

20 Days of Lesson
Plans and Activities

1st+
grade

THE MAGIC OF MATH
Unit **5**: Mid-Year
Mix Up!

by Hope King and Amy Lemons

Unit five

OVERVIEW

	FOCUS	STANDARD
WEEKS CAN BE DONE IN ANY ORDER	Counting & Skip Counting, Plus/Minus 10	TEKS: 1.5ABC CC: 1.NBT.A.1, 1.NBT.C.5
	Place Value to 120 (99 for CC), Comparing & Ordering Numbers	TEKS: 1.2BCDEFG CC: 1.NBT.B.2, 1.NBT.B.3
	Related Facts and Missing Addends	TEKS: 1.3F, 1.5DF CC: 1.OA.A.1, 1.OA.B.4, 1.OA.C.5, A.OA.D.8
	3 Addends, Properties of Addition	TEKS: 1.5DFG CC: 1.OA.A.2, 1.OA.B.3

skip
counting
and

plus &
minus ten

day 1

Minilesson: Splat Square on Computer (Google Splat Hundreds Chart)



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Activity: Gone Fishing for 10's - identifying patterns of 10.



Independent Practice:
Number Detectives



day 2

Minilesson: Light up the night by 5's. Identifying patterns for counting by 5's



Activity: Count By 5's Games and Centers



Independent Practice: Spin and count on by 5's.



day 3

Minilesson:
Counting by 2's
and identifying
patterns on a
hundreds chart.



Activity: Hop
to it by 2's.



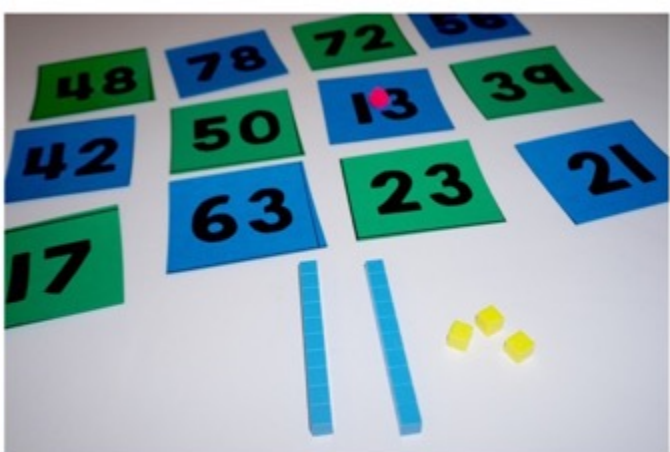
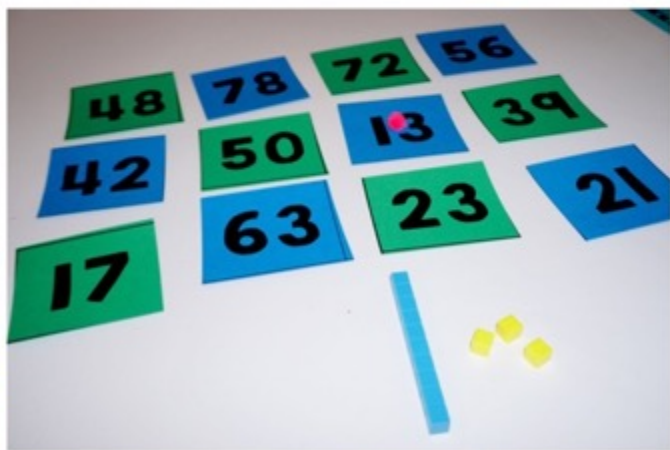
Independent Practice:
Counting by 2's
interactive puzzle



