



Bilingual

Grade 1

Intervention Manual

Unit 8



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

Mathematics Institute for Learning Disabilities and Difficulties

www.meadowscenter.org

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Warm-Up: Look and Say

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

Materials:

Fact cards (doubles + 1 and related)

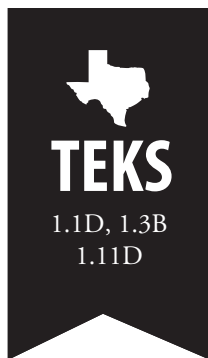


Time:

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



My Notes: _____



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

Unit 8
Booster Lesson 1
ASC

DAY 1

More Practice: Doubles + 1 and Related Facts

Addition/Subtraction Combinations

Objective: The student will be able to use fact-family strategies to solve addition and subtraction problems when the addends are consecutive numbers.

Instructional Content: Doubles + 1 and related facts to 17

Vocabulary:

English

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

Spanish

Operación relacionada, sumar, número, más, dobles, menos, restar

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

Modeled Practice

Guided Practice

Independent Practice

**Time:**

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

Preview

How do we solve doubles + 1 addition facts? (*double the smaller number, then add 1*)

How many facts are in a fact family? (4)

How many numbers are in each fact family? (3)

Today we will practice solving facts related to doubles + 1 facts by using what we know about fact families.

¿Cómo resolvemos operaciones con dobles + 1 de suma? (*haciendo doble el número más pequeño y luego sumando 1*)

¿Cuántas operaciones hay en una familia de operaciones? (4)

¿Cuántos números hay en cada familia de operaciones? (3)

Hoy vamos a practicar resolviendo operaciones relacionadas con operaciones con dobles + 1 utilizando lo que sabemos acerca de las familias de operaciones.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet, 6 cubes of 1 color, and 5 cubes of another to each student. Connect the cubes to form a chain that looks like the image at the top of the Modeled Practice sheet.

Make your cubes look like the picture at the top.

How many cubes are in the first part? (6)

How many cubes are in the second part? (5)

What kind of fact is $6 + 5$? (*a doubles + 1 addition fact*)

How do you know? (*the numbers are next to each other on the number line; we added 1 to a doubles fact*)

How do we solve doubles + 1 facts? (*double the lesser number and add 1 to the answer*)

Hagan sus cubos iguales al dibujo de arriba.

¿Cuántos cubos hay en la primera parte? (6)

¿Cuántos cubos hay en la segunda parte? (5)

¿Qué tipo de operación es $6 + 5$? (*una operación con dobles + 1 de suma*)

¿Cómo saben? (*los números están uno junto al otro en la recta numérica; sumamos 1 a la operación con dobles*)

¿Cómo resolvemos operaciones con dobles + 1? (*haciendo doble el número menor y sumando 1 a la respuesta*)

Error Diagnosis and Correction

A student has difficulty deciding whether a fact is a doubles + 1 fact: show a number line and remind the student that it is a doubles + 1 fact if the numbers are next to each other on the number line.

Modeled Practice (continued)

Which number is less? (5)

Double it. What answer? (10)

Add 1. What answer? (11)

Look at the box below the cube chain.

There are the numbers 6 and 5 and a blank space in the box, indicating the whole.

What number should we write in that box? (11)

My Turn: I write “11.”

Your Turn: Write “11.”

What 3 numbers make up this fact family? (5, 6, 11)

¿Cuál número es menor? (5)

Háganlo doble. ¿Cuál es la respuesta? (10)

Sumen 1. ¿Cuál es la respuesta? (11)

Miren la caja debajo de la cadena de cubos.

Aquí están los números 6 y 5 y un espacio en blanco en la caja indicando el entero.

¿Qué número debemos escribir en esa caja? (11)

Mi turno: Escribo “11”.

Su turno: Escriban “11”.

¿Cuáles son los 3 números que forman esta familia de operaciones? (5, 6, 11)

- 2** Prompt students to answer the facts written below the 3 numbers. If needed, allow students to work with cubes when figuring out different parts of the whole.

We can use the 3 numbers in these boxes to help us find the answers to these facts.

What is $6 + 5$? (11)

How do you know?

My Turn: I write “11.”

Your Turn: Write it.

The next fact is the turnaround fact. What is $5 + 6$? (11)

My Turn: I write “11.”

Podemos utilizar los 3 números en esas cajas para ayudarnos a encontrar las respuestas de esas operaciones.

¿Cuánto es $6 + 5$? (11)

¿Cómo saben?

Mi turno: Escribo “11”.

Su turno: Escribanlo.

La siguiente operación es la operación relacionada. ¿Cuánto es $5 + 6$? (11)

Mi turno: Escribo “11”.

Modeled Practice (continued)

Your Turn: Write it.

Subtraction facts always start with the greatest number. Out of 5, 6, and 11, which is the greatest number? (11)

What is 11 take away 5? (6)

How do you know?

My Turn: I write “6.”

Your Turn: Write it.

What is 11 take away 6? (5)

My Turn: I write “5.”

Your Turn: Write it.

Su turno: Escribanlo.

Las operaciones de resta siempre empiezan con el número mayor. De 5, 6 y 11, ¿cuál es el número mayor? (11)

¿Cuánto es 11 y le quitamos 5? (6)

¿Cómo saben?

Mi turno: Escribo “6”.

Su turno: Escribanlo.

¿Cuánto es 11 y le quitamos 6? (5)

Mi turno: Escribo “5”.

Su turno: Escribanlo.



Error Diagnosis and Correction

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

Guided Practice (Our Turn)

- 3 Distribute a Guided Practice sheet and the remaining cubes to each student and repeat the steps described in Modeled Practice. Tell students to use the pictorial representations of cube chains for support. Students can also make each cube chain for support when figuring out answers to the doubles + 1 and related facts. Use the following language:

What fact?

Is it a doubles + 1?

How can you tell?

Which number is less? Double it.

Add 1.

What 3 numbers make up this fact family?

¿Cuál es la operación?

¿Es una operación con dobles + 1?

¿Cómo saben?

¿Cuál número es menor? Háganlo doble.

Sumen 1.

¿Cuáles son los 3 números que forman esta familia de operaciones?

Guided Practice (continued)

What answer?

What is the turnaround fact?

Which number is greatest?

What is [number] take away [number]?

Write it.

¿Cuál es la respuesta?

¿Cuál es la operación relacionada?

¿Cuál número es mayor?

¿Cuánto es [number] y le quitamos [number]?

Escríbanlo.

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the third number for each fact family and to answer each fact related to the doubles + 1 fact family.

Van a tener 1 minuto para escribir el tercer número para cada familia de operaciones y la respuesta de cada operación relacionada con la familia de operaciones con doubles + 1.

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

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



Time:

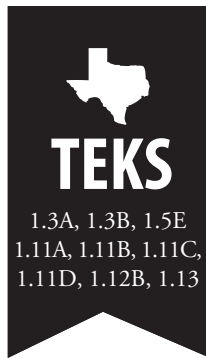
Set the timer for 2 minutes. For the first minute, have students complete the Independent Practice sheet.



Note to Teacher:

Score 1 point for each correctly written number.





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

Unit 8
Booster Lesson 2
WPS

D
A
Y
1

Compare It!

Word Problem Solving

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

Word Problem Type: Compare problems, compare unknown

Vocabulary:

English

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

Spanish

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

Materials: Teacher Master, pp. 4–11

Modeled Practice

UNIDAD

Unit 8
Booster Lesson 2
WPS Day
Modeled Practice

Identifícalo.

Samuel tiene 5 amigos.

Marcos tiene 12 amigos más que Samuel.

¿Cuántos amigos tiene Marcos?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Marcos tiene 17 amigos.

☐ Marcos tiene 16 amigos.

☐ Marcos tiene 17 amigos.

Escríbelo la oración numérica.

UNIDAD

Unit 8
Booster Lesson 2
WPS Day
Modeled Practice

Identifícalo.

Samuel tiene 5 amigos.

Marcos tiene 12 amigos más que Samuel.

¿Cuántos amigos tiene Marcos?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Marcos tiene 17 amigos.

☐ Marcos tiene 16 amigos.

☒ Marcos tiene 17 amigos.

Escríbelo la oración numérica.

$5 + 9 = 17$ amigos

Guided Practice

UNIDAD

Unit 8
Booster Lesson 2
WPS Day
Guided Practice

Identifícalo.

Saul tiene 5 gatos.

Alberto tiene 6 gatos más que Saul.

¿Cuántos gatos tiene Alberto?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Alberto tiene 11 gatos.

☐ Alberto tiene 10 gatos.

☐ Alberto tiene 11 gatos.

Escríbelo la oración numérica.

UNIDAD

Unit 8
Booster Lesson 2
WPS Day
Guided Practice

Identifícalo.

Saul tiene 5 gatos.

Alberto tiene 6 gatos más que Saul.

¿Cuántos gatos tiene Alberto?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Alberto tiene 11 gatos.

☐ Alberto tiene 10 gatos.

☒ Alberto tiene 11 gatos.

Escríbelo la oración numérica.

$5 + 6 = 11$ gatos

**Time:**

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

Preview

Today we will learn how to use the difference between 2 amounts to solve word problems.

Hoy vamos a aprender cómo utilizar la diferencia entre 2 cantidades para resolver problemas.

Modeled Practice (My Turn, Your Turn)

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

Read the story together.
Ready? Read. "Sam has 8 pals. Mark has 9 more pals than Sam. How many pals does Mark have?"

Lean el cuento juntos. ¿Listos? Lean. "Samuel tiene 8 amigos. Marcos tiene 9 amigos más que Samuel. ¿Cuántos amigos tiene Marcos?"

- 2 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 see what is the same or different.

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 pals does Mark have?*)

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 ver lo que es igual o diferente.

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 amigos tiene Marcos?*)

Mi turno: La subrayo.

Su turno: Subráyena.

Modeled Practice (continued)

What is the important unit? (*pals*)

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

Your Turn: Write it.

What are the important words and numbers? (*8 pals, 9 more pals*)

My Turn: I circle them.

Your Turn: Circle them.

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

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

Su turno: Escríbanlo.

¿Cuáles son las palabras y números importantes? (*8 amigos, 9 amigos más*)

Mi turno: Los circulo.

Su turno: Circúlenlos.

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

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

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

My Turn: I draw 8 circles to show Sam’s pals.

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

What is the next part we circled? (*9 more pals*)

Should we add circles to the picture or take some away? (*add circles*) **Why?**

My Turn: I draw 9 more circles after Sam’s number of pals.

Your Turn: Draw it.

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

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

Mi turno: Dibujo 8 círculos para mostrar los amigos de Samuel.

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

¿Cuál es la siguiente parte que circulamos? (*9 amigos más*)

¿Debemos agregar círculos al dibujo o quitar algunos? (*agregar círculos*) **¿Porqué?**

Mi turno: Dibujo 9 círculos más después del número de amigos de Samuel.

Su turno: Dibújenlo.

Error Diagnosis and Correction

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

Modeled Practice (continued)

- 4** Review the question and count what is left to solve the problem.

We want to find out how many pals Mark has.

Sam has 8 pals and Mark has 9 more pals than Sam.

I know this is a doubles + 1 fact.

Take the smaller number, 8, double it, and then add 1.

How many pals does Mark have?
(17 pals)

Queremos saber cuántos amigos tiene Marcos.

Samuel tiene 8 amigos y Marcos tiene 9 amigos más que Samuel.

Sé que esta es una operación con dobles + 1.

Tomen el número más pequeño, 8, háganlo doble y luego sumen 1.

