



Bilingual

Grade 1

Intervention Manual

Unit 4



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

©2010 University of Texas System/Texas Education Agency

These materials are copyrighted © by and are the property of the Texas Education Agency and the University of Texas System and may not be reproduced or distributed without their written permission, except by Texas public school educators under the following conditions:

1. Any portion reproduced or distributed is used exclusively for nonprofit educational purposes in Texas.
2. No monetary charge is made for the reproduced materials, any document containing them, or any activity at which they are distributed; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.
3. No modifications or changes are made to the materials by anyone without the express written permission of the University of Texas System and the Texas Education Agency.

To obtain a license to reprint large quantities, or to use the materials in a manner not specified above, contact copyrights@tea.state.tx.us

Table of Contents: Unit 4

Warm-Up: Look and Say	1
Connecting Families (Fact Families)	3
<i>Addition/Subtraction Combinations</i>	
Cross It Out!	9
<i>Word Problem Solving</i>	
Warm-Up: Number Writing	15
Make It!	17
<i>Relationships of 10</i>	
Greater Than, Less Than	21
<i>Magnitude Comparison</i>	
Warm-Up: Look and Write	25
Working With Fact Families	27
<i>Addition/Subtraction Combinations</i>	
Cross It Out!	33
<i>Word Problem Solving</i>	
Warm-Up: Number Recognition	39
Count It!	41
<i>Relationships of 10</i>	
Skip, Circle, Count!	47
<i>Number Sequences</i>	
Warm-Up: Look and Say	51
Figure Out the Fact Family	53
<i>Addition/Subtraction Combinations</i>	
Show How You Cross It Out!	59
<i>Word Problem Solving</i>	
Warm-Up: Number Writing	63
Same Number, Different Ways	65
<i>Relationships of 10</i>	
Which Is Greater?	71
<i>Magnitude Comparison</i>	
Warm-Up: Look and Write	75
Find the Fact Family	77
<i>Addition/Subtraction Combinations</i>	
Practice Show!	83
<i>Word Problem Solving</i>	
Warm-Up: Number Recognition	87
Same Number, Different Ways	89
<i>Relationships of 10</i>	
Game: What's Missing?	95
<i>Number Sequences</i>	





Warm-Up: Look and Say

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

Materials:

Fact cards (+ 2, + 3 and related)

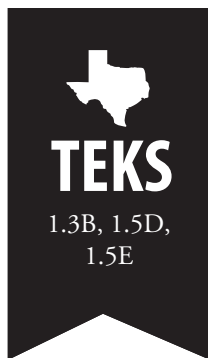


Time:

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



My Notes: _____



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

Unit 4
Booster Lesson 1
ASC

**D
A
Y
1**

Connecting Families (Fact Families)

Addition/Subtraction Combinations

Objective: The student will be able to use fact families as a strategy to solve addition and subtraction problems to twelve.

Instructional Content: Facts to 12

Vocabulary:

English

Turnaround fact, fact family, add, plus sign, subtract, subtraction sign, equals, equal sign, number, minus, altogether

Spanish

Operación relacionada, familia de operaciones, sumar, signo de más, restar, signo de menos, igual a, signo de igual, número, menos, en total

Materials: Teacher Master, pp. 1–4; connecting cubes (T&S; 2 colors, 9 of each)

Modeled Practice

Guided Practice

Independent Practice

**Time:**

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

Preview

Today we will learn a strategy that will help with both addition and subtraction. We will call this strategy the Fact Family strategy.

4 facts belong in each family. 2 of the facts are addition, and 2 of the facts are subtraction.

Every fact in a fact family uses the same 3 numbers.

Hoy vamos a aprender una estrategia que nos ayudará con sumas y restas. A esta estrategia le llamamos la estrategia de familia de operaciones.

4 operaciones pertenecen a cada familia. 2 de las operaciones son sumas y 2 de las operaciones son restas.

Cada operación en una familia de operaciones utiliza los mismos 3 números.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet, 5 cubes of 1 color, and 4 cubes of another to each student (this lesson will use blue and red cubes as examples). Connect 5 blue cubes and place them on the dotted square like a tower under the number 5 on the sheet.

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

I write “5” on this line below.
(point to the first line in the first blank number sentence)

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

Make your cubes look like mine. *(give students time to make a cube tower)*

Write “5” on the line.

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

Escribo “5” en esta línea de abajo. *(point to the first line in the first blank number sentence)*

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

Hagan sus cubos iguales a los míos. *(give students time to make a cube tower)*

Escriban “5” en la línea.

- 2 Connect 4 red cubes and place them on the dotted square like a tower under the number 4 on the sheet.

Modeled Practice (continued)

My Turn: I have 4 red cubes.

I write “4” on this line.

Your Turn: How many red cubes do you have? (4)

Connect 4 red cubes and write “4” after the plus sign.

Mi turno: Tengo 4 cubos rojos.

Escribo “4” en esta línea.

Su turno: ¿Cuántos cubos rojos tienen? (4)

Conecten 4 cubos rojos y escriban “4” después del signo de más.

- 3** Connect the 5 cubes and the 4 cubes and place the new tower of 9 cubes under the number 9.

My Turn: 4 and 5 is 9 altogether.

Your Turn: Make 9 and place the tower under the number 9.

How do we know that 4 and 5 is 9?

My Turn: I write “9” after the equal sign in the big box.

Your Turn: Write “9” after the equal sign.

This is the first fact in our fact family, $5 + 4 = 9$.

What is the turnaround fact for $5 + 4 = 9$? ($4 + 5 = 9$)

Mi turno: 4 y 5 son 9 en total.

Su turno: Hagan 9 y pongan la torre debajo del número 9.

¿Cómo sabemos que 4 y 5 son 9?

Mi turno: Escribo “9” después del signo de igual en la caja grande.

Su turno: Escriban “9” después del signo de igual.

Esta es la primera operación en nuestra familia de operaciones, $5 + 4 = 9$.

¿Cuál es la operación relacionada para $5 + 4 = 9$? ($4 + 5 = 9$)

- 4** Turn the tower upside down. Show the students that the number of cubes in the tower has not changed, just the location of the cubes in that tower.

Modeled Practice (continued)

My Turn: I made the second fact in the fact family by turning the tower of 9 around. I write that fact on the next line, filling in “4,” then “5,” and ending with “9.”

This is the second fact in our fact family. There are 2 addition facts in each family.

Your Turn: Write it.

Which number is greatest, 4, 5, or 9? (9)

How do you know?

Mi turno: Hice la segunda operación de la familia de operaciones volteando la torre de 9. Escribo la operación en la siguiente línea, rellenando “4” y luego “5” y terminando con “9”.

Esta es la segunda operación en nuestra familia de operaciones. Hay 2 operaciones de suma en cada familia.

Su turno: Escribanlo.

¿Cuál número es el mayor, 4, 5 ó 9? (9)

¿Cómo saben?

- 5** Demonstrate how to create subtraction facts from fact-family numbers.

I have 2 addition facts. I need to find the 2 subtraction facts that belong in this fact family.

When we subtract, we start with the greatest number. What is the greatest number? (9)

Start at 9.

My Turn: I start the subtraction fact by writing “9.” (*write “9” in the first box of the first subtraction fact*)

Your Turn: Write it.

Tengo 2 operaciones de suma. Necesito encontrar las 2 operaciones de resta que pertenecen a esta familia de operaciones.

Cuando restamos empezamos con el número mayor. ¿Cuál número es el mayor? (9)

Empiecen en 9.

Mi turno: Empiezo la operación de resta escribiendo “9”. (*write “9” in the first box of the first subtraction fact*)

Su turno: Escribanlo.

- 6** Break apart the tower of 9 cubes into groups of 4 cubes and 5 cubes again. Place the group of 5 cubes on the box below the number 5.

Modeled Practice (continued)

Start at 9 and take away 5 cubes. How many cubes do we have left? (*point to the 4 cubes*)

4 cubes are left!

My Turn: I write the number “5” after the subtraction sign and “4” after the equal sign.

Your Turn: Finish the fact by writing the next parts.

This is the third fact in our fact family. We started with the greatest number and took away 1 of the lesser numbers.

Empiecen en 9 y quiten 5 cubos. ¿Cuántos cubos nos quedan? (*point to the 4 cubes*)

¡Quedan 4 cubos!

Mi turno: Escribo el número “5” después del signo de menos y “4” después del signo de igual.

Su turno: Terminen la operación escribiendo las partes que siguen.

Esta es la tercera operación en nuestra familia de operaciones. Empezamos con el número mayor y quitamos 1 de los números menores.

- 7** Reconnect the 2 groups of cubes and repeat the last step, but now place the 4 cubes below the number 4 so that you will be taking away 4 cubes first.

4 facts are in a fact family: 2 addition facts and 2 subtraction facts.

Is the last fact addition or subtraction? (*subtraction*)

When we subtract, do we start with the greatest number or the least number? (*greatest*)

We already started with 9 and took away 5.

What happens when we take away 4 cubes?

How many cubes are left? (*5*)

Hay 4 operaciones en cada familia de operaciones: 2 operaciones de suma y 2 operaciones de resta.

¿La última operación es una suma o resta? (*resta*)

Cuando restamos, ¿empezamos con el número mayor o con el número menor? (*mayor*)

Ya empezamos con 9 y quitamos 5.

¿Qué pasa cuando quitamos 4 cubos?

¿Cuántos cubos quedan? (*5*)

Modeled Practice (continued)

Write the last fact, $9 - 4 = 5$, on the last line.

What 3 numbers make up this fact? (4, 5, 9)

Escriban la última operación, $9 - 4 = 5$ en la última línea.

¿Cuáles son los 3 números que forman esta operación? (4, 5, 9)

Guided Practice (Our Turn)

- 8** Distribute the Guided Practice sheets and 18 cubes to each student (9 cubes of 1 color and 9 cubes of another color). Repeat the steps described in the Modeled Practice for the first Guided Practice problem. Tell students to make fact-family towers and write the numbers for each fact belonging to the family. Use the following language to guide students' critical thinking on the first problem.

What is the greatest number?

What is the turnaround fact?

Write it.

Should the next fact be addition or subtraction?

What is the number sentence?

What 4 facts make up the fact family?

¿Cuál es el número mayor?

¿Cuál es la operación relacionada?

Escribanla.

¿La siguiente operación va a ser una suma o una resta?

¿Cuál es la oración numérica?

¿Cuáles son las 4 operaciones que forman la familia de operaciones?

- 9** For the next 2 Guided Practice problems, collect the cubes back from students and tell them to use the pictorial representations of the connecting cubes to form number sentences. Use the following language to guide students' critical thinking on the problems.

Error Diagnosis and Correction

A student has difficulty differentiating between addition and subtraction facts: tell the student to locate the greatest number and to note that the 2 smaller numbers either add up to the greatest number or are taken away from the greatest number.

Guided Practice (continued)

We now have pictures of the connecting cubes.

What 4 facts make up the fact family?

Ahora tenemos dibujos de cubos conectables.

¿Cuáles son las 4 operaciones que forman la familia de operaciones?

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the numbers for each fact in the fact families.

Van a tener 1 minuto para escribir los números para cada operación en las familias de operaciones.

- 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 sentence.





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

Unit 4
Booster Lesson 2
WPS

**D
A
Y
1**

Cross It Out!

Word Problem Solving

Objective: The student will be able to draw a picture to solve subtraction word problems using numbers from zero to twelve.

Word Problem Type: Separating, with result unknown

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

Materials: Teacher Master, pp. 5–12

Modeled Practice

UNIDAD

Unit 4
Booster Lesson 2
WPS Day 1
Modeled Practice

Identifica.
Juan tiene 7 pelotas.

Haz un dibujo.
Pablo le quitó 2 pelotas.

¿Cuántas pelotas tiene Juan ahora?

Escoge la oración numérica.

☐ $7 - 2 = 5$ pelotas

☐ $7 - 2 = 6$ pelotas

UNIDAD pelotas

Unit 4
Booster Lesson 2
WPS Day 1
Modeled Practice

Identifica.
Juan tiene 7 pelotas.

Haz un dibujo.
Pablo le quitó 2 pelotas.

¿Cuántas pelotas tiene Juan ahora?

Escoge la oración numérica.

☒ $7 - 2 = 5$ pelotas

☐ $7 - 2 = 6$ pelotas

Guided Practice

UNIDAD

Unit 4
Booster Lesson 2
WPS Day 1
Guided Practice

Identifica.
Papá tenía 4 hamburguesas.

Haz un dibujo.
Mamá se comió 2 de las hamburguesas de Papá.

¿Cuántas hamburguesas tiene Papá ahora?

Escoge la oración numérica.

☐ $4 - 2 = 2$ hamburguesas

☐ $4 + 2 = 6$ hamburguesas

UNIDAD hamburguesas

Unit 4
Booster Lesson 2
WPS Day 1
Guided Practice

Identifica.
Papá tenía 4 hamburguesas.

Haz un dibujo.
Mamá se comió 2 de las hamburguesas de Papá.

¿Cuántas hamburguesas tiene Papá ahora?

Escoge la oración numérica.

☒ $4 - 2 = 2$ hamburguesas

☐ $4 + 2 = 6$ hamburguesas

**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, solve word problems by drawing pictures, and choose number sentences that show the word problems.

¿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, resolver problemas haciendo dibujos y escoger las oraciones numéricas que muestran los problemas.

