



Teacher: 1st Grade Date: April 8-18, 2019 Subject: Math
Topic:

Standard(s)	1.NBT.3 1.NBT.5 1.OA.7 1.OA.8
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Learning Target(s) (based on the language of the standard)	-Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of the comparisons with the symbols “greater than”, “=”, and “less than”. -Given a two-digit number, mentally find ten more and ten less than the numbers without having to count; explain the reasoning used. - Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. -Determine the unknown whole number in an addition and subtraction equation relating the three numbers.
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Procedures (with general times)	<p>WHOLE GROUP ACTIVITIES: (Instructional strategies, guided practice, independent practice)</p> <p>Note: TTW review the new concept of counting and model for students how to count aloud in order beginning with zero and counting to 100 using the hundreds chart (as needed based on your student’s progress. Although this skill is being repeated over and over again, students need to count and talk about numbers EVERY day.) Teacher can review place value by modeling with manipulatives ten bundles and ones units with cubes or sticks.</p> <p>Around the World- Materials Needed: Flashcards to 120 (teacher can make with index card or print from resources section at the end of this unit)</p> <p>TTW play the game “Around the World” with the number flashcards 0-120 to see if the students can identify the numbers. Student A will stand beside Student B when a flashcard is flashed by the teacher. The student who says it the first gets to move to the next student while the other student sits down. This continues around the room until you get back to the original student who started or until the teacher decides to end the game.</p> <p>Hundreds Chart- TTW spend time with the hundreds chart (have one for the teacher and one for each student) talking about patterns, counting, ones and tens, and how much numbers are worth to introduce place value. The teacher will engage in the following game with the students to find the place value bones on the hundred chart.</p>
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http://www.oswego.org/ocsd_web/games/DogBone/gamebone.html

MINI LESSONS/CLOSURE ACTIVITIES:

Counting with Hundreds Chart-

TTW ask students if anyone can count for them. Using a hundreds number chart, point to the numbers as the student counts aloud.

TTW ask the students to identify any patterns they see on the hundreds number chart. If the chart is laminated, let the students circle patterns.

TTW ask students what number comes before or what numbers comes next to see if the students know what numbers one more are or one less.

Popcorn Count-

TTW have the students “popcorn” count to close out the lesson and see how high they can go without making a mistake. Each time they mess up, the kids will have to start over at one. When playing popcorn, one student will begin counting and count so far and then say “popcorn” and call on another student who will continue counting. They will count so far and then follow the same process. The teacher will take over and count if the students start to have trouble.

Example of an Assessment Item Related to the Standard

1. Choose all the math sentences that are true.

- $35 < 47$
- $24 = 39$
- $14 > 41$
- $48 = 48$
- $23 > 21$

2. Write a number that is less than 30.

-How do you know your number is less than 30?