¿Cuántos amigos tiene Marcos?
(17 amigos)

- 5** Point to "Write the Number Sentence."

We will show the problem with a number sentence.

My Turn: Sam has 8 pals, so first I write "8."

Your Turn: Write "8."

Mark has 9 more pals than Sam. Do we use a minus or a plus in our number sentence? (*plus*)

How do we know?

My Turn: I write "+ 9" next to the 8.

Your Turn: Write "+ 9."

8 + 9. What answer? (17)

My Turn: I write "= 17."

Your Turn: Write it.

What was our important unit? 8 + 9 = 17 what? (*pals*)

Vamos a mostrar el problema con una oración numérica.

Mi turno: Samuel tiene 8 amigos, así que primero escribo "8".

Su turno: Escriban "8".

Marcos tiene 9 amigos más que Samuel. ¿Utilizamos un signo de menos o de más en nuestra oración numérica? (*más*)

¿Cómo sabemos?

Mi turno: Escribo "+ 9" junto al 8.

Su turno: Escriban "+ 9".

8 + 9. ¿Cuál es la respuesta? (17)

Mi turno: Escribo "= 17".

Su turno: Escribanlo.

¿Cuál fue nuestra unidad importante? 8 + 9 = 17 ¿qué? (*amigos*)

Modeled Practice (continued)

My Turn: I write “pals” after 17.

Your Turn: Write it.

Mi turno: Escribo “amigos” después de 17.

Su turno: Escribanlo.

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.

Mark has 9 more pals than Sam, so should we end up with more or less than we started with? (*more*)

We started with 8 and ended up with 17, which is more. So this makes sense.

We can check further by subtracting. $17 - 8$ equals what? (9) 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.

Marcos tiene 9 amigos más que Samuel, así que, ¿debemos terminar con más o menos que con lo que empezamos? (*más*)

Empezamos con 8 y terminamos con 17, lo cual es más. Esto tiene sentido.

También podemos revisar restando. ¿ $17 - 8$ es igual a? (9) ¿Nuestra matemática es correcta!

7 Direct students’ attention to the multiple-choice question.

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

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

How do you know?

Fill in the circle.

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

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

¿Cómo saben?

Rellenen el círculo.

Guided Practice

(Our Turn)



Note to Teacher:

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

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

Read the story together.
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Draw a picture.

Which number sentence? Write it.

Check your work. Does this make sense?

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

Lean el cuento juntos.
¿Listos? Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

¿Cuál es la oración numérica? Escribanla.

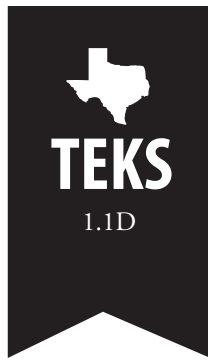
Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

Independent Practice/ Progress Monitoring

(Your Turn)

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



Total Time: 2 minutes

Unit 8 Warm-Up

DAY
2



Warm-Up: Number Writing

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



Time:

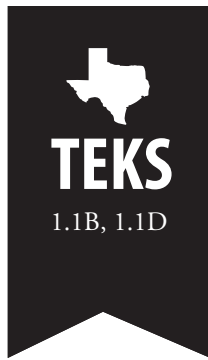
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Wipe boards for students (instructional content: 50–99)



My Notes: _____



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

Unit 8
Booster Lesson 3
R10

**D
A
Y
2**

Make It!

Relationships of 10

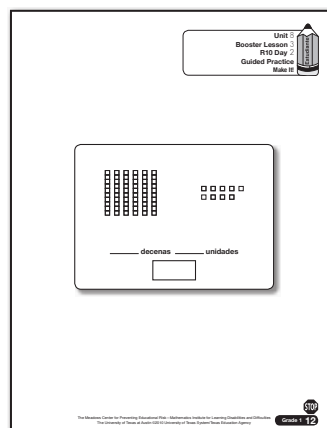
Objective: The student will be able to make numbers with concrete rods and units, count by tens and ones, and count pictorial representations of numbers.

Instructional Content: 50–99

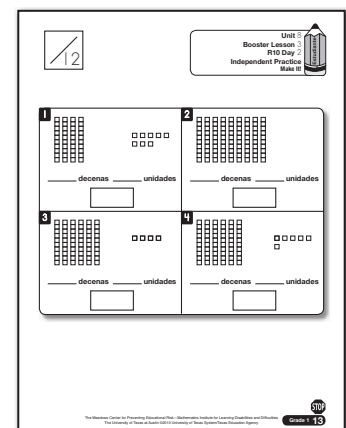
Vocabulary:	English	Spanish
	Rod, unit, tens, ones	Decena, unidad, decenas, unidades

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

Guided Practice



Independent Practice



**Time:**

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

Preview

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

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

Modeled Practice
(My Turn, Your Turn)

- 1 Distribute rods, units, and rods-and-units mats to students. Write "74" on the wipe board.

What number? (74)

We will make 74 with our rods and units.

How many groups of 10 are in 74? (7 groups of 10)

My Turn: I put 7 rods on my rods-and-units mat to make the 7 groups of 10.

Your Turn: Put 7 rods on your mat.

How many ones are in 74? (4 ones)

My Turn: I put 4 units on my rods-and-units mat to make the 4 ones.

Your Turn: Put 4 units on your mat.

Let's count by tens and ones to find how many altogether.

My Turn: 10, 20 ... 70 Switch! 71, 72, 73, 74.

Your Turn: 10, 20 ... 70 Switch! 71, 72, 73, 74.

¿Qué número? (74)

Vamos a hacer 74 con nuestras decenas y unidades.

¿Cuántos grupos de 10 hay en 74? (7 grupos de 10)

Mi turno: Pongo 7 decenas en mi tablero de decenas y unidades para hacer 7 grupos de 10.

Su turno: Pongan 7 decenas en su tablero.

¿Cuántas unidades hay en 74? (4 unidades)

Mi turno: Pongo 4 unidades en mi tablero de decenas y unidades para hacer las 4 unidades.

Su turno: Pongan 4 unidades en su tablero.

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

Mi turno: 10, 20 ... 70. ¡Cambio! 71, 72, 73, 74.

Su turno: 10, 20 ... 70. ¡Cambio! 71, 72, 73, 74.

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.

Modeled Practice (continued)

How many altogether? (74)

What does the 4 tell us? (4 ones)

What does the 7 tell us? (7 groups of 10)

¿Cuánto en total? (74)

¿Qué nos dice el 4? (4 unidades)

¿Qué nos dice el 7? (7 grupos de 10)

- 2** Hold up 3 relationships of 10 cards, 1 of which for 74.

Let's look at pictures of rods and units and decide which shows 74.

Which card shows 74? (tell students to give a silent signal such as by raising their hands when they have an answer)

Let's count to check whether we are right.

Count by tens and ones.
Ready? Count. 10, 20 ... 70
Switch! 71, 72, 73, 74.

Vamos a mirar dibujos de decenas y unidades y decidir cuál muestra 74.

¿Cuál tarjeta muestra 74? (tell students to give a silent signal such as by raising their hands when they have an answer)

Vamos a contar para revisar si estamos en lo correcto.

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

Error Diagnosis and Correction

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

Guided Practice (Our Turn)

- 3** Using the Modeled Practice procedure, write a number on the wipe board, and then tell students to make it with rods and units and to count by tens and ones. Then hold up 3 relationships of 10 cards, 1 for 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?

¿Qué número? Háganlo.

¿Cuántos grupos de 10?
¿Cuántas unidades?

Guided Practice (continued)

Count by tens and ones.
Switch!

Which card shows
[number]? Count it.

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

¿Cuál tarjeta muestra
[number]? Cuéntenlo.

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

How many tens? Write it.

How many ones? Write it.

How many altogether?
Count. Write it.

¿Cuántas decenas? Escribanlo.

¿Cuántas unidades? Escribanlo.

¿Cuánto en total? Cuenten.
Escribanlo.



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

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

Van a tener 1 minuto para
escribir cuántas decenas,
cuántas unidades y cuánto
en total.

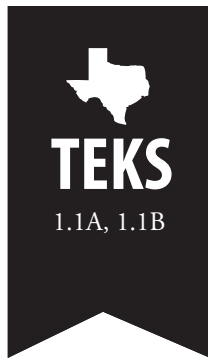
- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.

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



Note to Teacher:

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



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

Unit 8 Booster Lesson 4 MC

D
A
Y
2

Order the Numbers

Magnitude Comparison

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

Instructional Content: 50–99

Vocabulary: **English**
Greater than, less than, greatest, least, order

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

Materials: Teacher Master, pp. 14–16

Modeled Practice

Unit 8
Booster Lesson 4
MC Day 2
Modeled Practice
Order the Numbers

81	78	85
----	----	----

el menor _____ el mayor _____

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Grade 1.1B

Guided Practice

Unit 8
Booster Lesson 4
MC Day 2
Guided Practice
Order the Numbers

41	53	49
----	----	----

1 _____
el menor _____ el mayor _____

90	94	78
----	----	----

2 _____
el menor _____ el mayor _____

71	69	54
----	----	----

3 _____
el menor _____ el mayor _____

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Grade 1.1B

Independent Practice

Unit 8
Booster Lesson 4
MC Day 2
Independent Practice
Order the Numbers

82	79	64
----	----	----

1 _____
el menor _____ el mayor _____

32	41	30
----	----	----

2 _____
el menor _____ el mayor _____

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Grade 1.1B

**Time:**

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

Preview

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

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

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

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

Modeled Practice (My Turn, Your Turn)

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

What numbers? (*81, 78, 85*)

Let's put the numbers in order, starting with the number that is least. First, compare how many groups of 10 each number has.

How many tens in 81? (*8 tens*)

How many tens in 78? (*7 tens*)

How many tens in 85? (*8 tens*)

8 tens, 7 tens, and 8 tens.

Which is least? (*7 tens*)

7 tens is less than 8 tens, so 78 is least.

My Turn: I write "78" on the first line and cross it out above to show I have finished putting it in order.

Your Turn: Write "78" on the first line and then cross it out above.

Which numbers are left to compare? (*81 and 85*)

¿Qué números? (*81, 78, 85*)

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

¿Cuántas decenas en 81? (*8 decenas*)

¿Cuántas decenas en 78? (*7 decenas*)

¿Cuántas decenas en 85? (*8 decenas*)

8 decenas, 7 decenas y 8 decenas.

¿Cuál es menor? (*7 decenas*)

7 decenas es menor que 8 decenas, así que 78 es el menor.

Mi turno: Escribo "78" en la primera línea y lo tacho arriba para mostrar que terminé de ponerlo en orden.

Su turno: Escriban "78" en la primera línea y luego táchenlo arriba.

¿Cuáles números faltan de comparar? (*81 y 85*)

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.

Error Diagnosis and Correction

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

Modeled Practice (continued)

First, compare the tens.
How many tens in 81? (*8 tens*) How many tens in 85? (*8 tens*)

There are 2 numbers with the same number of tens. Compare the ones in these numbers to find which is least.

How many ones in 81? (*1 one*) How many ones in 85? (*5 ones*)

Which is less, 81 or 85? (*81*)

My Turn: I write “81” on the middle line.

Your Turn: Write “81.”

What number comes last in order? (*85*) How do you know?

My Turn: I write “85” on the last line.

Your Turn: Write “85.”

Say the numbers in order: 78, 81, 85.

Primero comparen las decenas. ¿Cuántas decenas en 81? (*8 decenas*) ¿Cuántas decenas en 85? (*8 decenas*)

Hay 2 números con el mismo número de decenas. Comparen las unidades en estos números para saber cuál es el menor.

