



Bilingual

Grade 1

Intervention Manual

Unit 2



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

Mathematics Institute for Learning Disabilities and Difficulties

www.meadowscenter.org

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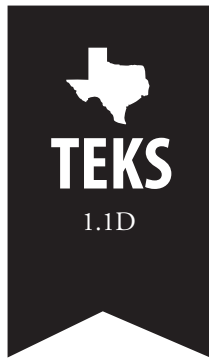
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Total Time: 2 minutes

Unit 2
Warm-Up

DAY
1



Warm-Up: Number Recognition

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



Time:

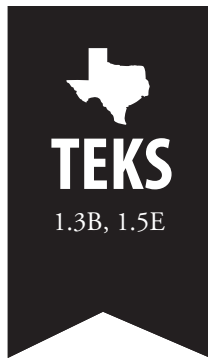
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (0–50)



My Notes: _____



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

Unit 2
Booster Lesson 1
ASC

D
A
Y
1

+ 0 and + 1 Facts

Addition/Subtraction Combinations

Objective: The student will be able to use concrete objects to add two numbers with sums to ten when one addend is zero or one.

Instructional Content: + 0 and + 1 facts to 10

Vocabulary:

English

Add, in all, part, answer, plus, turnaround, count on, strategy

Spanish

Sumar, todo, parte, respuesta, más, relacionada, contar hacia adelante, estrategia

Materials:

Teacher Master, pp. 1–2; number line (T); + 0 fact cards; + 1 fact cards; connecting cubes (T&S; 2 colors: 10 of 1, 1 of another)

Guided Practice

Independent Practice



**Time:**

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

Preview

Today we will learn strategies
for adding 0 and 1 to numbers.

A strategy is a plan to solve a
problem.

*(point to a plus sign in a random
fact card)*

This is a plus sign. We use the
plus sign for adding numbers
together.

When you see a plus, or
addition, sign in a math
problem, you add.

When we add, we count up on
the number line. *(point to the
number line)*

Hoy vamos a aprender
estrategias para sumar
números más 0 y más 1.

Una estrategia es un plan para
resolver un problema.

*(point to a plus sign in a random
fact card)*

Este es un signo de más.
Usamos un signo de más para
sumar números.

Cuando vean un signo de
más en un problema de
matemáticas van a sumar.

Cuando sumamos, contamos
hacia adelante en la recta
numérica. *(point to the number
line)*

Modeled Practice (My Turn, Your Turn)

- 1 Place the $6 + 0$ fact card on the table.

This fact is $6 + 0$. This is a $+ 0$
fact.

Listen carefully to the strategy.

My Turn: Any number plus 0
is the same number.

Your Turn: Say the $+ 0$
strategy.

Esta operación es $6 + 0$. Esta
es una operación $+ 0$.

Escuchen con atención la
estrategia.

Mi turno: Cualquier número
más 0 es el mismo número.

Su turno: Digan la estrategia
 $+ 0$.

- 2 Distribute connecting cubes. As you count, connect the cubes vertically
into a tower.

Modeled Practice (continued)

We will show the fact with our cubes.

My Turn: I connect 6 cubes of 1 color. Count together. Ready? Count. 1, 2 ... 6.

Your Turn: Connect 6 cubes.

$6 + 0$. 0 means no cubes, so we add nothing.

How many cubes do we have now?

My Turn: I count the cubes. Ready? Count. 1, 2 ... 6.

Your Turn: Count the cubes.

What answer? (6)

Any number plus 0 is the same number.

Puedo mostrar la operación con nuestros cubos.

Mi turno: Conecto 6 cubos de 1 color. Cuenten juntos. ¿Listos? Cuenten: 1, 2 ... 6.

Su turno: Conecten 6 cubos.

$6 + 0$. 0 quiere decir que no hay cubos, así que no sumo nada.

¿Cuántos cubos tenemos ahora?

Mi turno: Cuento los cubos. ¿Listos? Cuenten. 1, 2 ... 6.

Su turno: Cuenten los cubos.

¿Cuál es la respuesta? (6)

Cualquier número más 0 es el mismo número.

3 Place the $5 + 1$ fact card on the table.

This fact is $5 + 1$. This is a + 1 fact.

Listen carefully to the strategy.

My Turn: Any number plus 1 is the next number.

Your Turn: Say the + 1 strategy.

Esta operación es $5 + 1$. Esta es una operación + 1.

Escuchen con atención la estrategia.

Mi turno: Cualquier número más 1 es el siguiente número.

Su turno: Digan la estrategia + 1.

4 Place the number line on the table. As you count, connect the cubes horizontally into a tower.

We will show the fact with our cubes.

Vamos a mostrar la operación con nuestros cubos.

Modeled Practice (continued)

My Turn: I connect 5 cubes of 1 color. Count together. Ready? Count. 1, 2 ... 5.

Your Turn: Connect 5 cubes.

$5 + 1$. We need to add 1 cube to the cubes.

My Turn: I add 1 cube.

Your Turn: Add 1 cube.

How many cubes do we have now?

My Turn: I start at 5 and count on 1. Ready? Count on. 5, 6.

Your Turn: Count on 1.

What answer? (6)

We can also show the fact on the number line.

My Turn: I put my finger on 5 and count on 1. 5, 6.

Your Turn: Count on. 5, 6.

$$5 + 1 = 6$$

Any number plus 1 is the next number.

Mi turno: Conecto 5 cubos de 1 color. Cuenten juntos. ¿Listos? Cuenten. 1, 2 ... 5.

Su turno: Conecten 5 cubos.

$5 + 1$. Necesitamos agregar 1 cubo más.

Mi turno: Agrego 1 cubo.

Su turno: Agreguen 1 cubo.

¿Cuántos cubos tenemos ahora?

Mi turno: Empiezo en 5 y cuento hacia adelante 1. ¿Listos? Cuenten. 5, 6.

Su turno: Cuenten hacia adelante 1.

¿Cuál es la respuesta? (6)

También podemos mostrar la operación en la recta numérica.

Mi turno: Pongo mi dedo en el 5 y cuento hacia adelante 1. 5, 6.

Su turno: Cuenten hacia adelante. 5, 6.

$$5 + 1 = 6.$$

Cualquier número más 1 es el siguiente número.

- 5** Place the $5 + 1$ and the $1 + 5$ fact cards on the table. Continue to display the $5 + 1$ cube tower. Turn the cube tower 180 degrees to show the turnaround fact.

$5 + 1 = 6$ and $1 + 5 = 6$. We can turn the numbers around and still get the same answer.

$5 + 1 = 6$ y $1 + 5 = 6$. Podemos intercambiar los números y como quiera obtener la misma respuesta.

Modeled Practice (continued)

These are called turnaround facts.

What are they called?
(*turnaround facts*)

A estas se les llama
operaciones relacionadas.

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

Guided Practice (Our Turn)

- 6 Using the Modeled Practice procedure, practice the $+ 0$ and $+ 1$ strategies. Show students the fact cards paired with their turnaround facts ($5 + 1$ and $1 + 5$, for example). Have students state the strategy for $+ 0$ and $+ 1$ facts and practice solving the facts. Use the following language:

What strategy? How do you know? What answer?

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

¿Qué estrategia? ¿Cómo saben? ¿Cuál es la respuesta?

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

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

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 complete as many items as you can. Start at the top and go across each row.

Van a tener 1 minuto para hacer todos los problemas que puedan. Empiecen en la parte de arriba y sigan en cada fila.



Note to Teacher:

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



Error Diagnosis and Correction

A student has difficulty stating the strategy: model searching for the plus sign and a 0 or 1, then stating " $+ 0$ " or " $+ 1$."



Time:

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

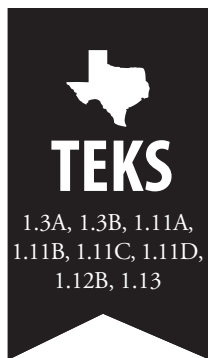
Independent Practice/ Progress Monitoring (continued)



Note to Teacher:

Score 1 point for
each correctly
written answer.

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



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

Unit 2
Booster Lesson 2
WPS

**D
A
Y
1**

Part, Part, Put It Together Whole!

Word Problem Solving

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

Word Problem Type: Combining, with result unknown

Vocabulary:	English	Spanish
	Add, in all, part, whole, strategy, altogether, unit	Sumar, en total, parte, entero, estrategia, en total, unidad

Materials: Teacher Master, pp. 3–10; connecting cubes (T&S; 2 colors, 12 of each)

Modeled Practice

UNIDAD

Unit 2
Booster Lesson 2
WPS Day 1
Modeled Practice

Identificar

Modelar

Jalime tiene 2 perros.
Pamela tiene 3 perros.
¿Cuántos perros en total?

Guided Practice

UNIDAD

Unit 2
Booster Lesson 2
WPS Day 1
Guided Practice

Identificar

Modelar

La niña abrió 5 regalos en su cumpleaños.
Ella abrió 5 regalos más al siguiente día.
¿Cuántos regalos abrió en total?

UNIDAD

Unit 2
Booster Lesson 2
WPS Day 1
Modeled Practice

Identificar

Modelar

Jalime tiene 2 perros.
Pamela tiene 3 perros.
¿Cuántos perros en total?

Answer Key for Teachers

UNIDAD

Unit 2
Booster Lesson 2
WPS Day 1
Guided Practice

Identificar

Modelar

La niña abrió 5 regalos en su cumpleaños.
Ella abrió 5 regalos más al siguiente día.
¿Cuántos regalos abrió en total?

Answer Key for Teachers

**Time:**

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

Preview

A word problem is a math problem that is presented as a story. It has both numbers and words.

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

Un problema de matemáticas puede ser presentado como un cuento que contiene números y palabras.

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

Modeled Practice (My Turn, Your Turn)

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

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

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

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

Read the story together. Ready? Read. “Jin has 6 dogs. Pam has 4 dogs. How many dogs in all?”

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

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

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

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

Lean el cuento juntos. ¿Listos? Lean. “Jaime tiene 6 perros. Pamela tiene 4 perros. ¿Cuántos perros en total?”

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

Modeled Practice (continued)

Your Turn: What is the question? (*how many dogs in all*)

Underline it.

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

I write the word “dogs” in the unit box.

Your Turn: Write “dogs” in the unit box.

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

My Turn: I circle “6 dogs” because it tells me how many dogs Jin has.

Your Turn: Circle it.

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

Your Turn: Circle it.

Su turno: ¿Cuál es la pregunta? (*¿cuántos perros en total?*)

Subráyenla.

