

Day 01**Day 02****Day 03****Day 04****Day 05****Every Day Counts**

Update all:
 • Calendar - Intro. new month (Nov.), add **Yesterday** arrow
 • Add Coin Counter (p. 28)

Every Day Counts

• Coin Counter:
 Introduce the penny and the nickel. Discuss each coin's value and the names of the Presidents. The amount of money should match the date.

Every Day Counts

• Counting Tape:
 "How many groups of ten do we have? How many extras?"

Every Day Counts

• Totally Ten:
 See note about place value on p. 16. "Does the numeral under the tens place mean 4 full ten grids or 4 dots?"

Every Day Counts

• Coin Counter
 Trade the first 5 pennies for a nickel. "How many more days until we get to the next nickel?"
 *See note below

Whole Group Lessons

Investigation 1, Session 1
 • Quick Images (p. 4-6) Do 3-4 cards; choose from Dot Card Sets A and B 15 min.
 • Review "Shake Those Beans" (introduced in previous unit) 10 min.

Whole Group Lessons

• Guess & Check (MP2)
 Use 20-30 objects that are a bit larger than cubes in a clear jar for this lesson. 20 min.

Whole Group Lessons

Inv. 1, Session 3
 • Copying Cubes (p.13-14) 30 min.

Whole Group Lessons

• Cube Number Stations 5's (MP3)
 Have everyone make towers of 5 and record by coloring (writing equations optional) 20-30 min.

Whole Group Lessons

Inv. 1, Session 5
 • Quick Images (p.18)
 • Counting Pattern Blocks (p. 19-20) 20-30 min.

Choice Time

• Shake Those Beans 6's, 7's, or 8's (MP1)
 • Selected Choice Time activities from previous unit 30 min.

Choice Time

Inv. 1, Session 2
Teacher Checkpoint
 • Compare Dots (p.8-10) Follow suggestions on p. 10 for extending this game as necessary. 20-30 min.

Choice Time

• Compare Dots (p.15)
 • Copying Cubes (p.15-16)
 • Numeral Writing Papers (MP4) 30 min.

Choice Time

As children finish recording their towers of 5, have them start Choice Time.
 • Compare Dots (p.15)
 • Copying Cubes (p.15-16)
 • Numeral Writing Papers (MP4) 20-30 min.

Choice Time

• Compare Dots
 • Copying Cubes
 • Counting Pattern Blocks (p. 19-20)
 • Cube Number Stations - 4's, 5's, 6's (MP3) 30-40 min.

Homework

• Family Letter (p.182)

Homework

• Compare Dots Game (p. 183)

Homework**Homework**

Numeral Writing Papers (MP4)

Homework**Teacher Support**

It will be helpful to read the Teacher Note on p. 11-12 and the notes on Observing the Students on p.9-10 prior to tomorrow's checkpoint.

Teacher Support

For Choice Time activities such as "Shake Those Beans", use information from individual students' Hiding Assessment to determine what number they should be working with.

Teacher Support**Teacher Support****Teacher Support**

Occasionally ask students to show you (in a math journal or a piece of paper) at least one way to make the day's date using coins, i.e. on the 8th, they may draw 3 pennies and 1 nickel.

Day 06

Day 07

Day 08

Day 09

Day 10

Every Day Counts
 Update All:
 • Totally Ten: "How many more dots are needed to get to 5? to 10?"

Every Day Counts
 • Counting Tape:
 "How many more days until the 60th day of school?"

Every Day Counts
 • Calendar:
 Have students copy and extend the AABB pattern using manipulatives.

Every Day Counts
 • Totally Ten:
 Count by 10's, 5's, and 1's

Every Day Counts
 • Counting Tape:
 "What day of school came just after Day 4? Day 14? Day 24?"

Whole Group Lessons
 Inv. 1, Session 6
 • Quick Images (p. 18)
 *Use dot cards of varying degrees of difficulty; add key vocabulary words to the word wall.

 15 min.

