1st Grade Distance Learning Plan: Week 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	❑ Complete 15 Math Facts ❑ Zearn Lesson #21 ❑ Practice 3D shapes - lesson 3 ❑ Complete 3D shapes worksheet (pg. 56)	❑ Complete 15 Math Facts ❑ Zearn Lesson #22 ❑ Practice 3D shapes - lesson 3 ❑ Complete 3D shapes worksheet (pg. 57)	❑ Complete 15 Math Facts ❑ Zearn Lesson #23 ❑ Practice 3D shapes - lesson 3 ❑ Complete 3D shapes worksheet (pg. 58) **This is for a grade!**	❑ Complete 15 Math Facts ❑ Zearn Lesson #24 ❑ Practice 3D shapes - lesson 3 ❑ Complete 3D shapes worksheet (pg. 59)	❑ Complete 15 Math Facts ❑ Zearn Lesson #25 ❑ Practice 3D shapes - lesson 3 ❑ Complete 3D shapes worksheet (pg. 60)
ELA	❑ Read My Dog with an adult ❑ Complete Questions	❑ Read My Dog with an adult ❑ Complete Questions	**This is for a grade!** ❑ Read What is a Bird with an adult ❑ Complete Questions #1-4	**This is for a grade!** ❑ Reread What is a Bird with an adult ❑ Complete Written Questions	❑ Listen to a story from Storyline Online
Letterland	❑ Read the Words and Sentences on the List for Unit 26	❑ Complete Unit 26 Look, Say, Cover, Write	❑ Complete Unit 26 Word Sort and read Review Sentences	❑ Complete a written practice test.	**This is for a grade!** ❑ Complete a written spelling test using the tricky words, new words, and sentences on the HW sheet.
Reading & Writing	❑ Read for 20 minutes ❑ **Writing**: Write a letter to your teacher - what was your favorite part of the story? Why?	❑ Read for 20 minutes ❑ **Writing**: Write one thing that happened in the beginning, middle, and end of your story.	❑ Read for 20 minutes ❑ **Writing**: Write about the problem in your story. How was the problem solved?	❑ Read for 20 minutes ❑ **Writing**: Write about the problem in your story. How was the problem solved?	❑ Read for 20 minutes ❑ **Writing**: Write about a character in the story. Why are they important in the story?
Science & Social Studies	❑ Watch the Story: Diary of a Spider ❑ Read the Book: A Spiderling Grows Up ❑ Choose an activity	❑ Watch the Story: Bugs! Bugs! Bugs! ❑ Read the Book: A Ladybug Larva Grows Up ❑ Choose an activity	❑ Watch the Story: Click, Clack, Moo ❑ Read the Book: Let's Visit a Dairy Farm ❑ Choose an activity	❑ Watch the Story: Giggle, Giggle, Quack ❑ Read the Book: Living on Farms ❑ Choose an activity	❑ Watch the Story: Dot the Fire Dog ❑ Read the Book: A Very Busy Firehouse ❑ Choose an activity

1st Grade Distance Learning Plan: Week 6

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	❑ Complete 15 Math Facts ❑ Zearn Lesson #26 ❑ Practice tape diagrams - lesson 21 ❑ Complete tape diagram worksheet (pg. 281)	❑ Complete 15 Math Facts ❑ Zearn Lesson #27 ❑ Practice tape diagrams - lesson 21 ❑ Complete tape diagram worksheet (pg. 282)	❑ Complete 15 Math Facts ❑ Zearn Lesson #28 ❑ Practice 10 more and 10 less - lesson 11 ❑ Complete 10 more and 10 less worksheet (pg. 144-145)	❑ Complete 15 Math Facts ❑ Zearn Lesson #29 ❑ Practice 10 more and 10 less - lesson 11 ❑ Complete 10 more and 10 less worksheet (pg. 146)	❑ Complete 15 Math Facts ❑ Zearn Lesson #30 ❑ Practice 10 more and 10 less - lesson 11 ❑ Complete 10 more and 10 less worksheet (pg. 147) **This is for a grade!**
ELA	**This is for a grade!** ❑ Read My Three Sisters with an adult ❑ Complete Questions	**This is for a grade!** ❑ Read My Three Sisters with an adult ❑ Complete Questions	❑ Read Light with an adult ❑ Complete Questions #1-4	❑ Reread Light with an adult ❑ Complete Written Questions	❑ Listen to a story from Storyline Online
Letterland	❑ Read the Words and Sentences on the List for Unit 27	❑ Complete Unit 27 Look, Say, Cover, Write	❑ Complete Unit 27 Word Sort and read Review Sentences	❑ Complete a written practice test.	**This is for a grade!** ❑ Complete a written spelling test using the tricky words, new words, and sentences on the HW sheet.
Reading & Writing	❑ Read for 20 minutes ❑ **Writing**: Write a letter to your teacher - what was your favorite part of the story? Why?	❑ Read for 20 minutes ❑ **Writing**: Write one thing that happened in the beginning, middle, and end of your story.	❑ Read for 20 minutes ❑ **Writing**: Write about the problem in your story. How was the problem solved?	❑ Read for 20 minutes ❑ **Writing**: Write about the problem in your story. How was the problem solved?	❑ Read for 20 minutes ❑ **Writing**: Write about a character in the story. Why are they important in the story?
Science & Social Studies	❑ Watch the Story: Chato's Kitchen ❑ Read the Book: Math in the Kitchen ❑ Choose an activity	❑ Watch the Story: Do Unto Otters ❑ Read the Book: We Are Citizens ❑ Choose an activity	❑ Watch the Story: Duck for President ❑ Read the Book: Election Day ❑ Choose an activity	❑ Watch the Story: Hi! Fly Guy ❑ Read the Book: It's a Good Thing There Are Insects ❑ Choose an activity	❑ Watch the Story: Bink & Gollie ❑ Read the Book: When Friends Fight ❑ Choose an activity

Free Resources:

	Forcini	Holloway	Hunter	Ray
BookFlix (https://bookflix.digital.scholastic.com/)	username: **Learning20** password: **Clifford**	username: **Learning20** password: **Clifford**	username: **Learning20** password: **Clifford**	username: **Learning20** password: **Clifford**
Epic (www.getepic.com)	**gcc3771**	**vhn6990**	**cpt-o533**	**ede6022**
Zearn (www.zearn.org)	**AM2T2X**	**NG8A6X**	**TF6X9Q**	**FQ7P7G**
Raz-Kids (www.raz-kids.com)	**sforcini**	**choholloway10**	**hdd00**	**cray0**

Additional Resources:

https://www.storylineonline.net/	https://www.abcya.com/grades/1	https://www.starfall.com/h/
https://www.abcmouse.com/abt/homepage?8a08850bc2=S2154631726.1584359766.0875	https://www.adventureacademy.com/	https://jr.brainpop.com/

My Dog

by ReadWorks

Photo Credit: Liz West

I have a dog. Her name is Misty. She loves to play ball.

I throw the ball to Misty. She uses her teeth to pick it up.

Then she runs to me. She drops the ball at my feet.

If Misty hears a noise, she stops. She raises her ears and listens. Misty barks if she sees another dog. She barks loudly to protect me.

After we play ball, we go inside. Misty runs to her bowl and drinks water. I give her some dog food to eat. Then Misty takes a nap. Being a dog can be hard work!

Name: _____ Date: _____

1. Who is Misty?

A. a first grader

B. a dog

C. a mom

2. What does Misty do at the *beginning* of this story?

A. eats dog food

B. takes a nap

C. plays ball

3. Misty does not want other dogs to bother or come near her owner. What part of the passage shows us that this is true?

A. "If Misty hears a noise, she stops. She raises her ears and listens."

B. "Misty barks if she sees another dog. She barks loudly to protect me."

C. "Misty runs to her bowl and drinks water. I give her some food to eat."

4. What is "My Dog" mainly about?

A. how Misty protects her owner from other dogs

B. how to play catch with your dog

C. the things that Misty the dog does

5. What does Misty do that helps her listen if she hears a noise?

6. What did you learn from "My Dog"?

7. Class Discussion Question: Explain why Misty might be tired at the end of the passage.

8. Draw a picture of Misty doing an activity from the passage.

This assignment will be GRADED

What Is a Bird?

by Rachelle Kreisman

A bird is an animal with feathers and wings. Most birds can fly. Birds have two legs. They can walk, run, or hop.

All birds have a backbone. It is also called a spine. Birds have many hollow bones. Hollow bones have empty space inside. They make a bird's body lighter. That helps birds fly.

Birds are warm-blooded. They make their own body heat.

Birds lay eggs. The shells are hard. Birds keep the eggs warm. How? They sit on them until the eggs hatch! Then the bird takes care of its chicks.

Name: _____ Date: _____

1. What makes a bird's body lighter?

A. two legs

B. feathers and wings

C. hollow bones with empty space

2. How does the text describe birds?

A. Birds are colorful and noisy, and they are messy pets.

B. Birds are cold-blooded and have scales.

C. Birds have feathers, wings, two legs, and a backbone.

3. Baby birds are called chicks, and they come from bird eggs. What part of the text tells us that this is true?

A. Birds have many hollow bones.

B. When a bird's eggs hatch, the bird has chicks to take care of.

C. Birds keep their eggs warm by sitting on them.

4. What is "What Is a Bird?" mainly about?

A. how birds have babies

B. the characteristics of birds

C. bird backbones

5. What do birds have that help them walk, run, or hop?

Birds have

6. What did you learn from "What Is a Bird"?

This assignment will be GRADED *

7. Class Discussion Question: Use information from the text to explain how birds keep their eggs warm.

8. Draw a picture of a bird.

This assignment will be GRADED

My Three Sisters

by ReadWorks

My name is Tasha. I have three sisters. We look a lot alike. We all have brown eyes and brown hair.