Mi turno: El paso 1 de la estrategia Identifícalo también nos dice que encontremos la unidad importante. ¿De qué unidad estamos hablando en este cuento? (*perros*)

Escribo la palabra “perros” en la caja de la unidad.

Su turno: Escriban “perros” en la caja de la unidad.

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

Mi turno: Circulo “6 perros” porque me dice cuántos perros tiene Jaime.

Su turno: Circúlenlo.

Mi turno: También circulo “4 perros” porque nos dice cuántos perros tiene Pamela.

Su turno: Circúlenlo.

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

We can show the problem, using connecting cubes. We have already circled all the information we need to show the problem.

Podemos mostrar el problema utilizando cubos conectables. Ya circulamos toda la información que necesitamos para mostrar el problema.

Modeled Practice (continued)

My Turn: The first part we circled is “6 dogs.” I connect 6 cubes in a group to show 6 dogs.

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

My Turn: The next part we circled is “4 dogs.” I connect 4 cubes in a group to show 4 dogs.

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

Mi turno: La primera parte que circulamos es: “6 perros”. Conecto 6 cubos en un grupo para mostrar 6 perros.

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

Mi turno: La siguiente parte que circulamos es: “4 perros”. Conecto 4 cubos en un grupo para mostrar 4 perros.

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



Error Diagnosis and Correction

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

- 3** Review the question and count the parts with the students to solve the problem.

We underlined the question, which asked us how many dogs in all.

6 is 1 part, and 4 is another part.

How many in all? Let's count.

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

10 dogs in all.

How many dogs in all? (10 dogs in all)

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

6 es 1 parte y 4 es la otra parte.

¿Cuántos en total? Vamos a contar.

¿Listos? Cuenten. 1, 2 ... 10.

10 perros en total.

¿Cuántos perros en total? (10 perros en total)

Guided Practice

(Our Turn)

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

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.

How many in all? Let's
count.

Lean el cuento juntos.

¿Listos? Lean.

¿Qué nos pregunta el
problema?

¿Cuál es la unidad
importante?

Encuentren palabras y
números relacionados con la
unidad importante.

¿Cuántos en total? Vamos a
contar.



Note to Teacher:

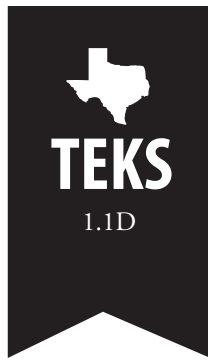
There are several Guided Practice problems; complete as many with students as time allows.

Independent Practice/ Progress Monitoring

(Your Turn)

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





Total Time: 2 minutes

Unit 2 Warm-Up

DAY
2



Warm-Up: Number Writing

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



Time:

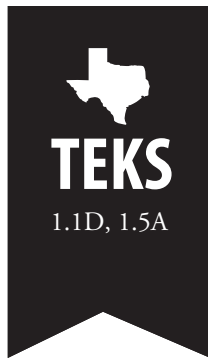
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

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



My Notes: _____



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

Unit 2
Booster Lesson 3
R10

D
A
Y
2

Tens!

Relationships of 10

Objective:

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

Instructional Content:

Groups of 10 totaling 0–50

Vocabulary:

English

Groups, altogether

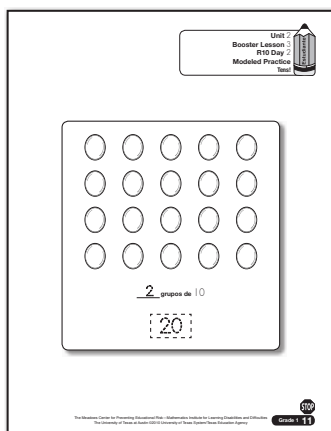
Spanish

Grupos, en total

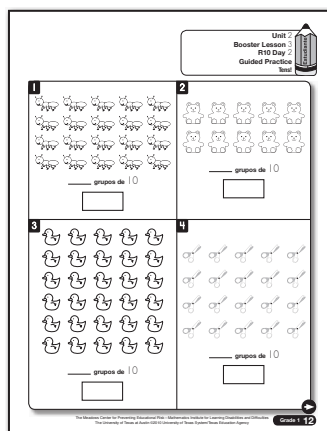
Materials:

Teacher Master, pp. 11–14; stones (or other common objects such as teddy bear counters, paper clips, or crayons; T&S; 30 of each)

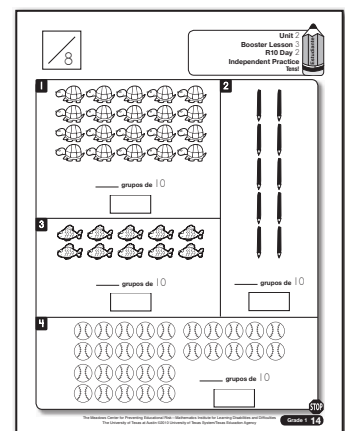
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

**Note to Teacher:**

Select objects that are familiar to the students; stones are used in this lesson.

**Error Diagnosis and Correction**

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

Preview

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

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

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

- 1 Distribute a Modeled Practice sheet and a set of 30 stones to each student. Place stones on top of the 20 ovals on the Modeled Practice sheet and circle groups of 10. Tell the students to count the stones. Write how many groups of 10 and how many altogether in the box.

What is a quick way to count objects? (*grouping*)

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

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

Your Turn: Make groups of 10.

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

My Turn: I write “2” on the line.

Your Turn: Write it.

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

My Turn: I write “20” in the box.

Your Turn: Write it.

¿Cuál es una manera rápida de contar objetos? (*agrupando*)

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

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

Su turno: Hagan grupos de 10.

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

Mi turno: Escribo “2” en la línea.

Su turno: Escribanlo.

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

Mi turno: Escribo “20” en la caja.

Su turno: Escribanlo.

Guided Practice

(Our Turn)

- 2** Tell students to make groups of 10, count the groups, count by tens to find the total, and say how many stones they have.

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

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

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

What number tells us how many altogether? (30)

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

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

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

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

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

Circle groups of 10 objects to count them quickly.

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

How many groups of 10? Ready? Count. Write it.

How many items altogether? Count by tens. Ready? Count. Write it.

Circulen grupos de 10 objetos para contarlos rápidamente.

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

¿Cuántos grupos de 10? ¿Listos? Cuenten. Escribanlo.

¿Cuántos objetos en total? Cuenten de diez en diez. ¿Listos? Cuenten. Escribanlo.



Error Diagnosis and Correction

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

**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 one 1 minute to circle groups of 10 objects, write how many groups of 10, and write how many altogether.

Van a tener 1 minuto para circular grupos de diez objetos, escribir cuántos grupos de diez y escribir cuántos 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 groups and 1 point for each correctly written number altogether.



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

Unit 2
Booster Lesson 4
MC

D
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Y
2

Greater Than, Less Than

Magnitude Comparison

Objective: The student will be able to identify and create numbers that are one greater or one less than a specific number.

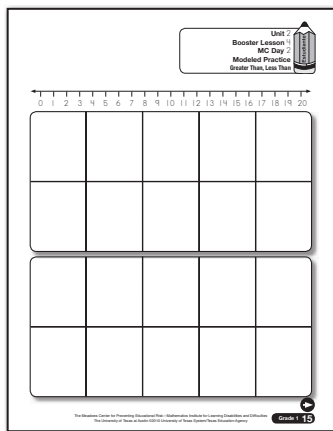
Instructional Content: 0–50

Vocabulary:

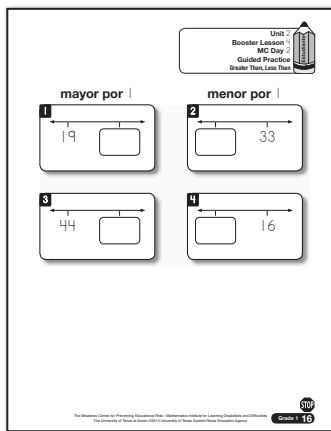
English	Spanish
Greater than, less than, ten frame	Mayor que, menor que, cuadro de diez

Materials: Teacher Master, pp. 15–17; wipe board (T); counters (T&S; 20)

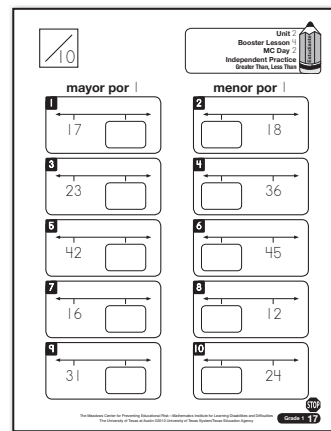
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

Today we will make numbers
1 greater and 1 less.

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

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

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

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

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

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet and a set of counters to each student. Write "13" on the wipe board. Put 13 counters on the frames on the Guided Practice sheet, placing 1 counter in each square.

What number? (13)

My Turn: I make 13 with my
counters. I put 1 counter in
each square. Ready? Count.
1, 2 ... 13.

Your Turn: Make 13.

Now we will make a number
that is 1 greater than 13.

How can we do this? (*put 1
more counter on the frame*)

My Turn: I put 1 more
counter on the frame.

Your Turn: Put 1 more
counter on the frame.

What number is 1 greater
than 13? Ready? Count. 1, 2
... 14.

What number? (14)

14 is 1 greater than 13.

¿Qué número? (13)

Mi turno: Hago 13 con mis
contadores. Pongo 1 contador en
cada cuadrado. ¿Listos? Cuenten.
1, 2 ... 13.

Su turno: Hagan 13.

Ahora vamos a hacer el número
que es mayor que 13 por 1. ¿Cómo
podemos hacer esto? (*poniendo 1
contador más en el cuadro*)

Mi turno: Pongo 1 contador más
en el cuadro.

Su turno: Pongan 1 contador más
en el cuadro.

¿Qué número es mayor que 13 por
1? ¿Listos? Cuenten. 1, 2 ... 14.

¿Qué número? (14)

14 es mayor que 13 por 1.

Modeled Practice (continued)

When a number is 1 greater, it is the next number on the number line. *(put a finger on 13 on the number line)*

13, 14.

Cuando un número es mayor por 1, es el número que sigue en la recta numérica. *(put a finger on 13 on the number line)*

13, 14.

- 2** Erase "13" and write "14" on the wipe board. Leave the 14 counters on the ten frames.

How many counters do we have on our frames? *(14)*

We will make a number that is 1 less than 14. How can we do this?

(take 1 counter off the frame)

My Turn: I take off 1 counter.

Your Turn: Take off 1 counter.

What number is 1 less than 14? Ready? Count. 1, 2 ... 13.

What number? *(13)*

13 is 1 less than 14.

When a number is 1 less, it comes just before the greater number. *(put a finger on 14 on the number line)*

14, 13.

