
- Hay 2 pájaros más en el árbol que en el parque.
- Hay 11 pájaros más en el árbol que en el parque.

Escribe la oración numérica.

6 – 5 = 1 pájaros

Independent Practice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Unit 9 Booster Lesson 10 WPS Day 5 Independent Practice

Identifícalo.

Haz un dibujo.

Karina guardó 9 cajas.

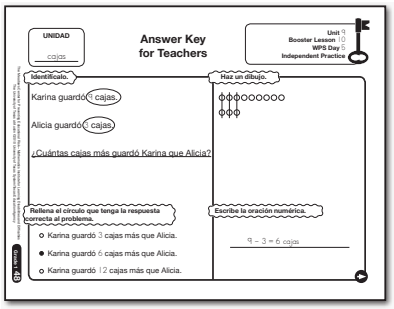
Alicia guardó 3 cajas.

¿Cuántas cajas más guardó Karina que Alicia?

Rellena el círculo que tenga la respuesta correcta al problema.

- Karina guardó 3 cajas más que Alicia.
- Karina guardó 6 cajas más que Alicia.
- Karina guardó 12 cajas más que Alicia.

Escribe la oración numérica.


UNIDAD

cajas

Answer Key for Teachers

Unit 9 Booster Lesson 10 WPS Day 5 Independent Practice

Identifícalo.

Haz un dibujo.

Karina guardó 9 cajas.

Alicia guardó 3 cajas.

¿Cuántas cajas más guardó Karina que Alicia?

Rellena el círculo que tenga la respuesta correcta al problema.

- Karina guardó 3 cajas más que Alicia.
- Karina guardó 6 cajas más que Alicia.
- Karina guardó 12 cajas más que Alicia.

Escribe la oración numérica.

9 – 3 = 6 cajas

Time:

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

Preview

Today we will practice solving word problems that find the difference between 2 amounts.

Hoy vamos a practicar resolviendo problemas que encuentran la diferencia entre 2 cantidades.

Modeled Practice
(My Turn, Your Turn)

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

Guided Practice
(Our Turn)

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

Read the story together. Ready? Read.	**Lean el cuento juntos. ¿Listos? Lean.**
What is the problem asking us?	**¿Qué nos pregunta el problema?**
What is the important unit?	**¿Cuál es la unidad importante?**
Look for words and numbers related to the important unit.	**Busquen palabras y números relacionados con la unidad importante.**
Draw a picture.	**Hagan un dibujo.**
Which number sentence? Write it.	**¿Cuál es la oración numérica? Escríbanla.**
Check your work. Does this make sense?	**Revisen su trabajo. ¿Tiene esto sentido?**

Note to Teacher:

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

Error Diagnosis and Correction

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

Guided Practice (continued)

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

Rellenen el círculo junto a la respuesta correcta del problema.

Independent Practice/ Progress Monitoring (Your Turn)

Time:

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

❶ **For 3 minutes:** Distribute the Independent Practice sheets to each student and tell students to complete as many parts of the problems as possible. Read the word problems with students if needed.

You will have 3 minutes to read the problems, use the Identify It strategy to mark your stories, draw the problems, write the number sentences, and fill in the circle by the correct answer.

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

Van a tener 3 minutos para leer los problemas, utilizar la estrategia Identifícalo para marcar sus cuentos, dibujar los problemas, escribir las oraciones numéricas y rellenar el círculo junto a la respuesta correcta.

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

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

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

Note to Teacher:

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

TEKS
1.1D

Total Time: 2 minutes

Unit 9 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: 50–99)

My Notes:

TEKS
1.1B, 1.3B, 1.11D

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

Unit 9
Booster Lesson 11
R10

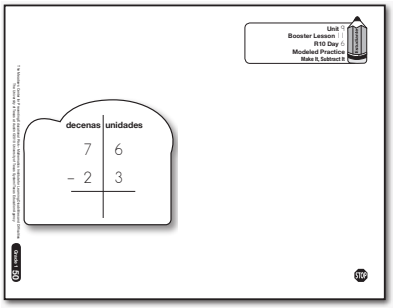
DAY 6

Make It, Subtract It

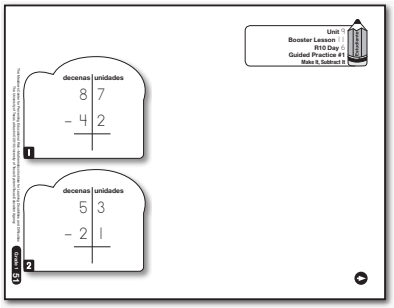
Relationships of 10

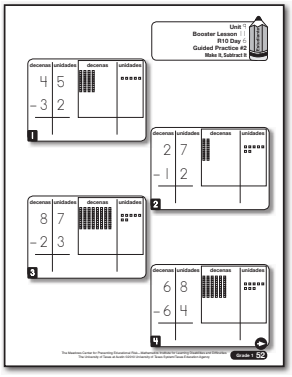
Objective:	**The student will be able to subtract two-digit numbers and count concrete and pictorial representations of numbers.**
Instructional Content:	0–99
Vocabulary:	**English:** Rod, tens, ones, subtract, unit **Spanish:** Decena, decenas, unidades, restar, unidad
Materials:	Teacher Master, pp. 50–53; rods and units (T&S)

Modeled Practice



Guided Practice





Time:

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

Preview

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

Today, we will learn to subtract tens-and-ones numbers.