I am the youngest. But I am very tall. I am taller than one of my older sisters. I asked my mom why. She said that it's because Dad is tall. His parents were both tall too. Mom is shorter. She says I am tall like Dad.

Mom says that we have her color eyes. They are the same shade of brown. Dad has blue eyes.

I am still growing. I wonder how tall I am going to be.

Name: _____ Date: _____

1. How do Tasha and her sisters look alike?

A. They are very tall.

B. They have brown eyes and brown hair.

C. They have blue eyes and pierced ears.

2. Who is the main character in this passage?

A. Mom

B. Tasha

C. Tasha's sisters

3. Tasha is tall because her dad is tall. His parents were both tall too. What does this tell us about how tall people may be?

A. People are always shorter than their grandparents.

B. People are always as tall as their father.

C. People are often as tall as their parents and grandparents.

Light

by ReadWorks

Photo Credit: Lyndon Hatherall

Some things in nature give off light. The sun gives off light. Fire gives off light. Lightning gives off light.

Some objects give off light too. Lamps give off light.

Flashlights give off light. Televisions give off light.

Clear things let light pass through. Water lets light pass through. Glass lets light pass through.

Some objects block light. A tree blocks light. A dog blocks light.

Will light go through you? No! What happens when light shines on you? It makes a shadow. The shadow is dark.

Name: _____ Date: _____

1. What in nature can give off light?

A. trees, fish, and dirt

B. lamps, flashlights, and televisions

C. the sun, fire, and lightning

2. This passage describes light and what happens when it shines on other objects. What two things can happen when light shines on something?

A. You see more light or less light.

B. The light can pass through it or be blocked.

C. The light can burn it or melt it.

3. Clear things let light pass through but objects such as trees, dogs, and people block light. What does this information tell us about trees, dogs, and people?

A. Trees, dogs, and people are also clear.

B. Trees, dogs, and people are made of the same thing.

C. Trees, dogs, and people are not clear.

4. What is the theme of "Light"?

A. light

B. shadows

C. nature

5. Name an object that can give off light.

6. What did you learn from "Light"?

7. Class Discussion Question: What is more likely to make a shadow, a flower or a clear plastic bag? Explain your thinking.

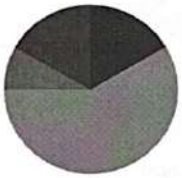
8. Draw a picture of something that makes light shine on you. Don't forget to show what happens when light shines on you.

Lesson 3

Objective: Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Application Problem	(5 minutes)
Concept Development	(35 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



Fluency Practice (10 minutes)

- Grade 1 Core Fluency Differentiated Practice Sets **1.OA.6** (5 minutes)
- Count by 10 or 1 with Dimes and Pennies **1.NBT.5, 1.MD.3** (5 minutes)

Grade 1 Core Fluency Differentiated Practice Sets (5 minutes)

Materials: (S) Core Fluency Practice Sets

Note: This activity assesses students' progress toward mastery of the required addition fluency for Grade 1 students. Give the appropriate Practice Set to each student. Students who completed all of the questions correctly on their most recent Practice Set should be given the next level of difficulty. All other students should try to improve their scores on their current level.

Students complete as many problems as they can in 90 seconds. Assign a counting pattern and start number for early finishers, or tell them to practice make ten addition and subtraction on the back of their papers. When time runs out, collect and correct any Practice Sets that are completed.

Count by 10 or 1 with Dimes and Pennies (5 minutes)

Materials: (T) 10 dimes and 10 pennies

Note: This fluency activity uses dimes and pennies as abstract representations of tens and ones to help students become familiar with coins while simultaneously providing practice with counting forward and backward by 10 or 1.

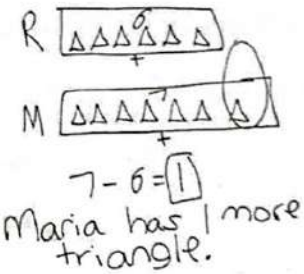
- First minute: Place and take away dimes in a 5-group formation as students count along by 10.
- Second minute: Begin with 2 pennies. Ask how many ones there are. Instruct students to start at 2 and add or subtract 10 while placing and taking away dimes.

- Third minute: Begin with 2 dimes. Ask how many tens there are. Instruct students to begin at 20 and add or subtract 1 while placing and taking away pennies.

Application Problem (5 minutes)

Rose draws 6 triangles. Maria draws 7 triangles. How many more triangles does Maria have than Rose?

Note: Let students know that today's problem is a little different from past problems because today they are comparing Rose's triangles with Maria's. Suggest that they draw two different tapes with the same endpoint on the left, so that they can more easily compare the two numbers. While circulating, support students in aligning their shapes and bars to assist in solving this *compare with difference unknown* problem type.



Concept Development (35 minutes)

Materials: (T) Set of three-dimensional shapes (sphere, cone, cube, rectangular prism, and cylinder), three-dimensional shapes found around home or school, three-dimensional shape description cards (Template), tape

Note: If a kit of three-dimensional shapes is not readily available, then a kit can be borrowed from other grade levels, such as Kindergarten (used in Kindergarten Module 2 and Kindergarten Module 6). Another option is to collect three-dimensional shapes from students' homes as suggested below.

- Spheres: balls (e.g., tennis balls) and marbles
- Cylinders: paper towel and oatmeal containers
- Cubes: small tissue boxes, gift boxes, and large dice
- Rectangular prisms: large tissue boxes, crayon boxes, marker boxes, and pencil holders
- Cones: ice cream cones and party hats

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Be sure to have a pictorial word wall in the classroom that is easily accessible for students. The wall should include the following words at this point in the module: *circle, hexagon, rectangle, rhombus, square, trapezoid, triangle, cone, cube, cylinder, rectangular prism,* and *sphere.* Spending some time learning these words would be helpful to all students, especially the word *cylinder,* whose spelling can be confusing. Also include the describing attributes for three-dimensional solids including *face, edge,* and *vertex.*

Before the lesson, place examples of three-dimensional figures around the room. Gather students in the meeting area in a semicircle.

T: (Place one example of each three-dimensional shape on the floor.) Today, we are going to talk about three-dimensional shapes, like these. What do you know about three-dimensional shapes?

S: They are not flat. → They have different faces or surfaces. → They are solid. → That one is called a cube. (Points to the cube.) → You can touch them on different sides.

T: Great! Yes, three-dimensional shapes have **faces** (touch each face on a cube), and they have different types of corners or points (touch the vertices). Often they are solid and can be called **three-dimensional solids.** There are lots of three-dimensional shapes around our room. Some look just like the materials we have here, and some look different. Can anyone think of an item in the room that looks like these?

S: Our party hat on the teddy bear looks like that one. (Points to the cone.) → That one looks like our dice. (Points to the cube.) → That one looks like the container for our alphabet game! (Points to the cylinder.)

T: Find one item in the room that is three-dimensional—an object that has faces, not a flat two-dimensional shape. You have 30 seconds. Walk, find your item, and bring it to the carpet.

S: (Search the room, and bring back one item each to the carpet.)

T: Someone told us the name of this shape earlier. Who remembers the name of this shape?

S: A cube! (Place the cube in the middle of the meeting area.)

T: What are the attributes, or characteristics, that make this a cube?

S: It has six faces, and every face is a square. (Ask the student to demonstrate this using the cube, and then tape the appropriate shape description card to the cube.)

T: (Place the cube on the carpet.) Let's count the faces of the cube. Track the number with your fingers. The bottom. How many faces is that?

S: One!

T: The top. How many now?

S: Two!

T: Now, let's go around the cube.

S: The side closest to me. How many is that?

S: Three!

T: The side to its right?

S: Four!

Keep going around systematically. Count again to increase students' proficiency.

T: Look at your items. Who brought a cube to the meeting area?

S: (Students show their items.)

T: Let's check. Count the faces of the cube with your partner. (Pause.) Does your cube have six faces?

S: (Count the faces.) Yes.

T: Are all six faces squares?

S: Yes.

Note: A cube is a special type of rectangular prism. On the Problem Set, some students will not notice that the die could also be considered a rectangular prism. As students are ready for this increased complexity, this can be discussed during the Debrief.

Repeat this process with students who believe they have a cube. Some students will answer no to one or both of the questions. Explain that the item must have both attributes to be a cube. If they answer yes to one of the two questions, discuss how the object is like a cube in one way but unlike a cube in another way.

T: How are all of these cubes alike?
S: They all have six square faces.
MP.7 T: How are they different from each other?
S: Some of them are made of paper. → One of them is made of plastic. → That one is yellow. → The tissue box is empty on the inside, but the dice are not.
T: (Hold up the rectangular prism.) This is a **rectangular prism**. A rectangular prism also has six faces, but let's check. Does it have six faces? (Count with students.)
S: Yes.
T: What shape are the faces?
S: They are all rectangles. → Some faces are squares, but all squares are also special types of rectangles.
T: The attributes of a rectangular prism are that they have six faces, and all of the faces are rectangles. Remember, squares are a special kind of rectangle, so some of your faces might be squares. Who has a rectangular prism in front of them?

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Students may need some extra practice identifying shapes correctly based on attributes. Listening to others talk about shapes helps these students, especially English language learners, understand and acquire language pertaining to this topic.