¿Cuántos contadores tenemos en nuestros cuadros? *(14)*

Vamos a hacer el número que es menor que 14 por 1. ¿Cómo podemos hacer esto?

(quitando 1 contador del cuadro)

Mi turno: Quito 1 contador.

Su turno: Quiten 1 contador.

¿Qué número es menor que 14 por 1? ¿Listos? Cuenten. 1, 2 ... 13.

¿Qué número? *(13)*

13 es menor que 14 por 1.

Cuando un número es menor por 1, es el número que está antes que el número mayor. *(put a finger on 14 on the number line)*

14, 13.

Guided Practice

(Our Turn)

Error Diagnosis and Correction

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

- Using the Modeled Practice procedure, write a number between 1 and 20 on the wipe board and make the number with counters in the ten frames. Make and count numbers that are 1 greater and 1 less. Practice an equal amount of time with greater and less. Obtain individual and choral responses. Use the following language:

What number? Make it in your frames.

Make the number that is 1 greater/1 less.

What number? Ready? Count.

What number is 1 greater/1 less?

¿Qué número? Háganlo en sus cuadros.

Hagan el número que es mayor por 1/menor por 1.

¿Qué número? ¿Listos? Cuenten.

¿Qué número es mayor por 1/ menor por 1?

- Distribute a Guided Practice sheet to each student. Have students write numbers that are 1 greater or 1 less than the target number.



Time:

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

Independent Practice/ Progress Monitoring

(Your Turn)

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

For the items on the left hand side of the page, write the number that is 1 greater than the given number. For the items on the right hand side of the page, write the number that is 1 less.

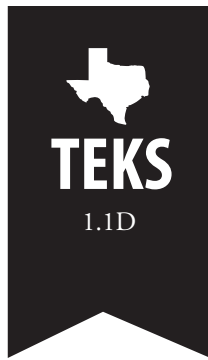
Para los problemas del lado izquierdo de la hoja, escriban el número que es mayor por 1. Para los problemas del lado derecho de la hoja, escriban el número que es menor por 1.

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



Note to Teacher:

Score 1 point for each correctly written number.



Total Time: 2 minutes

Unit 2
Warm-Up

D
A
Y
3



Warm-Up: Number Writing

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



Time:

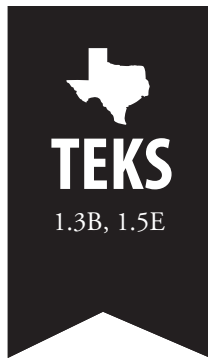
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

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



My Notes: _____



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

Unit 2
Booster Lesson 5
ASC

D
A
Y
3

– 0 and – 1 Facts

Addition/Subtraction Combinations

Objective: The student will be able to use concrete representations to solve subtraction facts by counting back zero or one.

Instructional Content: – 0 and – 1 facts from 10

Vocabulary:

English

Take away, left, part, answer, minus, whole, less than, count back, before

Spanish

Quitar, quedan, parte, respuesta, menos, entero, menos que, contar hacia atrás, anterior

Materials:

Teacher Master, pp. 18–19; number line (T); – 0 fact cards; – 1 fact cards; connecting cubes (T&S; 10)

Guided Practice

Unit 2
 Booster Lesson 5
 ASC Day 3
 Guided Practice
 – 0 and – 1 Facts

1 4 – 0 □	2 6 – 1 □	3 5 – 1 □	4 9 – 1 □
5 2 – 0 □	6 1 – 0 □	7 3 – 0 □	8 8 – 0 □
9 7 – 1 = □	10 4 – 1 = □	11 3 – 1 = □	12 2 – 1 = □

Grade 1 18

Independent Practice

Unit 2
 Booster Lesson 5
 ASC Day 3
 Independent Practice
 – 0 and – 1 Facts

1 4 – 1 □	2 4 – 0 □	3 8 – 0 □	4 3 – 0 □
5 3 – 1 □	6 5 – 0 □	7 6 – 1 □	8 8 – 0 □
9 2 – 0 = □	10 9 – 1 = □	11 4 – 1 = □	12 7 – 0 = □

Grade 1 19

**Time:**

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

Preview

Today we will learn strategies for subtracting 0 or 1 from a number.

What's a strategy? *(a plan to solve a problem)*

When you see a minus, or subtraction, sign in a math problem, it is telling you to take away. *(point to a minus sign on a fact card)*

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

Hoy vamos a aprender estrategias para restar 0 y 1 de un número.

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

Cuando vean un signo de menos o de resta en un problema de matemáticas, les está diciendo que tienen que quitar algunos. *(point to a minus sign on a fact card)*

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

Modeled Practice (My Turn, Your Turn)

- 1 Place the 6 – 0 fact card on the table.

This fact is 6 – 0. This is a – 0 fact.

Listen carefully to the strategy.

My Turn: Any number minus 0 is the same number.

Your Turn: Say the – 0 strategy. Any number minus 0 is the same number.

If we take 0 away from 6, it is still 6! Why?

Esta operación es 6 - 0. Esta es una operación – 0.

Escuchen con atención la estrategia.

Mi turno: Cualquier número menos 0 es el mismo número.

Su turno: Digan la estrategia – 0. Cualquier número menos 0 es el mismo número.

Si le quitamos 0 a 6, ¿todavía sigue siendo 6! ¿Porqué?

- 2 Distribute connecting cubes. As you count, connect the cubes vertically into a tower.

Modeled Practice (continued)

We will show the fact with our cubes.

My Turn: I connect 6 cubes.

Count together. Ready?

Count. 1, 2 ... 6.

Your Turn: Connect 6 cubes.

6 – 0. How many cubes should we take away to show 0? (*none*)

0 means no cubes, so we take away nothing.

How many cubes do we have now?

My Turn: I count the cubes.

Ready? Count. 1, 2 ... 6.

Your Turn: Count the cubes.

What answer? (6)

6 – 0 = 6.

Any number minus 0 is the same number.

Vamos a mostrar la operación con nuestros cubos.

Mi turno: Conecto 6 cubos.

Cuenten juntos. ¿Listos?

Cuenten. 1, 2 ... 6.

Su turno: Conecten 6 cubos.

6 – 0. ¿Cuántos cubos debemos quitar para mostrar 0? (*ninguno*)

0 quiere decir no cubos, así que no quitamos nada.

¿Cuántos cubos tenemos ahora?

Mi turno: Cuenten los cubos. ¿Listos? Cuenten. 1, 2 ... 6.

Su turno: Cuenten los cubos.

¿Cuál es la respuesta? (6)

6 – 0 = 6.

Cualquier número menos 0 es el mismo número.

3 Place the 7 – 1 fact card on the table.

This fact is 7 – 1. This is a – 1 fact.

Listen carefully to the strategy.

My Turn: Any number minus 1 is the number before it.

Esta operación es 7 – 1. Esta es una operación – 1.

Escuchen con atención la estrategia.

Mi turno: Cualquier número menos 1 es el número anterior.

Modeled Practice (continued)

Your Turn: Say the strategy.
Any number minus 1 is the
number before it.

Su turno: Digan la estrategia.
Cualquier número menos 1 es
el número anterior.

- 4** Place the number line on the table. As you count, connect the cubes horizontally on the table.

We will show the fact with our
cubes.

My Turn: I connect 7 cubes.

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

Your Turn: Connect 7 cubes.

7 – 1. How many cubes should
we take away to show minus
1? (1)

My Turn: I take away 1 cube.

Your Turn: Take away 1 cube.

How many cubes do we have
left? (6)

My Turn: I start at 7 and count
back 1. Ready? Count. 7, 6.

Your Turn: Count.

What answer? (6)

We can also show the fact on
the number line.

My Turn: I put my finger on 7
and count back 1. 7, 6.

What can you tell me about
these numbers? (*the numbers are
next to each other on the number
line*)

Vamos a mostrar la operación
con nuestros cubos.

Mi turno: Conecto 7 cubos.

Cuenten juntos. ¿Listos?
Cuenten: 1, 2 ... 7.

Su turno: Conecten 7 cubos.

7 – 1. ¿Cuántos cubos debemos
quitar para mostrar menos 1?
(1)

Mi turno: Quito 1 cubo.

Su turno: Quiten 1 cubo.

¿Cuántos cubos nos quedan?
(6)

Mi turno: Empiezo en el 7 y
cuento hacia atrás 1. ¿Listos?
7, 6.

Su turno: Cuenten.

¿Cuál es la respuesta? (6)

También podemos mostrar la
operación en la recta numérica.

Mi turno: Pongo mi dedo en el
7 y cuento hacia atrás 1. 7, 6.

¿Qué me pueden decir acerca
de estos números? (*los números
están uno junto al otro en la recta
numérica*)

Modeled Practice (continued)

Your Turn: Count. 7, 6.

$$7 - 1 = 6$$

Any number minus 1 is the number before.

Su turno: Cuenten. 7, 6.

$$7 - 1 = 6$$

Cualquier número menos 1 es el número anterior.

Guided Practice (Our Turn)

- 5** Using the Modeled Practice procedure, practice the $- 0$ and $- 1$ strategies. Show students fact cards, tell students to state the strategy, and practice solving the facts. Use the following language:

What strategy? What answer?

Take away. Count back.

¿Qué estrategia? ¿Cuál es la respuesta?

Quiten. Cuenten hacia atrás.

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

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 complete as many items as you can. Start at the top and go across each row.

Van a tener 1 minuto para hacer todos los problemas que puedan. Empiecen en la parte de arriba y sigan en cada fila.

Error Diagnosis and Correction

A student has difficulty stating the strategy: model searching for the minus sign and a 0 or 1, then stating “ $- 0$ ” or “ $- 1$.”



Time:

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

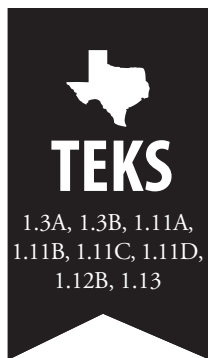
Independent Practice/ Progress Monitoring (continued)

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



Note to Teacher:

Score 1 point for
each correctly
written answer.



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

Unit 2
Booster Lesson 6
WPS

**D
A
Y
3**

Part, Part, Put It Together Whole!

Word Problem Solving

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

Word Problem Type: Combining, with result unknown

Vocabulary:

English

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

Spanish

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

Materials: Teacher Master, pp. 20–27; connecting cubes (T&S; 2 colors, 12 of each)

Modeled Practice

Guided Practice

**Time:**

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

Preview

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

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

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

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

Modeled Practice (My Turn, Your Turn)

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

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

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

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

Read the story together. Ready? Read. “Kim has 3 cups. Sam has 6 cups. How many cups in all?”