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

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

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet and rods and units to each student. Instruct students to make the top number with their rods and units on the blank side of the Modeled Practice sheet. Then, tell students to remove rods and units to subtract the second number. Solve the problem as a group, writing the answer on the sheet. Check the answer by counting the rods and units.

What problem? *(76 – 23)*

We can solve this problem by subtracting the ones and then subtracting the groups of 10.

First, we make the top number.

What is the top number in the problem? *(76)* **How many tens are in 76?** *(7 tens)* **How many ones in 76?** *(6 ones)*

My Turn: I place 7 rods and 6 units on my sheet.

Your Turn: Make it.

When we subtract, we make only the greater number because we will take away, or subtract, the lesser number.

Now we can subtract 23 from 76 by first subtracting ones. *(point to the ones column)*

¿Cuál es el problema? *(76 - 23)*

Podemos resolver este problema restando las unidades y luego restando los grupos de 10.

Primero, hacemos el número de arriba.

¿Cuál es el primer número en el problema? *(76)* **¿Cuántas decenas hay en 76?** *(7 decenas)* **¿Cuántas unidades en 76?** *(6 unidades)*

Mi turno: Pongo 7 decenas y 6 unidades en mi hoja.

Su turno: Háganlo.

Cuando restamos, sólo hacemos el número mayor porque vamos a quitar o restar el número menor.

Ahora podemos restar 23 de 76 restando primero las unidades. *(point to the ones column)*

Error Diagnosis and Correction

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

Modeled Practice
(continued)

6 ones minus 3 ones. What kind of fact? *(– 3 fact; + 3 related; doubles related)* **Solve it. Start with the greater number and then count back 3. 6, 5, 4, 3.**

We also remove 3 units to show taking away 3 ones.

How many ones? *(3 ones)*

My Turn: There are 3 ones, so I write "3" in the ones answer place.

Your Turn: Write "3" in the ones answer place.

Next subtract the tens. 7 tens minus 2 tens.

What kind of fact? *(– 2 fact; + 2 related)* **Solve it. Start with the greater number and then count back 2. 7, 6, 5.**

How many tens? *(5 tens)*

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

Your Turn: Write it.

6 unidades menos 3 unidades. ¿Qué tipo de operación? *(operación – 3; relacionada + 3; relacionada con dobles)* **Resuélvanla. Empiecen con el número mayor y luego cuenten hacia atrás 3. 6, 5, 4, 3.**

También quitamos 3 unidades para mostrar que estamos quitando 3 unidades.

¿Cuántas unidades? *(3 unidades)*

Mi turno: Hay 3 unidades, entonces escribo "3" en el lugar de respuesta de las unidades.

Su turno: Escriban "3" en el lugar de respuesta de las unidades.

Luego resten las decenas. 7 decenas menos 2 decenas.

¿Qué tipo de operación? *(operación – 2; relacionada + 2)* **Resuélvanla. Empiecen con el número mayor y luego cuenten hacia atrás 2. 7, 6, 5.**

¿Cuántas decenas? *(5 decenas)*

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

Su turno: Escríbanlo.

Modeled Practice (continued)

We remove 2 rods to show taking away 2 tens.

What is our answer? *(53)*

Let's check by counting our rods and units. Ready? Count. 10, 20 … 50 Switch! 51, 52, 53.

Quitamos 2 decenas para mostrar que estamos quitando 2 decenas.

¿Cuál es nuestra respuesta? *(53)*

Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten. 10, 20 … 50 ¡Cambio! 51, 52, 53.

Guided Practice (Our Turn)

❷ Distribute Guided Practice sheet #1 to each student and repeat the Modeled Practice procedure for the 2 problems. Students should build the greater number in each problem with rods and units, solve the problem, and check by counting the rods and units.

❸ Distribute Guided Practice sheet #2. Students solve the problems by subtracting the tens and ones and check each problem by using the pictorial representations. To subtract the pictorial representations, cross out rods and units. Use the following language:

How many ones? Write it. Cross out [number] units.

How many tens? Write it. Cross out [number] rods.

How many altogether?

Check the answer by counting the rods and units.

¿Cuántas unidades? Escríbanlo. Tachen [number] unidades.

¿Cuántas decenas? Escríbanlo. Tachen [number] decenas.