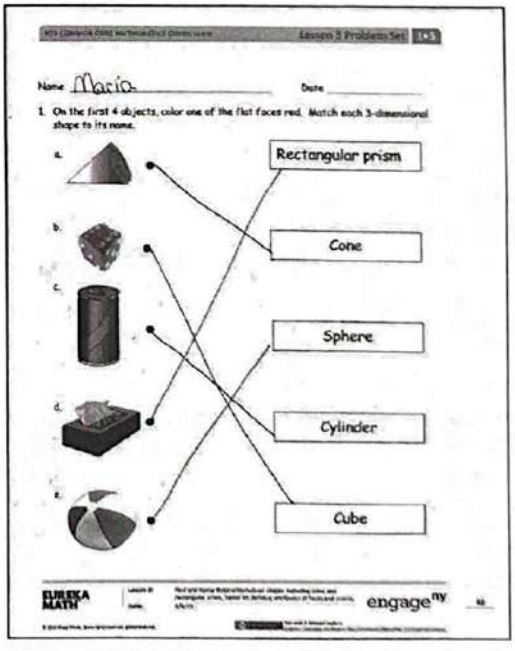
Like the process of checking each cube, repeat this process with students who believe they have a rectangular prism. If they answer yes to one of the two questions, discuss how the object is like a rectangular prism in one way but unlike a rectangular prism in another way. Ask students which attributes are common to all of the objects and which attributes are found only on some of the objects.

Repeat the process with a cylinder (one circular or oval face or space on each end and one curved side), a **cone** (one circular or oval face or space and one curved side that comes to a point at the other end), and a sphere (one curved surface with no flat faces).

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first.

Students may or may not notice that the die is considered a cube and a rectangular prism. Challenge students who are ready to find the shape that could be called by two names.


Name María Date

1. On the first 4 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.

Rectangular prism
Cone
Sphere
Cylinder
Cube

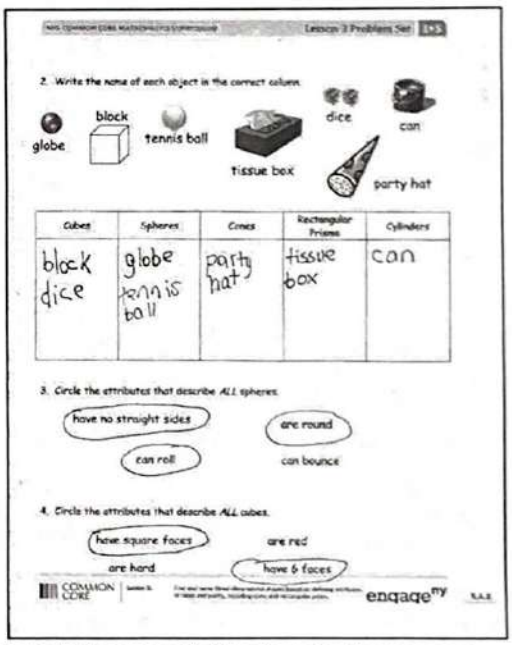
Student Debrief (10 minutes)

Lesson Objective: Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- Look at Problem 1. Which face did you color on each three-dimensional shape? How did coloring the face help you find the matching shape name?
- Look at Problem 2. Which materials from around the room could you add to each column on the chart? How are the items that are all spheres similar to each other? How are they different? Which attribute is the most important for naming the objects as spheres? (Repeat with each shape.)
- How are the party hat and paper towel roll different from the cylinder and cone in our three-dimensional shapes?
- What are the names of the three-dimensional shapes that we used today? Tell your partner the important attributes of each shape. (Cubes, spheres, **cones, rectangular prisms**, and cylinders.)
- Look at your Application Problem. How did you solve this problem? Share drawings and strategies for solving each question.


Lesson 3 Problem Set 1•5

2. Write the name of each object in the correct column.

globe, block, tennis ball, tissue box, dice, can, party hat

Cubes	Spheres	Cones	Rectangular Prisms	Cylinders
block dice	globe tennis ball	party hat	tissue box	can

3. Circle the attributes that describe ALL spheres.

have no straight sides; are round; can roll; can bounce

4. Circle the attributes that describe ALL cubes.

have square faces; are red; are hard; have 6 faces

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- Think about today's Fluency Practice. What part of today's fluency activities is easier for you now than when we first learned about it? Explain what is easier for you now.

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____ Date _____

My Addition Practice

1. 6 + 0 = ___	11. 7 + 1 = ___	21. 5 + 3 = ___
2. 0 + 6 = ___	12. ___ = 1 + 7	22. ___ = 5 + 4
3. 5 + 1 = ___	13. 3 + 3 = ___	23. 6 + 4 = ___
4. 1 + 5 = ___	14. 3 + 4 = ___	24. 4 + 6 = ___
5. 6 + 1 = ___	15. ___ = 3 + 5	25. ___ = 4 + 4
6. 1 + 6 = ___	16. 6 + 3 = ___	26. 3 + 4 = ___
7. 6 + 2 = ___	17. 7 + 3 = ___	27. 5 + 5 = ___
8. 5 + 2 = ___	18. ___ = 7 + 2	28. ___ = 4 + 5
9. 2 + 5 = ___	19. 2 + 7 = ___	29. 3 + 7 = ___
10. 2 + 4 = ___	20. 2 + 8 = ___	30. ___ = 3 + 6

Today, I finished _____ problems.

Name _____ Date _____

My Missing Addend Practice

1. 6 + ___ = 6	11. 3 + ___ = 6	21. 4 + ___ = 7
2. 0 + ___ = 6	12. 4 + ___ = 8	22. 7 = 3 + ___
3. 5 + ___ = 6	13. 10 = 5 + ___	23. 2 + ___ = 7
4. 4 + ___ = 6	14. 5 + ___ = 9	24. 2 + ___ = 8
5. 0 + ___ = 7	15. 5 + ___ = 7	25. 9 = 2 + ___
6. 6 + ___ = 7	16. 8 = 5 + ___	26. 2 + ___ = 10
7. 1 + ___ = 7	17. 5 + ___ = 9	27. 10 = 3 + ___
8. 7 + ___ = 8	18. 8 + ___ = 10	28. 3 + ___ = 9
9. 1 + ___ = 8	19. 7 + ___ = 10	29. 4 + ___ = 9
10. 6 + ___ = 8	20. 10 = 6 + ___	30. 10 = 4 + ___

Today, I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Related Addition and Subtraction Practice

1. 5 + ___ = 6	11. 7 + ___ = 10	21. 4 + ___ = 8
2. 1 + ___ = 6	12. 10 - 7 = ___	22. 8 - 4 = ___
3. 6 - 1 = ___	13. 5 + ___ = 7	23. 4 + ___ = 7
4. 9 + ___ = 10	14. 7 - 5 = ___	24. 7 - 4 = ___
5. 1 + ___ = 10	15. 5 + ___ = 8	25. 5 + ___ = 9
6. 10 - 9 = ___	16. 8 - 5 = ___	26. 9 - 5 = ___
7. 5 + ___ = 10	17. 4 + ___ = 6	27. 6 + ___ = 9
8. 10 - 5 = ___	18. 6 - 4 = ___	28. 9 - 6 = ___
9. 8 + ___ = 10	19. 3 + ___ = 6	29. 4 + ___ = 7
10. 10 - 8 = ___	20. 6 - 3 = ___	30. 7 - 4 = ___

Today, I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Subtraction Practice

1. 6 - 0 = ___	11. 6 - 3 = ___	21. 8 - 4 = ___
2. 6 - 1 = ___	12. 7 - 3 = ___	22. 8 - 3 = ___
3. 7 - 1 = ___	13. 9 - 3 = ___	23. 8 - 5 = ___
4. 8 - 1 = ___	14. 10 - 8 = ___	24. 9 - 5 = ___
5. 6 - 2 = ___	15. 10 - 6 = ___	25. 9 - 4 = ___
6. 7 - 2 = ___	16. 10 - 4 = ___	26. 7 - 3 = ___
7. 9 - 2 = ___	17. 10 - 5 = ___	27. 10 - 7 = ___
8. 10 - 10 = ___	18. 7 - 6 = ___	28. 9 - 7 = ___
9. 10 - 9 = ___	19. 7 - 5 = ___	29. 9 - 6 = ___
10. 10 - 7 = ___	20. 6 - 4 = ___	30. 8 - 6 = ___

Today, I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Mixed Practice

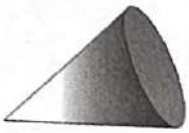
1. 4 + 2 = ___	11. 2 + ___ = 6	21. 8 - 5 = ___
2. 2 + ___ = 6	12. 6 - 2 = ___	22. 3 + ___ = 8
3. 6 = 3 + ___	13. 6 - 4 = ___	23. 8 = ___ + 5
4. 2 + 5 = ___	14. 5 + ___ = 7	24. ___ + 2 = 9
5. 7 = 5 + ___	15. 7 - 5 = ___	25. 9 = ___ + 7
6. 4 + 3 = ___	16. 7 - 4 = ___	26. 9 - 2 = ___
7. 7 = ___ + 4	17. 7 - 3 = ___	27. 9 - 7 = ___
8. 8 = ___ + 4	18. 8 = 6 + ___	28. 9 - 6 = ___
9. 4 + 5 = ___	19. 8 - 2 = ___	29. 9 = ___ + 4
10. 9 = ___ + 4	20. 8 - 6 = ___	30. 9 - 6 = ___

Today, I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

1. On the first 4 objects, color one of the flat faces red. Match each 3-dimensional shape to its name.

a. 

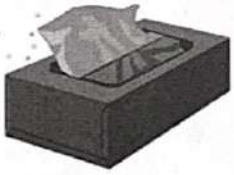
Rectangular prism

b. 

Cone

c. 

Sphere

d. 

Cylinder

e. 

Cube

2. Write the name of each object in the correct column.

Cubes	Spheres	Cones	Rectangular Prisms	Cylinders

3. Circle the attributes that describe *ALL* spheres.

have no straight sides

are round

can roll

can bounce

4. Circle the attributes that describe *ALL* cubes.

have square faces

are red

are hard

have 6 faces

This assignment will be GRADED

Name _____ Date _____

Circle true or false. Write one sentence to explain your answer. Use the word bank if needed.