¿Cuántas unidades en 81? (*8 unidades*) ¿Cuántas unidades en 85? (*5 unidades*)

¿Cuál es menor, 81 ó 85? (*81*)

Mi turno: Escribo “81” en la línea de en medio.

Su turno: Escriban “81”.

¿Qué número está al último en el orden? (*85*) ¿Cómo saben?

Mi turno: Escribo “85” en la última línea.

Su turno: Escriban “85”.

Digan los números en orden: 78, 81, 85.

Guided Practice (Our Turn)

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

Guided Practice (continued)

What numbers?

What number is least?

Compare the tens. Compare the ones.

Say the numbers in order.

¿Qué números?

¿Cuál número es el menor?

Comparen las decenas.
Comparen las unidades.

Digan los números en orden.



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the numbers in order from least to greatest.

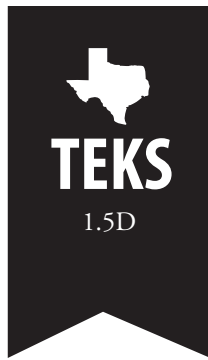
Van a tener 1 minuto para escribir los números en orden de menor a mayor.

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



Note to Teacher:

Score 1 point for each correctly ordered number.



Total Time: 2 minutes

Unit 8 Warm-Up

D
A
Y
3



Warm-Up: Look and Write

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



Time:

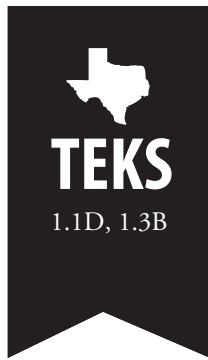
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

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



My Notes: _____



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

Unit 8
Booster Lesson 5
ASC

D
A
Y
3

More Practice: Doubles + 1 and Related Facts

Addition/Subtraction Combinations

Objective: The student will be able to use fact-family strategies to solve addition and subtraction problems when the addends are consecutive numbers.

Instructional Content:

Doubles +1 and related facts to 17

Vocabulary:

English

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

Spanish

Operación relacionada, sumar, número, más, dobles, menos, restar

Materials:

Teacher Master, pp. 17–19; 18 connecting cubes (T&S; 2 colors, 9 of each)

Modeled Practice

Unit 8
Booster Lesson 5
ASC Day
Modeled Practice
Now Practice Doubles + 1 and Related Facts

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

17

9

9 + 8 =

8 + 9 =

17 - 9 =

17 - 8 =

Guided Practice

Unit 8
Booster Lesson 5
ASC Day
Guided Practice
Now Practice Doubles + 1 and Related Facts

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1

7 8

7 + 8 =

8 + 7 =

15 - 8 =

15 - 7 =

2

11 6

11 + 6 =

6 + 11 =

17 - 6 =

17 - 11 =

3

13 6

13 + 6 =

6 + 13 =

19 - 6 =

19 - 13 =

4

4 5

4 + 5 =

5 + 4 =

9 - 5 =

9 - 4 =

Independent Practice

Unit 8
Booster Lesson 5
ASC Day
Independent Practice
Now Practice Doubles + 1 and Related Facts

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1

9 8

9 + 8 =

8 + 9 =

17 - 8 =

17 - 9 =

2

13 6

13 + 6 =

6 + 13 =

19 - 6 =

19 - 13 =

3

9 5

9 + 5 =

5 + 9 =

14 - 5 =

14 - 9 =

4

5 6

5 + 6 =

6 + 5 =

11 - 6 =

11 - 5 =

**Time:**

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

Preview

How do we solve doubles + 1 addition facts? (*double the smaller number, then add 1*)

How many facts are in a fact family? (4)

How many numbers are in a fact family? (3)

Today we will practice solving facts related to doubles + 1 facts by using what we know about fact families.

¿Cómo resolvemos operaciones con dobles + 1 de suma? (*haciendo doble el número más pequeño y luego sumando 1*)

¿Cuántas operaciones hay en una familia de operaciones? (4)

¿Cuántos números hay en una familia de operaciones? (3)

Hoy vamos a practicar resolviendo operaciones relacionadas con operaciones con dobles + 1 utilizando lo que sabemos acerca de las familias de operaciones.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet, 9 cubes of 1 color, and 8 cubes of another color to each student. Connect the cubes to form 1 chain that looks like the image on the top of the Modeled Practice sheet.

Make your cubes look like the picture at the top.

How many cubes are in the first part? (9)

How many cubes are in the second part? (8)

What kind of fact is $9 + 8$? (*a doubles + 1 addition fact*)

How do you know? (*the numbers are next to each other on the number line; we added 1 to a doubles fact*)

How do we solve doubles + 1 facts? (*double the lesser number and add 1 to the answer*)

Hagan sus cubos iguales al dibujo de arriba.

¿Cuántos cubos hay en la primera parte? (9)

¿Cuántos cubos hay en la segunda parte? (8)

¿Qué tipo de operación es $9 + 8$? (*una operación con dobles + 1 de suma*)

¿Cómo saben? (*los números están uno junto al otro en la recta numérica; sumamos 1 a la operación con dobles*)

¿Cómo resolvemos operaciones con dobles + 1? (*haciendo doble el número menor y sumando 1 a la respuesta*)

✓ Error Diagnosis and Correction

A student has difficulty deciding whether a fact is a doubles + 1 fact: show the number line and remind the student that it is a doubles + 1 fact if the numbers are next to each other on the number line.

Modeled Practice (continued)

Which number is less? (8)

Double it. What answer?
(16)

Add 1. What answer? (17)

Look at the box below the
cube chain.

There are the numbers 17
and 9 and a blank space for
to the other number in that
fact family.

What number should we
write in that box? (8)

My Turn: I write “8.”

Your Turn: Write “8.”

What 3 numbers make up
this fact family? (8, 9, 17)

¿Cuál número es menor? (8)

Háganlo doble. ¿Cuál es la
respuesta? (16)

Sumen 1. ¿Cuál es la respuesta? (17)

Miren la caja debajo de la cadena de
cubos.

Aquí están los números 17 y 9
y un espacio en blanco para el
otro número de esa familia de
operaciones.

¿Qué número debemos escribir en
esa caja? (8)

Mi turno: Escribo “8”.

Su turno: Escriban “8”.

¿Cuáles son los 3 números que
forman esta familia de operaciones?
(8, 9, 17)

- 2** Prompt students to answer the facts written below the 3 numbers.
If needed, allow students to work with cubes when figuring out
different parts of the whole.

We can use the 3 numbers
in these boxes to help us
find the answers to these
facts.

What is $9 + 8$? (17)

How do you know?

My Turn: I write “17.”

Your Turn: Write it.

The next fact is the
turnaround fact. What is 8
 $+ 9$? (17)

Write it.

Podemos utilizar los 3
números en esas cajas para
ayudarnos a encontrar las
respuestas de esas operaciones.

¿Cuánto es $9 + 8$? (17)

¿Cómo saben?

Mi turno: Escribo “17”.

Su turno: Escribanlo.

La siguiente operación es
la operación relacionada.
¿Cuánto es $8 + 9$? (17)

Escribanlo.

Modeled Practice (continued)

Subtraction facts always start with the greatest number. Out of 8, 9, and 17, which is the greatest number? (17)

What is 17 take away 9? (8)

How do you know?

My Turn: I write “8.”

Your Turn: Write it.

What is 17 take away 8? (9)

My Turn: I write “9.”

Your Turn: Write it.

Las operaciones de resta siempre empiezan con el número mayor. De 8, 9 y 17, ¿cuál es el número mayor? (17)

¿Cuánto es 17 y le quitamos 9? (8)

¿Cómo saben?

Mi turno: Escribo “8”.

Su turno: Escribanlo.

¿Cuánto es 17 y le quitamos 8? (9)

Mi turno: Escribo “9”.

Su turno: Escribanlo.



Error Diagnosis and Correction

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

Guided Practice (Our Turn)

- 3 Distribute a Guided Practice sheet to each student and repeat the steps described in Modeled Practice. Tell students to use the pictorial representations of cube chains for support. Students can also make each cube chain for support when figuring out answers to the doubles + 1 and related facts. Use the following language:

What fact?

Is it a doubles + 1?

How can you tell?

Which number is less?
Double it.

Add 1.

What 3 numbers make up
this fact family?

What answer?

What is the turnaround fact?

¿Cuál es la operación?

¿Es una operación con dobles + 1?

¿Cómo saben?

¿Cuál número es menor? Háganlo
doble.

Sumen 1.

¿Cuáles son los 3 números que
forman esta familia de operaciones?

¿Cuál es la respuesta?

¿Cuál es la operación relacionada?

Guided Practice (continued)

Which number is greatest?

What is [number] take away [number]?

Write it.

¿Cuál número es mayor?

¿Cuánto es [number] y le quitamos [number]?

Escríbanlo.

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the third number for each fact family and to answer each fact related to the doubles + 1 fact family.

Van a tener 1 minuto para escribir el tercer número para cada familia de operaciones y la respuesta de cada operación relacionada con la familia de operaciones con dobles + 1.

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



Time:

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



Note to Teacher:

Score 1 point for each correctly written number.





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

Unit 8
Booster Lesson 6
WPS

**D
A
Y
3**

Figure Out the Amount!

Word Problem Solving

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

Word Problem Type: Compare problems, compare unknown

Vocabulary:

English

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

Spanish

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

Materials: Teacher Master, pp. 20–27

Modeled Practice

UNIDAD Unit 8
Booster Lesson 6
WPS Day 3
Modeled Practice

Identifícalo. Roberto tiene 7 conchas.
Tadeo tiene 1 concha más que Roberto.
¿Cuántas conchas tiene Tadeo?

Haz un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Tadeo tiene 7 conchas.
☐ Tadeo tiene 8 conchas.
☐ Tadeo tiene 10 conchas.

Escribe la oración numérica.

UNIDAD Unit 8
Booster Lesson 6
WPS Day 3
Modeled Practice

Identifícalo. Roberto tiene 7 conchas.
Tadeo tiene 1 concha más que Roberto.
¿Cuántas conchas tiene Tadeo?

Haz un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Tadeo tiene 7 conchas.
☐ Tadeo tiene 8 conchas.
☒ Tadeo tiene 10 conchas.

Escribe la oración numérica.

$7 + 1 = 10$ conchas

Guided Practice

UNIDAD Unit 8
Booster Lesson 6
WPS Day 3
Guided Practice

Identifícalo. El hombre comió 4 galletas.
El niño comió 1 galleta más que el hombre.
¿Cuántas galletas comió el niño?

Haz un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ El niño comió 1 galleta.
☐ El niño comió 5 galletas.
☐ El niño comió 7 galletas.

Escribe la oración numérica.

UNIDAD Unit 8
Booster Lesson 6
WPS Day 3
Guided Practice

Identifícalo. El hombre comió 4 galletas.
El niño comió 1 galleta más que el hombre.
¿Cuántas galletas comió el niño?

Haz un dibujo.

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ El niño comió 1 galleta.
☐ El niño comió 5 galletas.
☒ El niño comió 7 galletas.

Escribe la oración numérica.

$4 + 1 = 7$ galletas

**Time:**

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

Preview

Today we will learn how to use the difference between 2 amounts to solve word problems.

Hoy vamos a aprender cómo utilizar la diferencia entre 2 cantidades para resolver problemas.

Modeled Practice (My Turn, Your Turn)

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

Read the story together. Ready? Read. “Bo has 9 shells. Tim has 1 more shell than Bo. How many shells does Tim have?”