¿Cuánto en total?

Revisen la respuesta contando las decenas y unidades.

Error Diagnosis and Correction

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

Independent Practice/ Progress Monitoring
(Your Turn)

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

TEKS
1.1A, 1.1B
1.1C

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

Unit 9
Booster Lesson 12
MC

DAY 6

Count and Compare the Change

Magnitude Comparison

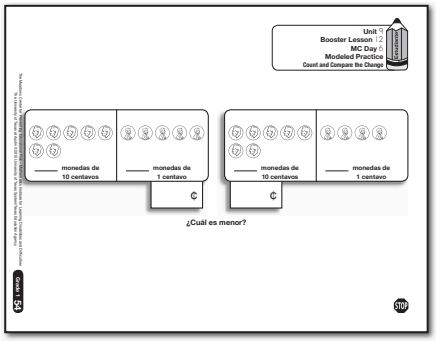
Objective:	**The student will be able to count dimes and pennies, compare numbers, and decide which number is less by comparing tens and ones.**
Instructional Content:	50–99

Vocabulary:

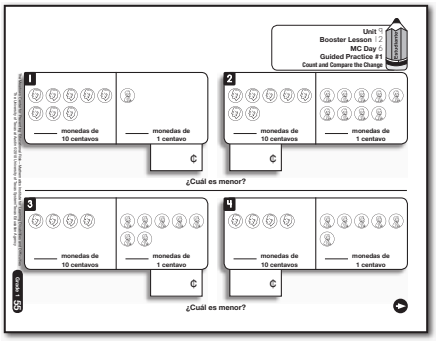
English	Spanish
Less than, tens, ones, dimes, pennies	Menor que, decenas, unidades, monedas de 10 centavos, monedas de 1 centavo

Materials: Teacher Master, pp. 54–57

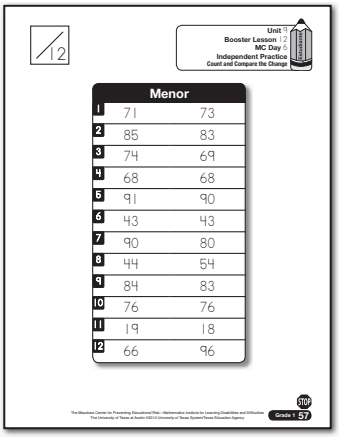
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Preview

Today we will compare numbers, using coins.

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

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

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

Hoy vamos a comparar números utilizando monedas.

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

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

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

Error Diagnosis and Correction

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

Modeled Practice
(My Turn, Your Turn)

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

Error Diagnosis and Correction

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

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

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

My Turn: I write "7" next to dimes.

Your Turn: Write "7."

How many pennies? *(5 pennies)*

My Turn: I write "5" next to pennies.

Your Turn: Write "5."

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

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

Mi turno: Escribo "7" junto a las monedas de 10 centavos.

Su turno: Escriban "7".

¿Cuántas monedas de 1 centavo? *(5 monedas de 1 centavo)*

Mi turno: Escribo "5" junto a las monedas de 1 centavo.

Su turno: Escriban "5".

Error Diagnosis and Correction

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

Modeled Practice (continued)

How many altogether? Count dimes and pennies as tens and ones. Ready? Count. 10, 20 … 70 Switch! 71, 72 … 75.

How many cents altogether? *(75)*

My Turn: I write "75" next to the cents sign.

Your Turn: Write "75."

Look at the second box. How many dimes? *(7 dimes)* **How many pennies?** *(4 pennies)*

My Turn: I write "7 dimes" and "4 pennies."

Your Turn: Write it.

How many cents altogether? Count by tens and ones. Ready? Count. 10, 20 … 70 Switch! 71, 72, 73, 74.

How many cents altogether? *(74)*

75 cents and 74 cents. Which is less?

Compare the tens, or dimes: 7 dimes and 7 dimes. Can we tell which is less? *(no)*

¿Cuánto en total? Cuenten las monedas de 10 centavos y las monedas de 1 centavo como decenas y unidades. ¿Listos? Cuenten. 10, 20 … 70 ¡Cambio! 71, 72 75.

¿Cuántos centavos en total? *(75)*

Mi turno: Escribo "75" junto al signo de los centavos.

Su turno: Escriban "75".

Miren la segunda caja. ¿Cuántas monedas de 10 centavos? *(7 monedas de 10 centavos)* **¿Cuántas monedas de 1 centavo?** *(4 monedas de 1 centavo)*

Mi turno: Escribo "7 monedas de 10 centavos" y "4 monedas de 1 centavo".

Su turno: Escríbanlo.

¿Cuántos centavos en total? Cuenten de diez en diez y de uno en uno. ¿Listos? Cuenten. 10, 20 … 70 ¡Cambio! 71, 72, 73, 74.