Word Bank

faces	circle	square
sides	rectangle	point

1.

This can is a cylinder. True or False

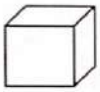
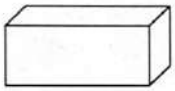
2.

This juice box is a cube. True or False

This assignment will be GRADED

Name _____ Date _____

1. Go on a scavenger hunt for 3-dimensional shapes. Look for objects at home that would fit in the chart below. Try to find at least four objects for each shape.

Cube 	Rectangular Prism 	Cylinder 	Sphere 	Cone 

2. Choose one object from each column. Explain how you know that object belongs in that column. Use the word bank if needed.

Word Bank

faces	circle	square	roll	six
sides	rectangle	point	flat	

a. I put the _____ in the cube column because _____.

b. I put the _____ in the cylinder column because _____.

c. I put the _____ in the sphere column because _____.

d. I put the _____ in the cone column because _____.

e. I put the _____ in the rectangular prism column because _____.

cone 3-dimensional shape with only one circle or oval face and one point	**cube** 3-dimensional shape with 6 square faces
cylinder 3-dimensional shape with 2 circle or oval faces that are the same size	**rectangular prism** 3-dimensional shape with 6 rectangle faces
sphere 3-dimensional shape with no flat faces	

three-dimensional shape description cards

Lesson 21

Objective: Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Concept Development	(38 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (12 minutes)

- Race and Roll Addition **1.OA.6** (4 minutes)
- Number Bond Addition and Subtraction **1.OA.6** (4 minutes)
- Take Out 1 or 10 **1.OA.6** (2 minutes)
- Longer/Shorter **K.CC.7** (2 minutes)

Race and Roll Addition (4 minutes)

Materials: (S) 1 die per set of partners

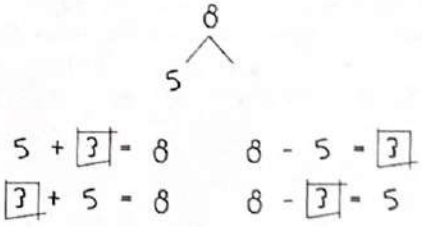
Note: In this fluency activity, students practice adding and subtracting within 20. The competitive nature of Race and Roll Addition and Subtraction promotes students' engagement while increasing their brains' ability to retain information (since the partners are trying to stand quickly).

All students start at 0. Partners take turns rolling a die, saying a number sentence, and adding the number rolled to the total. For example, Partner A rolls 6 and says, "0 + 6 = 6." Then, Partner B rolls 3 and says, "6 + 3 = 9." They continue rapidly rolling and saying number sentences until they get to 20 without going over. Partners stand when they reach 20. For example, if they are at 18 and roll 5, they would take turns rolling until one of them rolls a 2 or a 1 and a 1. Then, they would both stand.

Number Bond Addition and Subtraction (4 minutes)

Materials: (S) Personal white board

Note: This fluency activity builds a student's ability to add and subtract within 10. Reviewing the relationship between addition and subtraction is especially beneficial for students who continue to find subtraction challenging.



Write a number bond for a number between 0 and 10, with a missing part or whole. Today, students write *two* addition and *two* subtraction sentences with a box for the missing number in each equation. They then solve for the missing number.

Take Out 1 or 10 (2 minutes)

Note: This activity reviews place value to prepare students for Topic F.

Choose numbers between 10 and 20 and follow the paradigm below.

T: Say 15 the Say Ten way.
S: Ten 5.
T: Take out 1.
S: Ten 4.

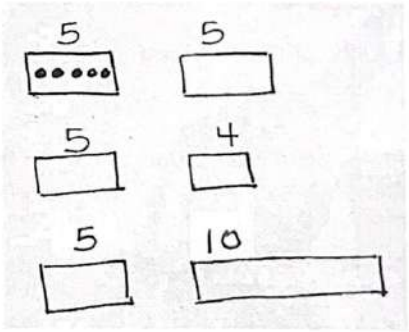
Repeat for 25 and 35. Then, take out 10 from 15, 25, and 35, respectively.

Longer/Shorter (2 minutes)

Materials: (T) Board or document camera

Note: Working with visualizing proportional relationships between numbers can support students' number sense development. By using tape diagram models, students can recognize methods for representing numbers in relation to other numbers.

Write one pair of numbers on the board at a time (e.g., 5 and 5). Draw a rectangle under the first number.



T: This rectangle is long enough to hold this row of 5 dots. (Draw 5 dots so that they fill the space.)
T: (Point to the second number, which in this first example is also 5.) I'm going to start drawing a rectangle that is long enough to hold a row of 5 dots of the same size. Tell me when to stop.
T/S: (Begin drawing a rectangle, and give students the chance to say "Stop!" when it is approximately the same size as the first rectangle.)
T: Why did you say "stop" there?
S: It is about the same size as the first rectangle.

Repeat this process for the following sequence of numbers: 5 and 4, 5 and 10, 1 and 3, 4 and 6, 10 and 20. Only draw the dots for the first example. Have students talk about how the first number relates to the second number using language such as *a little longer, a little shorter, much longer, double,* etc. Have students who find this challenging use a number line with their left pointer finger on zero and their right pointer finger on the number (endpoint).

Concept Development (38 minutes)

Materials: (S) Problem Set

Note: As in Lessons 19 and 20, the suggested delivery of instruction for Lesson 21 is an integration of student work on Problem Sets with guided instruction interspersed between each problem. If students have been highly successful with the past days' lessons, have them try representing the quantities in each part using the number and label without including the shapes inside each part. The goal is to support students in identifying a process for making sense of a problem today.

By working with the tape diagrams as drawings related to the varying problem types, students can internalize an entry point into any problem. *Can you draw something? What can you draw? What can you tell from looking at your drawing?* Tape diagrams, even without shapes inside each part, can be considered a type of drawing. Remember to have students hold on to the Problem Sets so they can use them as a reference later in the topic.

Suggested Delivery of Instruction for Solving Word Problems

1. Model the problem, calculate, and write a statement.

Choose two pairs of students who have been accurately solving the Application Problems from Topic D and using simple shapes in a straight line when drawing. Invite these two pairs of students to work on chart paper while the others work independently or in pairs at their seats. Vary the selected students as the problems become more complex. Review the following questions before beginning the first problem:

- Can you draw something?
- What can you draw?
- What can you tell from looking at your drawing?

As students work, circulate and support. After two minutes, have the two pairs of students share only their labeled diagrams. Give the students two to three minutes to finish work on that question, sharing their work and thinking with a peer. All should write their equations and statements of the answer.

2. Assess the solution for reasonableness.

Give students one to two minutes to assess and explain the reasonableness of their solution. For about one minute, have the demonstrating students receive and respond to feedback and questions from their peers.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Encourage students who have difficulty moving to the tape diagram representation as the position of the unknown changes to draw a number bond as part of their work. Some students more easily relate to the tape diagram through its similarities with number bonds.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

If students do not have experience with a context such as the one used in Problem 2, act out the problem with a few student volunteers before having the class begin to draw and solve the problem.

3. **As a class, notice the ways the drawing depicts the story and the solution.**

Ask questions to help students recognize how each part of their drawing matches the story and solution. This helps students begin to see how the same process can help them solve varying word problems. Keep at least one chart paper sample of each solution for reference later in the lesson.

Problem 1

Rose drew 7 pictures, and Willie drew 11 pictures. How many pictures did they draw altogether?

This problem, a *put together with total unknown*, is one of the easiest problem types. After the students have explained their drawings and solutions accurately, point to sections of the tape diagram, and ask the class questions such as, "What does this part represent? How do you know? What did the student draw or write to help us remember?"

For the next five problems, move quickly from one to the next, having only the students at the board share their work, so that students have time to work through and discuss all six problems. Choose one or two probing questions similar to Problems 1 and 2 to support student development as needed.

Problem 2

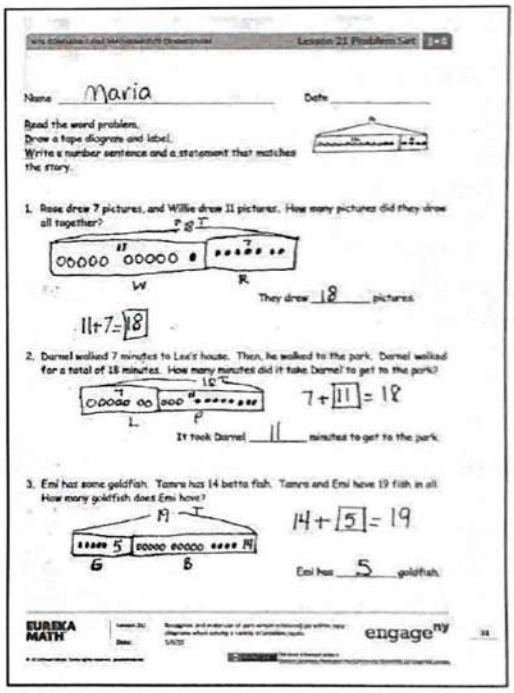
Darnel walked 7 minutes to Lee's house. Then, he walked to the park. Darnel walked for a total of 18 minutes. How many minutes did it take Darnel to get to the park?

Problem 3

Emi has some goldfish. Tamra has 14 betta fish. Tamra and Emi have 19 fish in all. How many goldfish does Emi have?

Problem 4

Shanika built a block tower using 14 blocks. Then, she added 4 more blocks to the tower. How many blocks are there in the tower now?


Name Maria Date

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.

1. Rose drew 7 pictures, and Willie drew 11 pictures. How many pictures did they draw all together?

They drew 18 pictures.