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

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

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

Lean el cuento juntos. ¿Listos? Lean. “Carla tiene 3 tazas. Samuel tiene 6 tazas. ¿Cuántas tazas en total?”

Modeled Practice (continued)

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

Your Turn: What is the question? (*how many cups in all*)
Underline it.

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

I write the word “cups” in the unit box.

Your Turn: Write “cups” in the unit box.

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

My Turn: I circle “3 cups”
because it tells me how many cups Kim has.

Your Turn: Circle it.

My Turn: I also circle “6 cups”
because it tells me how many cups Sam has.

Your Turn: Circle it.

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

Su turno: ¿Cuál es la pregunta? (*¿cuántas tazas en total?*)

Subráyena.

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

Escribo la palabra “tazas” en la caja de la unidad.

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

Mi turno: Circulo “3 tazas”
porque me dice cuántas tazas tiene Carla.

Su turno: Circúlenlo.

Mi turno: También circulo “6 tazas”
porque me dice cuántas tazas tiene Samuel.

Su turno: Circúlenlo.

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

Modeled Practice (continued)

We can show the problem, using connecting cubes. We circled all the important information we need to show the problem.

My Turn: The first part we circled is “3 cups.” I connect 3 cubes in a group to show 3 cups.

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

My Turn: The next part we circled is “6 cups.” I connect 6 cubes in a group to show 6 cups.

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

Podemos mostrar el problema utilizando cubos conectables. Ya circulamos toda la información importante que necesitamos para mostrar el problema.

Mi turno: La primera parte que circulamos es: “3 tazas”. Conecto 3 cubos en un grupo para mostrar 3 tazas.

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

Mi turno: La siguiente parte que circulamos es: “6 tazas”. Conecto 6 cubos en un grupo para mostrar 6 tazas.

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

- 3** Review the question and count the parts with the students to solve the problem.

We underlined the question, which asked us how many cups in all.

3 is 1 part, and 6 is another part.

How many in all? Let's count.

Ready? Count. 1, 2 ... 9.

9 cups in all.

How many cups in all? *(9 cups in all)*

Ya subrayamos la pregunta, que nos preguntó cuantas tazas hay en total.

3 es 1 parte y 6 es la otra parte.

¿Cuántas en total? Vamos a contar.

¿Listos? Cuenten. 1, 2 ... 9.

9 tazas en total.

¿Cuántas tazas en total? *(9 tazas en total)*



Error Diagnosis and Correction

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

Guided Practice

(Our Turn)

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

Read the story together.
Ready? Read.

What is the problem asking?

What is the important unit?

Look for words and numbers related to the important unit.

How many in all? Let's count.

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.

¿Cuántos en total? Vamos a contar.



Note to Teacher:

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

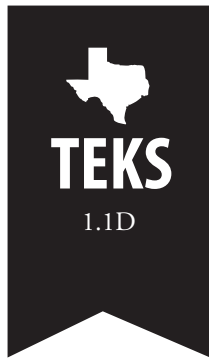
Independent Practice/Progress Monitoring

(Your Turn)

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







Total Time: 2 minutes

Unit 2
Warm-Up

D
A
Y
4



Warm-Up: Number Recognition

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



Time:

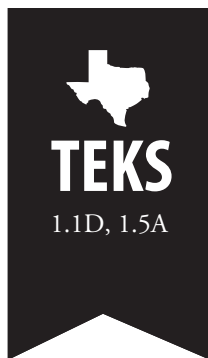
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (0–50)



My Notes: _____



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

Unit 2
Booster Lesson 7
R10

D
A
Y
4

Tens!

Relationships of 10

Objective:

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

Instructional Content:

Groups of 10 totaling 0–50

Vocabulary:

English

Groups, altogether

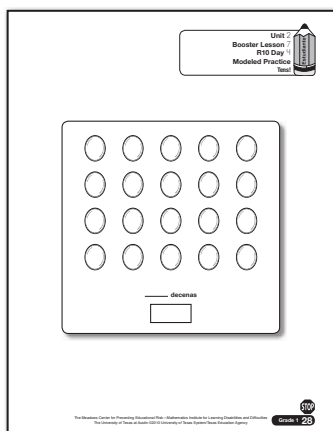
Spanish

Grupos, en total

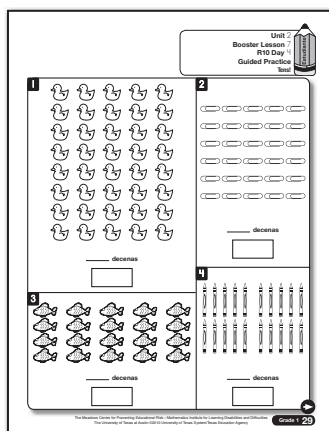
Materials:

Teacher Master, pp. 28–31; stones (or other common objects such as teddy bear counters, paper clips, or crayons; T&S; 30 of each)

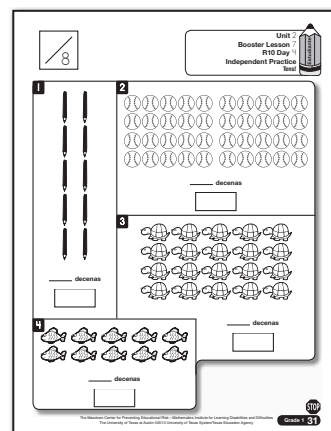
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

**Note to Teacher:**

Select objects that
are familiar to the
students; stones are
used in this lesson.

**Error Diagnosis
and Correction**

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

Preview

What is a quick way to count
things? (*grouping*)

We will group objects and
count by tens.

¿Cuál es una manera rápida de
contar cosas? (*agrupando*)

Vamos a agrupar objetos y
contar de diez en diez.

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

- 1 Distribute a Modeled Practice sheet and a set of 30 stones to each student. Place stones on top of the 20 ovals on the Modeled Practice sheet and circle the groups of 10. Write how many groups of 10 and how many altogether in the box.

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

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

Your Turn: Make groups of 10.

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

My Turn: I write “2” on the
line to show 2 tens.

Your Turn: Write it.

**Count by tens to find out
how many altogether. Ready?**
Count. 10, 20.

My Turn: I write “20” in the
box.

Your Turn: Write it.

Mi turno: Pongo mis piedras
en grupos de 10 y las cuento
rápidamente.

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

Su turno: Hagan grupos de
10.

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

Mi turno: Escribo “2” en la
línea para mostrar 2 decenas.

Su turno: Escribanlo.

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

Mi turno: Escribo “20” en la
caja.

Su turno: Escribanlo.

Guided Practice

(Our Turn)

- 2** Distribute the remaining 10 stones to each student. Have students make groups of 10, count the groups, count by tens to find the total, and say how many stones they have.

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

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

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

What number tells us how many altogether? (30)

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

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

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

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

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

Circle groups of 10 objects in order to count them quickly.

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

Circle it.

How many groups? Ready? Count. Write it.

How many items altogether? Count by tens. Ready? Count. Write it.

Circulen grupos de 10 objetos en orden para contarlos rápidamente.

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

¿Cuántos grupos? ¿Listos? Cuenten. Escribanlo.

¿Cuántos objetos en total? Cuenten de diez en diez. ¿Listos? Cuenten. Escribanlo.

Error Diagnosis and Correction

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

**Time:**

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

**Note to Teacher:**

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

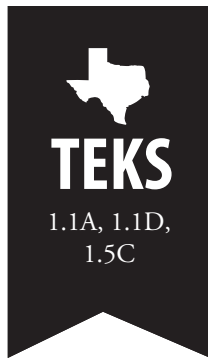
Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to circle groups of 10 objects, write how many groups of 10, and write how many altogether.

Van a tener 1 minuto para circular grupos de 10 objetos, escribir cuántos grupos de 10 y escribir cuántos 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.



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

Unit 2
Booster Lesson 8
NS

D
A
Y
4

Number Sandwich: Between

Number Sequences

Objective: The student will be able to locate a number on a number line that is between two numbers and count the number sequence.

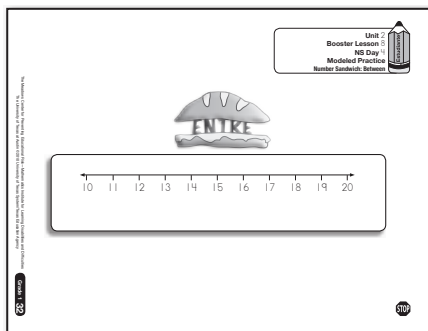
Instructional Content: 0–50

Vocabulary:

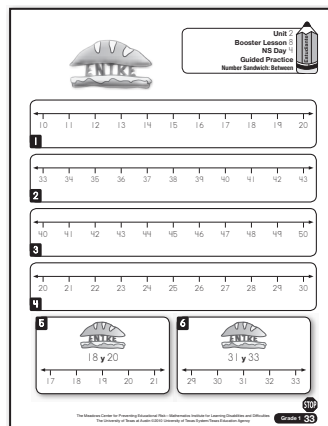
English	Spanish
Between, number, number line, sequence	Entre, número, recta numérica, secuencia

Materials: Teacher Master, pp. 32–34; wipe board (T); connecting cubes (T; 2 of 1 color, 1 of another color)

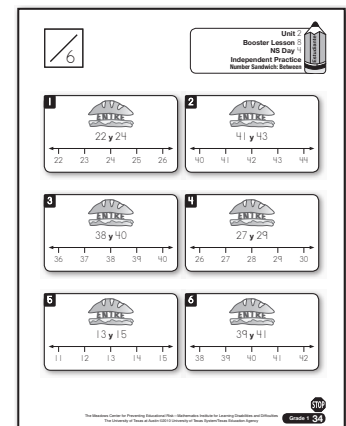
Modeled Practice



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 numbers that are between 2 other numbers.

The word “between” means that the number comes in the middle. *(connect 3 cubes, with 1 color on the outside and another color in between; the following example uses red, blue, red)*

The blue cube is between 2 red cubes.

You can think of “between” like a sandwich: The peanut butter is between the 2 pieces of bread.

Hoy vamos a encontrar números que están entre otros 2 números.

La palabra “entre” significa que el número está en medio. *(connect 3 cubes, with 1 color on the outside and another color in between; the following example uses red, blue, red)*

El cubo azul está entre 2 cubos rojos.

Pueden pensar en la palabra “entre” como un sándwich: La crema de cacahuete está entre 2 piezas de pan.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Write “15” and “17” on the wipe board. Make marks on the number line as you model.

We have a number line that goes from 10 to 20.

What numbers are on the board?
(15 and 17)

We will find the number that is between 15 and 17.