Modeled Practice (My Turn, Your Turn)

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

Read the story together. Ready? Read. “Jon has 7 balls. Pablo took 2 balls away. How many balls does Jon have now?”

Lean el cuento juntos. ¿Listos? Lean. “Juan tiene 7 pelotas. Pablo le quitó 2 pelotas. ¿Cuántas pelotas tiene Juan ahora?”

- 2 Review Step 1 of the Identify It strategy.

What is Step 1 of the Identify It strategy? (*underline the question and find the important unit*)

What is the question? (*how many balls does Jon have now?*)

My Turn: I underline it.

Your Turn: Underline it.

What is the important unit? (*balls*)

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

Your Turn: Write it.

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

¿Cuál es la pregunta? (*¿cuántas pelotas tiene Juan ahora?*)

Mi turno: La subrayo.

Su turno: Subráyena.

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

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

Su turno: Escribanla.

Modeled Practice (continued)

3 Review Step 2 of the Identify It strategy.

What is Step 2 of the Identify It strategy? (*circle important words and numbers*)

What are the important words and numbers? (*7 balls, 2 balls*)

My Turn: I circle “7 balls” and “2 balls.”

Your Turn: Circle them.

¿Cuál es el paso 2 de la estrategia Identifícalo? (*circular palabras y números importantes*)

¿Cuáles son las palabras y números importantes? (*7 pelotas, 2 pelotas*)

Mi turno: Circulo “7 pelotas” y “2 pelotas”.

Su turno: Circúlenlos.

4 Use the Draw a Picture space to draw circles in a ten frame as a model.

Let’s show the problem by drawing a picture.

What is the first part we circled? (*7 balls*)

My Turn: I draw 7 circles in the ten frame to show Jon’s balls.

Your Turn: Draw 7 circles. Make yours match mine.

7 is the whole; it is how many Jon started with.

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

We circled “2 balls,” which Pablo took away. Should we add circles to the picture or take some away? (*take some away*) **Why?**

Pablo took 2 balls away, so the number will get smaller.

Vamos a mostrar el problema haciendo un dibujo.

¿Cuál es la primera parte que circulamos? (*7 pelotas*)

Mi turno: Dibujo 7 círculos en el cuadro de diez para mostrar las pelotas de Juan.

Su turno: Dibujen 7 círculos. Háganlos iguales a los míos.

7 es el entero; con los que empezó Juan.

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

Circulamos “2 pelotas”, las que le quitó Pablo. ¿Debemos agregar círculos al dibujo o quitar algunos? (*quitar algunos*) **¿Porqué?**

Pablo le quitó 2 pelotas, así que el número se va a hacer más pequeño.

Error Diagnosis and Correction

A student has trouble crossing out circles to find an answer: model and solve the problem, using manipulatives and physically removing some from the group as you subtract.

Modeled Practice (continued)

My Turn: I cross out 2 circles to show Pablo taking balls away.

Your Turn: Cross out 2 circles.

Mi turno: Tacho 2 círculos para mostrar que Pablo le quitó las pelotas.

Su turno: Tachen 2 círculos.



Error Diagnosis and Correction

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

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

We want to find out how many balls Jon has now.

We count the circles that are left to figure out how many balls Jon has now.

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

How many balls does Jon have now? (*5 balls*)

How do we know?

Queremos saber cuántas pelotas tiene Juan ahora.

Contamos los círculos que quedan para calcular cuántas pelotas tiene Juan ahora.

¿Listos? Cuenten. 1, 2 ... 5.

¿Cuántas pelotas tiene Juan ahora? (*5 pelotas*)

¿Cómo sabemos?

- 6** Choose the correct number sentence for the word problem and fill in the circle beside it.

What is a number sentence?
(*it shows a math problem, using numbers and symbols*)

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

Why does each number sentence end with the unit “balls”? (*because balls is the unit that we are talking about; because the number sentence is telling what happened to the balls, using numbers*)

¿Qué es una oración numérica?
(*una oración que muestra un problema de matemáticas utilizando números y símbolos*)

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

¿Porqué cada oración numérica termina con la unidad “pelotas”?
(*porque pelotas es la unidad de la que estamos hablando; porque la oración numérica nos dice lo que le pasó a las pelotas utilizando números*)

Modeled Practice (continued)

We started with 7 and took 2 away. Which number sentence shows this? ($7 - 2 = 5$ balls)

My Turn: I fill in the circle beside " $7 - 2 = 5$ balls."

Your Turn: Fill in the circle.

Empezamos con 7 y quitamos 2. ¿Cuál es la oración numérica que muestra esto? ($7 - 2 = 5$ pelotas)

Mi turno: Relleno el círculo junto a " $7 - 2 = 5$ pelotas".

Su turno: Rellenen el círculo.

Guided Practice (Our Turn)

- 7 Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud and draw the story, using circles in ten frames. Obtain individual and choral responses. Use the following language:

Read the story together.
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Draw a picture.

Cross out circles.

How many are left? Count.

Which number sentence? Fill in the circle.

Lean el cuento juntos.
¿Listos? Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

Tachen los círculos.

¿Cuántos quedan? Cuenten.

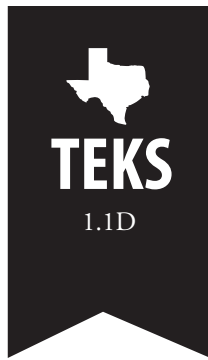
¿Cuál es la oración numérica? Rellenen el círculo.

Note to Teacher:

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

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 4 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:

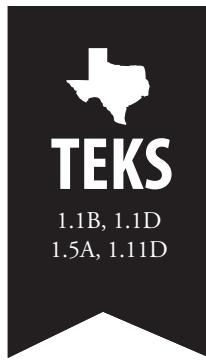
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

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



My Notes: _____



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

Unit 4
Booster Lesson 3
R10

**D
A
Y
2**

Make It!

Relationships of 10

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

Instructional Content: 0–50

Vocabulary:	English	Spanish
	Rod, unit	Decena, unidad

Materials: Teacher Master, pp. 13–14; rods and units (T&S); rods-and-units mats (T&S); relationships of 10 cards (T; 0–50); wipe board (T)

Guided Practice

Unit 4
 Booster Lesson 3
 R10 Day 2
 Guided Practice
 Make It!

decenas _____ unidades _____

Grade 1.10

Independent Practice

Unit 4
 Booster Lesson 3
 R10 Day 2
 Independent Practice
 Make It!

1 decenas _____ unidades _____

2 decenas _____ unidades _____

3 decenas _____ unidades _____

4 decenas _____ unidades _____

Grade 1.10

**Time:**

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

Preview

(hold up a rod) **What is this? (a rod)** **How many are in a rod?** (10)

(hold up a unit) **What is this? (a unit)** **How many are in a unit?** (1)

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

(hold up a rod) **¿Qué es esto? (una decena)** **¿Cuántos hay en una decena?** (10)

(hold up a unit) **¿Qué es esto? (una unidad)** **¿Cuántos hay en una unidad?** (1)

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

Modeled Practice (My Turn, Your Turn)

- 1 Distribute rods, units, and rods-and-units mats to students. Write "50" on the wipe board.

What number? (50)

We will make 50 with our rods and units.

How many groups of 10 are in 50? (5 groups of 10)

My Turn: I put 5 rods on my rods-and-units mat to make the 5 groups of 10.

Your Turn: Put 5 rods on your mat.

How many ones are in 50? (0 ones)

0 means nothing, so we don't put any units in the ones place.

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

My Turn: 10, 20 ... 50.

¿Qué número? (50)

Vamos a hacer 50 con nuestras decenas y unidades.

¿Cuántos grupos de 10 hay en 50? (5 grupos de 10)

Mi turno: Pongo 5 decenas en mi tablero de decenas y unidades para hacer 5 grupos de 10.

Su turno: Pongan 5 decenas en su tablero.

¿Cuántas unidades hay en 50? (0 unidades)

0 quiere decir nada, así que no ponemos unidades en el lugar de las unidades.

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

Mi turno: 10, 20 ... 50.

Note to Teacher:

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

Error Diagnosis and Correction

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

Modeled Practice (continued)

Your Turn: Count. 10, 20 ... 50.

How many altogether? *(50)*

How many groups of 10? *(5 groups of 10)*

How many ones? *(0 ones)*

Su turno: Cuenten. 10, 20 ... 50.

¿Cuánto en total? *(50)*

¿Cuántos grupos de 10? *(5 grupos de 10)*

¿Cuántas unidades? *(0 unidades)*

- 2** Hold up 3 relationships of 10 cards, 1 of which for 50. As a group, choose which card shows 50.

Here we have pictures of rods and units. We will pick which of these cards shows 50.

Raise your hand when you know which it is.

Aquí tenemos dibujos de decenas y unidades. Vamos a escoger cuál de estas tarjetas muestra 50.

Levanten su mano cuando sepan cuál es.

Guided Practice (Our Turn)

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

What number? Make it.

How many tens? How many ones?

Count by tens and ones. Switch!

Which card shows the number? Count.

¿Qué número? Háganlo.

¿Cuántas decenas? ¿Cuántas unidades?

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

¿Cuál tarjeta muestra el número? Cuenten.

Guided Practice (continued)

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

How many tens? Write it.

How many ones? Write it.

How many altogether?
Count. Write it.

¿Cuántas decenas?
Escríbanlo.

¿Cuántas unidades?
Escríbanlo.

¿Cuánto en total? Cuenten.
Escríbanlo.



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

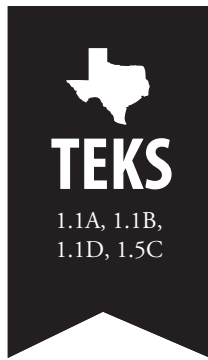
- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.

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



Note to Teacher:

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



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

Unit 4
Booster Lesson 4
MC

D
A
Y
2

Greater Than, Less Than

Magnitude Comparison

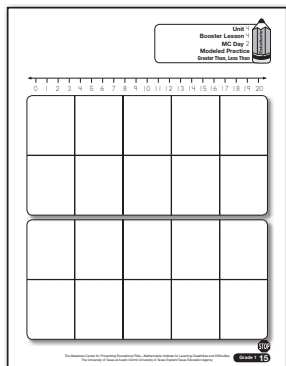
Objective: The student will be able to identify and create concrete representations of numbers that are two greater or two less than a given number.

Instructional Content: 0–50

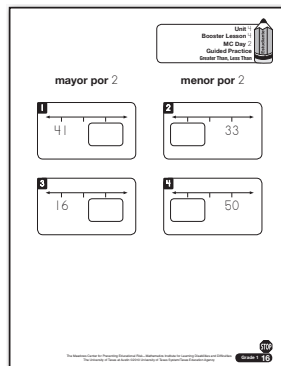
Vocabulary:	English	Spanish
	Greater than, less than, ten frame	Mayor que, menor que, cuadro de diez

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

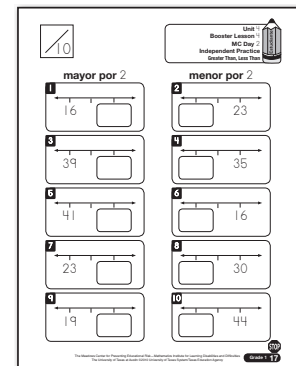
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

Today we will make numbers 2 greater and 2 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 2 y menores por 2.

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

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

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet and counters to each student. Write "17" on the wipe board. Put 17 counters on the frames on the Modeled Practice sheet, 1 counter to a square.

What number? (17)

My Turn: I make 17 with my counters. I put 1 counter in each square. When I fill up the first frame, I know that there are 10 counters.

I count my counters, starting at 10. Ready? Count. 10, 11 ... 17.

Your Turn: Make 17.

We will make a number that is 2 greater than 17. How can we do this? (*put 2 more counters on the frame*)

My Turn: I put 2 more counters on the frame.

Your Turn: Put 2 more counters on the frame.

What number is 2 greater than 17? Start with 17. Ready? Count on. 17, 18, 19.

¿Qué número? (17)

Mi turno: Hago 17 con mis contadores. Pongo 1 contador en cada cuadro. Cuando termino de llenar el primer cuadro, sé que hay 10 contadores.

Cuento mis contadores empezando en 10. ¿Listos? Cuenten. 10, 11 ... 17.

Su turno: Hagan 17.

Vamos a hacer el número que es mayor que 17 por 2. ¿Cómo podemos hacer esto? (*poniendo 2 contadores más en el cuadro*)

Mi turno: Pongo 2 contadores más en el cuadro.

Su turno: Pongan 2 contadores más en el cuadro.

¿Qué número es mayor que 17 por 2? Empiecen en 17. ¿Listos? Cuenten hacia adelante. 17, 18, 19.

Modeled Practice (continued)

What number? (19)

19 is 2 greater than 17.

When a number is 2 greater, it is 2 numbers after on the number line. *(put a finger on 17 on the number line)*

17, 18, 19.

¿Qué número? (19)

19 es mayor que 17 por 2.

Cuando un número es mayor por 2, es 2 números después en la recta numérica. *(put a finger on 17 on the number line)*

17, 18, 19.

- 2** Erase "17" and write "19" on the wipe board. Leave the 19 counters on the ten frames.

How many counters do we have on our frames? (19)

Now we will make a number that is 2 less than 19.