11+7=18

2. Darnel walked 7 minutes to Lee's house. Then, he walked to the park. Darnel walked for a total of 18 minutes. How many minutes did it take Darnel to get to the park?

7+11=18

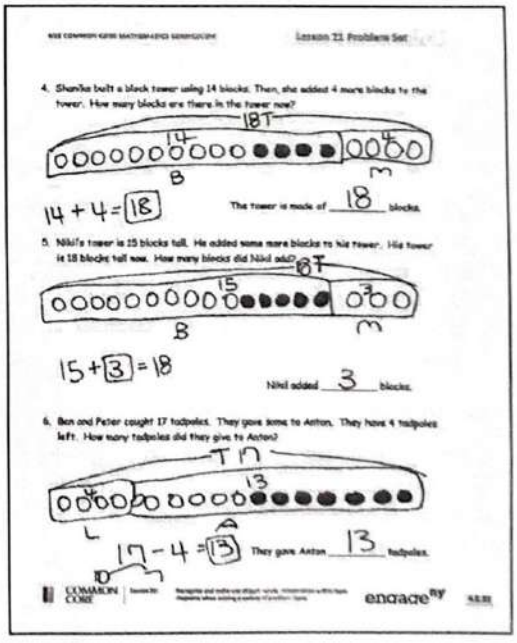
It took Darnel 11 minutes to get to the park.

3. Emi has some goldfish. Tamra has 14 betta fish. Tamra and Emi have 19 fish in all. How many goldfish does Emi have?

14+5=19

Emi has 5 goldfish.

EUREKA MATH engage^ny


4. Shanika built a block tower using 14 blocks. Then, she added 4 more blocks to the tower. How many blocks are there in the tower now?

14+4=18

The tower is made of 18 blocks.

5. Nikil's tower is 15 blocks tall. He added some more blocks to his tower. His tower is 18 blocks tall now. How many blocks did Nikil add?

15+3=18

Nikil added 3 blocks.

6. Ben and Peter caught 17 tadpoles. They gave some to Anton. They have 4 tadpoles left. How many tadpoles did they give to Anton?

17-4=13

They gave Anton 13 tadpoles.

COMMON CORE engage^ny

Problem 5

Nikil's tower is 15 blocks tall. He added some more blocks to his tower. His tower is 18 blocks tall now. How many blocks did Nikil add?

Problem 6

Ben and Peter caught 17 tadpoles. They gave some to Anton. They have 4 tadpoles left. How many tadpoles did they give to Anton

Student Debrief (10 minutes)

Lesson Objective: Recognize and make use of part–whole relationships within tape diagrams when solving a variety of problem types.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Guide students in a conversation to debrief the Problem Set and process the lesson. Look for misconceptions or misunderstandings that can be addressed in the Debrief.

Any combination of the questions below may be used to lead the discussion.

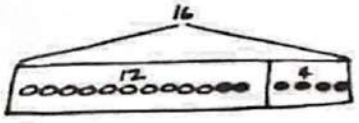
- Look at Problem 1. What did you draw? How did your drawing help you solve the problem?
- Look at Problem 2. What did you draw first? How is your drawing similar or different from the drawing you made for Problem 1?
- Look at Problem 3. How did you draw this problem? How is your drawing similar to or different from your partner's drawing?
- Look at Problem 5. Did you solve this the same way you solved Problem 3, or did you solve it in a different way? Share your drawing, and explain your thinking.
- In an earlier lesson, we were looking at smaller, single-digit addition facts inside two-digit addition problems. Can you find any simpler addition facts inside your number sentences? Share your examples. How can you draw your tape diagrams in ways that help you see simple problems inside the larger ones?
- Using a highlighter, underline the question in each problem. Highlight the part of the tape diagram that shows the answer to the question. What do you notice?
- Some people write only numbers and not circles inside the parts of a tape diagram. Why might we want to include the circles in each part? Why might we choose sometimes to use only the number and leave out the circles in each part?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work helps with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Rose drew 7 pictures, and Willie drew 11 pictures. How many pictures did they draw all together?

They drew _____ pictures.

2. Darnel walked 7 minutes to Lee's house. Then, he walked to the park. Darnel walked for a total of 18 minutes. How many minutes did it take Darnel to get to the park?

It took Darnel _____ minutes to get to the park.

3. Emi has some goldfish. Tamra has 14 betta fish. Tamra and Emi have 19 fish in all. How many goldfish does Emi have?

Emi has _____ goldfish.

4. Shanika built a block tower using 14 blocks. Then, she added 4 more blocks to the tower. How many blocks are there in the tower now?

The tower is made of _____ blocks.

5. Nikil's tower is 15 blocks tall. He added some more blocks to his tower. His tower is 18 blocks tall now. How many blocks did Nikil add?

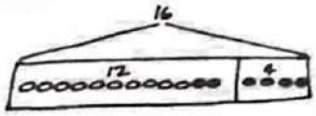
Nikil added _____ blocks.

6. Ben and Peter caught 17 tadpoles. They gave some to Anton. They have 4 tadpoles left. How many tadpoles did they give to Anton?

They gave Anton _____ tadpoles.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.

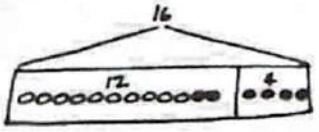


Shanika read some pages on Monday. On Tuesday, she read 6 pages. She read 13 pages during the 2 days. How many pages did she read on Monday?

Shanika read _____ pages on Monday.

Name _____ Date _____

Read the word problem.
Draw a tape diagram and label.
Write a number sentence and a statement that matches the story.



1. Fatima has 12 colored pencils in her bag. She has 6 regular pencils, too. How many pencils does Fatima have?

Fatima has _____ pencils.

2. Julio swam 7 laps in the morning. In the afternoon, he swam some more laps. He swam a total of 14 laps. How many laps did he swim in the afternoon?

Julio swam _____ laps in the afternoon.

3. Peter built 18 models. He built 13 airplanes and some cars. How many car models did he build?

Peter built _____ car models.

4. Kiana found some shells at the beach. She gave 8 shells to her brother. Now, she has 9 shells left. How many shells did Kiana find at the beach?

Kiana found _____ shells.

Lesson 11

Objective: Add and subtract tens from a multiple of 10.

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problem	(5 minutes)
Concept Development	(33 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**

Fluency Practice (12 minutes)

- Compare Numbers **1.NBT.3, 1.OA.6** (5 minutes)
- Number Bond Addition and Subtraction **1.OA.6** (5 minutes)
- Happy Counting by Tens **1.NBT.5** (2 minutes)

Compare Numbers (5 minutes)

Materials: (S) Personal white board

Note: In this fluency activity, students review yesterday's lesson and use their understanding of place value to compare numbers.

Say and write sets of numbers from 0 to 40 in various ways (e.g., as numerals, as tens and ones, the Say Ten way). Students write a number sentence in the same order it is written on the board and then read their sentences aloud.

Suggested sets:

- 5 and 8, 15 and 18, 25 and 28
- 6 and 3, ten 6 and ten 3, 2 tens 6 and 2 tens 3
- 3 and 3, 3 tens and 3 tens, 3 tens and 3 ones
- 3 and 4, 3 tens 4 ones and 4 tens 3 ones, 3 ones 4 tens and 4 ones 3 tens

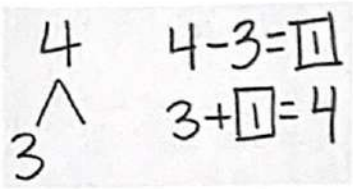
Teacher:	Student:
5 ◯ 8	5 < 8
15 ◯ 18	15 < 18
25 ◯ 28	25 < 28

Teacher:	Student:
6 ◯ 3	6 > 3
ten 6 ◯ ten 3	16 > 13
2 tens 6 ◯ 2 tens 3	26 > 23

Number Bond Addition and Subtraction (5 minutes)

Materials: (S) Personal white board

Note: By reviewing the relationship between addition and subtraction within 10, students approach today's problem types with familiar strategies. In today's lesson, students make the connection that differences for multiples of 10 such as 40 – 30 can be viewed as 4 tens – 3 tens.



Write a number bond for a number between 0 and 10 with a missing part. Students write an addition and a subtraction sentence to find the missing part and solve.

Happy Counting by Tens (2 minutes)

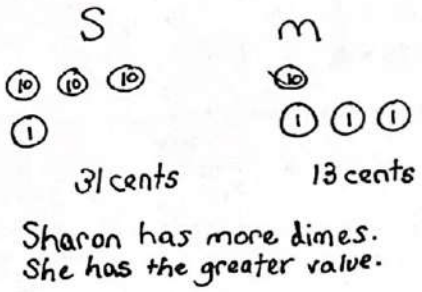
Note: Reviewing Happy Counting by Tens prepares students to recognize the efficiency of counting groups of 10 in today's lesson.

Happy Count by tens the regular way and Say Ten way from 0 to 120 (see Lesson 1). To reinforce place value, try alternating between counting the regular way and the Say Ten way.

Application Problem (5 minutes)

Sharon has 3 dimes and 1 penny. Mia has 1 dime and 3 pennies. Whose amount of money has a greater value?

Note: Money is used in this problem as a way to extend place value concepts and continue to familiarize students with coins and their value.



Concept Development (33 minutes)

Materials: (T) Chart paper (S) Personal white board, number bond/number sentence set (Template)

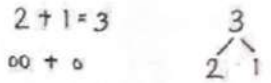
Students sit in the meeting area in a semicircle formation.

T: (Write 2 + 1 on the chart. Call up two volunteers.) Using your magic counting sticks, show us 2 + 1.
S: (Student A shows 2 fingers. Student B shows 1 finger.)
T: How many fingers are there? Say the number sentence.
S: 2 + 1 = 3.
T: (Complete the number sentence on the chart.)