My Turn: I find and underline the number 15 on the number line.

Your Turn: Underline “15.”

My Turn: I find and underline the number 17 on the number line.

Tenemos una recta numérica que va del 10 al 20.

¿Qué números están en el pizarrón? *(15 y 17)*

Vamos a encontrar el número que está entre 15 y 17.

Mi turno: Encuentro y subrayo el número 15 en la recta numérica.

Su turno: Subrayen “15”.

Mi turno: Encuentro y subrayo el número 17 en la recta numérica.

Error Diagnosis and Correction

A student cannot find a number on the number line: show the student the number by pointing to it with the student’s finger.

Modeled Practice (continued)

Your Turn: Underline “17.”

What number is between 15 and 17? (16)

My Turn: I circle “16.”
Count. 15, 16, 17.

Your Turn: Circle it. Count.
15, 16, 17.

Su turno: Subrayen “17”.

¿Qué número está entre 15 y 17? (16)

Mi turno: Circulo “16”.
Cuenten. 15, 16, 17.

Su turno: Circúlenlo.
Cuenten. 15, 16, 17.

Guided Practice (Our Turn)

- 2 Distribute a Guided Practice sheet to each student. Using the Modeled Practice procedure, write 2 numbers on the wipe board that have only 1 number between them (e.g., 12 and 14); tell students to underline the 2 numbers and then circle the number between. Multiple numbers can be done on each number line. Use the following language:

What number? Underline it.

What number is between?
Circle it.

¿Qué número? Subráyenlo.

¿Qué número está entre los dos números? Circúlenlo.

- 3 Complete the 2 items at the bottom of the Guided Practice sheet as a group. Tell students to underline the 2 numbers and circle the number between.

Independent Practice/ Progress Monitoring (Your Turn)

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



Time:

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

Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to underline the numbers and circle the number between.

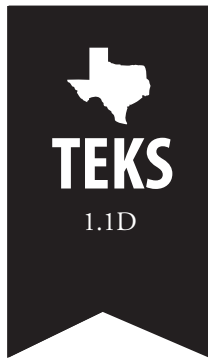
Van a tener 1 minuto para subrayar los números y circular el número que está entre los dos números.



Note to Teacher:

Score 1 point for each correctly circled number between.

- 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: 2 minutes

Unit 2 Warm-Up

D
A
Y
5



Warm-Up: Number Recognition

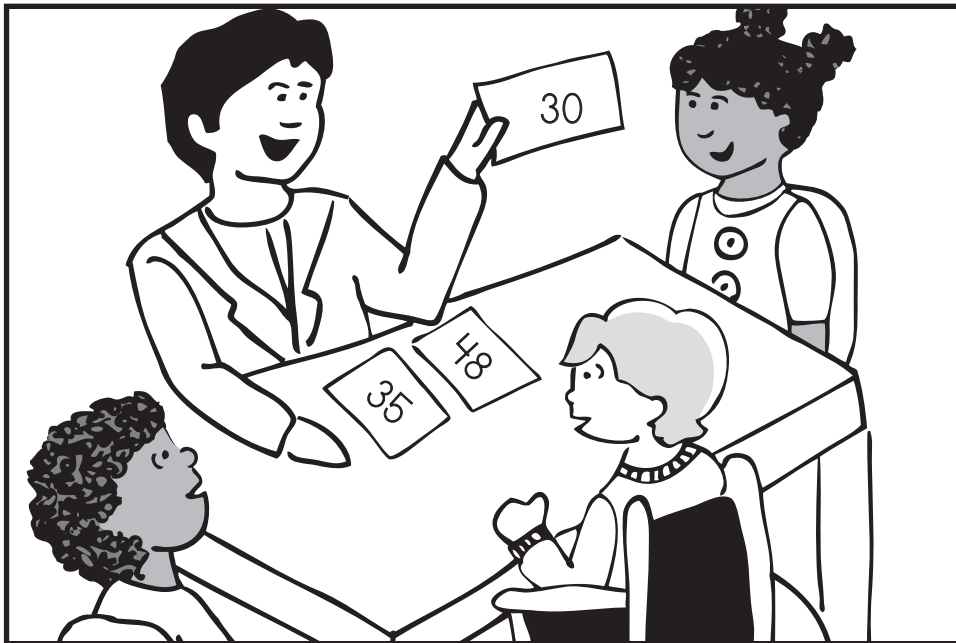
Directions: Hold up number cards and tell students to say each number with a quick oral response (within 3–4 seconds). If students say an incorrect number for a card, put it in a pile for extra practice. After students go through all the number cards, review the cards in the extra-practice pile and tell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



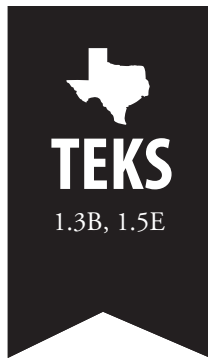
Time:

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

Materials: Number cards (0–50)



My Notes: _____



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

Unit 2
Booster Lesson 9
ASC

D
A
Y
5

Same-Number Subtract Facts

Addition/Subtraction Combinations

Objective: The student will be able to use concrete objects to subtract a number from itself.

Instructional Content: $n - n$ facts from 10

Vocabulary:

English	Spanish
Take away, answer, minus, whole	Quitar, respuesta, menos, entero

Materials: Teacher Master, pp. 35–36; $n - n$ fact cards; connecting cubes (T&S; 10)

Guided Practice

Unit 2
 Booster Lesson 9
 ASC Day 5
 Guided Practice
 Number Subtraction Worksheet

1. 10 - 10 = 0

2. 20 - 20 = 0

3. 30 - 30 = 0

4. 40 - 40 = 0

5. 18 - 18 = 0

6. 31 - 31 = 0

Independent Practice

Unit 2
 Booster Lesson 9
 ASC Day 5
 Independent Practice
 Same-Number Subtraction

1. 9 - 9 = 0	2. 3 - 3 = 0	3. 6 - 6 = 0	4. 4 - 4 = 0
5. 6 - 6 = 0	6. 6 - 6 = 0	7. 7 - 7 = 0	8. 3 - 3 = 0
9. 2 - 2 = 0	10. 5 - 5 = 0	11. 10 - 10 = 0	12. 8 - 8 = 0
13. 5 - 5 = 0	14. 2 - 2 = 0	15. 9 - 9 = 0	16. 3 - 3 = 0

**Time:**

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

Preview

Today we will learn strategies for subtracting a number from itself. We call these “Same-Number Subtract facts.”

What’s a strategy? (*a plan to solve a problem*)

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

Hoy vamos a aprender estrategias para restar un número de si mismo. A estas les llamamos “operaciones de resta con el mismo número.”

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

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

Modeled Practice (My Turn, Your Turn)

- 1 Place the $5 - 5$ fact card on the table.

This fact is $5 - 5$. This is a Same-Number Subtract fact.

My Turn: Listen carefully to the strategy. Any number minus the same number is 0.

Your Turn: Say the Same-Number Subtract strategy. Any number minus the same number is 0.

$5 - 5$ is 0.

Esta operación es $5 - 5$. Esta es una operación de resta con el mismo número.

Mi turno: Escuchen con mucha atención esta estrategia. Cualquier número menos el mismo número es 0.

Su turno: Digan la estrategia de resta con el mismo número. Cualquier número menos el mismo número es 0.

$5 - 5$ es 0.

- 2 Distribute connecting cubes. As you count, connect the cubes vertically into a tower.

We will show the fact with our cubes.

Vamos a mostrar la operación con nuestros cubos.

Modeled Practice (continued)

My Turn: I connect 5 cubes.

Count together. Ready?

Count. 1, 2 ... 5.

Your Turn: Connect 5 cubes.

5 – 5. How many cubes should we take away? (5)

My Turn: I take away, or subtract, 5 cubes. *(remove cubes from the table)*

Your Turn: Take away 5 cubes.

How many cubes do we have now? (0) **Why?** *(any number minus the same number is 0)*

What answer? (0)

5 – 5 = 0.

When you see a fact with a number minus the same number, remember: Any number minus the same number is 0.

Say the Same-Number Subtract strategy. Any number minus the same number is 0.

Mi turno: Conecto 5 cubos.

Cuenten juntos. ¿Listos?

Cuenten. 1, 2 ... 5.

Su turno: Conecten 5 cubos.

5 – 5. ¿Cuántos cubos debemos quitar? (5)

Mi turno: Quito o resto 5 cubos. *(remove cubes from the table)*

Su turno: Quiten 5 cubos.

¿Cuántos cubos tenemos ahora? (0) **¿Porqué?** *(cualquier número menos el mismo número es 0)*

¿Cuál es la respuesta? (0)

5 – 5 = 0.

Cuando vean una operación con un número menos el mismo número, recuerden: Cualquier número menos el mismo número es 0.

Digan la estrategia de resta con el mismo número. Cualquier número menos el mismo número es 0.

Guided Practice (Our Turn)

- Using the Modeled Practice procedure, practice the Same-Number Subtract strategy. Show students fact cards, tell students to state the strategy, and practice solving the fact. Use the following language:



Note to Teacher:

You may give students tricky $n - n$ facts, such as $99 - 99$ or $40 - 40$.

Guided Practice (continued)

What strategy? What answer?

Any number minus the same number is 0.

¿Qué estrategia? ¿Cuál es la respuesta?

Cualquier número menos el mismo número es 0.

- 4 Distribute a Guided Practice sheet to each student. Go through each item as a group and write the answer, and then read the facts aloud.



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 complete as many items as you can. Start at the top and go across each row.

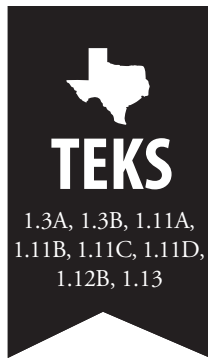
Van a tener 1 minuto para hacer todos los problemas que puedan. Empiecen en la parte de arriba y sigan en cada fila.

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



Note to Teacher:

Score 1 point for each correctly written answer.



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

Unit 2
Booster Lesson 10
WPS

D
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Y
5

Identify It and Show It!

Word Problem Solving

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

Word Problem Type: Combining, with result unknown

Vocabulary:

English

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

Spanish

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

Materials:

Teacher Master, pp. 37–42; connecting cubes (T&S; 2 colors, 7 of each)

Guided Practice

UNIDAD Unit 2
Booster Lesson 10
WPS Day 1
Guided Practice

Identificar

Había 2 plumas rojas en el escritorio.
 Había 3 plumas verdes en el escritorio.
 ¿Cuántas plumas había en el escritorio en total?