¿Cuántos centavos en total? *(74)*

75 centavos y 74 centavos. ¿Cuál es menor?

Comparen las decenas o monedas de 10 centavos: 7 monedas de 10 centavos y 7 monedas de 10 centavos. ¿Podemos decir cuál es menor? *(no)*

Modeled Practice (continued)

Compare the ones, or pennies: 5 pennies and 4 pennies. Which is less? *(4 pennies)* **How can you tell?**

Which is less, 75 or 74? *(74)*

My Turn: I circle the 74.

Your Turn: Circle it.

Comparen las unidades o monedas de 1 centavo: 5 monedas de 1 centavo y 4 monedas de 1 centavo. ¿Cuál es menor? *(4 monedas de 1 centavo)* **¿Cómo saben?**

¿Cuál es menor, 75 ó 74? *(74)*

Mi turno: Circulo el 74.

Su turno: Circúlenlo.

Guided Practice (Our Turn)

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

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

Which number is less? How can you tell?

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

¿Cuál número es menor? ¿Cómo saben?

❸ Distribute Guided Practice sheet #2 to each student. Complete the items as a group. Tell students to circle the number that is less in each row or circle both numbers if they are equal. Use the following language:

Let's compare numbers a different way.

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

Vamos a comparar números de una manera diferente.

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

Independent Practice/ Progress Monitoring
(Your Turn)

Time:

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

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

Circle the number that is less in each row or circle both numbers if they are equal.	**Circulen el número que es menor en cada fila o circulen ambos números si son iguales.**

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

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

Note to Teacher:

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

TEKS
1.5D

Total Time: 2 minutes

Unit 9 Warm-Up

DAY 7

Warm-Up: Look and Write

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

Time:

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

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

My Notes: _____

TEKS
1.3B, 1.5D

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

Unit 9
Booster Lesson 13
ASC

DAY 7

Make 10 and 10 + More

Addition/Subtraction Combinations

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

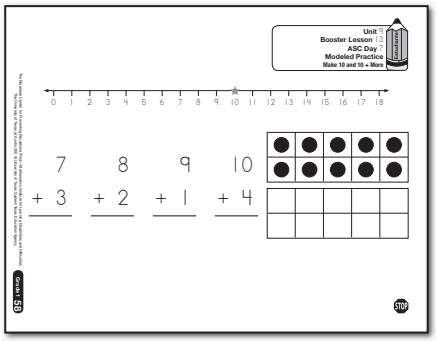
Instructional Content: 9 + 1, 8 + 2, 7 + 3, and 10 + more facts through 10 + 8

Vocabulary:

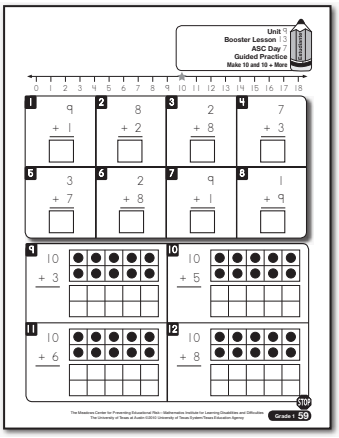
English	Spanish
Add, sum, equal, turnaround fact	Sumar, suma, igual a, operación relacionada

Materials: Teacher Master, pp. 58–60; number line; counters (T&S; 18)

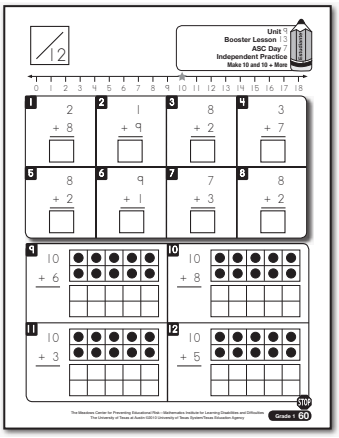
Modeled Practice



Guided Practice



Independent Practice



Time:

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

Preview

Today we will review the Make 10 and 10 + More strategies.

Hoy vamos a repasar las estrategias Haz 10 y 10 suma más.

Modeled Practice
(My Turn, Your Turn)

❶ Distribute a Modeled Practice sheet to each student.

We can solve these problems, using the strategies we have learned.

Let's use the Make 10 strategy first.

My Turn: 7 + 3 = __.

I use the number line to start with the greater number, 7, and count on 3.

Ready? Count on. 7, 8, 9, 10. *(point to each number on the number line as you count)*

I write the answer. We made 10. If I see a 7 and I want to make 10, what number do I need to add to 7? *(point to the 3 in the fact)*

Your Turn: Try it. Find 7 and count on 3. Write the answer.

Podemos resolver estos problemas utilizando las estrategias que hemos aprendido.

Primero, vamos a utilizar la estrategia Haz 10.

Mi turno: 7 + 3 = __.