Whole Group Lessons
 Inv. 1, Session 7
 • Easy & Hard Quick Images (p. 24)
 • Making Quick Images (optional)
 If you do this, it is suggested that you give students graph paper to use, limiting the number of dots, and placing one dot per square on the graph paper (p.25) *30 min.*

Whole Group Lessons
 • Guess & Check (MP2)
 Use 30-40 cubes in a clear jar for this lesson.
 • Circle Game to 6 (MP1)

 20-30 min.

Whole Group Lessons
 Inv. 1, Session 9
 • How Many Dots? (p. 29-31) 20 min.

 • Numbers on Our Fingers (p. 32-34) 15-20 min.

Whole Group Lessons
Catch-Up Day

Choice Time
 • Copying Cubes
 • Counting Pattern Blocks (p.21)
 • Shake Those Beans 8's or 9's (MP1)
 • Cube Number Stations - 4's, 5's,6's (MP3)

 40 min.

Choice Time
 • Counting Pattern Blocks
 • Making Quick Images (p.26-27)
 • Cube Number Stations - 4's, 5's, 6's, 7's (MP3)

30min

Choice Time
 • Counting Pattern Blocks
 • Making Quick Images (p. 26)
 • Cube Number Stations - 4's, 5's, 6's, 7's (MP3)

 30-40 min.

Choice Time
 If there is time after these two activities, have children work on Numeral Writing Papers (MP4)

Choice Time

Homework
 • Copying Counters (Student Sheet 2)

Homework
 • Double Compare Dots (p.27)

Homework

Homework

Homework

Teacher Support
 Read the Teacher Note on p. 23 to help as you observe your students counting.

Teacher Support

Teacher Support

Teacher Support

Teacher Support

Day 11

Day 12

Day 13

Day 14

Day 15

Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts	Every Day Counts
<ul style="list-style-type: none"> Totally Ten: Count by 10's & 1's "How many dots would we have if I removed a ten grid?" 	<ul style="list-style-type: none"> Calendar: "What patterns do you notice in our calendar this month?" (p.17) Interpret this month's AABB pattern using body motions (p.17) 	<ul style="list-style-type: none"> Counting Tape: Explore Day 50 being halfway to 100. The children can color rows on the hundred's chart (TR16) to match number 50 on the tape. 	<ul style="list-style-type: none"> Coin Counter: Discuss similarities & differences of the coins. Option: share books about Lincoln and Jefferson 	<ul style="list-style-type: none"> Totally Ten: "How many more dots are needed to make 5? to make 10?"
Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons	Whole Group Lessons
Inv. 2, Session 1 Teacher Checkpoint <ul style="list-style-type: none"> Twelve Cats and Dogs (p.38 - 40) 40-45 min. Sharing Solutions (p. 42-43) 15-20 min. 	Inv. 2, Session 2 <ul style="list-style-type: none"> How Many of Each? Problems About 10 (p.48-50) 40 min. Sharing Our Problems About 10 (p. 51-52) 20 min. 	Inv. 2, Session 3 <ul style="list-style-type: none"> Double Compare (p. 53-55) 20-25 min. 	Inv. 2, Session 4 <ul style="list-style-type: none"> Introducing Two New Games - "On and Off" and "Counters in a Cup" (p. 59-62) 20 min. 	Inv. 2, Session 5 <ul style="list-style-type: none"> Sharing Combinations of 7 (p.65-66) 20 min. * Do this after Choice Time
Choice Time	Choice Time	Choice Time	Choice Time	Choice Time
		<ul style="list-style-type: none"> 2-Sided Bean Number Station, 6's (MP5). 30 min. 	<ul style="list-style-type: none"> On & Off (p. 62-63) Counters in a Cup (p.63-64) Double Compare (p. 62) Cube Number Stations - 6's, 7's, 8's (MP3) 40 min. 	<ul style="list-style-type: none"> Double Compare On & Off Counters in a Cup Cube Number Stations - 6's, 7's, 8's (MP3) 40 min.
Homework	Homework	Homework	Homework	Homework
<ul style="list-style-type: none"> Practice Page B (p. 229) 	<ul style="list-style-type: none"> Student Sheet 5 (p. 192) 		<ul style="list-style-type: none"> DCRM - pages 9 and 10 (may send home on separate days) 	
Teacher Support	Teacher Support	Teacher Support	Teacher Support	Teacher Support
Be sure to read the Teacher Note on p. 44 and 45-47 for information related to the recurring "How Many of Each" problems.				