Mostrar

UNIDAD Unit 2
Booster Lesson 10
WPS Day 1
Guided Practice

Identificar

Había 2 plumas rojas en el escritorio.
 Había 3 plumas verdes en el escritorio.
 ¿Cuántas plumas había en el escritorio en total?

Mostrar

Answer Key for Teachers

Diagram showing 2 red cubes and 3 green cubes stacked together to represent the total of 5.

Independent Practice

UNIDAD Unit 2
Booster Lesson 10
WPS Day 1
Independent Practice

Identificar

Una gallina tenía 5 huevos.
 La otra gallina tenía 11 huevos.
 ¿Cuántos huevos tenían las gallinas en total?

Mostrar

UNIDAD Unit 2
Booster Lesson 10
WPS Day 1
Independent Practice

Identificar

Una gallina tenía 5 huevos.
 La otra gallina tenía 11 huevos.
 ¿Cuántos huevos tenían las gallinas en total?

Mostrar

Answer Key for Teachers

Diagram showing 5 blue cubes and 11 red cubes stacked together to represent the total of 16.



**Time:**

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

Preview

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

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

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

Hoy vamos a practicar la estrategia **Identificalo** y resolver problemas utilizando cubos conectables.

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

Read the story together.
Ready? Read.

Lean el cuento juntos.
¿Listos? Lean.

**Note to Teacher:**

There are 2 Guided Practice problems; complete as many with students as time allows.

**Error Diagnosis and Correction**

A student cannot find the question: direct the student to the question mark.

Guided Practice (continued)

What is the question?
Underline it.

What is the important unit?
Write it.

Is this important? Circle it.

How many in all? Let's
count.

¿Cuál es la pregunta?
Subráyena.

¿Cuál es la unidad
importante? Escribanla.

¿Es esto importante?
Circúlenlo.

¿Cuántos en total?
Cuéntenlos.

Error Diagnosis and Correction

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



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

- 1 For 3 minutes:** Distribute an Independent Practice sheet to each student and tell students to complete as much of the word 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 stories, and show the problem with cubes.

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 de Identifícalo para marcar su cuento y mostrar el problema con cubos.

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

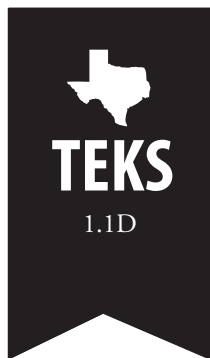
- 2 For the remaining time:** Go through the items with students, telling them the correct answer. They should put a check mark (✓) by correct steps and should correct any errors.
- 3** Record their scores as the number correct / total number possible.



Note to Teacher:

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





Total Time: 2 minutes

Unit 2 Warm-Up

DAY
6



Warm-Up: Number Writing

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



Time:

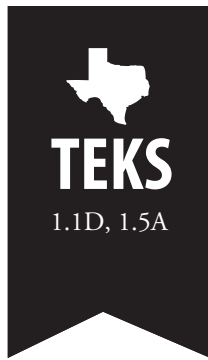
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

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



My Notes: _____



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

Unit 2
Booster Lesson 11
R10

**D
A
Y
6**

How Many Pennies?

Relationships of 10

Objective:

The student will be able to group concrete and pictorial objects into groups of ten, count groups of ten, and write the number that represents how many pennies are in a group of ten.

Instructional Content:

Groups of 10 totaling 0–50

Vocabulary:

English

Groups, pennies, altogether

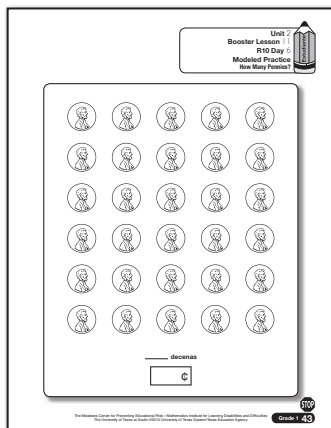
Spanish

Grupos, monedas de 1 centavo, en total

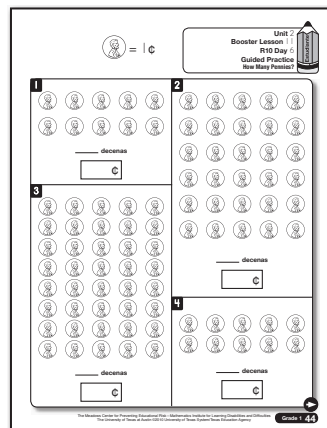
Materials:

Teacher Master, pp. 43–46; pennies (can be real or play pennies; T&S; 40 for each student)

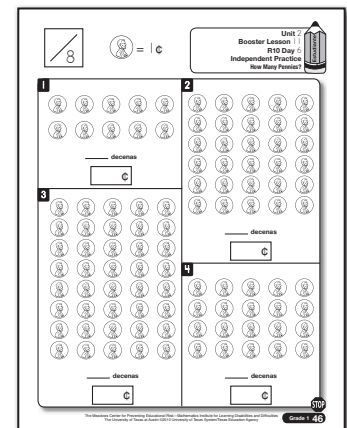
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

This is a penny. A penny equals 1 cent. (*show a penny*)

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

Esta es una moneda de 1 centavo. (*show a penny*)

Hoy vamos a agrupar nuestras monedas de 1 centavo en grupos de 10 y contarlas.

Modeled Practice
(My Turn, Your Turn)

- 1** Distribute a Modeled Practice sheet and 30 pennies to each student.

What is a quick way to count pennies? (*grouping*)

¿Cuál es una manera rápida de contar monedas de 1 centavo? (*agrupando*)

- 2** Place the pennies on top of the 30 pictures of pennies on the Modeled Practice sheet and circle the groups of 10. Write how many groups of 10 on the line and how many altogether in the box.

My Turn: I make 1 group of 10. Ready? Count. 1, 2 ... 10. (*repeat until every penny is in a group of 10*)

Your Turn: Make groups of 10.

How many groups of 10 do we have? Ready? Count. 1 group of 10, 2 groups of 10, 3 groups of 10.

My Turn: I write “3” on the line to show 3 tens.

Your Turn: Write it.

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

Mi turno: Hago 1 grupo de 10.

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

Su turno: Hagan grupos de 10.

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

Mi turno: Escribo “3” en la línea para mostrar 3 decenas.

Su turno: Escribanlo.

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

Error Diagnosis and Correction

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

Modeled Practice (continued)

My Turn: I write “30” in the box.

Your Turn: Write it.

Mi turno: Escribo “30” en la caja.

Su turno: Escribanlo.

Guided Practice (Our Turn)

- 3** Distribute 10 more pennies to each student. Tell students to make groups of 10, count the groups, count by tens to find the total, and say how many pennies they have.

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

How many groups? (4)

Count by tens to find out how many altogether. Ready? Count. 10, 20, 30, 40.

What number tells us how many pennies altogether? (40)

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

¿Cuántos grupos? (4)

Cuenten de diez en diez para saber cuántas en total. ¿Listos? Cuenten. 10, 20, 30, 40.

¿Qué número nos dice cuántas monedas de 1 centavo hay en total? (40)

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

Circle groups of 10 pennies in order to count them quickly.

Circulen grupos de 10 monedas de 1 centavo para poderlas contar rápidamente.

Guided Practice (continued)

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

How many groups? Ready?
Count. Write it.

How many pennies
altogether? Count by tens.
Ready? Count. Write it.

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

¿Cuántos grupos? ¿Listos?
Cuenten. Escribanlo.

¿Cuántas monedas de
1 centavo hay en total?
Cuenten de diez en
diez. ¿Listos? Cuenten.
Escribanlo.



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to
circle groups of 10 pennies,
write how many groups
of 10 you circled, and
write how many pennies
altogether.

Van a tener 1 minuto
para circular grupos de
10 monedas de 1 centavo,
escribir cuántos grupos
de 10 circularon y escribir
cuántas monedas de 1
centavo hay en total.



Note to Teacher:

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

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

Unit 2
Booster Lesson 12
MC

**D
A
Y
6**

Make and Compare Graphs

Magnitude Comparison

Objective: The student will be able to make, read, and compare numbers in bar-type graphs.

Instructional Content:

0–50

Vocabulary:

English

Graph, greater, compare

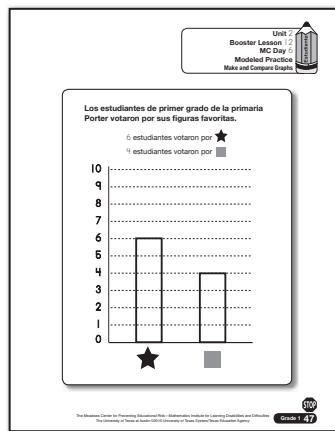
Spanish

Gráfica, mayor, comparar

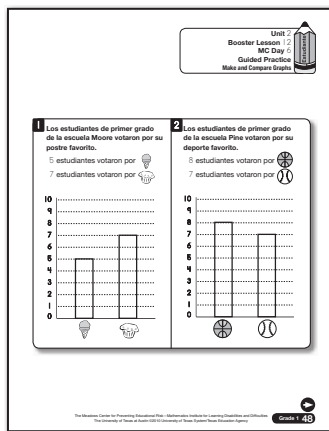
Materials:

Teacher Master, pp. 47–50; markers or crayons (T&S; 2 colors)

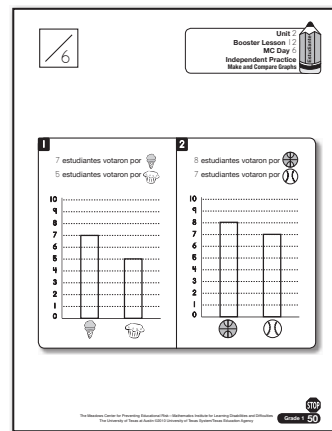
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

Today we will make and read graphs.

A graph is a picture used to describe and compare different amounts of things.

Hoy vamos a hacer y leer gráficas.

Una gráfica es un dibujo que se usa para describir y comparar diferentes cantidades de cosas.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute the Modeled Practice sheet and markers or crayons of 2 different colors to each student. Read the story and color in the bars, using a different color for each item. Compare the 2 numbers in the graph and circle the shape that has the greater amount.

Listen to a story that will help us make a graph.

“First-graders at Porter Elementary voted for their favorite shapes. 6 students voted for stars. 4 students voted for squares.”

Now we make the graph.

How many students voted for stars? (6)

My Turn: I color in 6 spaces to show 6 votes for stars.

Your Turn: Color in 6 spaces.

Look at the graph. The line we colored is even with “6”; this shows that there were 6 votes for stars.

How many students voted for squares? (4)

Escuchen un cuento que nos ayudará a hacer una gráfica.

