Math: Unit 12 Use Place Value to Compare 2-Digit Numbers and  Add Multiples of 10 to a 2-Digit Number (To 100)   February 17-19, 2014

(2 out of a 2 Week Duration)

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| **Content Objective:**   * [1.NBT.3](https://www.dropbox.com/s/33vcjzwffskn4wp/1.NBT.3%20Unwrapped%20document.docx?dl=1). Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. * [1.NBT.4](https://www.dropbox.com/s/bgolk7oqne02ojb/1.NBT.4%20Unwrapped%20document.docx?dl=1). Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. * [1.NBT.5](https://www.dropbox.com/s/8augsq1b1hvxgfx/1.NBT.5%20Unwrapped%20document.docx?dl=1). Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |
| **WARM UP: (problem of the day, etc) 10-15 MIN.**  TW guide students to complete calendar activities: (using complete sentences) day of the week, month of the year, discuss specials of the day, sing songs about the days of the week and months of the year, quick images, counting incorporating tallies and/or graphs |
| **COMPUTATIONAL FLUENCY PRACTICE/Discussions: 10-15 MIN.**   * Skip counting by 2s, 5s, and 10s forwards and backwards * Number of the Day – Students discuss number patterns explaining using complete sentences how problem of the day was solved * **Number Talks (Combinations 6-10)**   Unit 12 Review, Week 2, Days 1-5 |

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| **Materials Needed:**  What Number is …? [Add & Subtract 10 on the Number Line](http://www.k-5mathteachingresources.com/support-files/add-and-subtract-10-on-the-number-line.pdf),  Adding 2-digit and1-digit numbers.  <http://www.youtube.com/watch?v=M7K3TlO7nK8>  <http://www.youtube.com/watch?v=SH05IyHGGV0>  <http://www.youtube.com/watch?v=uKwG6N8Z9hg>  **Children’s Related Literature Sampling:**  **If You Were a Plus Sign by Speed Shaskan**  **Ten for Me by Barbara Mariconda**  **Sea Sums By Joy N. Hulme**  **Dealing with Addition  by Lynette Long** |

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| **Anchor Chart** | **Focus:**  **patterns in the base-10 system** | |
| **Vocabulary:**   * greater than/less than (you can use the symbols now) * equal to/not equal to * most * greatest/least * doubles * compose |  |

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| **Mathematical Practices:**  MP1: Make sense and preserve  **MP2:Abstract/quantitative reasoning**  **MP 3: Construct arguments**  MP 4: Model with math  MP 5: Use appropriate tools  MP 6: Attend to precision  MP 7: Make use of structure  MP8: Regularity/repeated reasoning |

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| **Beginning (introduction/Knowledge Building):**  **Monday-Wednesday:**   * 1. Review anchor chart   2. practice adding doubles (2+2, 3+3 …)   3. review making tens | **Student Engagement Strategies**  TPS  Manipulatives  Partners  Writing |

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| **Middle (Investigating/Exploring):**  **TEACHER BACKGROUND**  EVERYDAY Review different ways to represent 2-digit numbers using place value. They will deepen their understanding of place value by drawing pictures, using manipulatives, and explaining their reasoning. In order to gain mastery, students must be able to represent 2-digit numbers in a variety of ways and provide meaningful explanations.   * Have students practice representing numbers using a variety of objects (and grouping them in 10’s and 1’s) * Have students verbalize the numbers they represent by using place value concepts. (54 is 5 tens and 4 ones) * Have students group objects, they practice counting up (counting on) from the decade numbers to single digits (10, 20, 30, 31, 32, 33, etc.) * When provided with a model, students should be able to write the number represented * **Continue to scaffold how to add ten more. For example, ask students to represent 17, then ask students to determine how much ten more would be: 17+10=27 27+10=37 37+10=47**   **Monday:**  Continue more practice of “What number is …. ?” from last week  **Tuesday:**  Do **“**[Add & Subtract 10 on the Number Line](http://www.k-5mathteachingresources.com/support-files/add-and-subtract-10-on-the-number-line.pdf)”   * Roll the die. Record the number you rolled on the first space on the number line. Add 10 to your starting number and record your new total. Continue adding 10 until you have 10nnumbers in the sequence.   **Wednesday: (game to practice counting on)**  Play game: Adding 2-digit and1-digit numbers  **Thursday/Friday:** No School Rodeo Break | **Student Engagement Strategies**  TPS  Manipulatives  Partners  Writing |