How can we do this? *(take 2 counters off the frame)*

My Turn: I take off 2 counters.

Your Turn: Take off 2 counters.

What number is 2 less than 19? We can count back 2 from 19. Ready? Count. 19, 18, 17.

What number? (17)

17 is 2 less than 19.

When a number is 2 less, it is 2 numbers before on the number line. *(put a finger on 19 on the number line)*

19, 18, 17.

¿Cuántos contadores tenemos en nuestros cuadros? (19)

Ahora vamos a hacer el número que es menor que 19 por 2.

¿Cómo podemos hacer esto? *(quitando 2 contadores del cuadro)*

Mi turno: Quito 2 contadores.

Su turno: Quiten 2 contadores.

¿Qué número es menor que 19 por 2? Podemos contar hacia atrás 2 desde 19. ¿Listos? Cuenten. 19, 18, 17.

¿Qué número? (17)

17 es menor que 19 por 2.

Cuando un número es menor por 2, es 2 números antes en la recta numérica. *(put a finger on 19 on the number line)*

19, 18, 17.



A student has difficulty counting back to find 2 less: put your finger on the number on the number line and model touching the numbers as you count back.

Guided Practice

(Our Turn)

- 3** Using the Modeled Practice procedure and sheet, write a number between 1 and 20 on the wipe board and make the number in the ten frames, using counters. Tell students to make and count numbers that are 2 greater and 2 less. Review making and counting numbers that are 1 greater and 1 less. Practice an equal amount of time with “greater than” and “less than.” Obtain individual and choral responses. Use the following language:

Error Diagnosis and Correction

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

What number? Make it on your frames.

Make the number that is 2 greater/2 less.

What number? Ready? Count.

What number is 2 greater/2 less?

¿Qué número? Háganlo en sus cuadros.

Hagan el número que es mayor por 2/menor por 2.

¿Qué número? ¿Listos? Cuenten.

¿Qué número es mayor por 2/menor por 2?

- 4** Distribute a Guided Practice sheet to each student. Students are to write numbers that are 2 greater or 2 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)

- 1 For 1 minute:** Distribute an Independent Practice sheet to each student and tell students to write the number that is 2 greater than the given number for the items on the left and to write the number that is 2 less than the given number for the items on the right

Write the number that is 2 greater or 2 less.

Escriban el número que es mayor por 2 ó menor por 2.

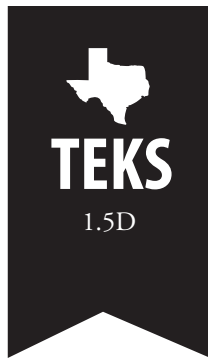
- 2 For the remaining time:** Go through the problems with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.

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



Note to Teacher:

Score 1 point for each correctly written number.



Total Time: 2 minutes

Unit 4 Warm-Up

D
A
Y
3



Warm-Up: Look and Write

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



Time:

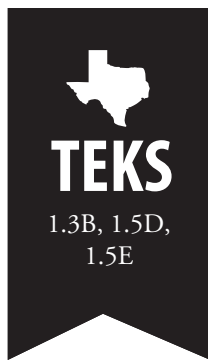
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Fact cards (+ 2, + 3 and related), wipe boards for students



My Notes: _____



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

Unit 4 Booster Lesson 5 ASC

**D
A
Y
3**

Working With Fact Families

Addition/Subtraction Combinations

Objective: The student will be able to use pictorial representations of fact families as a strategy to solve addition and subtraction problems.

Instructional Content: Facts to 12

Vocabulary:

English

Turnaround fact, fact family, add, addition sign, subtract, subtraction sign, equals, number, minus, altogether

Spanish

Operación relacionada, familia de operaciones, sumar, signo de más, restar, signo de menos, igual a, número, menos, en total

Materials: Teacher Master, pp. 18–20

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 practice using the Fact Family strategy, which helps us with both addition and subtraction.

4 facts belong in each family. 2 of the facts are addition, and 2 of the facts are subtraction.

Every fact in a fact family uses the same 3 numbers.

Hoy vamos a practicar utilizando la estrategia de familia de operaciones que nos ayuda con sumas y restas.

4 operaciones pertenecen a cada familia. 2 de las operaciones son sumas y 2 de las operaciones son restas.

Cada operación en una familia de operaciones utiliza los mismos 3 números.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

I will write number sentences, using this domino. (*point to the domino*)

There are 5 dots in all on this domino. (*make a circling motion around the domino*)

There are 2 parts to this whole domino. 1 part has 3 dots, and the other part has 2 dots.

5, 3, and 2 make up the 3 numbers for this fact family. (*point to the numbers 5, 3, and 2 on the sheet*)

What is the greatest number among 5, 3, and 2? (5)

How do you know?

Voy a escribir oraciones numéricas utilizando este dominó. (*point to the domino*)

Hay 5 puntos en total en este dominó. (*make a circling motion around the domino*)

Este dominó entero tiene 2 partes. 1 parte tiene 3 puntos y la otra parte tiene 2 puntos.

5, 3 y 2 son los 3 números que forman esta familia de operaciones. (*point to the numbers 5, 3, and 2 on the sheet*)

¿Cuál es el número mayor, 5, 3 ó 2? (5)

¿Cómo saben?

- 2 Model how to write a number sentence, using the 3 numbers and the pictorial representation of the domino.

Modeled Practice (continued)

I will make 1 number sentence, using the parts of this domino.

$3 + 2 = 5$ (*point to each part of the domino as you say it*)

My Turn: I can write the number sentence on 1 of the lines below that has an addition sign.

Your Turn: Write the number sentence.

Voy a hacer 1 oración numérica utilizando las partes de este dominó.

$3 + 2 = 5$ (*point to each part of the domino as you say it*)

Mi turno: Puedo escribir la oración numérica en 1 de las líneas de abajo con un signo de más.

Su turno: Escriban la oración numérica.

- 3** Encourage students to come up with other number sentences, using the domino.

What is the turnaround fact for $3 + 2 = 5$? ($2 + 3 = 5$)

Write the turnaround fact on the next number sentence line.

Notice that the next 2 lines use subtraction signs and have a box at the beginning of the sentence.

What number should come first in subtraction facts? (*the greatest number; 5*)

In subtraction facts, we always start with the greatest number.

For fact families, we have boxed the greatest number so that you can recognize the pattern of where the greatest number should go.

My Turn: I write “5” in the first subtraction sentence box.

¿Cuál es la operación relacionada para $3 + 2 = 5$? ($2 + 3 = 5$)

Escriban la operación relacionada en la siguiente línea de oraciones numéricas.

Fíjense que las siguientes 2 líneas tienen signos de menos y una caja al principio de la oración.

¿Qué número debe ir primero en las operaciones de resta? (*el número mayor; 5*)

En operaciones de resta siempre empezamos con el número mayor.

Para las familias de operaciones, hemos puesto el número mayor dentro de una caja para que puedan reconocer el patrón de donde debe de ir el número mayor.

Mi turno: Escribo “5” en la primera caja de la oración de resta.

Modeled Practice (continued)

Your Turn: Write “5” in the first subtraction sentence box.

What should come next in the number sentence? (*3 or 2*)

When doing subtraction, you take away a part of the whole.

There is 1 fact left in this family. It is a subtraction fact.

My Turn: I put the greatest number, 5, in the box.

Your Turn: Put “5” in the box.

What should come next in the fact? (*3 or 2, whichever was not used in the previous fact*)

My Turn: I write the number.

Your Turn: Write it.

What is the answer to this fact? (*3 or 2*)

Write it.

We have made the whole fact family!

Su turno: Escriban “5” en la primera caja de la oración de resta.

¿Qué debe de seguir en esta oración numérica? (*3 ó 2*)

Cuando restamos, quitamos parte de un entero.

Hay 1 operación que falta en esta familia. Es una operación de resta.

Mi turno: Pongo el número mayor, 5, en la caja.

Su turno: Pongan “5” en la caja.

¿Qué debe de seguir en la operación? (*3 ó 2, whichever was not used in the previous fact*)

Mi turno: Escribo el número.

Su turno: Escribanlo.

¿Cuál es la respuesta de esta operación? (*3 ó 2*)

Escribanla.

¡Ya hicimos la familia de operaciones entera!

Guided Practice (Our Turn)

- 4 Distribute a Guided Practice sheet to each student. Repeat the steps described in Modeled Practice for each Guided Practice problem. Use the following language.

Guided Practice (continued)

What is the greatest number?

What is the turnaround fact?

Write it.

Should the next fact be addition or subtraction?

What is the number sentence?

What 4 facts make up the fact family?

¿Cuál es el número mayor?

¿Cuál es la operación relacionada?

Escríbanla.

¿La siguiente operación va a ser una suma o una resta?

¿Cuál es la oración numérica?

¿Cuáles son las 4 operaciones que forman la familia de operaciones?

Error Diagnosis and Correction

A student has difficulty differentiating between addition and subtraction facts: tell the student to locate the greatest number and to note that the 2 smaller numbers either add up to the greatest number or are taken away from the greatest number.

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to write the facts for each fact family.

Van a tener 1 minuto para escribir las operaciones para cada familia de operaciones.

- 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 sentence.





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

Unit 4
Booster Lesson 6
WPS

**D
A
Y
3**

Cross It Out!

Word Problem Solving

Objective: The student will be able to draw a picture to solve subtraction word problems using numbers from zero to twelve.

Word Problem Type: Separating, with result unknown

Vocabulary:

English

Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence

Spanish

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

Materials: Teacher Master, pp. 21–28

Modeled Practice

UNIDAD Unit 4
Booster Lesson 6
WPS Day 3
Modeled Practice

Identifica.
Camilo tenía 11 galletas.
Él se comió 3 galletas.
¿Cuántas galletas le quedan a Camilo?

Haz un dibujo.

Escoge la oración numérica.
☐ $11 + 3 = 12$ galletas
☐ $11 - 3 = 6$ galletas

UNIDAD Unit 4
Booster Lesson 6
WPS Day 3
Modeled Practice

Identifica.
Camilo tenía 11 galletas.
Él se comió 3 galletas.
¿Cuántas galletas le quedan a Camilo?

Haz un dibujo.

Escoge la oración numérica.
☒ $11 + 3 = 12$ galletas
☐ $11 - 3 = 6$ galletas

Guided Practice

UNIDAD Unit 4
Booster Lesson 6
WPS Day 3
Guided Practice

Identifica.
La cabra pequeña tenía 8 manzanas para comer.
La cabra grande vino y se comió 3 manzanas. ¿Qué triste.
¿Cuántas manzanas le quedan a la cabra pequeña?

Haz un dibujo.

Escoge la oración numérica.
☐ $8 + 3 = 5$ manzanas
☐ $8 - 3 = 5$ manzanas

UNIDAD Unit 4
Booster Lesson 6
WPS Day 3
Guided Practice

Identifica.
La cabra pequeña tenía 8 manzanas para comer.
La cabra grande vino y se comió 3 manzanas. ¿Qué triste.
¿Cuántas manzanas le quedan a la cabra pequeña?

Haz un dibujo.

Escoge la oración numérica.
☐ $8 + 3 = 5$ manzanas
☒ $8 - 3 = 5$ manzanas

**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, solve word problems by drawing pictures, and choose number sentences that show the word problems.

¿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, resolver problemas haciendo dibujos y escoger las oraciones numéricas que muestran los problemas.

Modeled Practice (My Turn, Your Turn)

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

Read the story together. Ready? Read. “Cam had 9 cookies. He ate 3 cookies. How many cookies does Cam have left?”

Lean el cuento juntos. ¿Listos? Lean. “Camilo tenía 9 galletas. Él se comió 3 galletas. ¿Cuántas galletas le quedan a Camilo?”

- 2 Review Step 1 of the Identify It strategy.

What is Step 1 of the Identify It strategy? (*underline the question and find the important unit*)

What is the question? (*how many cookies does Cam have left?*)

My Turn: I underline it.

Your Turn: Underline it.

What is the important unit? (*cookies*)

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

Your Turn: Write it.

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

¿Cuál es la pregunta? (*¿cuántas galletas le quedan a Camilo?*)

Mi turno: La subrayo.

Su turno: Subráyenla.

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

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

Su turno: Escribanlo.

Modeled Practice (continued)

3 Review Step 2 of the Identify It strategy.

What is Step 2 of the Identify It strategy? (*circle important words and numbers*)

What are the important words and numbers? (*9 cookies, 3 cookies*)

My Turn: I circle “9 cookies” and “3 cookies.”

Your Turn: Circle them.

¿Cuál es el paso 2 de la estrategia Identifícalo? (*circlear palabras y números importantes*)

¿Cuáles son las palabras y números importantes? (*9 galletas, 3 galletas*)

Mi turno: Circulo “9 galletas” y “3 galletas”.

Su turno: Circúlenlo.

4 Use the Draw a Picture space to draw circles in a ten frame as a model.

We will draw a picture to show the word problem. Draw the circles in a ten frame.

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

My Turn: I draw 9 circles to show Cam’s cookies.

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

9 is the whole; it is how many Cam started with.

What is the next part we circled? (*3 cookies*)

We circled “3 cookies,” which Cam ate. Should we add circles to the picture or take some away? (*take some away*) **Why?**

Cam ate 3 cookies, so the number will get smaller.

Vamos a hacer un dibujo para mostrar el problema. Dibujen los círculos en el cuadro de diez.