Lean el cuento juntos. ¿Listos? Lean. “Roberto tiene 9 conchas. Tadeo tiene 1 concha más que Roberto. ¿Cuántas conchas tiene Tadeo?”

- 2 Review compare problems and the steps of 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 shells does Tim have?*)

My Turn: I underline it.

Your Turn: Underline it.

What is the important unit? (*shells*)

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 conchas tiene Tadeo?*)

Mi turno: La subrayo.

Su turno: Subráyena.

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

Modeled Practice (continued)

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

Your Turn: Write it.

What are the important words and numbers? (*9 shells, 1 more shell*)

My Turn: I circle them.

Your Turn: Circle them.

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

Su turno: Escribanlo.

¿Cuáles son las palabras y números importantes? (*9 conchas, 1 concha más*)

Mi turno: Los circulo.

Su turno: Circúlenlos.

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

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

What is the first part we circled? (*9 shells*)

My Turn: I draw 9 circles to show Bo’s shells.

Your Turn: Draw 9 circles. Make yours match mine.

What is the next part we circled? (*1 more shell*)

Should we add circles to the picture or take some away? (*add circles*) **Why?**

My Turn: I draw 1 more circle.

Your Turn: Draw it.

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

¿Cuál es la primera parte que circulamos? (*9 conchas*)

Mi turno: Dibujo 9 círculos para mostrar las conchas de Roberto.

Su turno: Dibujen 9 círculos. Háganlos iguales a los míos.

¿Cuál es la siguiente parte que circulamos? (*1 concha más*)

¿Debemos agregar círculos al dibujo o quitar algunos? (*agregar círculos*) **¿Porqué?**

Mi turno: Dibujo 1 círculo más.

Su turno: Dibújenlo.



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

- 4** Review the question and count what is left to solve the problem.

Modeled Practice (continued)

We want to find out how many shells Tim has.

Bo has 9 shells, and Tim has 1 more shell than Bo.

Take the bigger number, 9, and add 1.

How many shells does Tim have? (*10 shells*)

Queremos saber cuántas conchas tiene Tadeo.

Roberto tiene 9 conchas y Tadeo tiene 1 concha más que Roberto.

Tomen el número más grande, 9, y sumen 1.

¿Cuántas conchas tiene Tadeo? (*10 conchas*)

5 Point to "Write the Number Sentence."

Let's show the problem with a number sentence.

My Turn: Bo has 9 shells, so first I write "9."

Your Turn: Write "9."

Tim has 1 more shell than Bo. Do we use a minus or a plus in our number sentence? (*plus*)

How do we know?

My Turn: I write "+ 1" next to the 9.

Your Turn: Write "+ 1."

$9 + 1$. What answer? (*10*)

My Turn: I write "= 10."

Your Turn: Write it.

What was our important unit? $9 + 1 = 10$ what? (*shells*)

My Turn: I write "shells" after 10.

Your Turn: Write it.

Vamos a mostrar el problema con una oración numérica.

Mi turno: Roberto tiene 9 conchas, así que primero escribo "9".

Su turno: Escriban "9".

Tadeo tiene 1 concha más que Roberto. ¿Utilizamos un signo de menos o de más en nuestra oración numérica? (*más*)

¿Cómo sabemos?

Mi turno: Escribo "+ 1" junto al 9.

Su turno: Escriban "+ 1".

$9 + 1$. ¿Cuál es la respuesta? (*10*)

Mi turno: Escribo "= 10".

Su turno: Escribanlo.

¿Cuál fue nuestra unidad importante? $9 + 1 = 10$ ¿qué? (*conchas*)

Mi turno: Escribo "conchas" después de 10.

Su turno: Escribanlo.

Modeled Practice (continued)

- 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.

Tim has 1 more shell than Bo, so should we end up with more or less than we started with? (*more*)

We started with 9 and ended up with 10, which is more. So this makes sense.

We can also check by subtracting. $10 - 1$ equals what? (9) 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.

Tadeo tiene 9 conchas más que Roberto, así que, ¿debemos terminar con más o menos que con lo que empezamos? (*más*)

Empezamos con 9 y terminamos con 10, lo cual es más. Esto tiene sentido.

También podemos revisar restando. ¿ $10 - 1$ es igual a? (9) ¡Nuestra matemática es correcta!

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

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

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

How do you know?

Fill in the circle.

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

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

¿Cómo saben?

Rellenen el círculo.

Guided Practice

(Our Turn)



Note to Teacher:

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

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

Read the story together.
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Draw a picture.

Which number sentence? Write it.

Check your work. Does this make sense?

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

Lean el cuento juntos.
¿Listos? Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

¿Cuál es la oración numérica? Escríbanla.

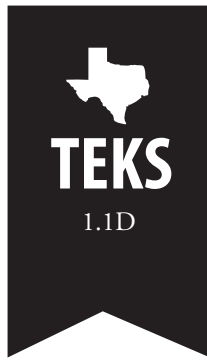
Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

Independent Practice/ Progress Monitoring

(Your Turn)

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



Total Time: 2 minutes

Unit 8 Warm-Up

D
A
Y
4



Warm-Up: Number Recognition

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

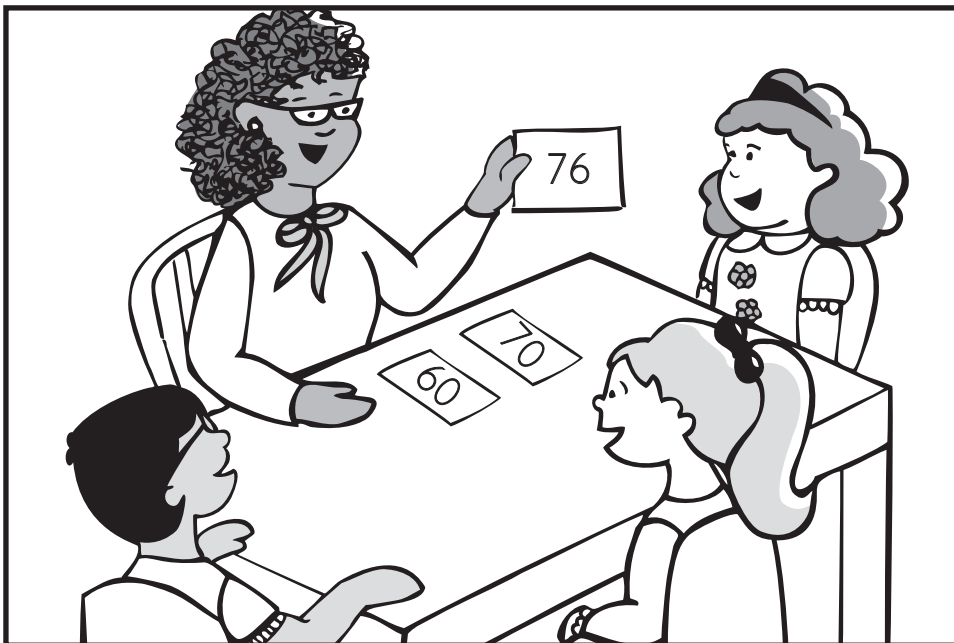


Time:

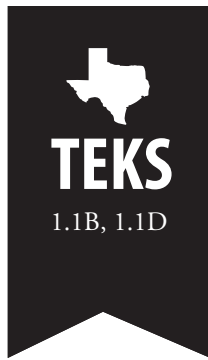
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (50–99)



My Notes: _____



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

Unit 8
Booster Lesson 7
R10

D
A
Y
4

Same Number, Different Ways

Relationships of 10

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

Instructional Content:

50–99

Vocabulary:

English

Rod, unit, tens, ones

Spanish

Decena, unidad, decenas, unidades

Materials:

Teacher Master, pp. 28–30

Modeled Practice

Guided Practice

**Time:**

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

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)**Note to
Teacher:**

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

- 1 Distribute a Modeled Practice sheet to each student. With the students, complete the first part by drawing 53 in the traditional way (5 rods, 3 units).

What number? (*53*)

Let's draw 53. How many
groups of 10? (*5 groups of 10*)
How many ones? (*3 ones*)

My Turn: I draw 5 lines to
show 5 rods. I draw 3 dots to
show 3 units.

Your Turn: Draw it.

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

My Turn: I write "5 Tens"
and "3 Ones."

Your Turn: Write it.

How many altogether?
Count by tens and ones.

10, 20 ... 50 Switch! 51, 52,
53.

¿Qué número? (*53*)

Vamos a dibujar 53. ¿Cuántos
grupos de 10? (*5 grupos de 10*)
¿Cuántas unidades? (*3 unidades*)

Mi turno: Dibujo 5 líneas para
mostrar 5 decenas. Dibujo
3 puntos para mostrar 3
unidades.

Su turno: Dibújelo.

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

Mi turno: Escribo "5 Decenas"
y "3 Unidades".

Su turno: Escribanlo.

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

10, 20 ... 50 ¡Cambio! 51, 52,
53.

- 2 Complete the next part by first eliciting student responses on how to draw 53 in a different way.

**Error Diagnosis
and Correction**

A student has
difficulty counting a
drawn line as 10: let
the student use rods
to count by tens.

Modeled Practice (continued)

What is another way we can draw and show 53? Remember, we can exchange, or regroup, a group of 10 for 10 ones to show a number in a different way. *(elicit student responses; acceptable answers include: trade a group of 10; 4 rods and 13 units; 3 rods and 23 units, 2 rods and 33 units, etc.; the following example uses 3 tens and 23 ones)*

How many tens should we draw?
(3 tens)

My Turn: I draw 3 lines to show 3 rods.

Your Turn: Draw 3 lines.

How many ones should we draw?
(23 ones)

My Turn: I draw 23 dots to show 23 units.

Your Turn: Draw 23 dots.

How many tens did we draw? *(3 tens)* **How many ones?** *(23)*

My Turn: I write “3 Tens” and “23 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 ... 50 Switch! 51, 52, 53.

How many altogether? *(53)*

We showed 53 in 2 different ways!

¿De qué otra manera podemos dibujar y mostrar 53? Recuerden, podemos intercambiar o reagrupar un grupo de 10 por 10 unidades para mostrar un número de una manera diferente.

(elicit student responses; acceptable answers include: intercambiar un grupo de 10; 4 decenas y 13 unidades; 3 decenas y 23 unidades, 2 decenas y 33 unidades, etc.; the following example uses 3 tens y 23 ones)

¿Cuántas decenas debemos dibujar? *(3 decenas)*

Mi turno: Dibujo 3 líneas para mostrar 3 decenas.

Su turno: Dibujen 3 líneas.

¿Cuántas unidades debemos dibujar?
(23 unidades)

Mi turno: Dibujo 23 puntos para mostrar 23 unidades.

Su turno: Dibujen 23 puntos.

¿Cuántas decenas dibujamos? *(3 decenas)* **¿Cuántas unidades?** *(23)*

Mi turno: Escribo “3 Decenas” y “23 Unidades”.

Su turno: Escribanlo.

¿Cuánto en total? Cuenten de diez en diez y de uno en uno. Recuerden que un grupo de 10 unidades se cuenta como una decena. ¿Listos? Cuenten. 10, 20 ... 50 ¡Cambio! 51, 52, 53.

¿Cuánto en total? *(53)*

¡Mostramos 53 de 2 maneras diferentes!

✓ Error Diagnosis and Correction

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

Guided Practice

(Our Turn)

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

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

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

How many altogether? Ready? Count. Switch!

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

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

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

Independent Practice/

Progress Monitoring

(Your Turn)

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



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

Unit 8
Booster Lesson 8
NS

D
A
Y
4

What Pattern?