Day 16**Day 17****Day 18****Day 19****Day 20****Every Day Counts**

• Coin Counter:
Update and count by 5's and 1's.
"How many pennies can you get for 2 nickels?"

Every Day Counts

Update All
• Calendar:
Introduce the new month, (Dec.). Continue on with all the pieces from Nov.

Every Day Counts

• Counting Tape:
What number comes 3 days after Day 4? 3 days after Day 14? 24? Why is it 7? ($4+3=7$)

Every Day Counts

• Coin Counter:
"How many days until we get to the next nickel? How many days until we get to 15¢?"

Every Day Counts

Calendar:
"Have we reached the end of the new pattern yet? How do you know?" Interpret this month's ABC pattern using bo motions.

Whole Group Lessons

Inv. 2, Session 6
• Introducing Towers of 10 (p.68-69) See MP8 for a Towers of 10 record sheet.

20 min.

Whole Group Lessons

Inv. 2, Session 7
• Quick Images (p.72) 10-15 min.

During discussion, be listening for vocabulary words to add to you math word wall.

Whole Group Lessons

Inv. 2, Session 8
• Sharing Combinations of 10 (p. 72-73)

* Do this **after** Choice Time

20 min.

Whole Group Lessons

• Guess & Check (MP2)
Use 30-40 objects that are a bit larger than cubes in a clear jar for this lesson. (Occasionally, have students write down their estimate so you have evidence of growth over time.)

20 min.

Whole Group Lessons

Assessment
Inv.2, Session 9
• Three Towers (p.75-76, Rea p. 79) 45 min
• 15 in All (p. 77-78)
• Sharing Solutions 10-15 min

Choice Time

• On & Off
• Counters in a Cup
• Towers of 10 (p. 70-71)
• Cube Number Stations - 6's, 7's, 8's (MP3)

40 min.

Choice Time

• On & Off
• Counters in a Cup
• Towers of 10
• Cube Number Stations - 6's, 7's, 8's (MP3)

45 min.

Choice Time

• On & Off
• Counters in Cup
• Towers of 10
• Cube Number Stations** - 6's, 7's, 8's (MP3)

40 min.

Choice Time

• Cube Number Stations - 6's, 7's, 8's (MP3)
• Double Compare (p.62)

40 min.

Choice Time**Homework**

• Practice Page A (p.228)

Homework

• On & Off (p.194-195)

Homework

• Counters in a Cup (p. 196-197)

Homework

• Practice Page C (p.230)

Homework**Teacher Support**

Read **About the Assessment** in this unit on p. I-10 prior to Session 9.

Teacher Support

During Choice Time, begin to collect some individual assessment data to check for 1:1 correspondence and rote counting by 5's and 10's. If you do 3-5 students per week, you will have the info. for report cards

Teacher Support

** As with "Shake Those Beans", results from the Hiding Assessment should be taken into consideration when deciding what numbers students will work with for Cube Stations.

Teacher Support**Teacher Support**

Day 21

Day 22

Day 23

Day 24

Day 25

Every Day Counts

• **Totally Ten:**
Look at the one's side. Ask students to tell how many blue and red dots total 7? Other ways to do 7?

Every Day Counts

• **Coin Counter:**
"How many pennies can you get for 2 nickels? How many for 4 nickels?"

Every Day Counts

• **Calendar:**
Have the children create pattern trains with an ABC pattern using manipulatives.

Every Day Counts

• **Counting Tape:**
"What was the number we put up ten days ago? How did you get your answer?"

Every Day Counts

• **Update All**
• **Coin Counter:**
"Predict how many nickels and pennies there will be on the 30th?"

Whole Group Lessons

• Complete the Assessment (if needed) and continue Choice Time activities from Day 19 as students finish the work with *Three Towers* and *15 in All*.