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

Mi turno: Dibujo 9 círculos para mostrar las galletas de Camilo.

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

9 es el entero; con las que empezó Camilo.

¿Cuál es la siguiente parte que circulamos? (*3 galletas*)

Circulamos “3 galletas”, las que se comió Camilo. ¿Debemos agregar círculos al dibujo o quitar algunos? (*quitar algunos*) **¿Porqué?**

Camilo se comió 3 galletas, así que el número se va a hacer más pequeño.

Modeled Practice (continued)

Error Diagnosis and Correction

A student has trouble crossing out circles to find the answer: model and solve the problem, using manipulatives and physically removing some from the group as you subtract.

Error Diagnosis and Correction

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

My Turn: I cross out 3 circles to show the cookies that Cam ate.

Your Turn: Cross out 3 circles.

Mi turno: Tacho 3 círculos para mostrar las galletas que se comió Camilo.

Su turno: Tachen 3 círculos.

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

We want to find out how many cookies Cam has now.

We count the circles that are left. Ready? Count. 1, 2 ... 6.

How many cookies does Cam have left? (*6 cookies*)

How do we know?

Queremos saber cuántas galletas tiene Camilo ahora.

Contamos los círculos que quedan. ¿Listos? Cuenten. 1, 2 ... 6.

¿Cuántas galletas le quedan a Camilo? (*6 galletas*)

¿Cómo sabemos?

- 6** Choose the correct number sentence for the word problem and fill in the circle beside it.

What is a number sentence?
(*numbers and symbols that show a math problem*)

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

We started with 9 and took 3 away. Which number sentence shows this? ($9 - 3 = 6$ *cookies*)

My Turn: I fill in the circle beside “ $9 - 3 = 6$ cookies.”

Your Turn: Fill in the circle.

Why is the unit next to the number sentence?

¿Qué es una oración numérica?
(*una oración que muestra un problema de matemáticas utilizando números y símbolos*)

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

Empezamos con 9 y quitamos 3. ¿Cuál es la oración numérica que muestra esto? ($9 - 3 = 6$ *galletas*)

Mi turno: Relleno el círculo junto a “ $9 - 3 = 6$ galletas”.

Su turno: Rellenen el círculo.

¿Porqué está la unidad junto a la oración numérica?

Guided Practice

(Our Turn)

- 7** Distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, read each story problem aloud and draw the story, using circles in ten frames. Obtain individual and choral responses. Use the following language:

Read the story together.
Ready? Read.

What is the problem asking us?

What is the important unit?

Look for words and numbers related to the important unit.

Draw a picture.

Cross out circles.

How many are left? Count.

Which number sentence?
Fill in the circle.

Lean el cuento juntos.
¿Listos? Lean.

¿Qué nos pregunta el problema?

¿Cuál es la unidad importante?

Busquen palabras y números relacionados con la unidad importante.

Hagan un dibujo.

Tachen los círculos.

¿Cuántos quedan? Cuenten.

¿Cuál es la oración numérica?
Rellenen el círculo.

Note to Teacher:

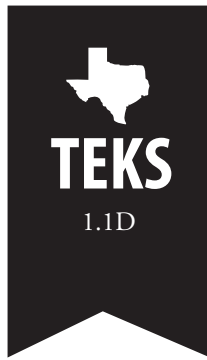
There are several Guided Practice problems; complete as many with students as time allows.

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 4 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.

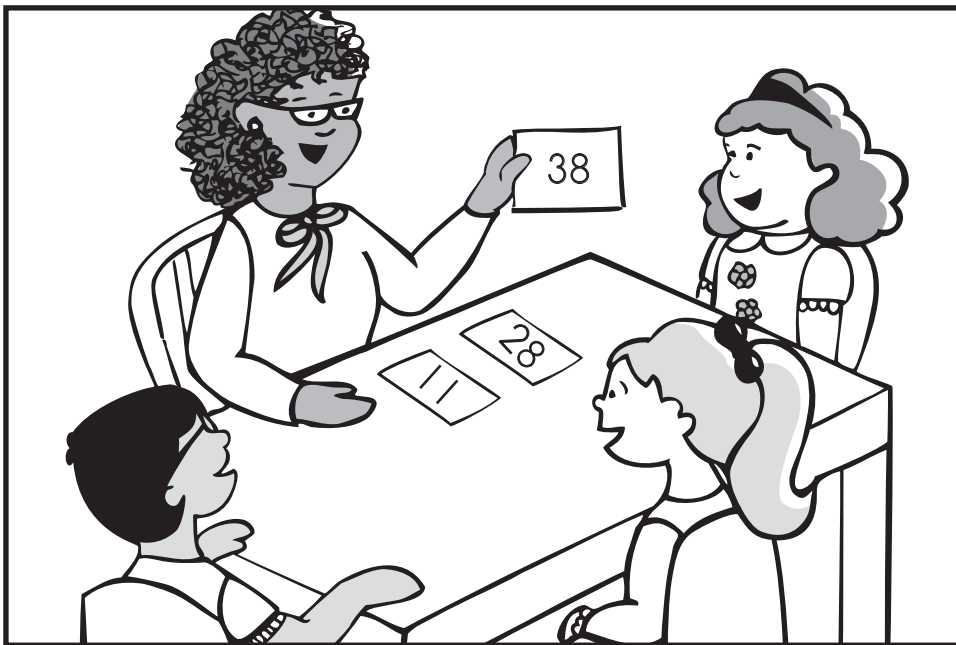


Time:

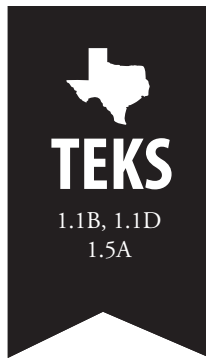
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

Number cards (0–50)



My Notes: _____



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

Unit 4
Booster Lesson 7
R10

**D
A
Y
4**

Count It!

Relationships of 10

Objective: The student will be able to count by tens and ones and write numbers from pictorial representations.

Instructional Content: 0–50

Vocabulary:	English	Spanish
	Rod, unit	Decena, unidad

Materials: Teacher Master, pp. 29–30; relationships of 10 cards (T; 0–50); wipe boards (T&S)

Guided Practice

Unit 4
 Booster Lesson 7
 R10 Day 4
 Guided Practice
 Count It

decenas _____ unidades _____

12

Grade 1 20

Independent Practice

Unit 4
 Booster Lesson 7
 R10 Day 4
 Independent Practice
 Count It

12

21

31

41

decenas _____ unidades _____

decenas _____ unidades _____

decenas _____ unidades _____

decenas _____ unidades _____

Grade 1 30

**Time:**

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

**Error Diagnosis
and Correction**

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

Preview

Today we will count pictures
of tens and ones.

Hoy vamos a contar dibujos
de decenas y unidades.

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

- 1 Distribute a wipe board to each student. Hold up the relationships of 10 card for 42.

Let’s count the picture of rods
and units to find how many
altogether.

How many groups of 10?

My Turn: I count the groups
of 10. 1 group of 10, 2
groups of 10, 3 groups of 10,
4 groups of 10.

Your Turn: Count the groups
of 10.

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

My Turn: I write “4 tens” on
my board.

Your Turn: Write it.

My Turn: I count the ones. 1,
2.

Your Turn: Count the ones.

How many ones? (*2 ones*)

My Turn: I write “2 ones” on
my board.

Your Turn: Write it.

How many altogether? We
count by tens and ones.

Vamos a contar el dibujo de
decenas y unidades para saber
cuánto hay en total.

¿Cuántos grupos de 10?

Mi turno: Cuento los grupos de
10. 1 grupo de 10, 2 grupos de
10, 3 grupos de 10, 4 grupos de
10.

Su turno: Cuenten los grupos de
10.

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

Mi turno: Escribo “4 decenas”
en mi pizarrón.

Su turno: Escribanlo.

Mi turno: Cuento las unidades.
1, 2.

Su turno: Cuenten las unidades.

¿Cuántas unidades? (*2 unidades*)

Mi turno: Escribo “2 unidades”
en mi pizarrón.

Su turno: Escribanlo.

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

Modeled Practice (continued)

My Turn: 10, 20, 30, 40
Switch! 41, 42.

Your Turn: Count by tens and ones.

How many altogether? (42)

My Turn: I write “42” on my board.

Your Turn: Write it.

Mi turno: 10, 20, 30, 40
¡Cambio! 41, 42.

Su turno: Cuenten de diez en diez y de uno en uno.

¿Cuánto en total? (42)

Mi turno: Escribo “42” en mi pizarrón.

Su turno: Escribanlo.

- 2** Hold up 2 more relationships of 10 cards, including the card for 42. Mix the cards up, and then show them to the group. As a group, choose which card shows 42.

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

Raise your hand when you know which it is.

Let’s count to see whether we are right: 10, 20, 30, 40
Switch! 41, 42.

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

Levanten su mano cuando sepan cuál es.

Vamos a contar para ver si estamos en lo correcto: 10, 20, 30, 40
¡Cambio! 41, 42.

Guided Practice (Our Turn)

- 3** Using the Modeled Practice procedure, hold up a relationships of 10 card, count the tens and write it on the board, count the ones and write it on the board, and count by tens and ones to find how many altogether and write it on the board. Use the following language:

How many tens? Write it.

How many ones? Write it.

How many altogether?
Count. Switch! Write it.

¿Cuántas decenas? Escribanlo.

¿Cuántas unidades? Escribanlo.

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

Guided Practice (continued)

- 4** Collect the students' wipe boards. Using the Modeled Practice procedure, write a number on the wipe board, hold up 3 relationships of 10 cards (1 for the number written on the wipe board), and choose, as a group, which card shows the number. Use the following language:

What number?

How many groups of 10? How many ones?

Count by tens and ones. Switch!

Which card shows the number? Count.

¿Qué número?

¿Cuántos grupos de 10? ¿Cuántas unidades?

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

¿Cuál tarjeta muestra el número? Cuenten.

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

How many tens? Write it.

How many ones? Write it.

How many altogether? Count. Write it.

¿Cuántas decenas? Escribanlo.

¿Cuántas unidades? Escribanlo.

¿Cuánto en total? Cuenten. Escribanlo.



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

Independent Practice/ Progress Monitoring (continued)

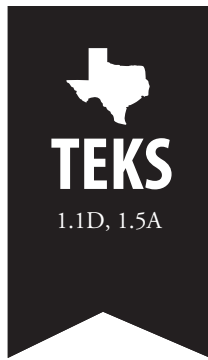
- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3 Record their scores as the number correct / total number possible.



Note to Teacher:

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





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

Unit 4 Booster Lesson 8 NS

DAY
4

Skip, Circle, Count!

Number Sequences

Objective: The student will be able to identify numbers on a number line in a skip-count by tens pattern, count a skip-count by tens pattern, and write missing numbers in three-number sequences.

Instructional Content: 0–50

Vocabulary:

English

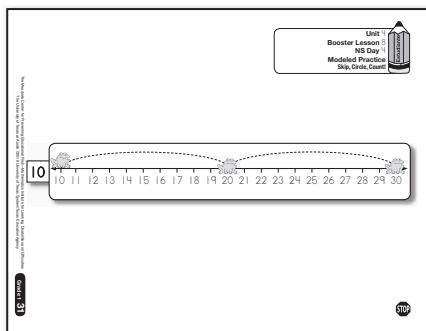
Jumping line, skip-count, pattern, number line, before, after, between

Spanish

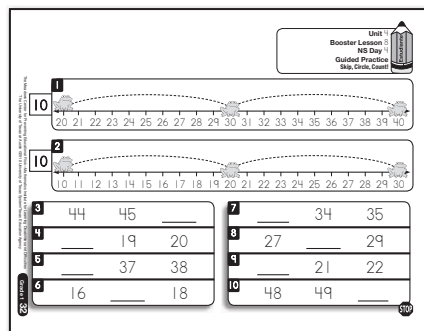
Línea de salto, contar salteado, patrón, recta numérica, antes, después, entre

Materials: Teacher Master, pp. 31–33; counters (T&S; 10 each)

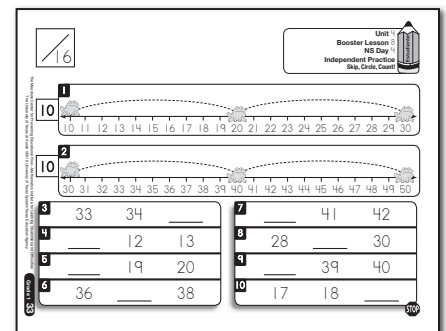
Modeled Practice



Guided Practice



Independent Practice



**Time:**

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

Preview

We will practice skip-counting patterns on the number line.

A pattern is something that repeats over and over.

Vamos a practicar patrones de conteo saltado en la recta numérica.

Un patrón es algo que se repite una y otra vez.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

Look at the number line.
There are frogs jumping in a skip-count pattern!

The box next to the number line tells us that it's a skip-count by tens pattern. This means that we will jump over, or skip, 10 numbers each time we count a number in the pattern.

We will make the pattern and circle all the numbers that are in our skip-count by tens pattern.

My Turn: The first frog is on 10. This is the first number in our pattern. I circle it.

Your Turn: Circle "10."

Next, we skip 10 numbers on the number line.