Utilizo la recta numérica para empezar con el número mayor, 7 **y contar hacia adelante 3.**

¿Listos? Cuenten hacia adelante. 7, 8, 9, 10. *(point to each number on the number line as you count)*

Escribo la respuesta. Hicimos 10. Si veo un 7 **y quiero hacer 10, ¿qué número necesito sumarle a 7?** *(point to the 3 in the fact)*

Su turno: Inténtenlo. Encuentren 7 **y cuenten hacia adelante 3. Escriban la respuesta.**

❷ Use a similar process to prompt students to find the answers for the following 2 problems: 8 + 2, 9 + 1. Then review the 10 + More strategy and solve the last problem: 10 + 4.

Modeled Practice
(continued)

This is a 10 + more problem. Start with the bigger number, 10, and count on.

The top ten frame has 10 circles, so start at 10 and count on by drawing circles in the second ten frame.

10, 11 … 14.

What answer? *(14)*

Write "14."

Este es un problema 10 suma más. Empiecen con el número más grande, 10 y cuenten hacia adelante.

El cuadro de diez de arriba tiene 10 círculos, así que empiecen en 10 y cuenten hacia adelante haciendo círculos en el segundo cuadro de diez.

10, 11 … 14.

¿Cuál es la respuesta? *(14)*

Escriban "14".

Guided Practice
(Our Turn)

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

What kind of problem is this?

Count on from the greater number.

For the last 4 problems, draw circles to match the problem.

What answer?

Write it.

¿Qué tipo de problema es este?

Cuenten hacia adelante desde el número mayor.

Para los últimos 4 problemas, dibujen círculos para igualar el problema.

¿Cuál es la respuesta?

Escríbanla.

Error Diagnosis and Correction

A student has difficulty solving pitctorial items: use a concrete model to demonstrate the item.

Time:

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

Independent Practice/ Progress Monitoring

(Your Turn)

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

You will have 1 minute to write the answer to each fact. For the last 4 problems, you will also draw the circles in the second ten frame to complete the problem.

Van a tener 1 minuto para escribir la respuesta para cada operación. Para los últimos 4 problemas, también van a dibujar los círculos en el segundo cuadro de diez para completar el problema.

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

Note to Teacher:

Score 1 point for each correctly written answer for the top items and 1 point for each correctly written answer and completed ten frame for the bottom items.

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

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

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

Unit 9
Booster Lesson 14
WPS
DAY 7

Figure Out the Difference, 4!

Word Problem Solving

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

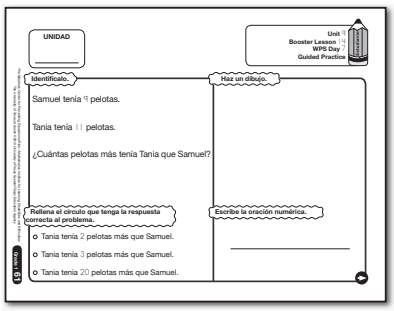
Word Problem Type: Compare, with difference unknown

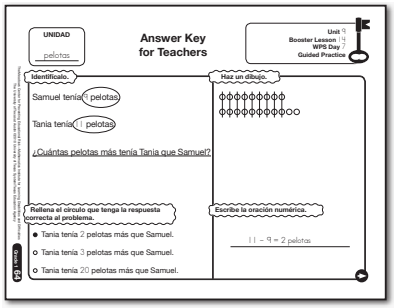
Vocabulary:

English	Spanish
Subtract, minus, equals, less, take away, Identify It strategy, number sentence, more, add, plus, amount	Restar, menos, igual a, menos, quitar, estrategia Identifícalo, oración numérica, más, sumar, más, cantidad

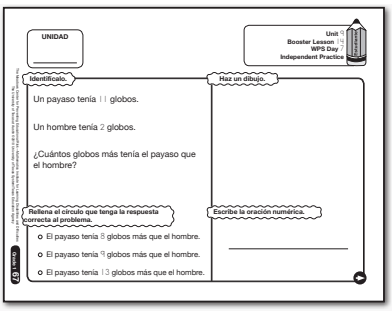
Materials: Teacher Master, pp. 61–70

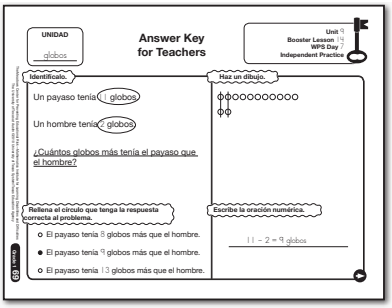
Guided Practice


UNIDAD _____
Unit 9 Booster Lesson 14 WPS Day 7 Guided Practice
Identifícalo.
Samuel tenía 9 pelotas.
Tania tenía 11 pelotas.
¿Cuántas pelotas más tenía Tania que Samuel?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
o Tania tenía 2 pelotas más que Samuel.
o Tania tenía 3 pelotas más que Samuel.
o Tania tenía 20 pelotas más que Samuel.
Page 63