Whole Group Lessons

Inv. 3, Session 1
• Exploring the 100 chart (p.82-84) 5 min.
• Missing Numbers (p.84-85) 15 min.
• Introduce Counting Strips (p.86) 5 min.

Whole Group Lessons

Inv. 3, Session 2
• Missing Numbers (p.84-85) 15 min.
• Introduce Build a Staircase (MP6) 15 min.

Whole Group Lessons

Catch-Up Day

Whole Group Lessons

Inv. 3, Session 3
• Which Holds More? (p.92-93) 20 min.

Choice Time

Choice Time

• Counting Strips (p.86)
• Cube & Bean Number Stations 4-10 35 min.

Choice Time

• Counting Strips
• Cube & Bean Number Stations, 4-10
• Build a Staircase (MP6) 30 min.

Choice Time

Choice Time

• Counting Strips
• Which Holds More? (p. 95)
• Cube and Bean Number Stations 4-10
• Build a Staircase (MP6) 40 min.

Homework

Homework

Student Sheet 11, Numbers at Home (p. 202)

Homework

Homework

• DCRM - pages 11 and 12 (may send home on separate days)

Homework

• Double Compare, Student Sheet 6 (p.193)

Teacher Support

Teacher Support

Take some time this week to have children analyze and discuss some of the Counting Strips (see **Dialogue Box**, p. 105)

Teacher Support

Teacher Support

Teacher Support

The *Dialogue Box* on pages 9 & 91 have some questioning ideas to help you get the most out of the time spent discuss the 100 chart.

Day 31

Day 32

Day 33

Day 34

Day 35

Every Day Counts

• Coin Counter:
“How many days until we get to the next nickel? How much money will we have on that day?”

Every Day Counts

Update All
•Coin Counter (add dime)
•Calendar -new month (Jan.)
•Totally Ten • Counting Tape •Birthday Data
• **Add Clock:** start at 12:00 AM and change hourly (p.46). Update to today’s date as soon as possible.

Every Day Counts

•Clock:
Create AM/PM chart (see page 46). Update daily to record what most children are doing at each hour of the day.

Every Day Counts

• Calendar:
Discuss the new pattern. Ask the children if they think the new pattern is complete? When will they know for sure?

Every Day Counts

•Counting Tape:
“Can you see a pattern that starts with the first 10 numbers and repeats?”

Whole Group Lessons

Inv. 4, Session 1
• Making Sense of Combining (p. 116) 20 min.
• Recording Combining Strategies (p. 118-119) 15 min.

Whole Group Lessons

Inv. 4, Session 2
• Making Sense of Separating (p. 128) 10 min.
• Recording Separating Strategies (p. 129-130) 20 min.

Whole Group Lessons

Inv. 4, Session 3
• Five-in-a-Row (p. 137) 15 min.
• Prepare materials for Story Problems. Have students take Story Problems, Set A (p.221) from their student book, read them together, cut, and put in envelopes marked “Set A”

Whole Group Lessons

Inv. 4, Session 4
• Sharing Story Problem strategies
* Do this **after** Choice Time (p. 142) 20 min.

Whole Group Lessons

Catch-Up Day

Choice Time

• Sharing Strategies (p. 120 - 122) 15 min.

Choice Time

• Sharing Separating Strategies (p. 130) 15 min.

Choice Time

• Five-in-a-Row (p. 139)
• Story Problems (p. 139-140) 25 min.

Choice Time

• Five-in-a-Row (p. 139)
• Story Problems 40 min.

Choice Time

Homework

Homework

• Student Sheet 15 (p. 209)

Homework

Homework

• Five-in-a-Row (Student Sheets 17 and 18-20)

Homework

• Student Sheet 16 (p.210)

Teacher Support

If reading is an issue for some of your students, use 1 or 2 story problems for a Shared Reading lesson. It can also be helpful to pair a reader with a non-reader for story problems.

Teacher Support

When children share strategies, it is helpful to record their thinking on chart paper. Gather at least 2-3 different strategies and leave them posted in the room so children have some support with this task.

Teacher Support

As children work on their story problems, be on the lookout for those who have an efficient strategy or whose work will move kids in a forward direction ; ask 2-3 of those students to share at the end of the lesson.