My Turn: I move 10 counters down my line to keep track. Count. 1, 2 ... 10. What number did we skip to? (20)

(trace your finger over the jumping line from 10 to 20)

Miren la recta numérica. ¡Hay ranas saltando en un patrón de conteo saltado!

La caja junto a la recta numérica nos dice que es un patrón de conteo saltado de diez en diez. Esto significa que vamos a brincar o saltar 10 números cada vez que contemos un número en el patrón.

Vamos a hacer el patrón y circular todos los números que están en nuestros patrones de conteo saltado de diez en diez.

Mi turno: La primera rana está en el 10. Este es el primer número en nuestro patrón. Lo circulo.

Su turno: Circulen "10".

Luego, saltamos 10 números en la recta numérica.

Mi turno: Muevo 10 contadores hacia mi línea para llevar un control. Cuenten. 1, 2 ... 10. ¿Hacia qué número saltamos? (20)

(trace your finger over the dumping line from 10 to 20)

Modeled Practice (continued)

Your Turn: Move 10 counters down your line.

What number? (20) We jumped, or skipped, from 10 to 20!

My Turn: I circle “20.”

Your Turn: Circle “20.”

We will skip 10 numbers again. Move 10 counters down the line. Count. 1, 2 ... 10. What number? (30)

My Turn: I circle “30.”

Your Turn: Circle “30.”

We count the skip-count by tens pattern by counting by tens. Ready? Count. 10, 20, 30.

What would the next number in the pattern be? (40)

Su turno: Muevan 10 contadores hacia su línea.

¿Qué número? (20) ¡Brincamos o saltamos del 10 al 20!

Mi turno: Circulo “20”.

Su turno: Circulen “20”.

Vamos a saltar 10 números otra vez. Muevan 10 contadores hacia la línea. Cuenten. 1, 2 ... 10. ¿Qué número? (30)

Mi turno: Circulo “30”.

Su turno: Circulen “30”.

Contamos los patrones de conteo salteado de diez en diez contando de diez en diez. ¿Listos? Cuenten. 10, 20, 30.

¿Qué número debe de seguir en el patrón? (40)



Error Diagnosis and Correction

A student has difficulty counting by tens: show the hundreds chart and point and count to multiples of 10 together.

Guided Practice (Our Turn)

- 2 Distribute a Guided Practice sheet to each student. On the first part of the sheet, follow the Modeled Practice procedure: Use counters to make the skip-count by tens pattern, circle numbers on the number line in the skip-count by tens pattern and count the pattern aloud. Obtain individual and choral responses. Use the following language:

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

Make 10. Ready, count. 1, 2 ... 10. What number? Circle it.

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

Hagan 10. Listos, cuenten. 1, 2 ... 10. ¿Qué número? Circúlenlo.

Guided Practice (Our Turn)

Count the pattern. What number would be next in the pattern?

Cuenten el patrón. ¿Qué número debe de seguir en el patrón?

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

We will look at patterns in a different way: numbers on the number line.

Vamos a mirar patrones de una manera diferente: números en la recta numérica.

What is missing? Write it. Count the sequence.

¿Cuál falta? Escribanlo. Cuenten la secuencia.



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute to circle numbers in the skip-count by tens pattern on the number lines and then write the missing number in the blanks.

Van a tener 1 minuto para circular números en el patrón de conteo saltado de diez en diez en las rectas numéricas y luego escribir el número que falta en el espacio en blanco.

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

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



Note to Teacher:

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

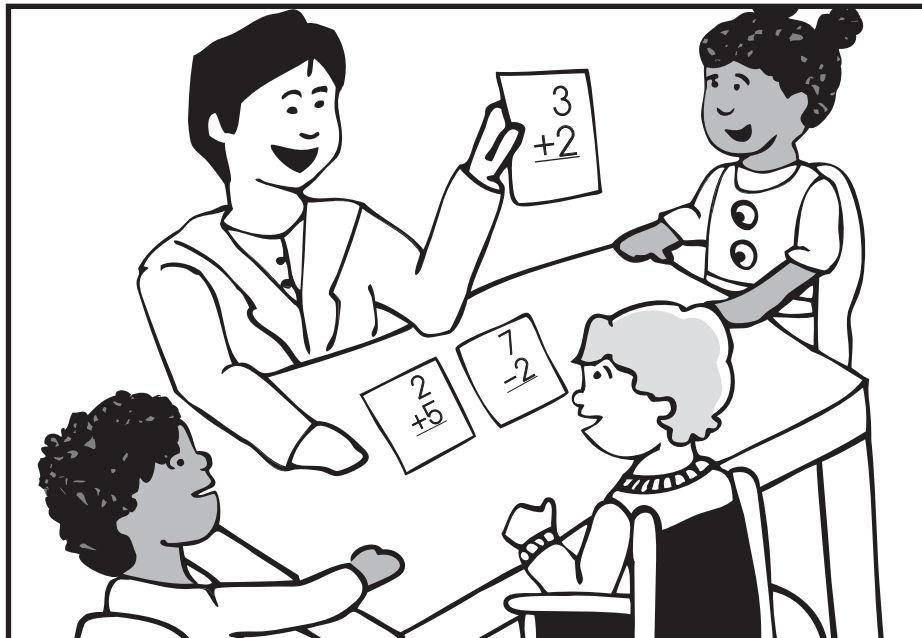


Warm-Up: Look and Say

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

Materials:

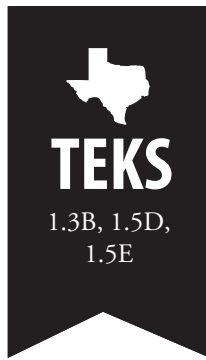
Fact cards (+ 2, + 3 and related)



Time:

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

My Notes: _____



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

Unit 4
Booster Lesson 9
ASC

D
A
Y
5

Figure Out the Fact Family

Addition/Subtraction Combinations

Objective: The student will be able to use pictorial and abstract representations of fact families as a strategy to solve addition and subtraction problems.

Instructional Content: Facts to 12

Vocabulary:

English

Turnaround fact, fact family, add, subtract, subtraction sentence, equals, number, minus, altogether

Spanish

Operación relacionada, familia de operaciones, sumar, restar, oración de resta, igual a, número, menos, en total

Materials: Teacher Master, pp. 34–36

Modeled Practice

Guided Practice

Independent Practice

**Time:**

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

Preview

Today we will practice using the Fact Family strategy, which helps us with both addition and subtraction.

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

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

Hoy vamos a practicar la estrategia de familia de operaciones que nos ayuda con sumas y restas.

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

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

Modeled Practice
(My Turn, Your Turn)

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

I will write number sentences, using this domino. (*point to the domino*)

There are 2 parts to this whole domino. 1 part has 6 dots, and the other part has 2 dots.

What 3 numbers make up the fact family? (6, 2, 8)

Voy a escribir oraciones numéricas usando este dominó. (*point to the domino*)

Este dominó entero tiene 2 partes. 1 parte tiene 6 puntos y la otra parte tiene 2 puntos.

¿Cuáles son los 3 números que forman la familia de operaciones? (6, 2, 8)

- 2** Model how to write a number sentence, using the 3 numbers and the pictorial representation of the domino.

I will make 1 number sentence, using the parts of this domino.

$6 + 2 = 8$ (*point to each part of the domino as you say it*)

My Turn: I write the number sentence on 1 of the lines below that has an addition sign.

Your Turn: Write the number sentence.

Voy a hacer 1 oración numérica usando las partes de este dominó.

$6 + 2 = 8$ (*point to each part of the domino as you say it*)

Mi turno: Escribo la oración numérica en 1 de las líneas de abajo con el signo de más.

Su turno: Escriban la oración numérica.

Modeled Practice (continued)

- 3 Encourage students to come up with other number sentences, using the domino.

What is the turnaround fact for $6 + 2 = 8$? ($2 + 6 = 8$)

Write the turnaround fact on the next number sentence line.

Notice that the next 2 lines use subtraction signs and have a box at the beginning of the sentence.

What number should come first in subtraction facts? (*the greatest number; 8*)

My Turn: In subtraction facts, we always start with the greatest number. When working with fact families, you will see that the greatest number is boxed. I write “8” in the first subtraction-sentence box.

Your Turn: Write “8” in the first subtraction-sentence box.

What should come next in the number sentence? (*6 or 2*)

When doing subtraction, you take away a part of the whole.

Write it.

What part is left of 8? (*2 or 6*)

Write it.

Is the last fact going to be addition or subtraction? (*subtraction*)

How do you know? (*2 addition facts and 2 subtraction facts are in a fact family*)

¿Cuál es la operación relacionada para $6 + 2 = 8$? ($2 + 6 = 8$)

Escriban la operación relacionada en la siguiente línea de oraciones numéricas.

Fíjense que las siguientes 2 líneas tienen signos de menos y una caja al principio de cada oración.

¿Qué número debe ir primero en las operaciones de resta? (*el número mayor; 8*)

Mi turno: En operaciones de resta siempre empezamos con el número mayor. Al trabajar con familias de operaciones, van a ver que el número mayor está dentro de la caja. Escribo “8” en la primera caja de las oraciones de resta.

Su turno: Escriban “8” en la primera caja de la oración de resta.

¿Qué debe de seguir en esta oración numérica? (*6 ó 2*)

Cuando restamos, quitamos parte de un entero.

Escríbanlo.

¿Qué parte queda de 8? (*2 ó 6*)

Escríbanla.

¿La última operación es una suma o una resta? (*resta*)

¿Cómo saben? (*hay 2 operaciones de suma y 2 operaciones de resta en una familia de operaciones*)

✓ Error Diagnosis and Correction

A student has difficulty differentiating between addition and subtraction facts: tell the student to locate the greatest number and to note that the 2 smaller numbers either add up to the greatest number or are taken away from the greatest number.

Modeled Practice (continued)

When we subtract, do we start with the greatest number or the least number? (*greatest*)

We already started with 8 and took away 2. (*or 6, depending on which number the students suggested*)

What happens when we take away 6 (*or 2*) of the dots?

How many dots are left?

Write the last fact, $8 - 6 = 2$ (*or $8 - 2 = 6$*), on the last line.

Cuando restamos, ¿empezamos con el número mayor o con el número menor? (*mayor*)

Ya empezamos con 8 y quitamos 2. (*ó 6, depending on which number the students suggested*)

¿Qué pasa cuando quitamos 6 (*ó 2*) de los puntos?

¿Cuántos puntos quedan?

Escriban la última operación, $8 - 6 = 2$ (*u $8 - 2 = 6$*) en la última línea.

- 4** Point to the abstract version of the problem next to the domino.

What do you notice about this fact family? (*it has the same numbers; it does not have a domino*)

Sometimes fact families are shown without pictures to match the numbers.

How can you solve facts like this without the pictures?

I know that 6 and 2 are parts of 8.

What are the 3 numbers in this fact family? (*6, 2, 8*)

What is 1 fact we can write with 6, 2, and 8?

¿Qué notan de esta familia de operaciones? (*tiene los mismos números; no tiene un dominó*)

Algunas veces, las familias de operaciones se muestran sin dibujos para igualar los números.

¿Cómo pueden resolver operaciones como ésta sin dibujos?

Sé que 6 y 2 son partes de 8.

¿Cuáles son los 3 números en esta familia de operaciones? (*6, 2, 8*)

¿Cuál es 1 operación que podemos escribir con 6, 2 y 8?

- 5** Allow students to lead in creating the 4 facts, using the 3 numbers. Ask students to discuss how they know that a particular fact is part of the fact family.

Error Diagnosis and Correction

A student has difficulty making the connection between the pictorial and abstract fact families: refer to the domino or draw dots to show the student how to think of the fact pictorially.

Guided Practice

(Our Turn)

- 6 Distribute a Guided Practice sheet to each student and tell students to use the pictorial and abstract representations of the fact families to form number sentences. Use the following language to guide students' critical thinking on the problems.

What is an addition fact we can write for the fact family that belongs with these 3 numbers?

What is the turnaround fact?

What subtraction facts can we write for the fact family?

What 3 numbers make up this fact family?

¿Qué operación de suma podemos escribir para la familia de operaciones que pertenece con estos 3 números?

¿Cuál es la operación relacionada?

¿Qué operaciones de resta podemos escribir para la familia de operaciones?

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

Independent Practice/ Progress Monitoring

(Your Turn)

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

You will have 1 minute to write the numbers for each fact in the fact families.

Van a tener 1 minuto para escribir los números para cada operación en las familias de operaciones.

- 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.

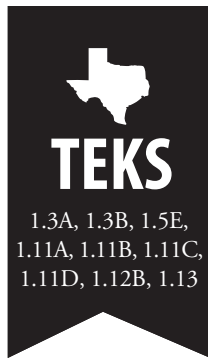


Note to Teacher:

Score 1 point for each correctly written number sentence.







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

Unit 4
Booster Lesson 10
WPS

DAY 5

Show How You Cross It Out!

Word Problem Solving

Objective: The student will be able to draw a picture to solve subtraction word problems using numbers from zero to twelve.

Word Problem Type: Separating, with result unknown

Vocabulary:

English

Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence

Spanish

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

Materials: Teacher Master, pp. 37–44

Guided Practice

UNIDAD

Unit 4
Booster Lesson 10
WPS Day 5
Guided Practice

Identifícalo.
El tío Juan hizo 10 ollas de guisado.

El quemó 2 ollas de guisado. ¡Pobre tío Juan!