UNIDAD pelotas
Answer Key for Teachers
Unit 9 Booster Lesson 14 WPS Day 7 Guided Practice
Identifícalo.
Samuel tenía 9 pelotas.
Tania tenía 11 pelotas.
¿Cuántas pelotas más tenía Tania que Samuel?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
11 − 9 = 2 pelotas
• Tania tenía 2 pelotas más que Samuel.
o Tania tenía 3 pelotas más que Samuel.
o Tania tenía 20 pelotas más que Samuel.
Page 63

Independent Practice


UNIDAD _____
Unit 9 Booster Lesson 14 WPS Day 7 Independent Practice
Identifícalo.
Un payaso tenía 11 globos.
Un hombre tenía 2 globos.
¿Cuántos globos más tenía el payaso que el hombre?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
o El payaso tenía 8 globos más que el hombre.
o El payaso tenía 9 globos más que el hombre.
o El payaso tenía 13 globos más que el hombre.
Page 63


UNIDAD globos
Answer Key for Teachers
Unit 9 Booster Lesson 14 WPS Day 7 Independent Practice
Identifícalo.
Un payaso tenía 11 globos.
Un hombre tenía 2 globos.
¿Cuántos globos más tenía el payaso que el hombre?
Haz un dibujo.
Rellena el círculo que tenga la respuesta correcta al problema.
Escribe la oración numérica.
11 − 2 = 9 globos
o El payaso tenía 8 globos más que el hombre.
• El payaso tenía 9 globos más que el hombre.
o El payaso tenía 13 globos más que el hombre.
Page 63

Time:

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

Preview

Today we will practice solving word problems that find the difference between 2 amounts.

Hoy vamos a practicar resolviendo problemas que encuentran la diferencia entre 2 cantidades.

Modeled Practice
(My Turn, Your Turn)

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

Guided Practice
(Our Turn)

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

Read the story together. Ready? Read.	**Lean el cuento juntos. ¿Listos? Lean.**
What is the problem asking us?	**¿Qué nos pregunta el problema?**
What is the important unit?	**¿Cuál es la unidad importante?**
Look for words and numbers related to the important unit.	**Busquen palabras y números relacionados con la unidad importante.**
Draw a picture.	**Hagan un dibujo.**
Which number sentence? Write it.	**¿Cuál es la oración numérica? Escríbanla.**

Note to Teacher:

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

Error Diagnosis and Correction

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

Guided Practice
(Our Turn)

Check your work. Does this make sense?

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

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

Independent Practice/ Progress Monitoring
(Your Turn)

Time:

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

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

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

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

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

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

Note to Teacher:

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

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

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

TEKS
1.1D

Total Time: 2 minutes

Unit 9 Warm-Up

DAY 8

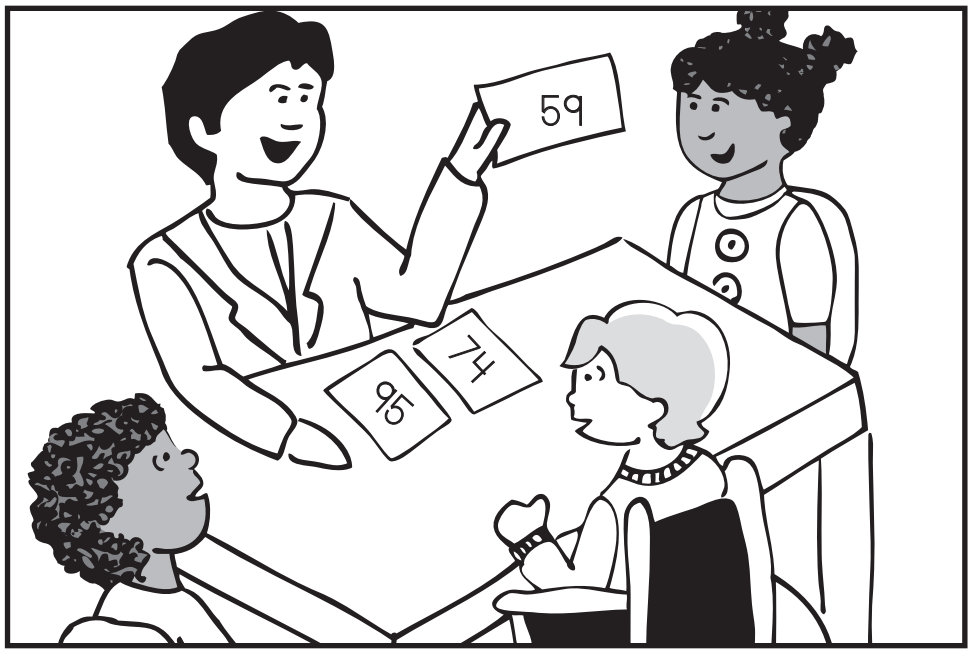
Warm-Up: Number Recognition

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

Time:

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

Materials: Number cards (50–99)



My Notes:

TEKS
1.1B, 1.3B

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

Unit 9
Booster Lesson 15
R10

DAY 8

Subtract It!