Number Sequences

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

Instructional Content: 0–99

Vocabulary:

English

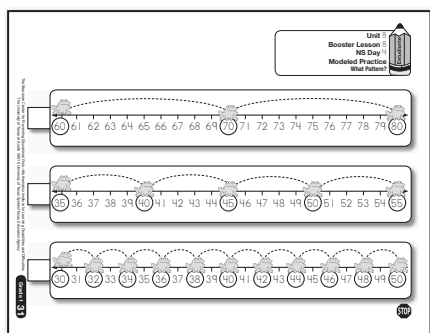
Skip-count, pattern, number line, before, after, between

Spanish

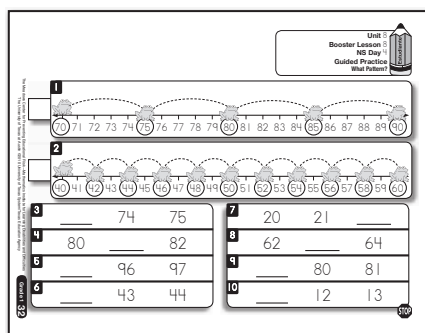
Contar salteado, patrón, recta numérica, antes, después, entre

Materials: Teacher Master, pp. 31–33

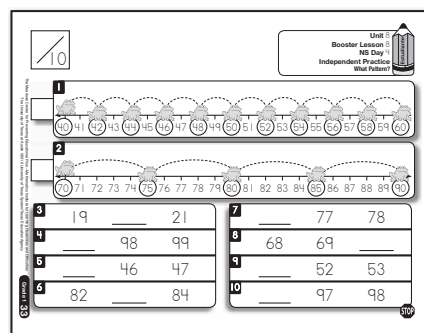
Modeled Practice



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 skip-counting patterns on the number line.

What is a pattern? (*something that repeats over and over*)

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

¿Qué es un patrón? (*algo que se repite una y otra vez*)

Modeled Practice (My Turn, Your Turn)

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

Look at the first number line.

The box next to the number line is blank! Let's figure out what skip-counting pattern is shown on the number line.

All of the numbers in the pattern have a frog jumping on them, and they are circled. Let's count the skip-count pattern.

Ready? Count. 60, 70, 80.

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

We check by counting how many numbers the first frog skipped, or jumped over.

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

My Turn: I write "10" in the box next to the number line to show it is a skip-count by tens pattern.

Your Turn: Write "10."

Miren la primer recta numérica.

¡La caja junto a la recta numérica está en blanco! Vamos a averiguar cuál es el patrón de conteo saltado que se muestra en la recta numérica.

Todos los números en el patrón tienen una rana brincando sobre ellos y están circulados. Vamos a contar el patrón de conteo saltado.

¿Listos? Cuenten. 60, 70, 80.

¿Cuál es el patrón? (*conteo saltado de diez en diez*)

Revisamos contando cuántos números brincó o saltó la primera rana. **¿Listos? Cuenten.** 1, 2 ... 10.

Mi turno: Escribo "10" en la caja junto a la recta numérica para mostrar que es un patrón de conteo saltado de diez en diez.

Su turno: Escriban "10".

✓ 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.

Modeled Practice (continued)

- 2 Tell students to look at the second item.

What pattern? Count it.
Ready? Count. 35, 40 ...
55.

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

We check by counting how many numbers the first frog skipped. Ready? Count. 1, 2 ... 5.

My Turn: I write “5” in the box.

Your Turn: Write it.

¿Cuál es el patrón?
Cuéntenlo. ¿Listos?
Cuenten. 35, 40 ... 55.

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

Revisamos contando cuántos números saltó la primera rana. ¿Listos?
Cuenten. 1, 2 ... 5.

Mi turno: Escribo “5” en la caja.

Su turno: Escribanlo.

Error Diagnosis and Correction

A student has difficulty checking a pattern: cover all the number line except 1 jump and count the numbers after the first frog, including the second frog.

- 3 Tell students to look at the third item.

What pattern? Count it.
Ready? Count. 30, 32 ...
50.

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

We check by counting how many numbers the first frog skipped. Ready? Count. 1, 2.

My Turn: I write “2” in the box.

Your Turn: Write it.

¿Cuál es el patrón?
Cuéntenlo. ¿Listos?
Cuenten. 30, 32 ... 50.

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

Revisamos contando cuántos números saltó la primera rana. ¿Listos?
Cuenten. 1, 2.

Mi turno: Escribo “2” en la caja.

Su turno: Escribanlo.

Guided Practice

(Our Turn)

- 4 Distribute a Guided Practice sheet to each student. For the first 2 items, use the Modeled Practice procedure: Count the pattern aloud, decide what the skip-count pattern is (by twos, fives, or tens), check it, and write it in the box. Obtain individual and choral responses. Use the following language:

Ready? Count.

What pattern? Check it. Count.

Write it.

¿Listos? Cuenten.

¿Cuál es el patrón? Revisenlo. Cuenten.

Escríbanlo.

- 5 For the rest of the items, tell students to write the missing number in the blank. Obtain individual and choral responses. Use the following language:

Let's look at patterns in a different way: numbers in a sequence.

What is missing? Write it.
Count the sequence.

Vamos a mirar patrones de una manera diferente: números en una secuencia.

¿Cuál falta? Escribanlo.
Cuenten la secuencia.



Time:

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

Independent Practice/ Progress Monitoring

(Your Turn)

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

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

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

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

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



Note to Teacher:

For the first 2 items, score 1 point for each correctly written pattern. For the remaining items, score 1 point for each correctly written missing number.



Warm-Up: Look and Say

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

Materials: Fact cards (doubles + 1 and related)

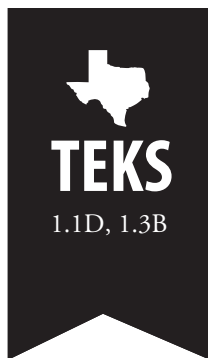


Time:

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



My Notes: _____



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

Unit 8
Booster Lesson 9
ASC

**D
A
Y
5**

More Practice: Doubles + 1 and Related Facts

Addition/Subtraction Combinations

Objective: The student will be able to use fact-family strategies to solve addition and subtraction problems when the addends are consecutive numbers.

Instructional Content:

Doubles + 1 and related facts to 17

Vocabulary:

English

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

Spanish

Operación relacionada, sumar, número, más, dobles, menos, restar

Materials:

Teacher Master, pp. 34–36

Modeled Practice

Unit 8
Booster Lesson 9
ASC Day 5
Modeled Practice
More Practice: Doubles + 1 and Related Facts

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

15	7	8	15	15
8	+	7	-	-

Guided Practice

Unit 8
Booster Lesson 9
ASC Day 5
Guided Practice
More Practice: Doubles + 1 and Related Facts

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1	15	8	7	15	15
	8	+	7	-	-

2	13	6	7	13	13
	6	+	7	-	-

3	11	5	6	11	11
	5	+	6	-	-

4	15	8	7	15	15
	7	+	8	-	-

Independent Practice

Unit 8
Booster Lesson 9
ASC Day 5
Independent Practice
More Practice: Doubles + 1 and Related Facts

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1	15	8	7	15	15
	8	+	7	-	-

2	13	6	7	13	13
	6	+	7	-	-

3	11	5	6	11	11
	5	+	6	-	-

4	15	8	7	15	15
	7	+	8	-	-

**Time:**

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

Preview

How do we solve doubles + 1 addition facts? (*double the smaller number, then add 1*)

How many facts are in a fact family? (4)

How many numbers are in a fact family? (3)

Today we will practice solving facts related to doubles + 1 facts by using what we know about fact families.

¿Cómo resolvemos operaciones con dobles + 1 de suma? (*haciendo doble el número más pequeño y luego sumando 1*)

¿Cuántas operaciones hay en una familia de operaciones? (4)

¿Cuántos números hay en una familia de operaciones? (3)

Hoy vamos a practicar resolviendo operaciones relacionadas con operaciones con dobles + 1 utilizando lo que sabemos acerca de las familias de operaciones.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Point to the left side of the diagram, where 15 is at the top and 8 is a part shown on the bottom.

We have 15 showing as a whole and 8 being 1 of the parts below in this box. How will we find the other part?

I think, “If 8 is 1 part, what is the other part?”

8 plus something equals 15, or 15 minus 8 is something.

How can we find the answer?

Tenemos 15 que se muestra como un entero y 8 como 1 de las partes abajo en esta caja. ¿Cómo vamos a encontrar la otra parte?

Pienso, “si 8 es 1 parte, ¿cuál es la otra parte?”

8 más algo es igual a 15, ó 15 menos 8 es igual a algo.

¿Cómo podemos encontrar la respuesta?

- 2 Elicit student ideas on how to find the answer and tell students to offer possible answers. Use systematic guessing and checking to find the correct answer. Use the following language (in this example, a student suggested that 6 is the correct answer):

Error Diagnosis and Correction

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

Modeled Practice (continued)

What is the other part to this fact family? (6)

Let's check. Start with the bigger number, 8, and count on 6. 9, 10 ... 14. Does $8 + 6 = 15$? (no)

Do we need a bigger number than 6 or a smaller number than 6 as the missing part if $8 + 6 = 14$? (bigger)

How do you know?

What kind of fact is $7 + 8$? (a doubles + 1 addition fact)

How do you know? (the numbers are next to each other on the number line; we added 1 to a doubles fact)

How do we solve doubles + 1 facts? (double the lesser number and add 1 to the answer)

¿Cuál es la otra parte de esta familia de operaciones? (6)

Vamos a revisar. Empiecen con el número mayor, 8, y cuenten hacia adelante 6. 9, 10 ... 14. ¿ $8 + 6 = 15$? (no)

¿Necesitamos un número más grande que 6 o un número más pequeño que 6 como la parte que falta si $8 + 6 = 14$? (más grande)

¿Cómo saben?

¿Qué tipo de operación es $7 + 8$? (una operación con dobles + 1 de suma)

¿Cómo saben? (los números están uno junto al otro en la recta numérica; sumamos 1 a la operación con dobles)

¿Cómo resolvemos operaciones con dobles + 1? (haciendo doble el número menor y sumando 1 a la respuesta)



Error Diagnosis and Correction

A student has difficulty deciding whether a fact is a doubles + 1 fact: show a number line and remind the student that it is a doubles + 1 fact if the numbers are next to each other on the number line.

3 Fill in the answers to the facts in the fact family.

Look at the facts in this line.

We can use these 3 numbers, 7, 8, and 15, as support for finding the answers to these facts.

What is $7 + 8$? (15)

My Turn: I write "15."

Your Turn: Write it.

What is $8 + 7$? (15)

Miren las operaciones en esta línea.

Podemos utilizar estos 3 números, 7, 8 y 15 como apoyo para encontrar las respuestas de estas operaciones.

¿Cuánto es $7 + 8$? (15)

Mi turno: Escribo "15".

Su turno: Escribanlo.

¿Cuánto es $8 + 7$? (15)

Modeled Practice (continued)

My Turn: I write “15.”

Your Turn: Write it.

What is $15 - 8$? (7)

My Turn: I write “7.”

Your Turn: Write it.

What is $15 - 7$? (8)

My Turn: I write “8.”

Your Turn: Write it.

Mi turno: Escribo “15”.

Su turno: Escribanlo.

¿Cuánto es $15 - 8$? (7)

Mi turno: Escribo “7”.

Su turno: Escribanlo.

¿Cuánto es $15 - 7$? (8)

Mi turno: Escribo “8”.

Su turno: Escribanlo.