“Los estudiantes de primer grado de la primaria Porter votaron por sus figuras favoritas. 6 estudiantes votaron por estrellas. 4 estudiantes votaron por cuadrados”.

Ahora hacemos la gráfica.

¿Cuántos estudiantes votaron por estrellas? (6)

Mi turno: Coloreo 6 espacios para mostrar 6 votos para las estrellas.

Su turno: Coloreen 6 espacios.

Miren la gráfica. La línea que coloreamos esta pareja con el “6”; esto muestra que hubo 6 votos para las estrellas.

¿Cuántos estudiantes votaron por cuadrados? (4)

Modeled Practice (continued)

My Turn: I color in 4 spaces to show 4 votes for squares.

Your Turn: Color in 4 spaces.

Now we can compare 6 and 4. Which is greater? (6)

My Turn: I circle the star because it got the greater number of votes.

Your Turn: Circle the star.

How do we know 6 is greater than 4? (6 has more votes; it makes a taller bar on the graph; it is 2 more than 4)

Mi turno: Coloreo 4 espacios para mostrar 4 votos para las cuadrados.

Su turno: Coloreen 4 espacios.

Ahora podemos comparar 6 y 4. ¿Cuál es mayor? (6)

Mi turno: Circulo la estrella porque obtuvo el mayor número de votos.

Su turno: Circulen la estrella.

¿Cómo sabemos que 6 es mayor que 4? (6 tiene más votos; la barra de 6 es más alta en la gráfica; tiene 2 más que 4)

Guided Practice (Our Turn)

- 2** Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, color in the bar graphs and tell students to compare them and decide which number is greater. Use the following language:

How many cakes/balls/etc.?
Color it.

Which is greater? How do you know? Circle it.

¿Cuántos pasteles/pelotas/etc.? **Coloréenlo.**

¿Cuál es mayor? ¿Cómo saben? **Circúlenlo.**

Error Diagnosis and Correction

A student has difficulty coloring in the correct number of squares: count out the squares and draw a line up to which the student will color.

**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 colored bar and 1 point for each correctly circled object.

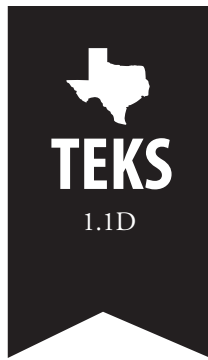
Independent Practice/ Progress Monitoring (Your Turn)

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

Color in the bars and circle the object that has the greater number of votes.

Coloreen las barras y circulen el objeto que tiene el mayor número de votos.

- 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 2
Warm-Up

D
A
Y
7



Warm-Up: Number Writing

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



Time:

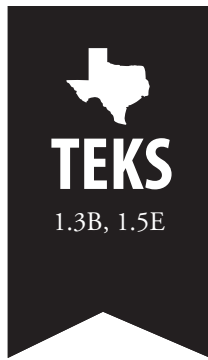
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

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



My Notes: _____



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

Unit 2 Booster Lesson 13 ASC

**D
A
Y
7**

Review the Facts

Addition/Subtraction Combinations

Objective:

The student will be able to add two numbers with sums to ten when one addend is zero or one, solve subtraction facts by counting back zero or one, and subtract a number from itself.

Instructional Content:

+ 0 and + 1 facts to 10; - 0 and - 1 facts from 10; n - n facts from 10

Vocabulary:

English

Add, all, part, plus, turnaround, count on, count back, strategy, take away, answer, minus, whole

Spanish

Sumar, todo, parte, más, relacionada, contar hacia adelante, contar hacia atrás, estrategia, quitar, respuesta, menos, entero

Materials:

Teacher Master, pp. 51–52; + 1, + 0, - 1, - 0, and n - n fact cards; number line (T)

Guided Practice

Independent Practice

**Time:**

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

Preview

Today we will review strategies for adding 0 and 1 to numbers, subtracting 0 and 1 from numbers, and subtracting a number from itself.

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

What do you do when you see an addition sign in a math problem? *(add to the number or count up on the number line)*

What do you do when you see a subtraction sign in a math problem? *(take away from the number or count back on the number line)*

Hoy vamos a repasar estrategias para sumar 0 y 1 a números, restar 0 y 1 de números y restar un número de si mismo.

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

¿Qué hacen cuando ven un signo de más en un problema de matemáticas? *(agregar o contar hacia adelante en la recta numérica)*

¿Qué hacen cuando ven un signo de menos en un problema de matemáticas? *(quitar o contar hacia atrás en la recta numérica)*

Modeled Practice (My Turn, Your Turn)

- 1** Place the following fact cards on the table: $6 + 0$, $6 + 1$, $6 - 0$, $6 - 1$, $6 - 6$.

$6 + 0$, what strategy? *(any number plus 0 is the same number)*

What answer? (6)

$6 + 1$, what strategy? *(any number plus 1 is the next number)*

What answer? (7)

$6 - 0$, what strategy? *(any number minus 0 is the same number)*

What answer? (6)

$6 - 1$, what strategy? *(any number minus 1 is the number before)*

$6 + 0$, ¿qué estrategia? *(cualquier número más 0 es el mismo número)*

¿Cuál es la respuesta? (6)

$6 + 1$, ¿qué estrategia? *(cualquier número más 1 es el siguiente número)*

¿Cuál es la respuesta? (7)

$6 - 0$, ¿qué estrategia? *(cualquier número menos 0 es el mismo número)*

¿Cuál es la respuesta? (6)

$6 - 1$, ¿qué estrategia? *(cualquier número menos 1 es el número que está antes)*

Modeled Practice (continued)

What answer? (5)

6 – 6, what strategy? (*a number minus the same number is 0*)

What answer? (0)

¿Cuál es la respuesta? (5)

6 – 6, ¿qué estrategia? (*un número menos el mismo número es 0*)

¿Cuál es la respuesta? (0)

Guided Practice (Our Turn)

- 2 Using the Modeled Practice procedure, practice the + 0, + 1, – 0, – 1, and $n - n$ strategies. Show students fact cards, tell students to state the strategy, and practice solving the fact. Use the following language:

What strategy?

¿Qué estrategia?

What answer?

¿Cuál es la respuesta?

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

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 complete as many items as you can. Start at the top and go across each row.

Van a tener 1 minuto para hacer todos los problemas que puedan. Empiecen en la parte de arriba y sigan en cada fila.

Error Diagnosis and Correction

A student has difficulty stating the $n - n$ strategy: show the student that there are 2 of the same number with a minus between.

A student has difficulty stating the – 0 or – 1 strategy: model searching for the minus sign and a 0 or 1, then stating “– 0” or “– 1.”

A student has difficulty stating the + 0 or + 1 strategy: model searching for the plus sign and a 0 or 1, then stating “+ 0” or “+ 1.”



Time:

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

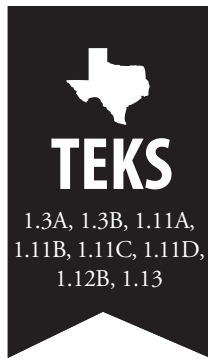
Independent Practice/ Progress Monitoring (continued)



Note to Teacher:

Score 1 point for
each correctly
written answer.

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



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

Unit 2
Booster Lesson 14
WPS

D
A
Y
7

Identify It and Show It!

Word Problem Solving

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

Word Problem Type: Combining, with result unknown

Vocabulary:

English

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

Spanish

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

Materials: Teacher Master, pp. 53–60; connecting cubes (T&S; 2 colors, 9 of each)

Guided Practice

UNIDAD Unit 2
Booster Lesson 14
WPS Day 7
Guided Practice

Identificar

Habla 2 sillas en la mesa.
 Samuel puso 1 silla más en la mesa.
 ¿Cuántas sillas hay en la mesa en total?

Mostrar

UNIDAD Unit 2
Booster Lesson 14
WPS Day 7
Guided Practice

Identificar

Habla 2 sillas en la mesa.
 Samuel puso 1 silla más en la mesa.
 ¿Cuántas sillas hay en la mesa en total?

Mostrar

Answer Key for Teachers

3 sillas

Independent Practice

UNIDAD Unit 2
Booster Lesson 14
WPS Day 7
Independent Practice

Identificar

Karina tiene 11 bolsas.
 Ana tiene 3 bolsas.
 ¿Cuántas bolsas en total?

Mostrar

UNIDAD Unit 2
Booster Lesson 14
WPS Day 7
Independent Practice

Identificar

Karina tiene 11 bolsas.
 Ana tiene 3 bolsas.
 ¿Cuántas bolsas en total?

Mostrar

Answer Key for Teachers

14 bolsas



**Time:**

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

Preview

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

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

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

Hoy vamos a practicar la estrategia **Identificalo** y resolver problemas utilizando cubos conectables.

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

Read the story together.
Ready? Read.

Lean el cuento juntos. ¿Listos?
Lean.

**Note to Teacher:**

There are 2 Guided Practice problems; complete as many with students as time allows.

**Error Diagnosis and Correction**

A student cannot find the question: direct the student to the question mark.

Guided Practice (continued)

What is the question?
Underline it.

What is the important unit?
Write it.

Is this important? Circle it.

How many in all? Let's
count.

¿Cuál es la pregunta?
Subráyena.

¿Cuál es la unidad
importante? Escribanla.

¿Es eso importante?
Circúlenlo.

¿Cuántos en total? Vamos a
contar.

Error Diagnosis and Correction

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



Time:

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

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 word problems as possible. Read the word problems with students if needed.

You will have 6 minutes to read the problems, use the Identify It strategy to mark your stories, and show the problem with cubes.

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

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

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

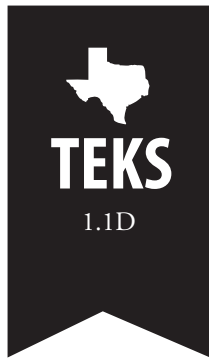
- 2 For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correctly answered parts and correct any errors.
- 3** Record their scores as the number correct / total number possible.