day 4

Minilessons: Ten More and Ten Less

Activity: Ten More and Less Toss



day 4



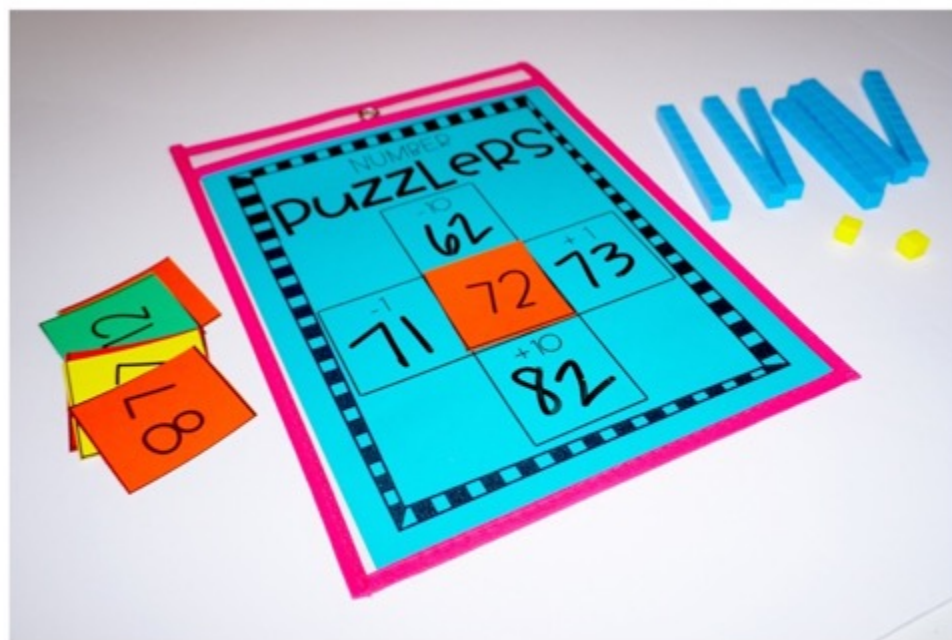
Independent Practice: Drawing base ten blocks to identify ten more and ten less.

day 5

Minilesson: Ten More and Ten Less Headbandz



Activity: Number Puzzlers - Ten more/less and One more/less



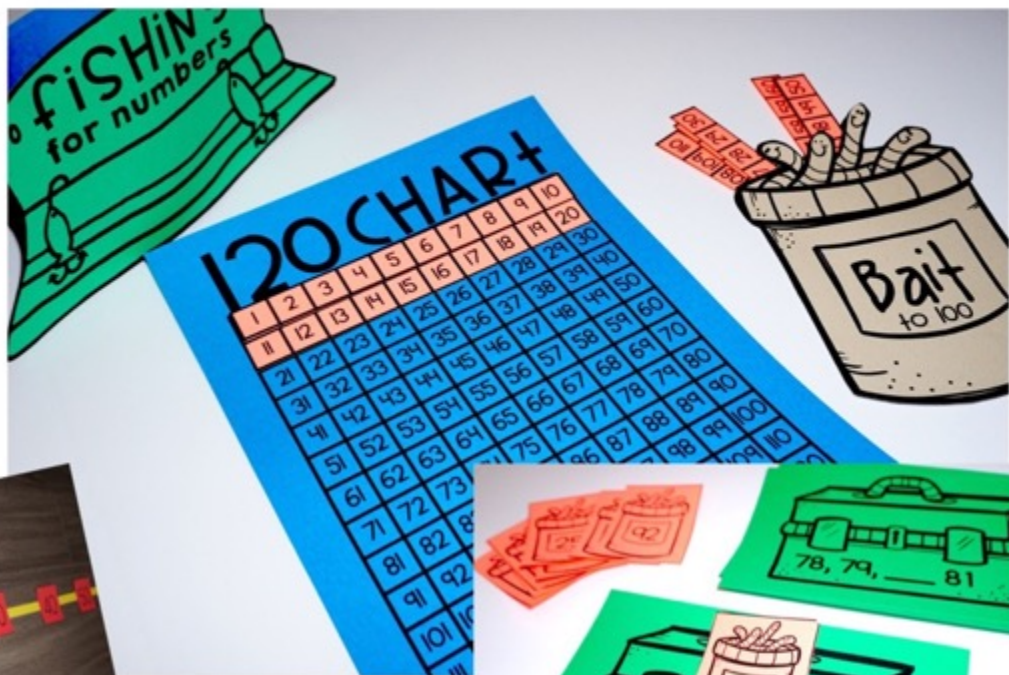
numbers
to 120 (or
99 for CC)

and

Comparing
and
ordering

day 1

Minilesson:
Students practice counting to 120 and ordering a hundreds chart.



Activity: Students match the missing fish (number) to the number set to 120.

Independent Practice:
Students roll two dice and count on four numbers.



day 2

Minilesson: The teacher reviews building two digit numbers using base ten blocks on a race to 100 to demonstrate how one group of hundreds is formed.