¿Cuántas ollas de guisado quedaron?

Haz un dibujo.

Elige la oración numérica.

☐ $10 - 2 = 6$ ollas de guisado

☐ $10 - 2 = 8$ ollas de guisado

UNIDAD ollas de guisado

Unit 4
Booster Lesson 10
WPS Day 5
Guided Practice

Identifícalo.
El tío Juan hizo 10 ollas de guisado.

El quemó 2 ollas de guisado. ¡Pobre tío Juan!

¿Cuántas ollas de guisado quedaron?

Haz un dibujo.

Elige la oración numérica.

☒ $10 - 2 = 6$ ollas de guisado

☐ $10 - 2 = 8$ ollas de guisado

Independent Practice

UNIDAD

Unit 4
Booster Lesson 10
WPS Day 5
Independent Practice

Identifícalo.
La mamá de Juan le dio a Juan 3 horas para limpiar su cuarto.

Le tomó 2 horas a Juan limpiarlo.

¿Cuántas horas le quedan a Juan?

Haz un dibujo.

Elige la oración numérica.

☐ $3 + 2 = 5$ horas

☐ $3 - 2 = 1$ horas

UNIDAD horas

Unit 4
Booster Lesson 10
WPS Day 5
Independent Practice

Identifícalo.
La mamá de Juan le dio a Juan 3 horas para limpiar su cuarto.

Le tomó 2 horas a Juan limpiarlo.

¿Cuántas horas le quedan a Juan?

Haz un dibujo.

Elige la oración numérica.

☐ $3 + 2 = 5$ horas

☒ $3 - 2 = 1$ horas



**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, solve word problems by drawing pictures, and choose number sentences that show the word problems.

¿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, resolver problemas haciendo dibujos y escoger las oraciones numéricas que muestran los problemas.

Modeled Practice (My Turn, Your Turn)

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

Guided Practice (Our Turn)

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

Read the story together. Ready? Read.

What is the question? Underline it.

What is the important unit? Write it.

Is this important? Circle it.

How many? Draw it.

How many do we take away? Cross it out.

Which number sentence? Fill in the circle.

Lean el cuento juntos. ¿Listos? Lean.

¿Cuál es la pregunta? Subráyena.

¿Cuál es la unidad importante? Escribanla.

¿Es esto importante? Circúlenlo.

¿Cuántos? Dibújelo.

¿Cuántos quitamos? Táchenlo.

¿Cuál es la oración numérica? Rellenen el círculo.

Note to Teacher:

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



Error Diagnosis and Correction

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



Error Diagnosis and Correction

A student has trouble crossing out circles to find the answer: model how to solve the problem, using manipulatives and physically removing some from the group as you subtract.

Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

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

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

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



Time:

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

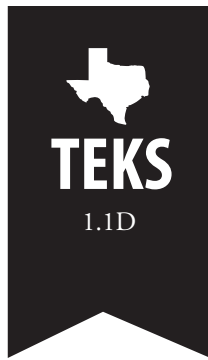


Note to Teacher:

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







Total Time: 2 minutes

Unit 4 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:

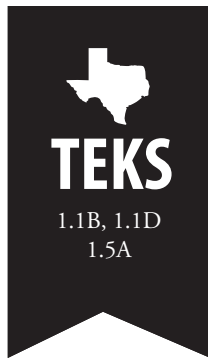
Set the timer for 2 minutes.
Allow enough time to go
over incorrect answers.

Materials:

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



My Notes: _____



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

Unit 4
Booster Lesson 11
R10

DAY 6

Same Number, Different Ways

Relationships of 10

Objective:

The student will be able to use concrete and pictorial representations to show a number in multiple ways and to count concrete and pictorial representations of numbers.

Instructional Content:

0–50

Vocabulary:

English

Rod, unit

Spanish

Decena, unidad

Materials:

Teacher Master, pp. 45–50; rods and units (T&S; 5 rods, 20 units)

Modeled Practice

Guided Practice



**Time:**

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

**Note to Teacher:**

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

Preview

(place 1 rod and 10 units on the table)

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

(show 10 units) **Are 10 units the same as 1 rod?** (yes)

Although the units are not connected, 10 units equal 1 rod, or 1 group of 10.

Today we will make numbers in different ways, using our rods and units.

(place 1 rod and 10 units on the table)

(show the rod) **¿Cuántos hay en una decena?** (10)

(show 10 units) **¿10 unidades es lo mismo que 1 decena?** (sí)

Aunque algunas de las unidades no están conectadas, 10 unidades es igual a 1 decena ó 1 grupo de 10.

Hoy vamos a hacer números de diferentes maneras usando nuestras decenas y unidades.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute the Modeled Practice sheets, rods, and units to each student. Show students the number at the top of the first sheet.

What number? (23)

Look at the pictures of rods and units. How many rods? (2 rods)

My Turn: I put 2 rods in their space.

Your Turn: Put down 2 rods.

Look at the picture of the units. How many units? (3 units)

My Turn: I put 3 units in their space.

Your Turn: Put down 3 units.

¿Qué número? (23)

Miren los dibujos de decenas y unidades. ¿Cuántas decenas? (2 decenas)

Mi turno: Pongo 2 decenas en su lugar.

Su turno: Pongan 2 decenas.

Miren el dibujo de las unidades. ¿Cuántas unidades? (3 unidades)

Mi turno: Pongo 3 unidades en su lugar.

Su turno: Pongan 3 unidades.

Modeled Practice (continued)

How many groups of 10 did we make? (*2 groups of 10*)

My Turn: I write “2” to show 2 tens.

Your Turn: Write “2.”

How many ones did we make? (*3 ones*)

My Turn: I write “3” to show 3 ones.

Your Turn: Write “3.”

Count by tens and ones to show how many altogether. Ready? Count. 10, 20 Switch! 21, 22, 23.

How many altogether? (*23*)

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

Mi turno: Escribo “2” para mostrar 2 decenas.

Su turno: Escriban “2”.

¿Cuántas unidades hicimos? (*3 unidades*)

Mi turno: Escribo “3” para mostrar 3 unidades.

Su turno: Escriban “3”.

Cuenten de diez en diez y de uno en uno para mostrar cuánto en total. ¿Listos? Cuenten. 10, 20 ¡Cambio! 21, 22, 23.

¿Cuánto en total? (*23*)

- 2** Tell students to remove their rods and units and to turn to the next Modeled Practice sheet. Show students the number at the top of the sheet.

What number? (*23*)

We will make 23 a different way.

Look at the picture of the rod. How many rods? (*1 rod*)

My Turn: I put 1 rod down.

Your Turn: Put 1 rod down.

How many units? There is a group of 10 units, and there are some leftover units. Although the 10 units aren't grouped into a rod, we can still count them as a group of 10 because counting by tens and ones is fast.

¿Qué número? (*23*)

Vamos a hacer 23 de una manera diferente.

Miren el dibujo de la decena. ¿Cuántas decenas? (*1 decena*)

Mi turno: Pongo 1 decena.

Su turno: Pongan 1 decena.

¿Cuántas unidades? Hay un grupo de 10 unidades y algunas unidades que sobran. Aunque las 10 unidades no están agrupadas en una decena, como quiera las podemos contar como un grupo de 10 porque es rápido contar de diez en diez y uno en uno.

Modeled Practice (continued)

My Turn: I count 10 Switch! 11, 12, 13 units.

Your Turn: Count. 10 Switch! 11, 12, 13 units.

My Turn: I put 13 units down.

Your Turn: Put 13 units down.

How many groups of 10, or rods, did we make? (*1 group of 10*)

My Turn: I write “1” to show 1 ten.

Your Turn: Write “1.”

How many units did we make? (*13 units*)

My Turn: I write “13” to show 13 units.

Your Turn: Write “13.”

We made 1 ten and 13 ones. Let’s count to see how many altogether.

There are groups of 10 in both the tens place and the ones place. We will still count by tens and ones to find how many altogether. (*point as you count tens and ones*)

Ready? Count. 10, 20 Switch! 21, 22, 23.

How many altogether? (*23*)

Although there were units that were not grouped into a rod, they still are equal to a group of 10.

Are 2 tens and 3 ones equal to 1 ten and 13 ones? (*yes*) **Why?**

Mi turno: Cuento 10 ¡Cambio! 11, 12, 13 unidades.

Su turno: Cuenten. 10 ¡Cambio! 11, 12, 13 unidades.

Mi turno: Pongo 13 unidades.

Su turno: Pongan 13 unidades.

¿Cuántos grupos de 10 o decenas hicimos? (*1 grupo de 10*)

Mi turno: Escribo “1” para mostrar 1 decena.

Su turno: Escriban “1”.

¿Cuántas unidades hicimos? (*13 unidades*)

Mi turno: Escribo “13” para mostrar 13 unidades.

Su turno: Escriban “13”.

Hicimos 1 decena y 13 unidades. Vamos a contar para ver cuánto en total.

Hay grupos de 10 en ambos lugares de decenas y unidades. Todavía podemos contar de diez en diez y de uno en uno para encontrar cuánto en total. (*point as you count tens and ones*)

¿Listos? Cuenten. 10, 20 ¡Cambio! 21, 22, 23.

¿Cuánto en total? (*23*)

Aunque algunas de las unidades no fueron agrupadas en una decena, todavía siguen siendo igual a un grupo de 10.

¿2 decenas y 3 unidades es igual a 1 decena y 13 unidades? (*sí*) **¿Porqué?**

Error Diagnosis and Correction

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

Guided Practice

(Our Turn)

- 3** Collect the students' rods and units and distribute the Guided Practice sheets to each student. Using the Modeled Practice procedure, tell students to write how many tens and ones. Obtain individual and choral responses. Use the following language:

How many tens? Write it.

How many ones? Write it.

How many altogether?
Count by tens and ones.
Switch!

Are [number] rods and
[number] units equal
to [number] rods and
[number] units?

Why?

What is another way we
could make [number]?

¿Cuántas decenas?
Escríbanlo.

¿Cuántas unidades?
Escríbanlo.

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

¿[number] decenas y
[number] unidades es
igual a [number] decenas y
[number] unidades?

¿Porqué?

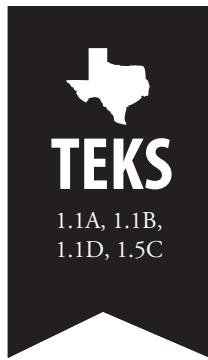
¿De qué otra manera
podemos hacer [number]?

Independent Practice/ Progress Monitoring

(Your Turn)

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





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

Unit 4 Booster Lesson 12 MC

**D
A
Y
6**

Which Is Greater?

Magnitude Comparison

Objective: The student will be able to compare two numbers and decide which is greater by comparing tens and ones.

Instructional Content: 0–50

Vocabulary:

English

Greater than, less than, tens, ones

Spanish

Mayor que, menor que, decenas, unidades

Materials: Teacher Master, pp. 51–52; wipe board (T); number cards (T; 0–50)

Guided Practice

Unit 4
Booster Lesson 12
MC Day 6
Guided Practice
Which Is Greater?

Mayor	
1	29 24
2	36 12
3	15 15
4	20 12
5	19 17
6	32 42

Independent Practice

Unit 4
Booster Lesson 12
MC Day 6
Independent Practice
Which Is Greater?

Mayor	
1	41 50
2	23 19
3	20 12
4	14 14
5	50 41
6	29 29
7	32 42
8	31 19
9	41 41
10	26 25
11	42 12
12	19 21

**Time:**

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

Preview

Today we will compare
numbers.

What does “greater” mean?
(*more; bigger*)

What does “less” mean?
(*fewer; smaller*)

Hoy vamos a comparar
números.

¿Qué significa “mayor”?
(*más; más grande*)

¿Qué significa “menor”?
(*menos; más pequeño*)

Modeled Practice
(My Turn, Your Turn)

- 1** Show the number cards for 12 and 20. Have the wipe board available.

What numbers? (*12, 20*)

We will decide which is
greater by comparing tens
and ones.

First, we compare the tens.

How many tens are in 12? (*1
ten; write “1 ten” on the board*)

How many tens are in 20?
(*2 tens; write “2 tens” on the
board*)

1 ten and 2 tens. Can we tell
which number is greater?
(*yes*)

Which number is greater?
(*20*)

How can you tell? (*2 tens are
greater than 1 ten*)

20 is greater than 12.

¿Qué números? (*12, 20*)

Vamos a decidir cuál es mayor
comparando decenas y unidades

Primero, comparamos las
decenas.

¿Cuántas decenas hay en 12? (*1
decena; escriban “1 decena” en el
pizarrón*)

¿Cuántas decenas hay en 20? (*2
decenas; escriban “2 decenas” en el
pizarrón*)

1 decena y 2 decenas. ¿Podemos
decir cuál número es mayor? (*sí*)

¿Cuál número es mayor? (*20*)

¿Cómo saben? (*2 decenas es mayor
que 1 decena*)

20 es mayor que 12.

- 2** Erase the wipe board and show the number cards for 33 and 38.

What numbers? (*33, 38*)

¿Qué números? (*33, 38*)

**Error Diagnosis
and Correction**

A student has
difficulty looking
only at the tens
place or the ones
place: for the 2
numbers, cover 1
of the places with
a sheet of paper,
so the student is
comparing only
the numbers in the
other place.