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| **Level 5: Distinguished Command** | **Level 4: Strong**  **Command** | **Level 3: Moderate**  **Command** | **Level 2: Partial**  **Command** |
| Student recognizes the  numbers accurately.    Student is accurate in comparing the values,  using symbols    Student offers a **clear** justification for how they know which values are larger.  Student needs  no assistance in adding 20 to the target number, and uses a strategy outlined in 1.NBT.4. | Student recognizes the  numbers accurately.    Student is accurate in comparing the values,  using symbols    Student offers a vague justification for how they know which values are larger.  Student needs  no assistance in adding 20 to the target number, **and uses a strategy outlined in 1.NBT.4.** | Student recognizes the  numbers accurately.    Student is **accurate** in comparing the values,  using symbols    Student offers a **vague** justification for how they know which values are larger.  Student needs  **no** assistance in adding 20 to the target number, but uses  a counting all or counting up strategy. | Student recognizes the  numbers accurately.    Student is inaccurate in comparing the values,  using symbols but can accurately compare verbally.    Student offers no justification for how they know which values are larger.  Student needs  assistance in adding 20 to the target number. |

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| **End (Summary): (ex. Exit ticket, quick write)**  TW show a number (27) students will very quickly say what is 10 more and 10 less . | Student Engagement:  T-P-S, Whole group response, partners, independent  work |

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| 4 Hour ELD Weekly Lesson Plan | | | | | | | **Week of Lesson:** | | February 17-19, 2014 |
| Time of Daily Lesson: | 9:25-10:05 | | | Grade Level: | | | 1st Grade | | |
| **ELPS (English Language Proficiency Standard):** | | **I** | **Il** | **III** | **IV** | **V** | |  | |
| **Proficiency Level:** | | **PE** | **E** | **B** | **I** |  | |  | |
| **Time Allocation: 30 min.** | | | | **Oral English Conversation** | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:** | | | | **II-LS-1-HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one’s thoughts**  **II-LS-2-HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression** | | | | | |
| **Vocabulary:**   * greater than/less than * equal to/not equal to * most * greatest/least * doubles * compose | | | |  | | | | | |
| **Materials:** | | | | -Vocabulary pictures  <http://www.youtube.com/watch?v=M7K3TlO7nK8>  <http://www.youtube.com/watch?v=SH05IyHGGV0>  <http://www.youtube.com/watch?v=uKwG6N8Z9hg> | | | | | |
| LESSON DELIVERY | | | | | | | | | |
| **Monday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.*  TW use inside/outside circle to share the sentences multiple times. | | | | | |
| **Tuesday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.*  TW use inside/outside circle to share the sentences multiple times. | | | | | |
| **Wednesday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song  SW sing the song using correct pronunciation  TW ask “what is your favorite part of the song?’  SW respond using “My favorite part is \_\_\_. I like it because \_\_\_\_. | | | | | |
| **Thursday:** | | | | RODEO BREAK/NO SCHOOL | | | | | |
| **Friday:** | | | | RODEO BREAK/NO SCHOOL | | | | | |

Content Objectives:

**1.NBT.3** Compare two two-digit numbers based

on meanings of the tens and ones digits,

recording the results of comparison

with the symbols >, =, and <.

Student friendly:

*I can compare two-digit numbers using <, =, and >.*

**1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

*I can use math strategies to help me solve problems within 100.* 1.NBT.4

**1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

*I can find 10 more or 10 less in my head.*