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

The use of charts in the next few lessons provides students with visual guides to use as resources in the classroom as they learn more about place value. Some students may benefit from having a smaller version of the charts in their personal white boards or folders to refer to as needed.

On their personal white boards, have students write the number sentence, use math drawings to show 2 + 1 = 3, and make a number bond as the teacher records the information in a chart.



T: Let's pretend these circles stand for bananas! Say the number sentence using bananas as the unit.

S: 2 bananas + 1 banana = 3 bananas.

T: (Call for an additional volunteer to join the two volunteers.) Show us 2 tens + 1 ten using your magic counting sticks.

S: (Clasp hands to show 2 tens and 1 ten.)

T: (Help the first two students stand closer together to show 20.)

T: (Point to the first two students.) How many tens do we have here?

S: 2 tens.

T: (Point to the third student.) How many tens do we have here?

S: 1 ten.

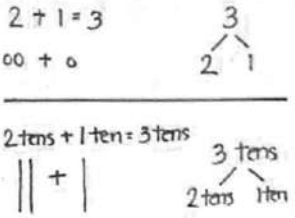
T: How many tens are there in all?

S: 3 tens.

T: Say the number sentence using the unit *tens*. (If students struggle, say, "Say the number sentence starting with 2 *tens*.")

S: 2 tens + 1 ten = 3 tens.

T: (Record the number sentence on the chart.)



Have students write the number sentence, use math drawings, and make a number bond. Chart their responses as shown to the right.

Repeat the process, and record the following suggested sequence on the chart: 3 tens + 1 ten, 2 tens + 2 tens, and 1 ten + 3 tens. Progress through the units from ones to bananas to tens (e.g., 3 + 1 = 4 → 3 bananas + 1 banana = 4 bananas → 3 tens + 1 ten = 4 tens). Have students write the number sentence, make math drawings, and write the number bond (using the same format from the teacher-generated chart) for each problem. These charts are used later in this lesson.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Students demonstrate a true understanding of math concepts when they apply them in a variety of situations. Some students may not be able to make the connection between different number bonds as seen in this lesson. Their path to abstract thinking may be a little longer than others'. Support these students with use of manipulatives and ample practice on their personal white boards.

T: (Point to the first problem on the chart.) Hmmm, how can knowing 2 + 1 = 3 help us with 2 tens + 1 ten? Turn and talk to your partner.

MP.7 S: 2 tens + 1 ten = 3 tens is just like 2 + 1 = 3. → It's 2 things and 1 thing make 3 things. 2 circles and 1 circle make 3 circles. 2 bananas and 1 banana make 3 bananas. 2 tens and 1 ten make 3 tens!

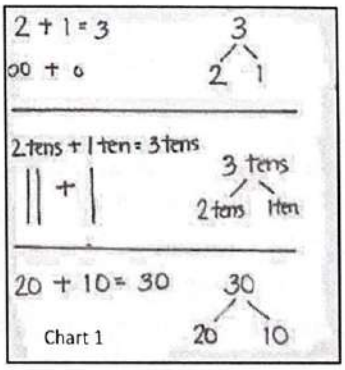


Chart 1

T: The numbers stay the same. The numbers, 2 and 1 and 3, stay the same, but the *units* change.

T: (Call up three volunteers to show 2 tens + 1 ten = 3 tens again.) Now, unbundle your magic counting sticks.

S: (Open hands to show 10 fingers.)

T: (Point to the first two students.) What did 2 tens become?

S: 20.

T: (Point to the third student.) What did 1 ten become?

S: 10.

T: What is 20 + 10? Say the number sentence.

S: 20 + 10 = 30.

T: (Write the number sentence on the chart.) When we say 20 + 10 = 30, we'll call this the regular way. When we say the place value units, 2 tens plus 1 ten equals 3 tens, we call this the unit way.

T: Did we change the number of magic counting sticks when we had 2 tens + 1 ten = 3 tens?

S: No.

Elicit responses to make a number bond, and chart responses as shown on Chart 1. Have students fill in the last part of the template on their boards.

Repeat the process by revisiting the previous problems written on the charts, and write them again using only numerals. For example, 1 ten + 3 tens = 4 tens is now written as 10 + 30 = 40.

Next, repeat the process following the suggested sequence for solving subtraction problems as shown on Chart 2: 30 – 10, 30 – 20, 40 – 20, 40 – 40, and 40 – 0. Introduce each expression starting with ones and bananas, then tens, and finally as numerals (e.g., 2 – 1 = 1 → 2 bananas – 1 banana = 1 banana → 2 tens – 1 ten = 1 ten → 20 – 10 = 10).

T: (Write 4 tens – 3 tens on the chart.) What parts of the number bond can we fill in with these numbers?

S: 4 tens on top, with 3 tens as one of the parts. (Show the number bond with 1 ten still missing.)

T: What addition sentence can we write to match this number bond? Remember, we can say "unknown" or "mystery number" for the part we don't know yet.

S: 3 tens + "the mystery number" = 4 tens. (Record on the chart.)

T: What is the missing part?

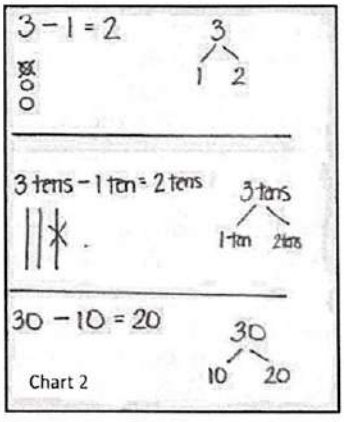
S: 1 ten!

T: (Add the missing part to each section.) Say the subtraction sentence and the related addition sentence we created.

S: 4 tens – 3 tens = 1 ten. 3 tens + 1 ten = 4 tens.

T: Let's say it the regular way, too.

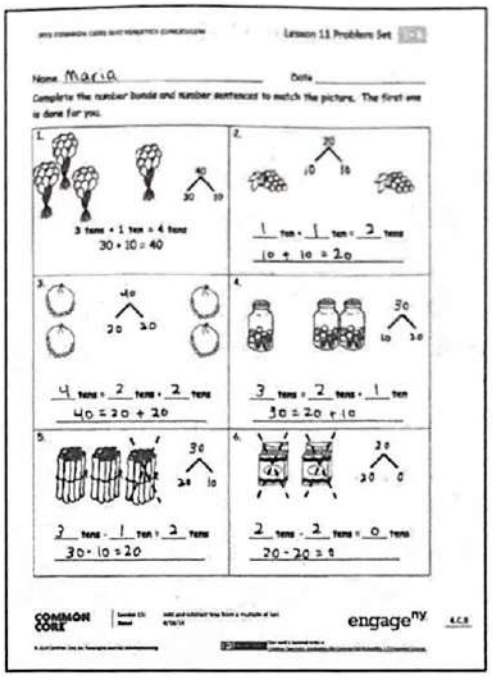
S: 40 – 30 = 10. 30 + 10 = 40.



Repeat the process as needed to support students' understanding.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first.

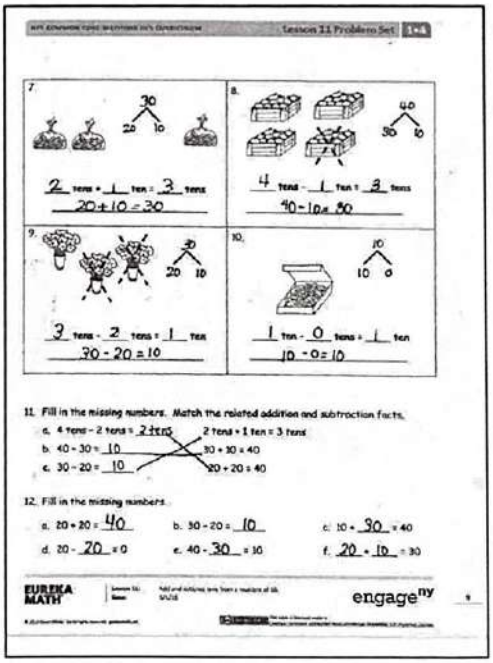

Lesson 11 Problem Set 1•4

Name Mario Date

Complete the number bonds and number sentences to match the pictures. The first one is done for you.

1. 3 tens + 1 ten = 4 tens; 30 + 10 = 40
2. 1 ten + 1 ten = 2 tens; 10 + 10 = 20
3. 4 tens = 2 tens + 2 tens; 40 = 20 + 20
4. 3 tens = 2 tens + 1 ten; 30 = 20 + 10
5. 3 tens - 1 ten = 2 tens; 30 - 10 = 20
6. 2 tens - 2 tens = 0 tens; 20 - 20 = 0

COMMON CORE | engage^ny


Lesson 11 Problem Set 1•4

7. 2 tens + 1 ten = 3 tens; 20 + 10 = 30
8. 4 tens - 1 ten = 3 tens; 40 - 10 = 30
9. 3 tens - 2 tens = 1 ten; 30 - 20 = 10
10. 1 ten - 0 tens = 1 ten; 10 - 0 = 10

11. Fill in the missing numbers. Match the related addition and subtraction facts.
a. 4 tens - 2 tens = 2 tens — 2 tens + 1 ten = 3 tens
b. 40 - 30 = 10 — 30 + 10 = 40
c. 30 - 20 = 10 — 20 + 20 = 40

12. Fill in the missing numbers.
a. 20 + 20 = 40 b. 30 - 20 = 10 c. 10 + 30 = 40
d. 20 - 20 = 0 e. 40 - 30 = 10 f. 20 + 10 = 30

EUREKA MATH | engage^ny

Student Debrief (10 minutes)

Lesson Objective: Add and subtract tens from a multiple of 10.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson. Any combination of the questions below may be used to lead the discussion.