Note to Teacher:

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





Total Time: 2 minutes

Unit 2
Warm-Up

D
A
Y
8



Warm-Up: Number Recognition

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

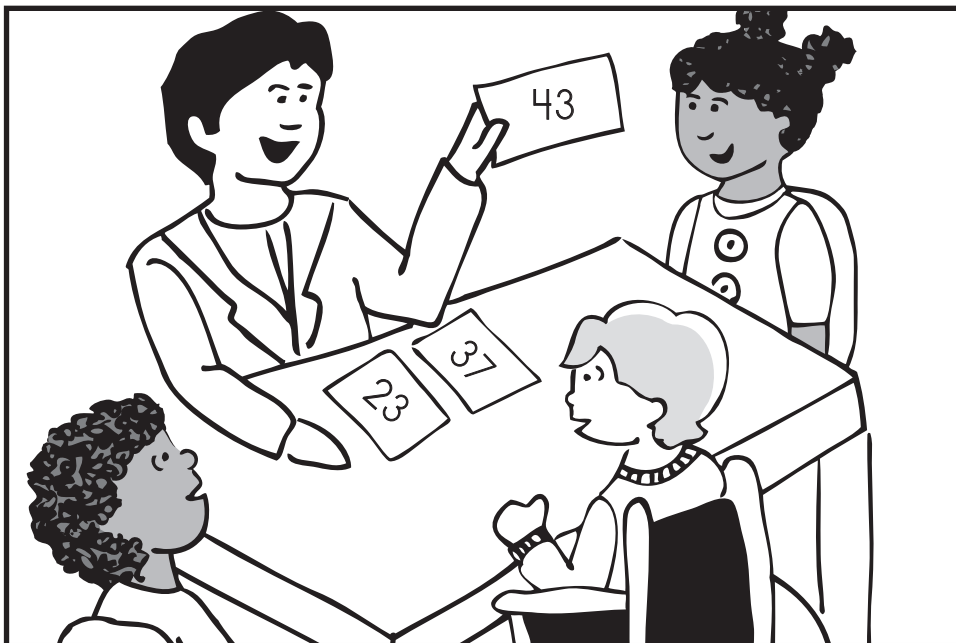


Time:

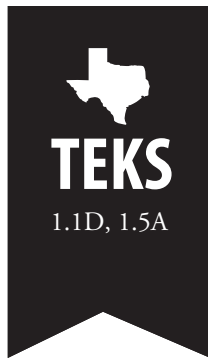
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (0–50)



My Notes: _____



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

Unit 2
Booster Lesson 15
R10

D
A
Y
8

Tens!

Relationships of 10

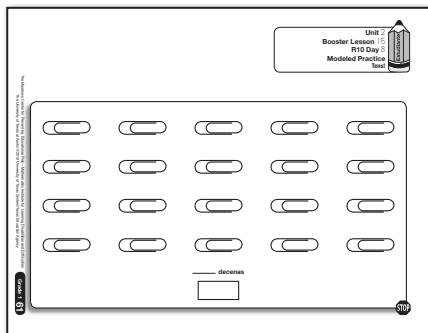
Objective: The student will be able to group pictorial objects into groups of ten, count groups of ten, and write the number that represents how many objects are altogether.

Instructional Content: Groups of 10 totaling 0–50

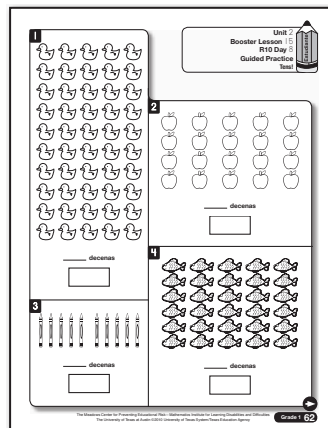
Vocabulary:	English	Spanish
	Groups, altogether	Grupos, en total

Materials: Teacher Master, pp. 61–64

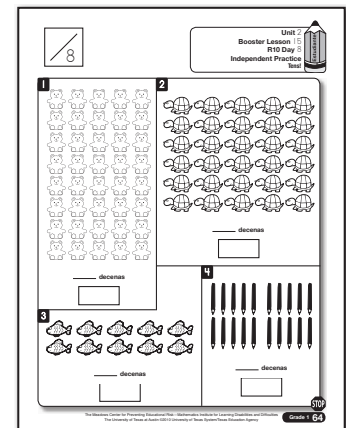
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

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

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

Modeled Practice
(My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

This sheet shows some paper clips. We want to know how many there are in all.

What is a quick way to count objects? (*grouping*)

My Turn: I count and circle 1 group of 10. Ready? Count. 1, 2 ... 10. I count and circle another group of 10. Ready? Count. 1, 2 ... 10.

Your Turn: Count and circle groups of 10.

How many groups of 10 do we have? Ready? Count. 1 group of 10, 2 groups of 10.

My Turn: I write "2" on the line to show 2 tens.

Your Turn: Write it.

Count by tens to find how many altogether. Ready? Count. 10, 20.

My Turn: I write "20" in the box to show 20 altogether.

Your Turn: Write it.

Esta hoja muestra algunos clips. Queremos saber cuántos hay en total.

¿Cuál es una manera rápida de contar objetos? (*agrupando*)

Mi turno: Cuento y circulo 1 grupo de 10. ¿Listos? Cuenten. 1, 2 ... 10. Cuento y circulo otro grupo de 10. ¿Listos? Cuenten. 1, 2 ... 10.

Su turno: Cuenten y circulen grupos de 10.

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

Mi turno: Escribo "2" en la línea para mostrar 2 decenas.

Su turno: Escribanlo.

Cuenten de diez en diez para saber cuántos hay en total. ¿Listos? Cuenten. 10, 20.

Mi turno: Escribo "20" en la caja para mostrar 20 en total.

Su turno: Escribanlo.

Error Diagnosis and Correction

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

Error Diagnosis and Correction

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

Guided Practice

(Our Turn)

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

How many objects are there?

Circle groups of 10 to count quickly.

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

How many groups? Ready? Count. Write it.

How many objects altogether? Count by tens. Ready? Count. Write it.

¿Cuántos objetos hay?

Circulen grupos de 10 para contarlos rápidamente.

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

¿Cuántos grupos? ¿Listos? Cuenten. Escribanlo.

¿Cuántos objetos en total? Cuenten de diez en diez. ¿Listos? Cuenten. 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 circle groups of 10 objects, write how many groups of 10 you circled, and write how many objects altogether.

Van a tener 1 minuto para circular grupos de 10 objetos, escribir cuántos grupos de 10 circularon y escribir cuántos objetos hay 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.



Time:

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

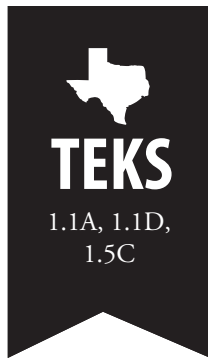


Note to Teacher:

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







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

Unit 2
Booster Lesson 16
NS

D
A
Y
8

Before, After, Between

Number Sequences

Objective: The student will be able to identify missing numbers in a three-number sequence.

Instructional Content: 0–50

Vocabulary:

English	Spanish
Between, number, number line, sequence, first, last	Entre, número, recta numérica, secuencia, principio, último

Materials: Teacher Master, pp. 65–67

Modeled Practice

25	26	_____
33	_____	35
_____	42	43

Guided Practice

1	22	23	_____
2	40	_____	42
3	_____	16	17
4	12	_____	14
5	_____	36	37
6	19	20	_____
7	36	37	_____
8	14	_____	16
9	_____	29	30
10	19	_____	21

Independent Practice

1	27	28	_____
2	13	_____	15
3	_____	36	37
4	_____	22	23
5	17	18	_____
6	30	_____	32
7	_____	34	35
8	18	19	_____

**Time:**

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

Preview

Today we will write missing numbers in a 3-number sequence.

A sequence is a series of numbers in a row, like the numbers we see on the number line.

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

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

Una secuencia es una serie de números en una fila, como los números que vemos en la recta numérica.

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

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student. Tell students to look at the first item.

We have 3 number sequences, and each is missing a number.

The first sequence is missing the last number. We need to write the number that comes last.

When the missing number is last, we count up to find it.

My Turn: I count up to find the missing number. 25, 26, 27.

Your Turn: Count up. 25, 26, 27.

What's missing? (27)

My Turn: I write "27."

Your Turn: Write it.

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

Tenemos 3 secuencias de números y a cada una le falta un número.

A la primera secuencia le falta el último número. Necesitamos escribir el número que está al último.

Cuando el número que falta está al último, contamos hacia adelante para encontrarlo.

Mi turno: Cuento hacia adelante para encontrar el número que falta. 25, 26, 27.

Su turno: Cuenten hacia adelante. 25, 26, 27.

¿Cuál falta? (27)

Mi turno: Escribo "27".

Su turno: Escribanlo.

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

✓ Error Diagnosis and Correction

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

Modeled Practice (continued)

- 2** Tell students to look at the second item.

This sequence is missing the number in the middle. The missing number is between the 2 numbers.

When the missing number is in the middle, we count up to find it.

My Turn: I count up to find the missing number. 33, 34, 35.

Your Turn: Count up. 33, 34, 35.

What's missing? (34)

My Turn: I write "34."

Your Turn: Write it.

Let's check by counting the sequence together. Ready? Count. 33, 34, 35.

Can we count back to find the missing number? Try it. Count. 35, 34, 33.

A esta secuencia le falta el número de en medio. El número que falta está entre 2 números.

Cuando el número que falta está en medio, contamos hacia adelante para encontrarlo.

Mi turno: Cuento hacia adelante para encontrar el número que falta. 33, 34, 35.

Su turno: Cuenten hacia adelante. 33, 34, 35.

¿Cuál falta? (34)

Mi turno: Escribo "34".

Su turno: Escribanlo.

Vamos a revisar contando la secuencia juntos. ¿Listos? Cuenten. 33, 34, 35.

¿Podemos contar hacia atrás para encontrar el número que falta? Inténtenlo. Cuenten. 35, 34, 33.

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

This sequence is missing the first number. This number is before the others in the sequence.

When the missing number is first, we count back to find it.

A esta secuencia le falta el primer número. El número está antes de los demás en la secuencia.

Cuando el número que falta está al principio, contamos hacia atrás para encontrarlo.

Modeled Practice (continued)

My Turn: I count back to find the missing number. 43, 42, 41.

Your Turn: Count back. 43, 42, 41.

What's missing? (41)

My Turn: I write "41."

Your Turn: Write it.

Let's check by counting the sequence together. Ready? Count. 41, 42, 43.

Mi turno: Cuento hacia atrás para encontrar el número que falta. 43, 42, 41.

Su turno: Cuenten hacia atrás. 43, 42, 41.

¿Cuál falta? (41)

Mi turno: Escribo "41".

Su turno: Escribanlo.

Vamos a revisar contando la secuencia juntos. ¿Listos? Cuenten. 41, 42, 43.

Guided Practice (Our Turn)

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

Is the missing number first, in the middle, or last?

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

What's missing?

Write it.

Count the sequence. Ready? Count.

¿El número que falta está al principio, en medio o al último?

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

¿Cuál falta?

Escribanlo.

Cuenten la secuencia. ¿Listos? Cuenten.

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.



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.