Activity: The students race to one hundred to practice using 10 tens to create one group of hundred.



Independent Practice: Counting to 120 Quick Check.

Counting to 120 Quick Check

Name: _____

Show the number 40 using 4 and ... (base ten blocks)	Jeremiah was counting to 100. He said the following numbers: 108, 109, 111. What number did he miss?
Write the missing numbers: 106, 105, _____, 107, _____, 109, _____	Write the missing numbers: 44, 45, _____, 47, 48, _____, 51, 52
Show the number 75 using 4 and ... (base ten blocks)	Write the missing numbers: a) 68, 69, _____, 71 b) 46, 47, 48, _____

day 3

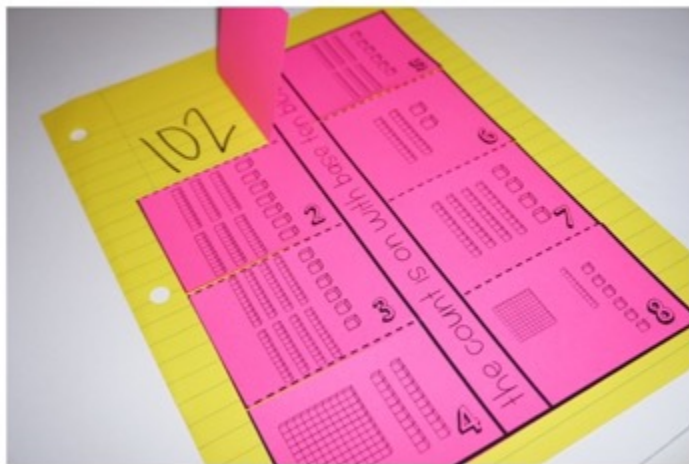
Minilesson: The teacher models building numbers to 99 or 120.



Activity: Building numbers to 99 or 120.

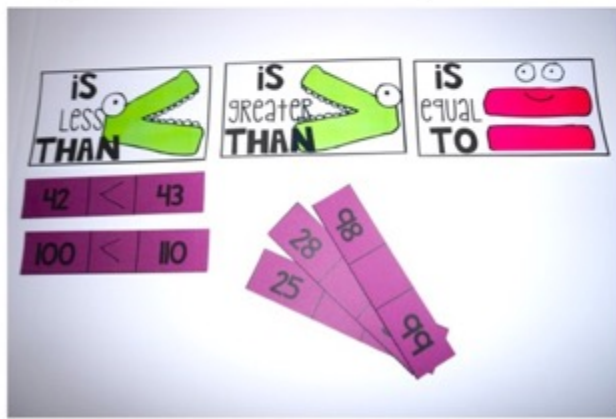


Independent Practice:
The Count Is On for
Base Ten Blocks



day 4

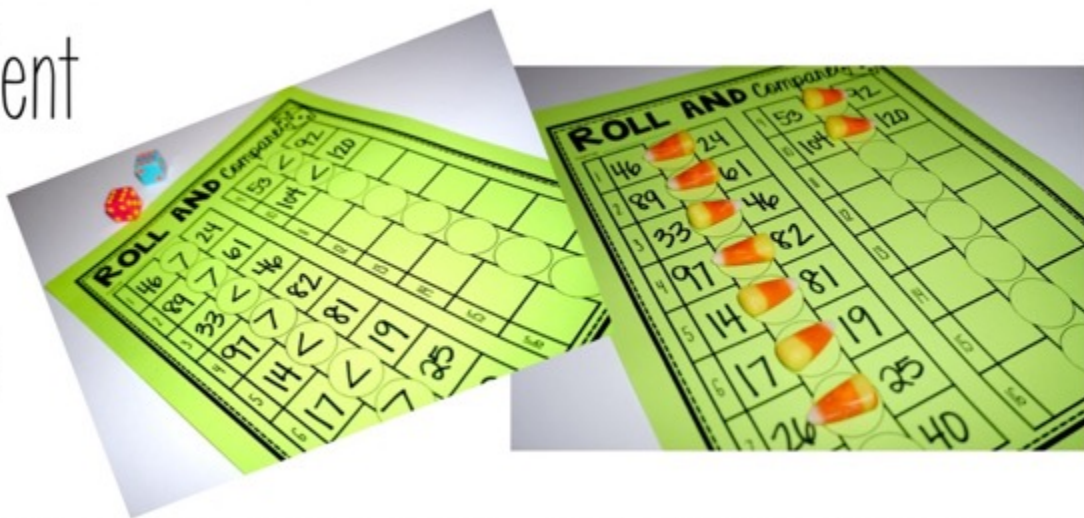
Minilesson: The teacher models building numbers to compare.