- Look at Problem 3. What simpler problem can help you solve this problem?
- How are Problems 4 and 5 related?
- Look at Problem 10. Share your solution with your partner. Did you solve the problem the same way? (Accept all possible interpretations of this picture as long as the students can support their thinking.)
- Look at Problem 12. Can you find an addition and a subtraction sentence that are related?
- Use the arrow way to represent the adding and subtracting of Problems 12(a), 12(b), and 12(c).
- Explain how you solved the Application Problem.

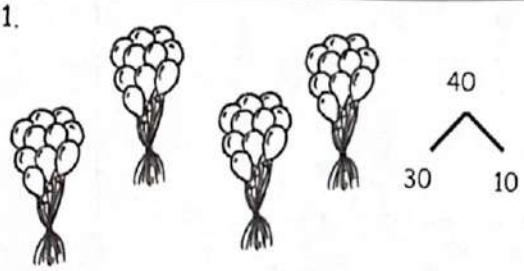
Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work helps with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Name _____ Date _____

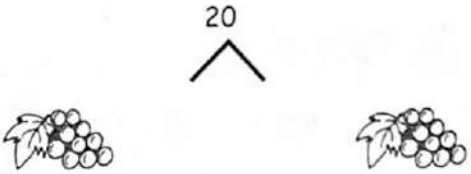
Complete the number bonds and number sentences to match the picture. The first one is done for you.

1.



3 tens + 1 ten = 4 tens
30 + 10 = 40

2.



____ ten + ____ ten = ____ tens

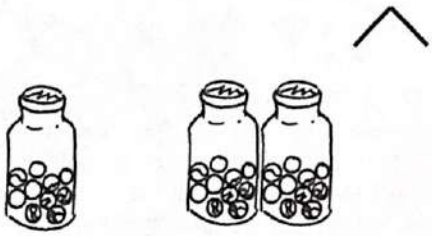
_____

3.

____ tens = ____ tens + ____ tens

_____

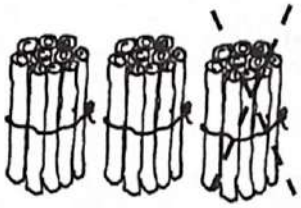
4.



____ tens = ____ tens + ____ ten

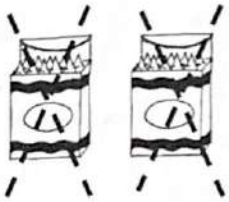
_____

5.



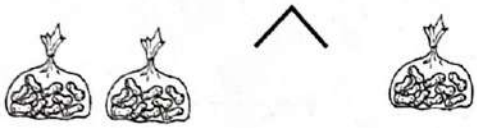
____ tens - ____ ten = ____ tens

6.



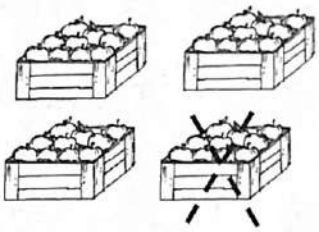
____ tens - ____ tens = ____ tens

7.



____ tens + ____ ten = ____ tens

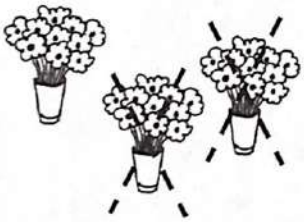
8.



____ tens - ____ ten = ____ tens

____ + ____

9.



____ tens - ____ tens = ____ ten

10.

____ ten - ____ tens = ____ ten

11. Fill in the missing numbers. Match the related addition and subtraction facts.

a. 4 tens - 2 tens = _____ 2 tens + 1 ten = 3 tens

b. 40 - 30 = _____ 30 + 10 = 40

c. 30 - 20 = _____ 20 + 20 = 40

12. Fill in the missing numbers.

a. 20 + 20 = _____ b. 30 - 20 = _____ c. 10 + _____ = 40

d. 20 - _____ = 0 e. 40 - _____ = 10 f. _____ + _____ = 30

Name _____ Date _____

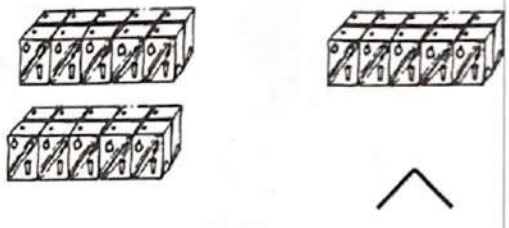
Complete the number bonds and number sentences.

1.

1 ten + 1 ten = _____ tens

_____ + _____ = 20

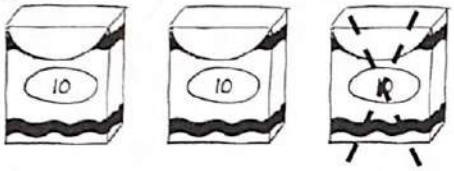
2.



_____ tens = _____ tens + _____ ten

_____ = _____ + _____

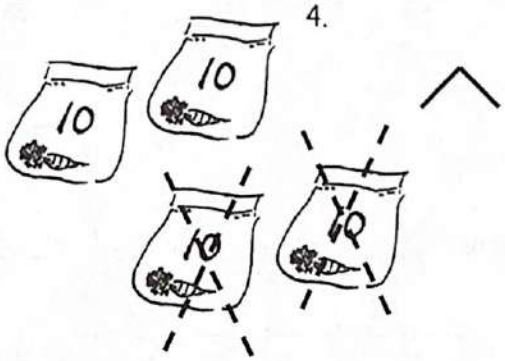
3.



_____ tens - _____ ten = _____ tens

_____ - _____ = _____

4.



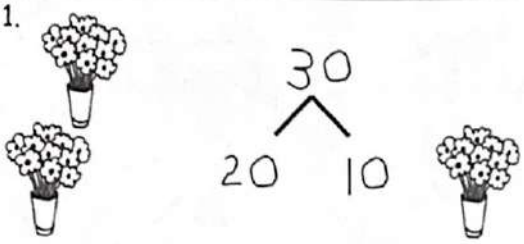
_____ tens - _____ tens = _____ tens

_____ - _____ = _____

Name _____ Date _____

Draw a number bond, and complete the number sentences to match the pictures.

1.



2 tens + 1 ten = 3 tens

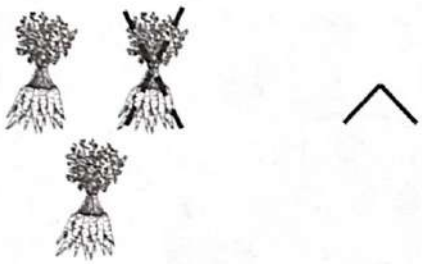
20 + 10 = 30

2.

____ tens = ____ ten + ____ tens

_____

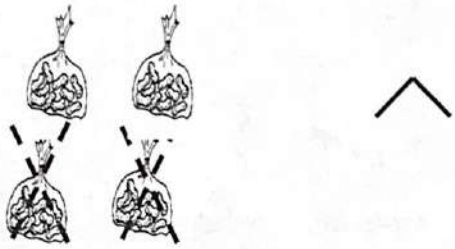
3.



____ tens - ____ ten = ____ tens

_____

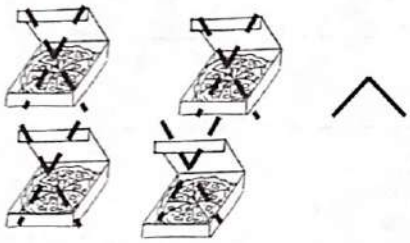
4.



____ tens - ____ tens = ____ tens

_____

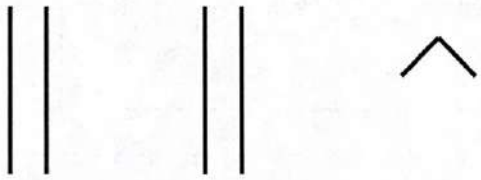
5.



____ tens - ____ tens = ____ tens

_____

6.



____ tens + ____ tens = ____ tens

_____

Draw quick tens and a number bond to help you solve the number sentences.

7.  10 + 20 = _____	8.  30 - 10 = _____
9.  20 - 10 = _____	10.  30 + 10 = _____

Add or subtract.