Teacher Support

Teacher Support

Day 36

Day 37

Day 38

Day 39

Day 40

Every Day Counts
 • Calendar:
 The children need to think of only two motions this month for the AAB pattern.

Every Day Counts
 • Coin Counter: Continue to trade two nickels for a dime.
 • Clock: Play Catch the Clock - see if a student can alert the class when the real clock hits a particular time (ie. 10:00 a.m.) and matches the calendar clock.

Every Day Counts
 • Totally Ten:
 “How many more tens and ones do we need to make 100?”

Every Day Counts
 • Clock:
 Stop at noon and point out the change from AM to PM.

Every Day Counts
 • Clock:
 Count by 5’s as you move the hour hand around the clock.

Whole Group Lessons
 Inv. 4, Session 5
Teacher Checkpoint
 (see page 143)
 *Collect student work at the end of Choice Time today.

Whole Group Lessons
 • Guess & Check (MP5)
 Use 50-60 items in a clear jar for this lesson.
 20 min.

Whole Group Lessons
 Inv. 4, Session 6
 • Introducing Dot Addition (p.148-149)
 20 min.
 • Playing Dot Addition (p. 150)
 30 min.

Whole Group Lessons
 Inv. 4, Session 7
 • Dot Addition Quick Images (p. 152-153)
 10 min.

Whole Group Lessons
 Inv. 4, Session 7
 • Dot Addition Quick Images (p 152-153)
 10 min.
 * Prepare Story Problems, Set (p.222) to use in Choice Time.
 15 min.

Choice Time
 • Five-in-a-Row (p. 139)
 • Story Problems (p. 139-140)
 40 min.

Choice Time
 • Five-in-a-Row
 • Story Problems
 • Cube & Bean Number Stations, 4-10 (MP1 & 3)
 30 min.

Choice Time

Choice Time
 • Playing Dot Addition (p. 154)
 • Five-in-a-Row
 • Cube & Bean Number Stations, 4-10
 30 min.

Choice Time
 • Dot Addition (p.154)
 • Five-in-a-Row (p. 139)
 • Solving Story Problems, Set (p. 154)
 30 min.

Homework

Homework

Homework

Homework
 • Dot Addition, Student Sheets 21 & 22 (a good game to play over break if that falls now in your calendar year).

Homework
 • Dot Addition, Student Sheet 23 & 24

Teacher Support

Teacher Support

Teacher Support

Teacher Support

Teacher Support
 Read **Teacher Note** “Strategies for learning Additic Combinations” (p. 158-159)

Day 41**Day 42****Day 43****Day 44****Day 45****Every Day Counts**

• Counting Tape:
"What number is the same as 3 groups of 10 and 4 more?"

Every Day Counts

• Coin Counter:
"If we take today's money to the store can we buy a pencil for 8¢? Will we get change? If so, how much?"

Every Day Counts

•Totally Ten:
Try predicting how many more tens and ones are needed to fill 10 ten grids to reach 100.

Every Day Counts

• Coin Counter:
"How much more money do we need to buy some crayons for 50¢?"

Every Day Counts

• Counting Tape:
"How many days have we added since day 55? since day 45?"

Whole Group Lessons

Inv. 4, Session 8
• **After** Choice Time, share Strategies for Finding Combinations. (p.155-56)

15 min.

Whole Group Lessons

Inv. 4, Session 9
• Sharing Story Problem Strategies (p.156) Do this **after** Choice Time. **You will want to select 2-3 of the Set B problems for all students to attempt. (See note on p. 154 under "Choice 2")

20 min.

Whole Group Lessons

• Guess & Check (MP2)
Use 50-60 items in a clear jar for this lesson.

20 min.

• Introduce Strategy Dice Toss (MP7)

15 min.

Whole Group Lessons**Assessment**

Inv. 4, Session 10
• Solving Story Problems (p.160- 161). We recommend that this assessment be done over two days. To prepare, have students remove Set D problems from their books (p. 224), glue each to a piece of paper, and write their name on it.