Relationships of 10

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

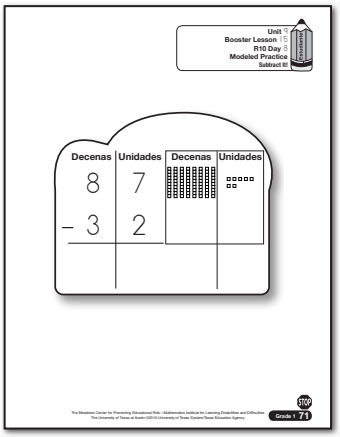
Instructional Content: 0–99

Vocabulary:

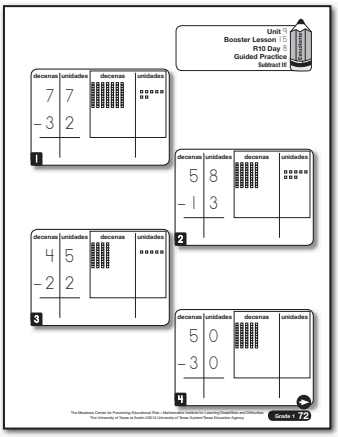
English	Spanish
Rod, unit, tens, ones, subtract	Decena, unidad, decenas, unidades, restar

Materials: Teacher Master, pp. 71–74

Modeled Practice



Guided Practice



Time:

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

Preview

Today we will subtract tens-and-ones numbers.

When we subtract big numbers, do we start with the tens or the ones? *(ones)*

Hoy, vamos a restar números de decenas y unidades.

Cuando restamos números grandes, ¿empezamos con las decenas o unidades? *(unidades)*

Modeled Practice
(My Turn, Your Turn)

Error Diagnosis and Correction

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

Error Diagnosis and Correction

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

❶ Distribute a Modeled Practice sheet to each student. Solve the problem as a group, writing the answer on the sheet. Cross out rods and units to subtract pictorial representations. Check the answer by counting the pictorial representation.

What problem? *(87 – 32)*

What place do we start with when subtracting? Tens or ones? *(ones)*

7 ones minus 2 ones. What type of fact? *(– 2; + 2 related)* **Solve it. What answer?** *(5)*

My Turn: I write "5" in the ones answer place.

Your Turn: Write it.

We cross out pictures of units to show subtracting ones.

My Turn: I cross out 2 units.

Your Turn: Cross out 2 units.

Next subtract the tens.

8 tens minus 3 tens. What type of fact? *(– 3; + 3 related)* **What answer?** *(5)*

¿Cuál es el problema? *(87 - 32)*

¿En qué lugar empezamos cuando restamos? ¿Decenas o unidades? *(unidades)*

7 unidades menos 2 unidades. ¿Qué tipo de operación? *(operación – 2; relacionada + 2)* **Resuélvanla. ¿Cuál es la respuesta?** *(5)*

Mi turno: Escribo "5" en el lugar de respuesta de las unidades.

Su turno: Escríbanlo.

Tachamos los dibujos de las unidades para mostrar que estamos restando unidades.

Mi turno: Tacho 2 unidades.

Su turno: Tachen 2 unidades.

Luego resten las decenas.

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

Modeled Practice
(My Turn, Your Turn)

My Turn: I write "5" in the tens answer place.

Your Turn: Write it.

We cross out pictures of rods to show subtracting tens.

My Turn: I cross out 3 rods.

Your Turn: Cross out 3 rods.

What answer? *(55)*

Let's check by counting our rods and units. Ready? Count. 10, 20 … 50 Switch! 51, 52 … 55.

Mi turno: Escribo "5" en el lugar de respuesta de las decenas.

Su turno: Escríbanlo.

Tachamos los dibujos de las decenas para mostrar que estamos restando decenas.

Mi turno: Tacho 3 decenas.

Su turno: Tachen 3 decenas.

¿Cuál es la respuesta? *(55)*

Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten. 10, 20 … 50 ¡Cambio! 51, 52 … 55.

Guided Practice
(Our Turn)

❷ Distribute the Guided Practice sheets to each student. Students should subtract the ones and then the tens, cross out rods and units, and check each problem by counting the pictorial representations. Use the following language:

How many ones? Write it. Cross out [number] units.

How many tens? Write it. Cross out [number] rods.

How many altogether?

Check the answer by counting the rods and units.

¿Cuántas unidades? Escríbanlo. Tachen [number] unidades.

¿Cuántas decenas? Escríbanlo. Tachen [number] decenas.