Guided Practice (Our Turn)

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

What 3 numbers make up this fact family?

Is it a doubles + 1?

How can you tell?

Which number is less?

Double it.

Add 1.

What answer?

What is the turnaround fact?

Which number is greatest?

What is [number] take away [number]?

Write it.

¿Cuáles son los 3 números que forman esta familia de operaciones?

¿Es una operación con dobles + 1?

¿Cómo saben?

¿Cuál número es menor? Háganlo doble.

Sumen 1.

¿Cuál es la respuesta?

¿Cuál es la operación relacionada?

¿Cuál número es mayor?

¿Cuánto es [number] y le quitamos [number]?

Escribanlo.

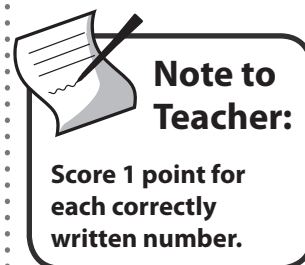
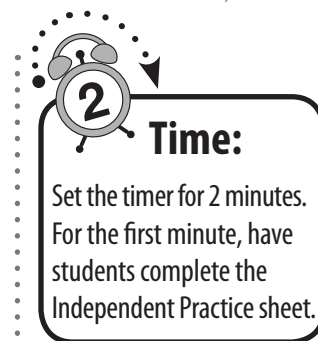
Independent Practice/ Progress Monitoring (Your Turn)

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

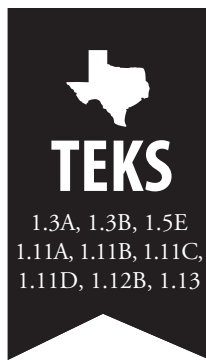
You will have 1 minute to write the third number for each fact family and to answer each fact related to the doubles + 1 fact family.

Van a tener 1 minuto para escribir el tercer número para cada familia de operaciones y la respuesta de cada operación relacionada con la familia de operaciones con doubles + 1.

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







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

Unit 8
Booster Lesson 10
WPS

DAY 5

Figure Out the Amount, 2!

Word Problem Solving

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

Word Problem Type: Compare problems, compare unknown

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

Materials: Teacher Master, pp. 37–44

Guided Practice

UNIDAD Unit 8
Booster Lesson 10
WPS Day 5
Guided Practice

Identifica.
 Raúl tiene 5 canicas.
 Carmen tiene 3 canicas menos que Raúl.
 ¿Cuántas canicas tiene Carmen?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Carmen tiene 2 canicas.
☐ Carmen tiene 3 canicas.
☐ Carmen tiene 14 canicas.

Haz un dibujo.

Escribe la oración numérica.

UNIDAD Unit 8
Booster Lesson 10
WPS Day 5
Guided Practice

Identifica.
 Raúl tiene 5 canicas.
 Carmen tiene 3 canicas menos que Raúl.
 ¿Cuántas canicas tiene Carmen?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☒ Carmen tiene 2 canicas.
☐ Carmen tiene 3 canicas.
☐ Carmen tiene 14 canicas.

Haz un dibujo.

Escribe la oración numérica.
 $5 - 3 = 2$ canicas

Independent Practice

UNIDAD Unit 8
Booster Lesson 10
WPS Day 5
Independent Practice

Identifica.
 Luis fue a 6 balles.
 Samuel fue a 7 balles más que Luis.
 ¿A cuántos balles fue Samuel?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Samuel fue a 6 balles.
☐ Samuel fue a 13 balles.
☐ Samuel fue a 14 balles.

Haz un dibujo.

Escribe la oración numérica.

UNIDAD Unit 8
Booster Lesson 10
WPS Day 5
Independent Practice

Identifica.
 Luis fue a 6 balles.
 Samuel fue a 7 balles más que Luis.
 ¿A cuántos balles fue Samuel?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☒ Samuel fue a 6 balles.
☐ Samuel fue a 13 balles.
☐ Samuel fue a 14 balles.

Haz un dibujo.

Escribe la oración numérica.
 $6 + 7 = 13$ balles

**Time:**

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

Preview

Today we will practice using the difference between 2 amounts to solve word problems.

Hoy vamos a practicar utilizando la diferencia entre 2 cantidades para resolver problemas.

Modeled Practice (My Turn, Your Turn)

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

Guided Practice (Our Turn)

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

**Note to Teacher:**

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

**Error Diagnosis and Correction**

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

Read the story together. Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Draw a picture.

Which number sentence? Write it.

Check your work. Does this make sense?

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

Lean el cuento juntos. ¿Listos? Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

¿Cuál es la oración numérica? Escribanla.

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

Van a tener 3 minutos para leer el 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 escribir la unidad importante. Circular palabras y números importantes.

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



Time:

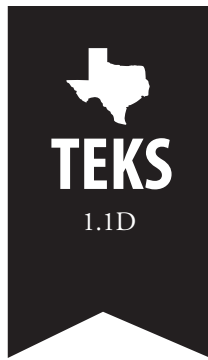
Set the timer for 4 minutes. For the first 3 minutes, have the students complete the Independent Practice sheet.



Note to Teacher:

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





Total Time: 2 minutes

Unit 8 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:

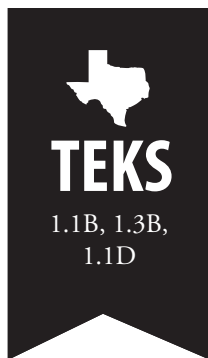
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Wipe boards for students (instructional content: 50–99)



My Notes: _____



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

Unit 8
Booster Lesson 11
R10

DAY 6

Make It, Add It

Relationships of 10

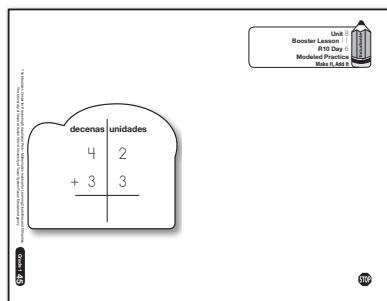
Objective: The student will be able to add two-digit numbers and count concrete and pictorial representations of numbers.

Instructional Content: 0–99

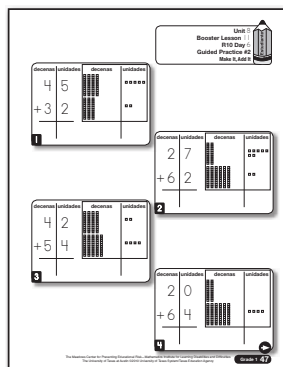
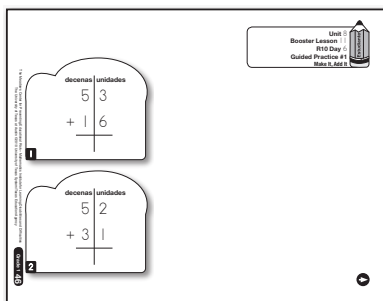
Vocabulary:	English	Spanish
	Tens, ones, add, rod, unit	Decenas, unidades, sumar, decena, unidad

Materials: Teacher Master, pp. 45–48; rods and units (T&S)

Modeled Practice



Guided Practice



**Time:**

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

Preview

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

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

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

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

Modeled Practice
(My Turn, Your Turn)

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

What problem? ($42 + 33$)

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

First, we make the first number.

What is the first number in the problem? (42) How many tens are in 42 ? (4 tens) How many ones in 42 ? (2 ones)

My Turn: I place 4 rods and 2 units on my sheet.

Your Turn: Make it.

Next we make the second number.

What is the second number? (33) How many tens in 33 ? (3 tens) How many ones? (3 ones)

My Turn: I place 3 rods and 3 units underneath where I made 42. I make sure to line up the units underneath the units and the rods underneath the rods.

¿Cuál es el problema? ($42 + 33$)

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

Primero, hacemos el primer número.

¿Cuál es el primer número en el problema? (42) ¿Cuántas decenas hay en 42 ? (4 decenas) ¿Cuántas unidades en 42 ? (2 unidades)

Mi turno: Pongo 4 decenas y 2 unidades en mi hoja.

Su turno: Háganlo.

Luego hacemos el segundo número.

¿Cuál es el segundo número? (33) ¿Cuántas decenas en 33 ? (3 decenas) ¿Cuántas unidades? (3 unidades)

Mi turno: Pongo 3 decenas y 3 unidades debajo de donde hice 42. Me aseguro de alinear las unidades debajo de las unidades y las decenas debajo de las decenas.

**Error Diagnosis and Correction**

A student has difficulty knowing where to start when adding 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.

Modeled Practice (continued)

Your Turn: Make it.

Now we can add 42 and 33 by adding tens and ones.

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

2 ones plus 3 ones. What kind of fact? (+ 2 fact) Solve it. Start with the greater number and then add 2. 3, 4, 5.

How many ones? (5 ones)

My Turn: There are 5 ones, so I write “5” in the ones answer place.

Your Turn: Write “5” in the ones answer place.

Next add the tens. 4 tens plus 3 tens.

What kind of fact? (+ 3 fact) Solve it. Start with the greater number and then add 3. 4, 5, 6, 7.

How many tens? (7 tens)

My Turn: There are 7 tens, so I write “7” in the tens answer place.

Your Turn: Write it.

What is our answer? (75)

Let’s check by counting our rods and units. Ready? Count. 10, 20 ... 70 Switch! 71, 72 ... 75.

Su turno: Háganlo.

Ahora podemos sumar 42 y 33 sumando las decenas y unidades.

Al sumar, sumamos el lugar de las unidades primero. (*point to the ones column*)

2 unidades más 3 unidades. ¿Qué tipo de operación? (*operación + 2*) Resuélvanla. Empiecen con el número mayor y luego sumen 2. 3, 4, 5.

¿Cuántas unidades? (5 unidades)

Mi turno: Hay 5 unidades, entonces escribo “5” en el lugar de respuesta de las unidades.

Su turno: Escriban “5” en el lugar de respuesta de las unidades.

Luego sumen las decenas. 4 decenas más 3 decenas.

¿Qué tipo de operación? (*operación + 3*) Resuélvanla. Empiecen con el número mayor y luego sumen 3. 4, 5, 6, 7.

¿Cuántas decenas? (7 decenas)

Mi turno: Hay 7 decenas, entonces escribo “7” en el lugar de respuesta de las decenas.

Su turno: Escribanlo.

¿Cuál es nuestra respuesta? (75)

Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten. 10, 20 ... 70 ¡Cambio! 71, 72 ... 75.

Guided Practice (Our Turn)

- 2 Distribute Guided Practice sheet #1 to each student and repeat the Modeled Practice procedure for the 2 problems. Students should build each problem with rods and units, solve the problem, and check by counting the rods and units.
- 3 Distribute Guided Practice sheet #2 to each student. Students solve the problems by adding the tens and ones and check each problem by using the pictorial representations. Use the following language:

How many ones? Write it.

How many tens? Write it.

How many altogether?

Check the answer by
counting the rods and units.

¿Cuántas unidades?
Escríbanlo.

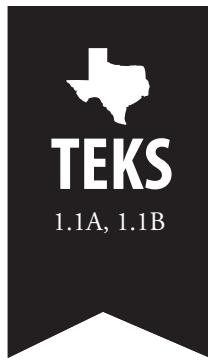
¿Cuántas decenas?
Escríbanlo.

¿Cuánto en total?

Revisen la respuesta
contando las decenas y
unidades.

Independent Practice/ Progress Monitoring (Your Turn)

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



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

Unit 8 Booster Lesson 12 MC

**D
A
Y
6**

Which Is Greater?

Magnitude Comparison

Objective: The student will be able to identify pictorial representations of numbers and determine which number is greater by comparing tens and ones.