Whole Group Lessons

Inv. 4, Session 10 cont'd (p.161)

*Give problem 3 to students who finished the first two problems yesterday.

* Stop after about 15 min. and collect work.

Choice Time

• Dot Addition
• Five-in-a-Row
• Solving Story Problems, Set B

40 min.

Choice Time

• Dot Addition
• Five-in-a-Row
• Solving Story Problems, Set B

30 min.

Choice Time

• Strategy Dice Toss
• Five-in-a-Row (p. 139)
• Solving Story Problems, Set B (p.222)

25 min.

Choice Time

* Work on problems 1 and 2 today. Those who finish early can do Choice Time activities.

• Strategy Dice Toss

Choice Time

• Strategy Dice Toss (MP7)
• Dot Addition (p. 154)
• Five-in-a-Row (p. 139)
• Cube & Bean number station

30 min.

Homework**Homework**

Story Problems (send from set A or B)

Homework

• Practice Page F

Homework**Homework****Teacher Support****Teacher Support****Teacher Support**

The "missing number" chart on p. 235 & 236 provide another opportunity to assess students' ability to read and write numbers to 100. These could be one of the Choice Time options this week for the students you need more info on.

Teacher Support**Teacher Support**

Day 46

Day 47

<p>Every Day Counts</p> <ul style="list-style-type: none"> Totally Ten: "How many more tens and ones do we need to make 100?" 	<p>Every Day Counts</p> <ul style="list-style-type: none"> Calendar: Predict the color and shape of the piece for the last day of the month.
<p>Whole Group Lessons</p> <p style="text-align: center;">Assessment</p> <p>See your grade level binder for end-of-unit assessments.</p>	<p>Whole Group Lessons</p> <p style="text-align: center;">Catch-Up Day</p> <p>You may want to set up Choice Time activities today which will give you an opportunity for assessment (the Hiding Assessment as well as some of the end-of-unit assessments)</p>
<p>Choice Time</p>	<p>Choice Time</p>
<p>Homework</p>	<p>Homework</p>
<p>Teacher Support</p>	<p>Teacher Support</p>

Investigations: Extensions and Adaptations

First Grade: Building Number Sense

Investigation	Extensions	Adaptations
<p>One: Visualizing Numbers These ideas are not meant to be comprehensive but rather to serve as a springboard for additional ideas. See also the Extension notes in the unit guide on page 10.</p>	<p>Dot Pictures: Students create their own “Quick Image” and explain how they would count the dots. Compare Dots: Students play either double or triple compare, using 2 or 3 cards, and answer the question, “How much more?” (i.e. 9 is 3 more than 6)</p>	<p>Dot Pictures: Students work with pictures with no more than 6 dots and explain how they count them. Compare Dots: Students play as directed on page 8 but begin with those cards that have only 8 or fewer dots.</p>
<p>Two: Building Numbers in Different Ways <i>See also the Extension notes in the unit guide on pages 43, 52, 55, 66 and 74.</i></p>	<p>Twelve Cats & Dogs - or any of the “How many of each?” type problem: • Ask students to find <u>all</u> the different ways to build the number. How do they know they have found them all? If they make a t-chart, ask them to explain how it works Counters in a Cup and On & Off: Adjust numbers; have students record the equations for the numbers they are working with as opposed to listing combinations on the student sheet.</p>	<p>Twelve Cats & Dogs using information from the Hiding Assessment, you may want to adjust the number to 7, 8, or 9 cats and dogs. Ask students to show their work using two different colors of cubes.</p>
<p>Three: Counting <i>See also the Extension notes in the unit guide on page 87.</i></p> <p>Three, continued</p>	<p>100 Chart: Give students a blank chart and ask them to write in the numbers 1 – 100. Play <i>Guess My Number</i> – Give clues as to a missing number on the 100 chart (i.e. My number has a 4 in the tens place; it is an even number; the digit in the ones place is the number of legs on an insect.) Have students write their own clues for numbers. Counting Strips: Give students a strip with a number already written at the top (i.e. 16, 28, 67, etc.) and have them count and write from that number on. Ten Turns: The numbers in this game can get quite large. If students need additional challenge after playing a few times, have them use two</p>	<p>Ten Turns: Use the modified record sheet for <i>Five Turns</i>.</p>