Modeled Practice (continued)

What do we compare first?
(*tens*)

How many tens are in 33? (*3 tens; write “3 tens” on the board*)

How many tens are in 38? (*3 tens; write “3 tens” on the board*)

3 tens and 3 tens. Can we tell which number is greater? (*no*)

When the tens are equal, we look at the next place, the ones place.

How many ones are in 33?
(*3 ones; write “3 ones” on the board*)

How many ones are in 38?
(*8 ones; write “8 ones” on the board*)

3 ones and 8 ones. Can we tell which number is greater?
(*yes*)

Which number is greater?
(*38*)

How can you tell? (*8 ones are greater than 3 ones*)

38 is greater than 33.

¿Qué comparamos primero?
(*decenas*)

¿Cuántas decenas hay en 33? (*3 decenas; escriban “3 decenas” en el pizarrón*)

¿Cuántas decenas hay en 38? (*3 decenas; escriban “3 decenas” en el pizarrón*)

3 decenas y 3 decenas. ¿Podemos decir cuál número es mayor? (*no*)

Cuando las decenas son iguales, miramos el siguiente lugar, el lugar de las unidades.

¿Cuántas unidades hay en 33? (*3 unidades; escriban “3 unidades” en el pizarrón*)

¿Cuántas unidades hay en 38? (*8 unidades; escriban “8 unidades” en el pizarrón*)

3 unidades y 8 unidades. ¿Podemos decir cuál número es mayor? (*sí*)

¿Cuál número es mayor? (*38*)

¿Cómo saben? (*8 decenas es mayor que 3 unidades*)

38 es mayor que 33.

Guided Practice (Our Turn)

- Using the Modeled Practice procedure, tell students to take turns drawing number cards. Tell the students to compare tens and ones to decide which number is greater. For each turn, tell 2 students to draw 1 card each. Obtain individual and choral responses. Use the following language:

Guided Practice (continued)

What numbers?

How many tens? How many ones?

Which number is greater? How can you tell?

¿Qué números?

¿Cuántas decenas? ¿Cuántas unidades?

¿Cuál número es mayor? ¿Cómo saben?

- 4** Distribute a Guided Practice sheet to each student. Tell students to look at the 2 numbers for each item and to circle the number that is greater, or to circle both numbers if they are equal. Use the following language:

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

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



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

Compare the numbers.
Circle the number that is greater or both numbers if they are the same.

Comparen los números.
Circulen el número que es mayor o ambos números si son el mismo.

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

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



Note to Teacher:

Score 1 point for each item in which the correct number or pair of numbers is circled.



Warm-Up: Look and Write

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



Time:

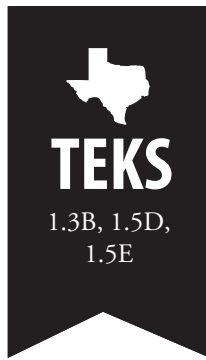
Set the timer for 2 minutes.
Allow enough time to go over incorrect answers.

Materials:

Fact cards (+ 2, + 3 and related), wipe boards for students



My Notes: _____



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

Unit 4 Booster Lesson 13 ASC

DAY 7

Find the Fact Family

Addition/Subtraction Combinations

Objective: The student will be able to use abstract representations to determine which facts belong to a fact family.

Instructional Content: Facts to 12

Vocabulary:

English

Turnaround fact, fact family, add, subtract, equals, number, minus, altogether

Spanish

Operación relacionada, familia de operaciones, sumar, restar, igual a, número, menos, en total

Materials: Teacher Master, pp. 53–55

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 practice using the Fact Family strategy to find facts that belong in a fact family.

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

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

Hoy vamos a practicar utilizando la estrategia de familia de operaciones para encontrar operaciones que pertenecen a una familia de operaciones.

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

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

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet to each student.

I need to find a fact that is in the fact family containing the numbers 4, 6, and 10.

Below the 3 numbers, I see 6 facts. We need to choose which 4 facts belong in this fact family.

We will fill in the circle next to each fact that belongs in the family.

Look at the first fact: $4 + 6 = 10$.

I know $4 + 6 = 10$ is part of this fact family because it uses the same 3 numbers listed above and because 4 and 6 are 2 parts of 10.

My Turn: I fill in that circle to show that fact is part of the fact family.

Your Turn: Fill in the circle. Make your sheet look like mine.

Necesito encontrar una operación que pertenece a una familia de operaciones que contiene los números 4, 6 y 10.

Debajo de los 3 números veo 6 operaciones. Necesitamos escoger cuáles son las 4 operaciones que pertenecen a esta familia.

Vamos a rellenar el círculo junto a cada operación que pertenece a la familia.

Miren la primera operación: $4 + 6 = 10$.

Sé que $4 + 6 = 10$ es parte de esta familia de operaciones porque utiliza los mismos 3 números de arriba y porque 4 y 6 son 2 partes de 10.

Mi turno: Relleno el círculo para mostrar que esa operación es parte de la familia de operaciones.

Error Diagnosis and Correction

A student has difficulty figuring out fact-family facts: use connecting cubes or pictorial representations as scaffolds.

Modeled Practice (continued)

Look at the next fact. Is $10 - 6 = 4$ part of this fact family?

(yes)

How do you know? *(because it starts with the greatest number and takes a part away; because it uses the same 3 numbers)*

$10 - 6 = 4$ is part of the same fact family because it uses the same 3 numbers, 4, 6, and 10; and it starts with the greatest number, 10, and takes away a smaller part, 6, to get the other part, 4.

My Turn: I fill in the circle.

Your Turn: Fill in the circle.

Su turno: Rellenen el círculo.
Hagan su hoja igual a la mía.

Miren la siguiente operación.
 $10 - 6 = 4$ es parte de esta familia de operaciones? *(sí)*

¿Cómo saben? *(porque empieza con el número mayor y quita una parte; porque utiliza los mismos 3 números)*

$10 - 6 = 4$ es parte de la misma familia de operaciones porque utiliza los mismos 3 números, 4, 6 y 10; y empieza con el número mayor 10 y quita una parte más pequeña, 6, para obtener la otra parte, 4.

Mi turno: Relleno el círculo.

Su turno: Rellenen el círculo.

- 2** Continue with this process for the $6 + 4 = 10$ option. Then, direct students' attention to $3 + 5 = 8$.

Look at this fact, $3 + 5 = 8$.

Is this fact part of the fact family? *(no)*

How do you know? *(it does not have the same 3 numbers)*

Miren esta operación, $3 + 5 = 8$.

¿Esta operación es parte de la familia de operaciones? *(no)*

¿Cómo saben? *(no tiene los mismos 3 números)*

- 3** Ask students to consider the other facts to complete the fact family.

How many facts have we found so far for the fact family? *(3)*

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

¿Cuántas operaciones hemos encontrado hasta el momento para la familia de operaciones? *(3)*

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

Modeled Practice (continued)

How many more facts are we looking for to complete this fact family? (*1 fact*)

Which fact of the last 2 is part of the fact family? ($10 - 4 = 6$)

¿Cuántas operaciones más estamos buscando para completar esta familia de operaciones? (*1 operación*)

¿Cuál operación de las últimas 2 forma parte de esta familia de operaciones?
($10 - 4 = 6$)

Guided Practice (Our Turn)

- 4 Distribute a Guided Practice sheet to each student and tell students to use the same process as in the Modeled Practice to find the facts belonging to each fact family. Use the following language to guide students' critical thinking on the problems.

What are the 3 numbers in the fact family?

How many facts are in a fact family?

Is this fact part of the fact family?

How do you know?

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

¿Cuántas operaciones hay en una familia de operaciones?

¿Esta operación es parte de la familia de operaciones?

¿Cómo saben?



Time:

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

Independent Practice/ Progress Monitoring (Your Turn)

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

Independent Practice/ Progress Monitoring (continued)

You will have 1 minute to fill in the circles next to the 4 facts that belong to each fact family.

Van a tener 1 minuto para rellenar los círculos junto a las 4 operaciones que pertenecen a cada familia de operaciones.

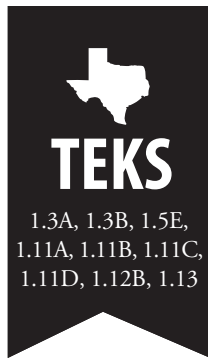
- 2 **For the remaining time:** Go through the items with students, telling them the correct answers. They should put a check mark (✓) by correct answers and should correct any errors.
- 3 Record their scores as the number correct / total number possible.



Note to Teacher:

Score 1 point for each correctly filled-in fact that belongs to the fact family.





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

Unit 4 Booster Lesson 14 WPS

DAY 7

Practice Show!

Word Problem Solving

Objective: The student will be able to draw a picture to solve subtraction word problems using numbers from zero to twelve.

Word Problem Type: Separating, with result unknown

Vocabulary:

English

Subtract, minus, equals, less, take away, Identify It strategy, ten frame, number sentence

Spanish

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

Materials: Teacher Master, pp. 56–65

Guided Practice

UNIDAD

Unit 4
Booster Lesson 14
WPS Day
Guided Practice

Identifícalo
Linda hizo 8 papalotes.
El viento rompió 2 papalotes.
¿Cuántos papalotes tiene Linda ahora?

Dibuja un dibujo.

Encoge la oración numérica.
 $8 - 2 = 6$ papalotes
 $8 + 2 = 10$ papalotes

UNIDAD

Unit 4
Booster Lesson 14
WPS Day
Guided Practice

Identifícalo
Linda hizo 8 papalotes.
El viento rompió 2 papalotes.
¿Cuántos papalotes tiene Linda ahora?

Dibuja un dibujo.

Encoge la oración numérica.
 $8 - 2 = 6$ papalotes
 $8 + 2 = 10$ papalotes

Independent Practice

UNIDAD

Unit 4
Booster Lesson 14
WPS Day
Independent Practice

Identifícalo
Ana tenía 10 libros.
Su mamá se llevó 2 libros.
¿Cuántos libros quedaron?

Dibuja un dibujo.

Encoge la oración numérica.
 $10 - 2 = 8$ libros
 $10 + 2 = 12$ libros

UNIDAD

Unit 4
Booster Lesson 14
WPS Day
Independent Practice

Identifícalo
Ana tenía 10 libros.
Su mamá se llevó 2 libros.
¿Cuántos libros quedaron?

Dibuja un dibujo.

Encoge la oración numérica.
 $10 - 2 = 8$ libros
 $10 + 2 = 12$ libros



**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; it has both numbers and words*)

Today we will practice the Identify It strategy, solve word problems by drawing pictures, and choose number sentences that show the word problems.

¿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, resolver problemas haciendo dibujos y escoger las oraciones numéricas que muestran los problemas.

Modeled Practice (My Turn, Your Turn)

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

Guided Practice (Our Turn)

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

Read the story together.
Ready? Read.

What is the question?
Underline it.

What is the important unit? Write it.

Is this important? Circle it.

How many? Draw it.

Lean el cuento juntos. ¿Listos?
Lean.

¿Cuál es la pregunta?
Subráyena.

¿Cuál es la unidad importante?
Escríbanla.

¿Es esto importante?
Circúlenlo.

¿Cuántos? Dibújenlo.

**Note to Teacher:**

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

**Error Diagnosis and Correction**

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

Guided Practice (continued)

How many do we take away? Cross it out.

Which number sentence? Fill in the circle.

¿Cuántos quitamos? Táchenlo.

¿Cuál es la oración numérica? Rellenen el círculo.

Independent Practice/ Progress Monitoring (Your Turn)

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

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

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

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

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

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

Error Diagnosis and Correction

A student has trouble crossing out circles to find an answer: model and solve the problem, using manipulatives and physically removing some from the group as you subtract.



Time:

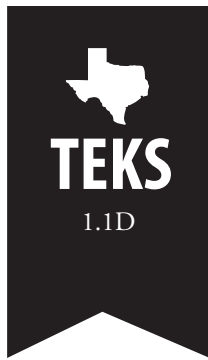
Set the timer for 7 minutes. For the first 6 minutes, have students complete the Independent Practice sheet.