Instructional Content: 50–99

Vocabulary:	English	Spanish
	Greater than, less than, tens, ones	Mayor que, menor que, decenas, unidades

Materials: Teacher Master, pp. 49–50; wipe board (T); relationships of 10 cards (T; 50–99)

Guided Practice

Unit 8
 Booster Lesson 12
 MC Day 6
 Guided Practice
 Which Is Greater?

Mayor	
1	88 91
2	69 69
3	57 62
4	74 66
5	70 80
6	92 92

The Meadows Center for Preventing Educational Risk—Mathematics Institute for Learning Disabilities and Difficulties
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Independent Practice

Unit 8
 Booster Lesson 12
 MC Day 6
 Independent Practice
 Which Is Greater?

12

Mayor	
1	56 56
2	92 83
3	74 71
4	68 53
5	91 61
6	58 58
7	72 59
8	64 54
9	83 83
10	90 89
11	63 57
12	69 96

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

**Time:**

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

Preview

Today we will compare
numbers.

What does “greater” mean?
(*more*)

Hoy vamos a comparar
números.

¿Qué significa “mayor”?
(*más*)

Modeled Practice
(My Turn, Your Turn)

- 1 Hold up relationships of 10 cards for 78 and 82. Have a wipe board available.

Let’s compare 2 numbers
and decide which is greater.

(*show the relationships of 10
card for 78*) What number?

Count by tens and ones.

Ready? Count. 10, 20 ... 70

Switch! 71, 72 ... 78.

What number? (78) I write
it on my board.

Look at the next card.

(*show the card for 82*) What
number? Ready? Count. 10,
20 ... 80 Switch! 81, 82.

What number? (82) I write
it on my board.

Compare 78 and 82.

Compare the tens. How
many tens in 78? (7 *tens*)

How many tens in 82? (8
tens) Which is greater? (82)

Vamos a comparar 2 números
y decidir cuál es mayor.

(*show the relationships of 10
card for 78*) ¿Qué número?

Cuenten de diez en diez

y de uno en uno. ¿Listos?

Cuenten. 10, 20 ... 70

¡Cambio! 71, 72 ... 78.

¿Qué número? (78) Lo
escribo en mi pizarrón.

Miren la siguiente tarjeta.

(*show the card for 82*) ¿Qué
número? ¿Listos? Cuenten.

10, 20 ... 80 ¡Cambio! 81,
82.

¿Qué número? (82) Lo
escribo en mi pizarrón.

Comparen 78 y 82.

Comparen las decenas.

¿Cuántas decenas en 78? (7
decenas) ¿Cuántas decenas
en 82? (8 *decenas*) ¿Cuál es
mayor? (82)

**Error Diagnosis
and Correction**

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

**Error Diagnosis
and Correction**

A student
has difficulty
comparing abstract
numbers: compare
the pictorial
representations on
the relationships of
10 cards.

Guided Practice

(Our Turn)

- 2** Using the Modeled Practice procedure, show 2 relationships of 10 cards. As a group, count by tens and ones to find how many altogether and then compare them to find which is greater. Obtain individual and choral responses. Use the following language:

Ready? Count. Switch!
What numbers?

How many tens? How many ones?

Which number is greater?
How can you tell?

¿Listos? Cuenten. ¡Cambio!
¿Qué números?

¿Cuántas decenas?
¿Cuántas unidades?

¿Cuál número es mayor?
¿Cómo saben?

- 3** Distribute a Guided Practice sheet to each student. Tell students to circle the number that is greater in each row or to circle both numbers if they are equal. Use the following language:

Let's look at greater numbers a different way.

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

Vamos a mirar números mayores de una manera diferente.

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

Independent Practice/Progress Monitoring

(Your Turn)

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

You will have 1 minute to circle the number that is greater in each row. Circle both numbers if they are equal.

Van a tener 1 minuto para circular el número que es mayor en cada fila. Circulen ambos números si son iguales.



Time:

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



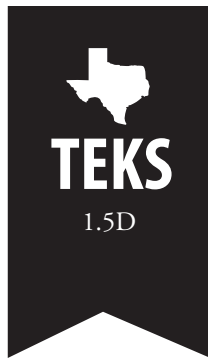
Independent Practice/ Progress Monitoring (continued)



Note to Teacher:

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

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



Total Time: 2 minutes

Unit 8 Warm-Up

D
A
Y
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:

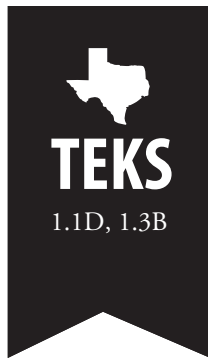
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

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



My Notes: _____



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

Unit 8
Booster Lesson 13
ASC

D
A
Y
7

More Practice: Doubles + 1 and Related Facts

Addition/Subtraction Combinations

Objective:

The student will be able to use fact-family strategies to solve addition and subtraction problems when the addends are consecutive numbers.

Instructional Content:

Doubles + 1 and related facts to 17

Vocabulary:

English

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

Spanish

Operación relacionada, sumar, número, más, dobles, menos, restar

Materials:

Teacher Master, pp. 51–53

Modeled Practice

Guided Practice

Independent Practice

**Time:**

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

Preview

How do we solve doubles + 1 addition facts? (*double the smaller number, then add 1*)

How many facts are in a fact family? (4)

How many numbers are in a fact family? (3)

Today we will practice solving facts related to doubles + 1 facts by using what we know about fact families.

¿Cómo resolvemos operaciones con dobles + 1 de suma? (*haciendo doble el número más pequeño y luego sumando 1*)

¿Cuántas operaciones hay en una familia de operaciones? (4)

¿Cuántos números hay en una familia de operaciones? (3)

Hoy vamos a practicar resolviendo operaciones relacionadas con operaciones con dobles + 1 utilizando lo que sabemos acerca de las familias de operaciones.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Point to the left side of the diagram, where 6 and 7 are shown on the bottom.

We see that the numbers 6 and 7 are parts of a fact family shown in this box. How will we find the whole?

I think, “If 7 is 1 part and 6 is the other part, what is the total?”

How can we find the answer?

Vemos que los números 6 y 7 son partes de la familia de operaciones mostrada en esta caja. ¿Cómo vamos a encontrar el entero?

Pienso, “si 7 es 1 parte y 6 es la otra parte, ¿cuál es el total?”

¿Cómo podemos encontrar la respuesta?

- 2 Elicit student ideas on how to find the answer and tell students to offer possible answers. Use systematic guessing and checking to find the correct answer. Use the following language (in this example, a student suggested that 12 is the correct answer):

Error Diagnosis and Correction

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

Modeled Practice (continued)

What is the last number in this fact family? (12)

Let's check. What kind of fact is this? (a doubles + 1 addition fact)

How do you know? (the numbers are next to each other on the number line; we added 1 to a doubles fact)

How do we solve doubles + 1 facts? (double the lesser number and add 1 to the answer)

Does $6 + 7 = 12$?

Let's check. $6 + 6$ is what? (12)

$12 + 1$ is what? (13)

So, 12 is not correct.

What is the third number in this fact family? (13)

My Turn: I write "13."

Your Turn: Write it.

¿Cuál es el último número en esta familia de operaciones? (12)

Vamos a revisar. ¿Qué tipo de operación es esta? (una operación con dobles + 1 de suma)

¿Cómo saben? (los números están uno junto al otro en la recta numérica; sumamos 1 a la operación con dobles)

¿Cómo resolvemos operaciones con dobles + 1? (haciendo doble el número menor y sumando 1 a la respuesta)

$6 + 7 = 12$?

Vamos a revisar. $6 + 6$ es igual a? (12)

$12 + 1$ es igual a? (13)

Entonces, 12 es incorrecto.

¿Cuál es el tercer número en esta familia de operaciones? (13)

Mi turno: Escribo "13".

Su turno: Escribanlo.

Error Diagnosis and Correction

A student has difficulty deciding whether a fact is a doubles + 1 fact: show the number line and remind the student that it is a doubles + 1 fact if the numbers are next to each other on the number line.

3 Fill in the answers to the facts in this fact family.

Look at the facts in this line.

We can use these 3 numbers, 6, 7, and 13, as support for finding the answers to these facts.

What is $7 + 6$? (13)

My Turn: I write "13."

Your Turn: Write it.

What is $6 + 7$? (13)

My Turn: I write "13."

Miren las operaciones en esta línea.

Podemos utilizar estos 3 números, 6, 7 y 13 como apoyo para encontrar las respuestas de estas operaciones.

¿Cuánto es $7 + 6$? (13)

Mi turno: Escribo "13".

Su turno: Escribanlo.

¿Cuánto es $6 + 7$? (13)

Mi turno: Escribo "13".

Modeled Practice (continued)

Your Turn: Write it.

What is $13 - 7$? (6)

My Turn: I write “6.”

Your Turn: Write it.

What is $13 - 6$? (7)

My Turn: I write “7.”

Your Turn: Write it.

Su turno: Escribanlo.

¿Cuánto es $13 - 7$? (6)

Mi turno: Escribo “6”.

Su turno: Escribanlo.

¿Cuánto es $13 - 6$? (7)

Mi turno: Escribo “7”.

Su turno: Escribanlo.

Guided Practice (Our Turn)

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

What 3 numbers make up this fact family?

Is it a doubles + 1?

How can you tell?

**Which number is less?
Double it.**

Add 1.

What answer?

What is the turnaround fact?

Which number is greatest?

What is [number] take away [number]?

Write it.

¿Cuáles son los 3 números que forman esta familia de operaciones?

¿Es una operación con dobles + 1?

¿Cómo saben?

**¿Cuál número es menor?
Háganlo doble.**

Sumen 1.

¿Cuál es la respuesta?

¿Cuál es la operación relacionada?

¿Cuál número es mayor?

¿Cuánto es [number] y le quitamos [number]?

Escribanlo.

Independent Practice/ Progress Monitoring (Your Turn)

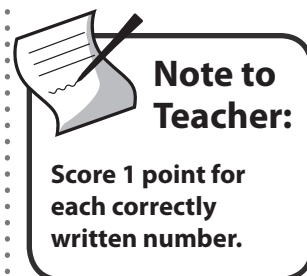
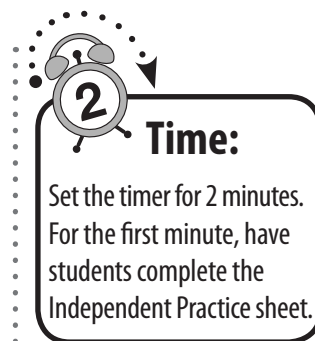
- 1 **For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to complete as many items as possible.

You will have 1 minute to write the third number in each fact family and to answer each fact related to the doubles + 1 fact family.

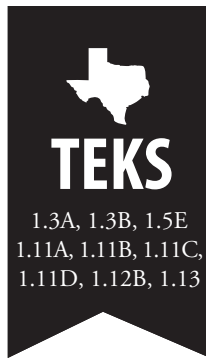
Van a tener 1 minuto para escribir el tercer número para cada familia de operaciones y la respuesta de cada operación relacionada con la familia de operaciones con doubles + 1.

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

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







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

Unit 8
Booster Lesson 14
WPS

D
A
Y
7

Figure Out the Amount, 3!

Word Problem Solving

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

Word Problem Type: Compare problems, compare unknown

Vocabulary:

English

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

Spanish

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

Materials: Teacher Master, pp. 54–63

Guided Practice

UNIDAD _____

Unit 8
Booster Lesson 14
WPS Day 7
Guided Practice

Identifica.