	<p>number cubes.</p> <p>Which Holds More?: Ask the question “How much more?” and have students write the number sentence.</p> <p>* See page 95, <i>Different Levels of Challenge</i></p>	
<p>Four: Addition & Subtraction</p> <p><i>See also the Extension notes in the unit guide on page 87.</i></p>	<p>Five-in-a-Row:</p> <p>1) Roll three number cubes on each turn. Make sums with <u>any two</u> of the numbers rolled (see p. 211). Have students compare the different boards. Why do some numbers appear so often and others hardly at all? What are all the possible number combinations with two dice?</p> <p>Dot Addition: Create boards with larger numbers; ask students to write the number sentence for the combinations they use.</p> <p>Story Problems: note the challenge problems, Set C, on page 223. Also, give students two or three numbers and ask them to write a story problem about the numbers.</p>	<p>Five-in-a-Row: Play for Three-in-a-Row rather than five.</p> <p>Dot Addition: Use the blank board from the black- line masters and write in numbers that you know will be manageable for students.</p>

Investigations: Building Number Sense Alignment to 1st Grade Expectations

NUMBER SENSE & NUMERATION

Grade Level Expectation √ = Report Card Language	Activities that Address Expectations	Assessment Activity
<p>Can count with 1:1 correspondence to 30</p> <p>√ 1:1 correspondence to 30</p>	<p>Quick Images, p. 4 (ongoing) Compare Dots, p. 8 Copying Cubes, p. 13 Counting Pattern Blocks p. 19 Twelve Cats and Dogs p. 38</p> <p>How Many of Each? p. 48 Double Compare p. 53 On and Off p. 59 Counters in a Cup p. 60 Towers of 10 p. 70 Three Towers p. 75 Which Holds More? p. 92 Ten Turns p. 100</p>	<p>Teacher Observation, see p. 7 Teacher Checkpoint, p. 9-10 Observation notes p. 16-17 Observation notes p. 21-23 Teacher Checkpoint, See p. 341 Observation notes p. 49 Observation notes p. 54 & 64 Observation notes p. 64 Observation notes p. 65 Observation notes p. 71 Assessment notes p. 76-77 Observation notes p. 96 Observation notes p. 102-103</p>
<p>Can read, write and order numbers to 100.</p> <p>√ Reads, writes and orders numbers to 100</p>	<p>Counting Pattern Blocks p. 19 Counting Strips p. 88</p> <p>Exploring the 100 Chart, p. 82 Missing Numbers p. 84 Which Holds More? p. 92 Ten Turns p. 100</p>	<p>Student Sheet 3 (p. 185) Individual student counting strip and End-of-Unit Assessment Master 7 Observation notes p. 88 Observation notes p. 96 Student Sheet 14 (p. 205) and Observation notes, p. 102-103</p>
<p>Given up to 6 objects, students can tell, without counting, what's missing when shown only a portion of the amount.</p>	<p>Counters in a Cup p. 63</p>	<p>Student Sheet 10 (p. 197)</p>
<p>Can count by 1's, 5's, and 10's to 100</p> <p>√ Can count by 1's, 5's, and 10's to 100</p>	<p>Quick Images p. 4 Counting Pattern Blocks p. 19</p>	<p>Teacher observations Student Sheet 3</p>

COMPUTATION

Solves addition and subtraction story problems with manipulatives, pictures, and/or numbers.

√ Solves addition and subtraction story problems with manipulatives, pictures, and/or numbers

Is fluent with addition and subtraction facts to 6.

Twelve Cats & Dogs p. 38

Problems About Ten p. 48

Recording Combining Strategies p. 118

Recording Separating Strategies p. 129

Story Problems p. 139-140

Solving Story Problems p. 160

Towers of Ten p. 68

Sharing Combinations of Ten p. 72

Three Towers p. 75

Five-in-a-Row p. 139

Teacher Checkpoint: (see p. 39-40)

Observation notes p. 49-50

Student work, Observation notes p. 119-120

Student work

Observation notes p. 141-142 and **Teacher Checkpoint**, p. 141

Assessment: p. 160-162

Observation notes p. 71

Student work

Assessment: notes p. 76, 79

Observation notes p. 140-141

ALGEBRAIC THINKING

Can identify a pattern as something that repeats over and over. Is able to copy, extend, and create patterns of at least ABCABC complexity.