Note to Teacher:

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





Total Time: 2 minutes

Unit 4 Warm-Up

D
A
Y
8



Warm-Up: Number Recognition

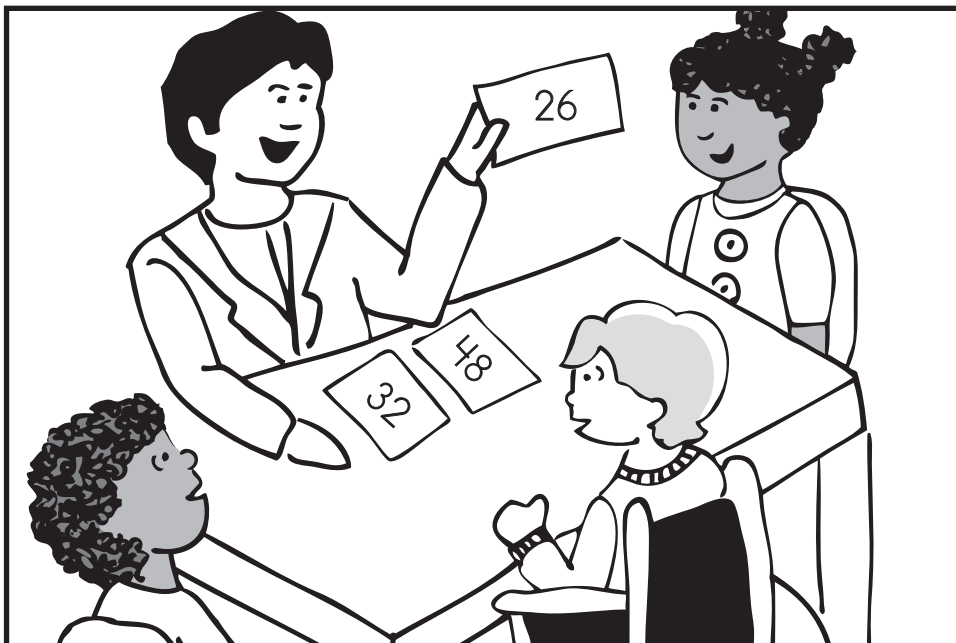
Directions: Hold up number cards and tell students to say each number with a quick oral response (within 3–4 seconds). If students say an incorrect number for a card, put it in a pile for extra practice. After students go through all the number cards, review the cards in the extra-practice pile and tell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



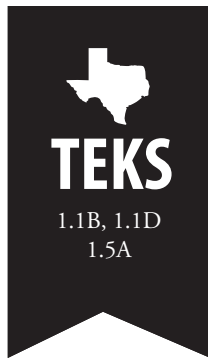
Time:

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 4
Booster Lesson 15
R10

DAY 8

Same Number, Different Ways

Relationships of 10

Objective:

The student will be able to use concrete and pictorial representations to show a number in multiple ways, count concrete and pictorial representations of numbers, and decide whether different representations represent the same number.

Instructional Content:

0–50

Vocabulary:

English

Rod, unit, tens, ones

Spanish

Decena, unidad, decenas, unidades

Materials:

Teacher Master, pp. 66–69; rods and units (T&S; 5 rods, 20 units)

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:**

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

Preview

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

Today we will make numbers in different ways, using our rods and units.

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

Hoy vamos a hacer números de diferentes maneras usando nuestras decenas y unidades.

Modeled Practice (My Turn, Your Turn)

- 1 Distribute a Modeled Practice sheet, rods, and units to each student. In the space provided, make numbers with rods and units by putting them in the appropriate places.

We will put rods and units on our sheet, and see whether doing so shows 2 different ways to make the same number.

My Turn: For the first item, I see 1 space for rods, so I place 1 rod on my sheet. I see 13 spaces for units, so I place 13 units on my sheet.

How many groups of 10, or rods, did we make? (*1 group of 10*)

My Turn: I write “1” to show 1 ten.

Your Turn: Write “1.”

How many units? There is a group of 10 units and some leftover units. Although the 10 units aren't grouped into a rod, we can still count them as a group of 10, since counting by tens and ones is fast.

Vamos a poner decenas y unidades en nuestra hoja y ver si al hacerlo muestra 2 maneras diferentes de hacer el mismo número.

Mi turno: Para el primer ejemplo, veo 1 espacio para las decenas, entonces pongo 1 decena en mi hoja. Veo 13 espacios para las unidades, entonces pongo 13 unidades en mi hoja.

¿Cuántos grupos de 10 o decenas hicimos? (*1 grupo de 10*)

Mi turno: Escribo “1” para mostrar 1 decena.

Su turno: Escriban “1”.

¿Cuántas unidades? Hay un grupo de 10 unidades y algunas unidades que sobran. Aunque las 10 unidades no están agrupadas en una decena, como quiera las podemos contar como un grupo de 10 porque es rápido contar de diez en diez y uno en uno.

Modeled Practice (continued)

My Turn: 10 Switch! 11, 12, 13 units.

Your Turn: Count. 10 Switch! 11, 12, 13 units.

My Turn: I write “13” to show 13 ones.

Your Turn: Write “13.”

We made 1 ten and 13 ones. Let’s count to see how many altogether.

There are groups of 10 in both the tens place and the ones place. We will still count by tens and ones to find how many altogether. *(point as you count tens and ones)*

Ready? Count. 10, 20 Switch! 21, 22, 23.

How many altogether? *(23)*

My Turn: I write “23” in the box.

Your Turn: Write “23.”

Although there were units that were not grouped into a rod, they still were equal to a group of 10.

Mi turno: Cuento 10 ¡Cambio! 11, 12, 13 unidades.

Su turno: Cuenten. 10 ¡Cambio! 11, 12, 13 unidades.

Mi turno: Escribo “13” para mostrar 13 unidades.

Su turno: Escriban “13”.

Hicimos 1 decena y 13 unidades. Vamos a contar para ver cuánto en total.

Hay grupos de 10 en ambos lugares de decenas y unidades. Todavía vamos a contar de diez en diez y de uno en uno para encontrar cuánto en total. *(point as you count tens and ones)*

¿Listos? Cuenten. 10, 20 ¡Cambio! 21, 22, 23.

¿Cuánto en total? *(23)*

Mi turno: Escribo “23” en la caja.

Su turno: Escriban “23”.

Aunque algunas de las unidades no fueron agrupadas en una decena, todavía siguen siendo igual a un grupo de 10.

- 2** Leave the rods and units on the sheet and use them to make the second number on the sheet.

Look at the next item.

My Turn: I see 2 spaces for rods, so I place 2 rods on my sheet. I see 3 spaces for units, so I place 3 units on my sheet.

Miren el siguiente ejemplo.

Mi turno: Veo 2 espacios para las decenas, entonces pongo 2 decenas en mi hoja. Veo 3 espacios para las unidades, entonces pongo 3 unidades en mi hoja.



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

Modeled Practice (continued)

Your Turn: Place 2 rods and 3 units on your sheet.

How many groups of 10, or rods, did we make? (*2 groups of 10*)

My Turn: I write “2” to show 2 tens.

Your Turn: Write “2.”

How many ones, or units, did we make? (*3 ones*)

My Turn: I write “3” to show 3 ones.

Your Turn: Write “3.”

Count by tens and ones to show how many altogether. Ready? Count. 10, 20 Switch! 21, 22, 23.

How many altogether? (*23*)

My Turn: I write “23” in the box.

Your Turn: Write “23.”

Su turno: Pongan 2 decenas y 3 unidades en su hoja.

¿Cuántos grupos de 10 o decenas hicimos? (*2 grupos de 10*)

Mi turno: Escribo “2” para mostrar 2 decenas.

Su turno: Escriban “2”.

¿Cuántas unidades hicimos? (*3 unidades*)

Mi turno: Escribo “3” para mostrar 3 unidades.

Su turno: Escriban “3”.

Cuenten de diez en diez y de uno en uno para mostrar cuánto en total. ¿Listos? Cuenten. 10, 20 ¡Cambio! 21, 22, 23.

¿Cuánto en total? (*23*)

Mi turno: Escribo “23” en la caja.

Su turno: Escriban “23”.

- 3** Compare the 2 numbers, 23 and 23, and decide whether they are the same number. Check the box for “yes” or “no.”

We will compare to see whether we made the same number in different ways.

Are 2 tens and 3 ones equal to 1 ten and 13 ones? (*yes*)
Why?

My Turn: I make a mark next to “Yes.”

Your Turn: Mark “Yes.”

Vamos a comparar para ver si hicimos el mismo número de diferentes maneras.

¿2 decenas y 3 unidades es igual a 1 decena y 13 unidades? (*sí*)
¿Porqué?

Mi turno: Marco la caja con la palabra “Sí”.

Su turno: Marquen “Sí”.

Guided Practice

(My Turn)

- 4** Distribute Guided Practice sheet #1 to each student. Using the Modeled Practice procedure, tell students to make numbers with rods and units, write how many tens and ones, write how many altogether, and compare whether the 2 numbers are the same. Obtain individual and choral responses. Use the following language:

**Make the tens with rods.
Make the ones with units.**

How many tens? Write it.

How many ones? Write it.

**How many altogether? Count
by tens and ones. Switch!
Write it.**

**Are [number] rods and
[number] units equal to
[number] rods and [number]
units? Check the box.**

Why?

**What is another way we could
make [number]?**

Hagan decenas y unidades.

¿Cuántas decenas? Escribanlo.

¿Cuántas unidades? Escribanlo.

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

¡Cambio! Escribanlo.

**¿[number] decenas y [number]
unidades es igual a [number]
decenas y [number] unidades?
Marquen la caja.**

¿Porqué?

**¿De qué otra manera podemos
hacer [number]?**

- 5** Collect students' rods and units and distribute Guided Practice sheet #2. Tell students to write how many rods and units and how many altogether for each item. Then tell students to compare whether the rods and units represent the same number and to check the appropriate box. Use the following language:

How many tens? Write it.

How many ones? Write it.

**How many altogether? Count
by tens and ones. Switch!
Write it.**

**Are [number] rods and
[number] units equal to
[number] rods and [number]
units? Check the box.**

¿Cuántas decenas? Escribanlo.

¿Cuántas unidades? Escribanlo.

**¿Cuánto en total? Cuenten de diez
en diez y de uno en uno. ¡Cambio!
Escribanlo.**

**¿[number] decenas y [number]
unidades es igual a [number] decenas
y [number] unidades? Marquen la
caja.**

**Time:**

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

Independent Practice/ Progress Monitoring (Your Turn)

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

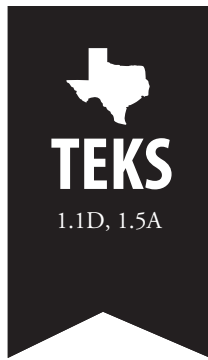
You will have 1 minute to write how many tens, how many ones, and how many altogether, and to decide whether they are the same number.

Van a tener 1 minuto para escribir cuántas decenas, cuántas unidades y cuánto en total y decidir si son el mismo número.

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

**Note to Teacher:**

Score 1 point for each correctly written number of tens, 1 point for each correctly written number of ones, 1 point for each correctly written number altogether, and 1 point for a properly checked box.



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

Unit 4 Booster Lesson 16 NS

D
A
Y
8

Game: What's Missing?

Number Sequences

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

Instructional Content:

0–50

Vocabulary:

English

Before, after, between, number, sequence

Spanish

Antes, después, entre, número, secuencia

Materials:

Teacher Master, pp. 70–71; number cards (T; 40–50); wipe board (T)

Guided Practice

Unit 4 Booster Lesson 16 NS Day 8 Guided Practice What's Missing?		
1	9	11
2	26	27
3	43	44
4	39	40
5	16	17
6	18	19
7	39	41
8	49	50

Independent Practice

Unit 4 Booster Lesson 16 NS Day 8 Independent Practice What's Missing?		
1	16	18
2	31	32
3	28	29
4	44	45
5	38	39
6	19	20
7	31	33
8	41	42

**Time:**

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

**Error Diagnosis
and Correction**

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

Preview

We will find missing
numbers in a 3-number
sequence.

Vamos a encontrar números
que faltan en una secuencia
de 3 números.

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

- 1 Distribute number cards between 40 and 50 to students. Write "____
44 45" on the wipe board.

We will play the game
What's Missing?

I will write a 3-number
sequence on my board, and
1 number will be missing.
The person who has the
card with the missing
number raises his or her
hand.

We have a sequence with
the first number missing.
How do we find the missing
number? (*count back*)

My Turn: I count back. 45,
44, 43.

Your Turn: Count back.

What's missing? (43)

**Who has the missing
number?** Raise your hand.
(*collect the number card 43
from the student*)

Count the sequence: 43, 44,
45.

**Whoever is out of cards first
wins the round!**

Vamos a jugar el juego ¿Cuál
Falta?

Voy a escribir una secuencia
de 3 números en mi pizarrón
y 1 número va a faltar. La
persona que tenga la tarjeta
con el número que falta
levanta su mano.

Tenemos una secuencia
en donde falta el
primer número. ¿Cómo
encontramos el número que
falta? (*contando hacia atrás*)

Mi turno: Cuento hacia
atrás. 45, 44, 43.

Su turno: Cuenten hacia
atrás.

¿Cuál falta? (43)

¿Quién tiene el número que
falta? Levanten su mano.
(*collect the number card 43
from the student*)

Cuenten la secuencia: 43, 44,
45.

¡El que se quede sin tarjetas
gana la ronda!

Guided Practice

(Our Turn)

- 2** Using the Modeled Practice procedure, continue to play What's Missing? Write sequences on the wipe board with the first number missing, with the middle number missing, and with the last number missing. Obtain individual and choral responses. Use the following language:

What sequence? What's missing? Count up/back.

Raise your hand!

Count the sequence.

¿Cuál es la secuencia?

¿Cuál falta? Cuenten hacia adelante/atrás.

¡Levanten su mano!

Cuenten la secuencia.

- 3** Collect the number cards and distribute the Guided Practice sheet. Write the missing number in the blank. Count up to find missing numbers in the middle or at the end of a sequence. Count back to find missing numbers at the beginning of a sequence. Use the following language:

Now we will find missing numbers a different way.

Is the missing number before, between, or after?

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

What's missing?

Write it.

Count the sequence. Ready? Count.

Ahora vamos a encontrar números de una manera diferente.

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

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

¿Cuál falta?

Escríbanlo.

Cuenten la secuencia. ¿Listos? Cuenten.

**Time:**

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

**Note to
Teacher:**

Score 1 point for
each correctly
written missing
number.

Independent Practice/ Progress Monitoring (Your Turn)

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

You will have 1 minute 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.