11. 2 tens + 1 ten = _____

12. 20 + 20 = _____

13. 40 - 10 = _____

14. _____ = 20 + 10

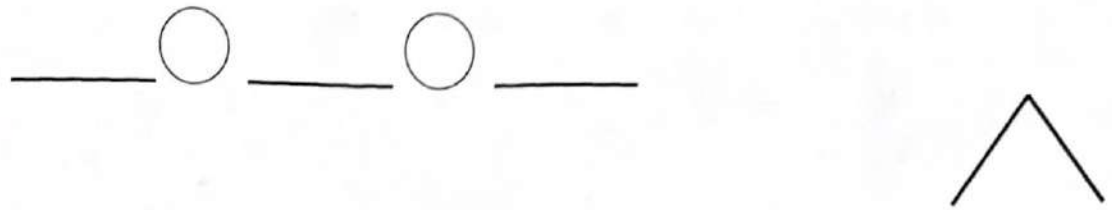
15. 3 tens - 2 tens = _____

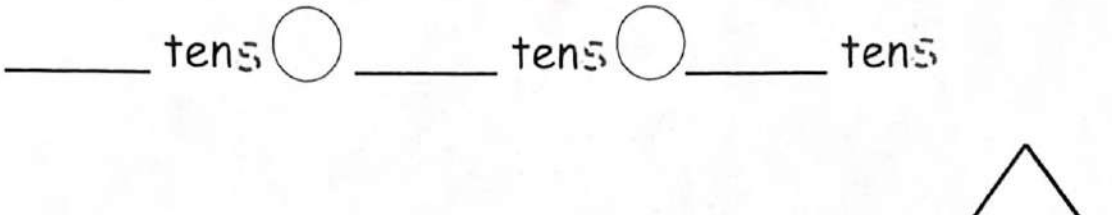
16. 20 - 10 = _____

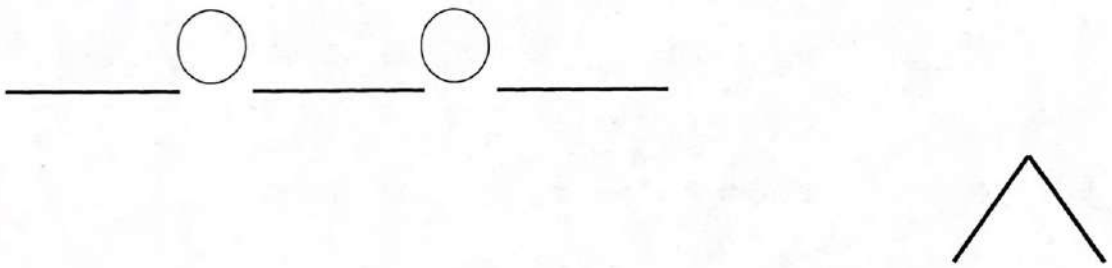
17. 10 - 10 = _____

18. _____ = 30 + 10

19. 40 - 30 = _____







number bond/number sentence set

Student List and Homework

Grade 1

Name: _____ Date: _____

Tricky Words for Review

how along saw our from

Tricky Words

story work here

Review Words

knew fruit true hold

climb night tied show

New Words

funny easy tiny snowy puppy

baby pretty sleepy lucky windy

Story Words

words monkey

Sentences

The story was about a baby bunny.

Does that lady work here?

Weekly Homework:

Monday: Read word list 2 times.

Signed: (Parent/Helper) _____

Tuesday: Look-Say-Cover-Write

Wednesday: Write 5 sentences using words

Thursday: Written practice test

Look-Say-Cover-Write

[redacted] Grade 1

1. Copy the New Words (List A or B or C) and the Tricky Words in column 1.
2. Look at the word and say it, then cover it or fold the page back.
3. Write the word in column 2.
4. Check to see if the word is correct.
5. Cover columns 1 and 2 and write and check again using column 3.
6. If a word is missed, mark it out and try again.

Look	Cover/Write	✓	Write again	✓
funny				
easy				
tiny				
snowy				
puppy				
baby				
pretty				
sleepy				
lucky				
windy				
story				
work				
here				

Unit 26 sort Word Sort Grade 1

Short Vowel Sound	Vowel Man's Name	?

Name _____ Date _____

Letterland Practice Test

Have an adult call out the **NEW WORDS** and you will practice spelling them below. Include the week's two sentences.

1. _____ 8. _____

2. _____ 9. _____

3. _____ 10. _____

4. _____ 11. _____

5. _____ 12. _____

6. _____ 13. _____

7. _____ 14. _____

This week's sentences:

1. _____

_____

2. _____

_____

Student List and Homework [redacted] Grade 1

Name: _____ Date: _____

Tricky Words for Review

work here house put done

Tricky Words

of wash friend

Review Words

pretty baby easy glue

chewing mind roll might

New Words

waited played filled folded climbed

mailed needed stayed rested showed

Story Words

jigsaw windows garden yard

Sentences

My friend showed me lots of maps.

Matt loaded all the wash by himself.

Weekly Homework:

Monday: Read word list 2 times.

Signed: (Parent/Helper) _____

Tuesday: Look-Say-Cover-Write

Wednesday: Write 5 sentences using words

Thursday: Written practice test

Look-Say-Cover-Write

Grade 1

1. Copy the New Words (List A or B or C) and the Tricky Words in column 1.
2. Look at the word and say it, then cover it or fold the page back.
3. Write the word in column 2.
4. Check to see if the word is correct.
5. Cover columns 1 and 2 and write and check again using column 3.
6. If a word is missed, mark it out and try again.

Look	Cover/Write	✓	Write again	✓
waited				
played				
filled				
folded				
climbed				
mailed				
needed				
stayed				
rested				
showed				
of				
wash				
friends				

		?

Name _____ Date _____

Letterland Practice Test

Have an adult call out the **NEW WORDS** and you will practice spelling them below. Include the week's two sentences.

1. _____ 8. _____

2. _____ 9. _____

3. _____ 10. _____

4. _____ 11. _____

5. _____ 12. _____

6. _____ 13. _____

7. _____ 14. _____

This week's sentences:

1. _____

_____

2. _____

_____

Dear Loflin artists,

There are so many fun photos of you, working in the art studio, on the Art Studio Google Classroom site. Your beautiful photos are heart warming and positive! I hope you will visit the online class often and post your artwork to inspire others. *To join go to classrooms.google and use your school email to login. Use the class code:* **HRKWBBG** *Look for "PE I Music I Art" class.*

Assignment 01-05 are meant to be completed at your own pace. One per week is fine. Or you may want to finish all five in one day! Each artist works at their own pace. When assignments 01-05 are complete, start again with assignment 01!

Have you found a suitable place to set up your work space? Are you working quietly and cleaning up your space? Please feel free to limit yourself to materials that you have at home like pencil.

Sincerely yours, Ms. Baker, Art teacher, rbaker@asheboro.k12.nc.us

01 assignment **Get Inspired!**
Get inspired by looking at other artists work. Photos of work from Loflin's 5th grade artists are linked below. You can use books or online resources too. Look at each piece. Ask yourself what do artists do? What do you want to make?

02 assignment **Have an Idea!**
Having an idea is a very big part of making art. For this assignment you will come up with an idea! You can use your own idea, or choose one from the 'Idea Choice Board' linked below. Next, gather the materials and tools to explore/create the idea!

03 assignment **Where's my Work Space?**
Check with your parents for permission to create your home studio space. Creating art at home may be different than working in a studio where materials and tools are located in centers. A portable studio may work best. It can be made with a cardboard box large enough for your supplies. Also think about a place to store your work, two pieces of cardboard for flat, 2D, work and a box for 3D sculptures.

At home you can *use the tools and materials you have on hand* to set up your work space. Do not feel you have to go to the store. Materials at your house; take photos of your life (with permission) on your phone, use a stick to draw in dirt (when you are allowed to go outside), paint using coffee or colored drinks. Organize your toys by color into a color wheel shape. Use rocks and leaves to make a circular, radial, pattern. Create a sculpture with recycled materials like cardboard or drink bottles, or any found objects.

04 assignment **Create!**
Be patient with yourself as you create art in your home studio. Set up your work space and work quietly to create the idea, with changes in direction, or mistakes. Mistakes and changes in direction are important for developing awesome skills. Don't give up! Engage and persist through problems. Keep working until you know it is finished.
*******When you put away your materials, tools and artwork properly, you show your parents what a wonderful job you do cleaning up the studio! Clean up on time, when your parents ask you the first time, and clean the space to look like you were never there!

05 assignment **Sharing Art is Caring!**
The best part about art is sharing it with everyone. When you finish your art, think about your work and share it with others! **To submit your assignment** take a photo of your work and add it to the 'Share My Art' slide show, linked on Art Studio Google Classroom. (if you're on a phone, turn the screen sideways to view more linked files) Be sure to put **your name, and artist statement** on the slide. Then, think about what's next!

Specialists Google Classroom and Contact Information

To access **Google Classroom**, go to classroom.google.com and log in to your *Asheboro City Schools account*. Click on the + symbol, and then enter the class codes below to join our classes.

Your Asheboro City Schools account: FirstNameLastInitialLunchnumber@asheborocityschools.org
Password is your lunch number

Example: donnac12345678@asheborocityschools.org Password: 12345678

* If you are the parent of K-2 student and you would like for your child to join our Google Classrooms, please email Mrs. Smith at ahsmith@asheboro.k12.nc.us to ask for your account login information.

Media

Hello, everyone!
I miss you all! Third, fourth, and fifth grade students have already joined my google classrooms. If you are in Kindergarten, first, or second grade, please join our media class using the **code: jom6t24**. Remember to read every day! **Mrs. Smith, Media Coordinator** **ahsmith@asheboro.k12.nc.us**

PE I Music I Art Google Classroom, **access code: hrkwbbg**

Hi friends!
I truly cannot wait to be back in school with all of you! I miss playing games and having fun with you in **PE!** I will be posting games and activities that you can do at home on this page, so that we can all stay active together! I can't wait to hear about it!
I love all of you so much! **Ms. Faircloth** **kfaircloth@asheboro.k12.nc.us**

Hi everyone!
I miss you all so much and I can't wait to be at school again teaching you guys music! I will post lots of fun **music** activities on the page that you can do at home, and I look forward to hearing all about it.
I love you all! **Ms. Marks** **jmarks@asheboro.k12.nc.us**

Hello artists,
I love you, and miss you all very much! You are invited to join our online studio. There are lots of photos of you working in the studio to get you inspired to create, ideas on how to set up a studio at home so you can have fun making **art**! Please share your ideas on the slide show for your grade, K-5.
Sincerely, **Ms. Baker** **rbaker@asheboro.k12.nc.us**

Guidance

Hello students!
I am so ready to be back at school. I miss you all! While we wait, please join my Google Classroom with the **code: vrcpndf** On the page, you will find a check-in form where students can let me know if they need to speak with the Counselor, Read Alouds of counseling books, activities, GoNoodle videos, and information for our 5th graders about Middle School. We will also be participating in some Google Meetings, just for fun! **Mrs. Cabiness, School Counselor** **dcabiness@asheboro.k12.nc.us**

*Specialists' activities will not be graded, but we have chosen activities we think the students will enjoy and we hope all our students will participate in Specials.