√ Identifies, copies, extends and creates patterns

Clapping Patterns p. 106

Representing a Pattern p. 108

Observation notes p. 109

End-of-Unit Assessment, Master 4

Teacher Directions

End of Unit Assessment Grade 1

BUILDING NUMBER SENSE

Computation

Teacher Note:

- *This is a straightforward, pencil/paper computation assessment.*

The addition problems are on one sheet and the subtraction problems on another. This will allow you to give the assessment on two separate days and hopefully eliminate some confusion on the part of your students.

- *As you observe students working on these problems, note which ones record their answers automatically. Are students using manipulatives? To add, are they counting on from the larger number? (You might make notes either right on the student page or on post-its to attach once you collect the work.)*

Grade Level Expectations that this assessment addresses:

- ◆ Is fluent with addition and subtraction facts to 6

Name _____ Date _____

**End of Unit Assessment
Grade 1**

BUILDING NUMBER SENSE

Add:

$2+1 = \underline{\quad}$

$3+2 = \underline{\quad}$

$0+6 = \underline{\quad}$

$1+3 = \underline{\quad}$

$3+3 = \underline{\quad}$

$2+4 = \underline{\quad}$

$5+1 = \underline{\quad}$

$4+0 = \underline{\quad}$

Name _____ Date _____

**End of Unit Assessment
Grade 1**

BUILDING NUMBER SENSE

Subtract:

$5 - 2 = \underline{\quad}$

$1 - 0 = \underline{\quad}$

$2 - 2 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

End of Unit Assessment Grade 1

BUILDING NUMBER SENSE

Story Problem Cards in this unit provide a good opportunity for assessment. If you want to use them, it is suggested that you choose from the following cards:

Set A #1 and #5 (page 221) **Set D** #1 and #2 (page 224)

Teacher Note:

- Cut the cards apart and choose one addition and one subtraction problem to use for assessment purposes. Mount one problem on a sheet and run copies for each student. If you feel that the numbers are too difficult, adjust them accordingly.
- Can students make sense of the sequence of actions in the problem?
- How are students solving the problem?
- How do students record their work? How clearly do they show their strategies? Do they use numbers? pictures? words? equations?

Grade Level Expectations that this assessment addresses:

- ◆ Solves addition and subtraction story problems with manipulatives, pictures and/or numbers
- ◆ Knows and applies strategies to solve addition and subtraction facts to 10.

Choice Time

Name _____

My Choices	Date
Compare Dots	
Copying Cubes	
Counting Pattern Blocks	
Double Compare	
On and Off	
Counters in a Cup	
Towers of 10	

Choice Time

Name _____

My Choices	Date
Which Holds More?	
10 Turns	
Counting Strips	
Five-in-a-Row	
Dot Addition	

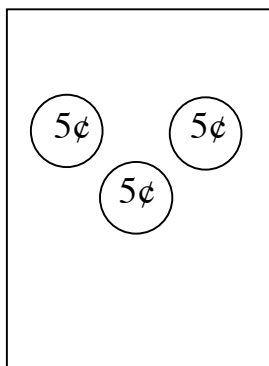
Collect 15¢

Students play a cooperative game in which they work together to collect 15¢.

Materials: 12 nickels, 20 pennies, one die (may be stored in a zip-lock bag)

Procedure: Each player tosses the die and collects that amount in coins. Whenever a player collects five or more pennies, he/she **must trade** for a nickel. The game ends when they collect a total of 15¢.

Recording option: Ask students to record what coins they end the game with



Variations

- 1) May increase the amount to 25¢ or more.
- 2) When going above 25¢, may add dimes and another die to the mix to increase the challenge of the trades.

Name _____

Date _____

Towers of 10

_____ + _____

_____ + _____

_____ + _____