¿Cuánto en total?

Revisen la respuesta contando las decenas y unidades.

Independent Practice/ Progress Monitoring
(Your Turn)

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

TEKS
1.5B, 1.5C

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

Unit 9
Booster Lesson 16
NS

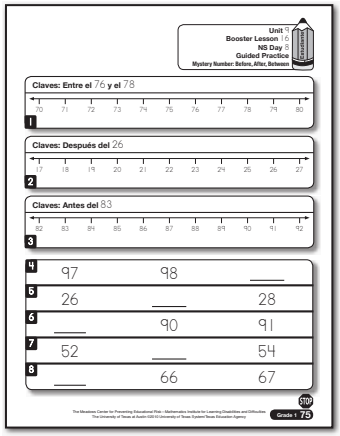
DAY 8

Mystery Number: Before, After, Between

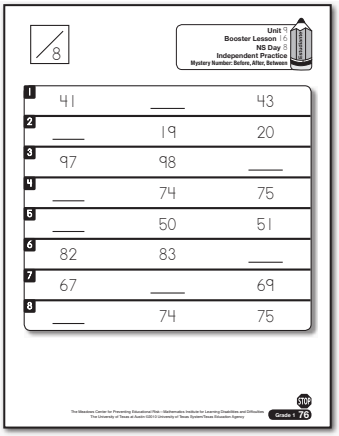
Number Sequences

Objective:	**The student will be able to locate a number on the number line that is before, after, or between numbers; identify missing numbers in a three-number sequence; and count the number sequence.**
Instructional Content:	50–99
Vocabulary:	**English:** Before, after, between, number, number line, sequence **Spanish:** Antes, después, entre, número, recta numérica, secuencia
Materials:	Teacher Master, pp. 75–76; number cards (T; 50–99)

Guided Practice



Independent Practice



Time:

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

Preview

Today we will find mystery numbers on a number line.

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

Hoy vamos a encontrar números misterio en una recta numérica.

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

Modeled Practice
(My Turn, Your Turn)

❶ Distribute the number cards 80–90 to the students as a group. Have the students place the cards faceup on the table in order.

Place the number cards on the table in order from 80 to 90.

Pongan las tarjetas de números en la mesa en orden del 80 al 90.

❷ State the mystery-number clue and turn cards facedown as they are eliminated by the clue.

This number line begins at 80 and goes to 90.

My Turn: When I give a mystery number clue, we turn over cards that can be removed.

Listen: The mystery number is between 88 and 90.

I know that the mystery number is not 88 or before 88, so I turn over 88 and the cards before 88. *(turn over 88, 87 … 80)*

I know that the mystery number is not 90 or after 90, so I turn over 90 and the cards after 90. *(turn over 90)*

Esta recta numérica empieza en 80 y va hasta 90.

Mi turno: Cuando dé una clave del número misterio, vamos a voltear las tarjetas que se pueden quitar.

Escuchen: El número misterio está entre el 88 y 90.

Sé que el número misterio no es 88 o está antes del 88, así que volteo 88 y las tarjetas que están antes del 88. *(turn over 88, 87 … 80)*

Sé que el número misterio no es 90 o está después del 90, así que volteo 90 y las tarjetas que están después del 90. *(turn over 90)*

Modeled Practice
(My Turn, Your Turn)

Your Turn: What is the mystery number? *(89)*	**Su turno: ¿Cuál es el número misterio?** *(89)*
How do you know?	**¿Cómo saben?**
89 is between 88 and 90.	**89 está entre el 88 y el 90.**

Guided Practice
(Our Turn)

Error Diagnosis and Correction

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

❸ Distribute number cards 70–80 to the students as a group and tell the students to place the cards faceup on the table in order. Using the Modeled Practice procedure, state the mystery-number clue and tell students to turn facedown the number cards eliminated by the clue. Obtain individual and choral responses.

The mystery number is between 75 and 77.	**El número misterio está entre el 75 y el 77.**
What cards do we turn over? *(75 and before, 77 and after)*	**¿Qué tarjetas podemos voltear?** *(75 y las que están antes, 77 y las que están después)*
What is the mystery number? *(76)*	**¿Cuál es el número misterio?** *(76)*
76 is between 75 and 77	**76 está entre el 75 y el 77.**

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

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

Guided Practice (continued)

Error Diagnosis and Correction

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

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

Let's find missing numbers a different way.

Is the missing number before, between, or after?

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

What is missing?

Write it.

Count the sequence. Ready? Count.

Vamos a encontrar números que faltan de una manera diferente.

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

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

¿Cuál falta?

Escríbanlo.

Cuenten la secuencia. ¿Listos? Cuenten.

Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the numbers missing from the sequences.

Van a tener 1 minuto para escribir los números que faltan de las secuencias.

Note to Teacher:

Score 1 point for each correctly written missing number.

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

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