Karina sonrió 5 veces durante el día.
 Camila sonrió 6 veces más que Karina.
 ¿Cuántas veces sonrió Camila?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Camila sonrió 11 veces.
☐ Camila sonrió 14 veces.
☐ Camila sonrió 15 veces.

Res un dibujo.

Escribe la oración numérica.

UNIDAD _____

Unit 8
Booster Lesson 14
WPS Day 7
Guided Practice

Identifica.

Karina sonrió 5 veces durante el día.
 Camila sonrió 6 veces más que Karina.
 ¿Cuántas veces sonrió Camila?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☒ Camila sonrió 11 veces.
☐ Camila sonrió 14 veces.
☐ Camila sonrió 15 veces.

Res un dibujo.

Escribe la oración numérica.

$5 + 6 = 11$ veces

Independent Practice

UNIDAD _____

Unit 8
Booster Lesson 14
WPS Day 7
Independent Practice

Identifica.

Tomás comió 5 manzanas.
 Carla comió 6 manzanas más que Tomás.
 ¿Cuántas manzanas comió Carla?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☐ Carla comió 17 manzanas.
☐ Carla comió 12 manzanas.
☐ Carla comió 11 manzanas.

Res un dibujo.

Escribe la oración numérica.

UNIDAD _____

Unit 8
Booster Lesson 14
WPS Day 7
Independent Practice

Identifica.

Tomás comió 5 manzanas.
 Carla comió 6 manzanas más que Tomás.
 ¿Cuántas manzanas comió Carla?

Reflexiona el círculo que tenga la respuesta correcta al problema.

☒ Carla comió 17 manzanas.
☐ Carla comió 12 manzanas.
☐ Carla comió 11 manzanas.

Res un dibujo.

Escribe la oración numérica.

$5 + 6 = 11$ manzanas



**Time:**

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

Preview

Today we will practice using the difference between 2 amounts to solve word problems.

Hoy vamos a practicar utilizando la diferencia entre 2 cantidades para resolver problemas.

Modeled Practice
(My Turn, Your Turn)

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

Guided Practice
(Our Turn)

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

**Note to Teacher:**

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

**Error Diagnosis and Correction**

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

Read the story together.
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Draw a picture.

Which number sentence?
Write it.

Check your work. Does this make sense?

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

Lean el cuento juntos. ¿Listos?
Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

¿Cuál es la oración numérica?
Escríbanla.

Revisen su trabajo. ¿Tiene esto sentido?

Rellenen el círculo junto a la respuesta correcta del problema.

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 6 minutes to read each problem, use the Identify It strategy to mark your 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 6 minutos para leer cada problema, utilizar la estrategia Identificalo para marcar sus cuentos, dibujar los problemas, escribir las oraciones numéricas y rellenar el círculo junto a la respuesta correcta.

Recuerden la estrategia Identificalo: Subrayar la pregunta y escribir la unidad importante. Circular palabras y números importantes.

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



Time:

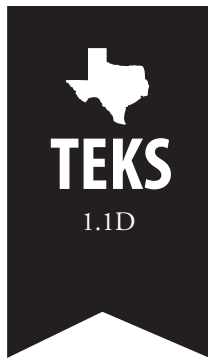
Set the timer for 7 minutes. For the first 6 minutes, have the students complete the Independent Practice sheets.



Note to Teacher:

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





Total Time: 2 minutes

Unit 8 Warm-Up

D
A
Y
8



Warm-Up: Number Recognition

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

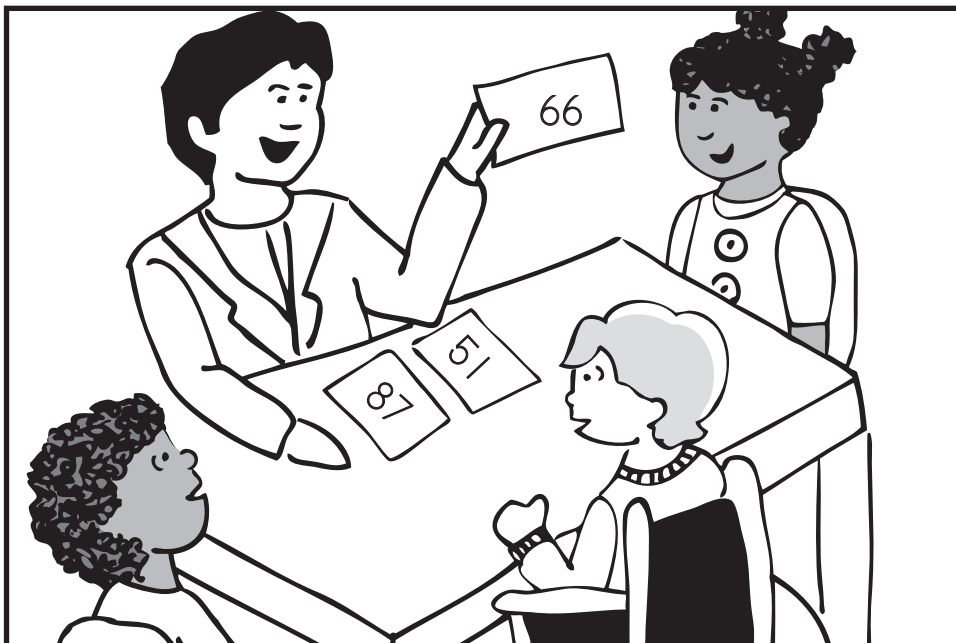


Time:

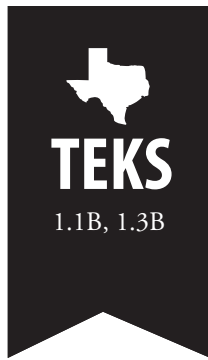
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (50–99)



My Notes: _____



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

Unit 8
Booster Lesson 15
R10

**D
A
Y
8**

Add It

Relationships of 10

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

Instructional Content: 0–99

Vocabulary:

English

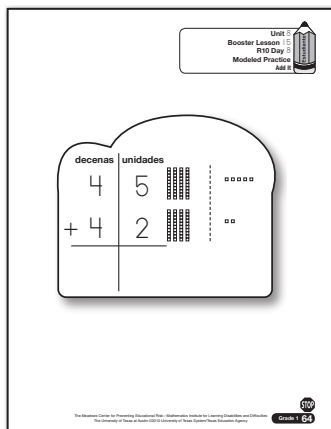
Rod, unit, tens, ones, add

Spanish

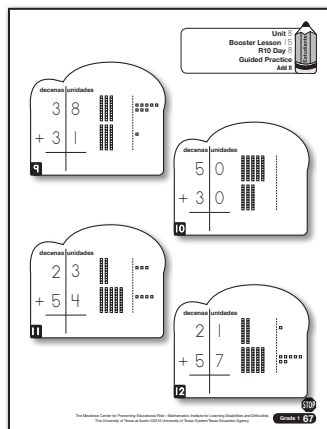
Decena, unidad, decenas, unidades, sumar

Materials: Teacher Master, pp. 64–67

Modeled Practice



Guided Practice



**Time:**

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

Preview

Today we will add tens-and-ones numbers.

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

Hoy vamos a sumar números de decenas y unidades.

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

Modeled Practice
(My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Solve the problem as a group, writing the answer on the sheet. Check the answer by counting the pictorial representation.

What problem? ($45 + 42$)

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

5 ones plus 2 ones. What type of fact? ($+ 2$) Solve it. What answer? (7)

My Turn: I write “7” in the ones answer place.

Your Turn: Write it.

Next add the tens.

4 tens plus 4 tens. What type of fact? (*doubles*) What answer? (8)

My Turn: I write “8” in the tens answer space.

Your Turn: Write it.

What answer? (87)

Let’s check by counting our rods and units. Ready? Count. 10, 20 ... 80 Switch! 81, 82 ... 87.

¿Cuál es el problema? ($45 + 42$)

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

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

Mi turno: Escribo “7” en el lugar de respuesta de las unidades.

Su turno: Escribanlo.

Luego sumen las decenas.

4 decenas más 4 decenas. ¿Qué tipo de operación? (*dobles*) ¿Cuál es la respuesta? (8)

Mi turno: Escribo “8” en el lugar de respuesta de las decenas.

Su turno: Escribanlo.

¿Cuál es la respuesta? (87)

Vamos a revisar contando nuestras decenas y unidades. ¿Listos? Cuenten. 10, 20 ... 80 ¡Cambio! 81, 82 ... 87.

Error Diagnosis and Correction

A student has difficulty adding 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 adding 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.

Guided Practice

(Our Turn)

- 2** Distribute the Guided Practice sheets to each student. Students solve the problems by adding the ones and then the tens and check each problem by counting the pictorial representations. Use the following language:

How many ones? Write it.

How many tens? Write it.

How many altogether?

Check the answer by counting the rods and units.

¿Cuántas unidades? Escribanlo.

¿Cuántas decenas? Escribanlo.

¿Cuánto en total?

Revisen la respuesta contando las decenas y unidades.

Independent Practice/

Progress Monitoring

(Your Turn)

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







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

Unit 8 Booster Lesson 16 NS

**D
A
Y
8**

Before, After, Between Number Sequences

Objective: The student will be able to identify missing numbers on a number line and in a three-number sequence and to 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. 68–70

Modeled Practice

Unit 8
Booster Lesson 16
NS Day 8
Modeled Practice
Before, After, Between

79 81 82 83 84 85 86 87 88

80

Guided Practice

Unit 8
Booster Lesson 16
NS Day 8
Guided Practice
Before, After, Between

71 72 73 74 75 76 77 78 79 80

21 22 23 24 25 26 27 28 29

63 64 65 66 67 68 69 70 71

78 79

26 28

92 93

88 89

47 49

69

Independent Practice

Unit 8
Booster Lesson 16
NS Day 8
Independent Practice
Before, After, Between

89 91

56 58

76 77

23 24

62 64

59 60

82 83

41 42

70

**Time:**

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

Preview

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

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

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

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

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

The number line goes from 79 to 88, but there is a missing number.

The missing number is after 79 and before 81. It is between 79 and 81.

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

My Turn: I count up from 79 to find the missing number. 79, 80.

Your Turn: Count up.

What is missing? (80)

My Turn: I write “80” in the box.

Your Turn: Write it.

Let’s check by counting the sequence. Ready? Count. 79, 80, 81.

La recta numérica va del 79 al 88, pero le falta un número.

El número que falta está después del 79 y antes del 81. Está entre el 79 y el 81.

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

Mi turno: Cuento hacia adelante desde 79 para encontrar el número que falta. 79, 80.

Su turno: Cuenten hacia adelante.

¿Cuál falta? (80)

Mi turno: Escribo “80” en la caja.

Su turno: Escribanlo.

Vamos a revisar contando la secuencia. ¿Listos? Cuenten. 79, 80, 81.

Guided Practice

(Our Turn)

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

Count up/count back to find the missing number.

What is missing?

Write it.

Count the sequence.

Ready? Count.

**Cuenten hacia adelante/
cuenten hacia atrás para
encontrar el número que
falta.**

¿Cuál falta?

Escríbanlo.

Cuenten la secuencia.

¿Listos? Cuenten.

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

Now we will find missing numbers a different way.

Is the missing number before, between, or after?

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

What is missing?

Write it.

Count the sequence.

Ready? Count.

Ahora 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/
atrás*)

¿Cuál falta?

Escríbanlo.

Cuenten la secuencia.

¿Listos? Cuenten.



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

**Time:**

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

**Note to Teacher:**

Score 1 point for each correctly written missing number.

Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

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