Activity: S'more comparisons: Students build and compare numbers.



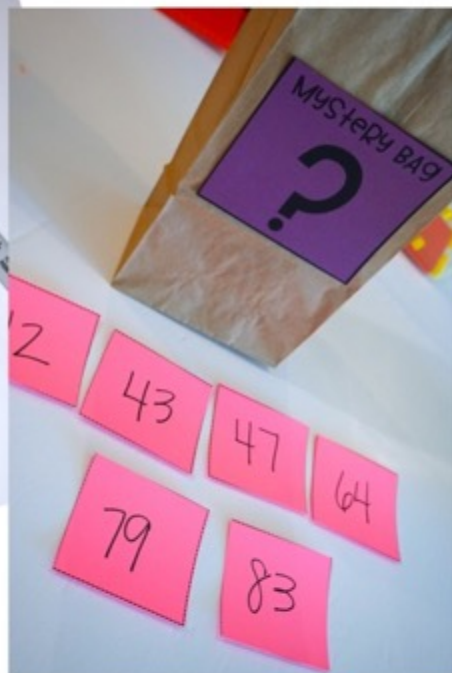
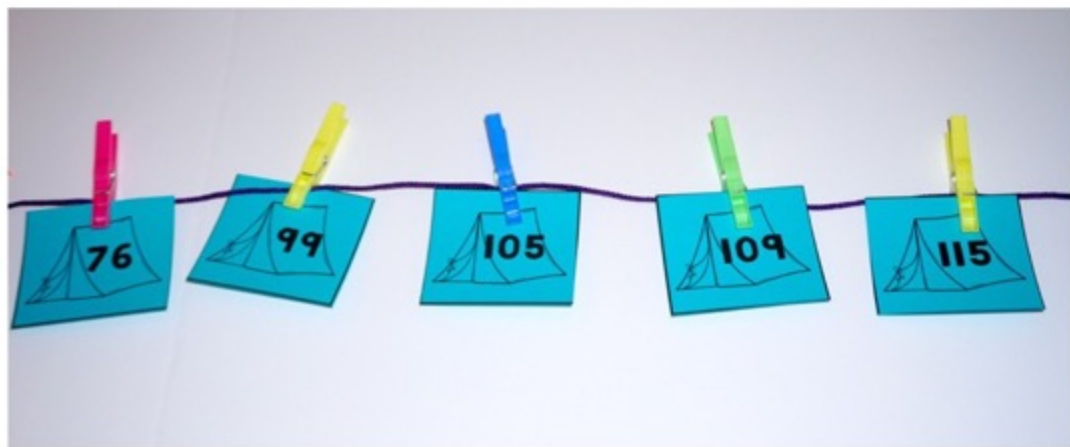
Independent Practice:
Roll and Compare



day 5

Minilesson:

The students practice ordering numbers

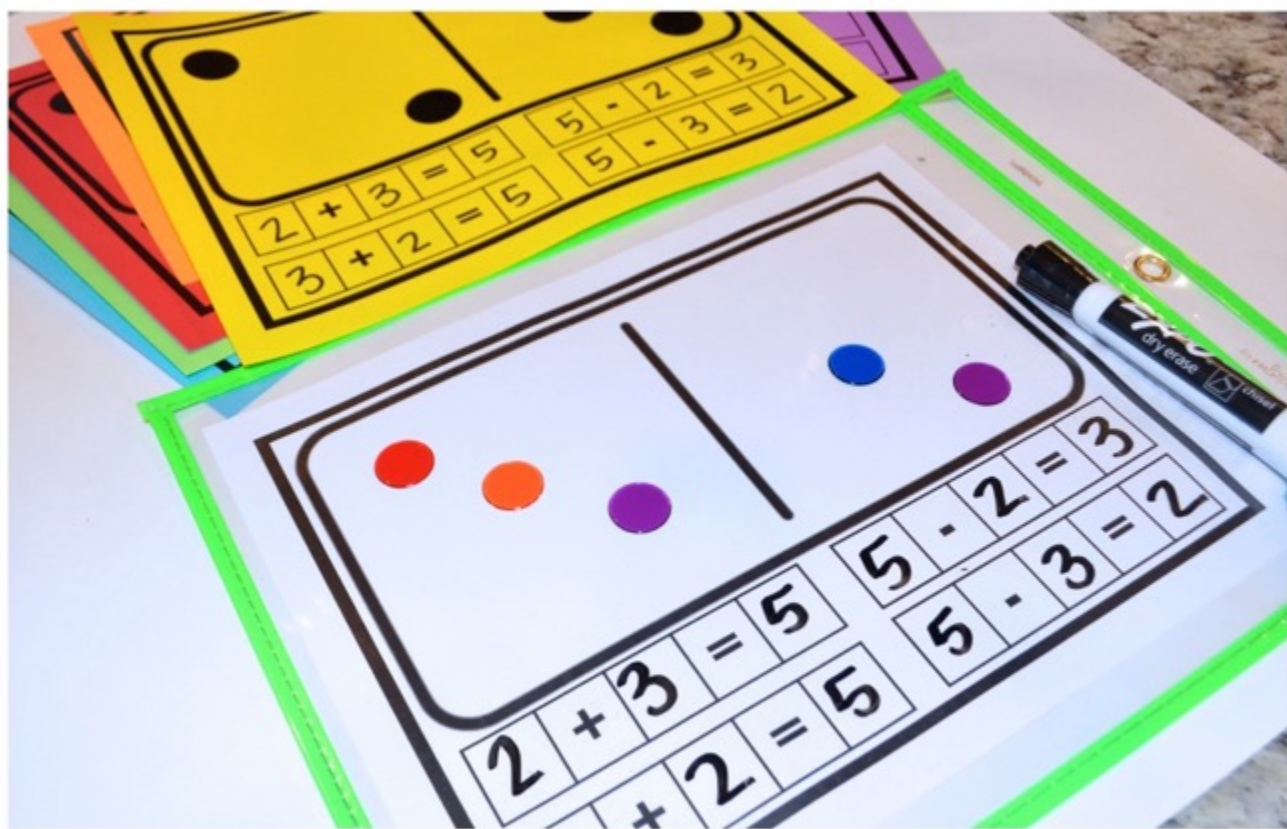


Activity: The students create mystery bags with 6 numbers. Then they trade with partners to order.

related
facts
and
missing
addends

day 1

Minilesson: Use dominoes to create related facts. Use counters or draw the domino dots on the workmat. If using counters, you can switch the sides to show the commutative property.



day 1

Activity: Related Fact Roll

RELATED FACT ROLL

	NUMBER 1	NUMBER 2	EQUATION 1	EQUATION 2
A	4	1	$4+1=5$	$5-1=4$
B	5	3	$5+3=8$	$3+5=8$
C	6	2	$6+2=8$	$2+6=8$
D	4	2	$4+2=6$	$2+4=6$
E	6	5	$6+5=11$	$11-6=5$
F	5	4	$5+4=9$	$9-4=5$

Name: _____

RELATED FACT ROLL

	NUMBER 1	NUMBER 2	ADDITION	SUBTRACTION
A	3	1	$3+1=4$ $1+3=4$	$4-1=3$ $4-3=1$
B	2	4	$2+4=6$ $4+2=6$	$6-4=2$ $6-2=4$
C	6	5	$6+5=11$ $5+6=11$	$11-6=5$ $11-5=6$
D	2	3	$2+3=5$ $3+2=5$	$5-2=3$ $5-3=2$
F	4	4	$4+4=8$ $\square+\square=\square$	$8-4=4$ $\square-\square=\square$
F	5	1	$5+1=6$ $1+5=6$	$6-1=5$ $6-5=1$

Name: _____

Independent Practice:
Related Facts Match-Up

NAME: _____

	Color this fact family: BLUE
	Color this fact family: RED
	Color this fact family: GREEN

$1+5=6$	$7-3=4$	$3+4=7$	$8-2=6$
$7-4=3$	$2+6=8$	$6-5=1$	$5+1=6$
$8-6=2$	$4+3=7$	$6+2=8$	$6-1=5$

FACTS MATCH UP

$4+3=7$	$3+4=7$
$7-4=3$	$7-3=4$

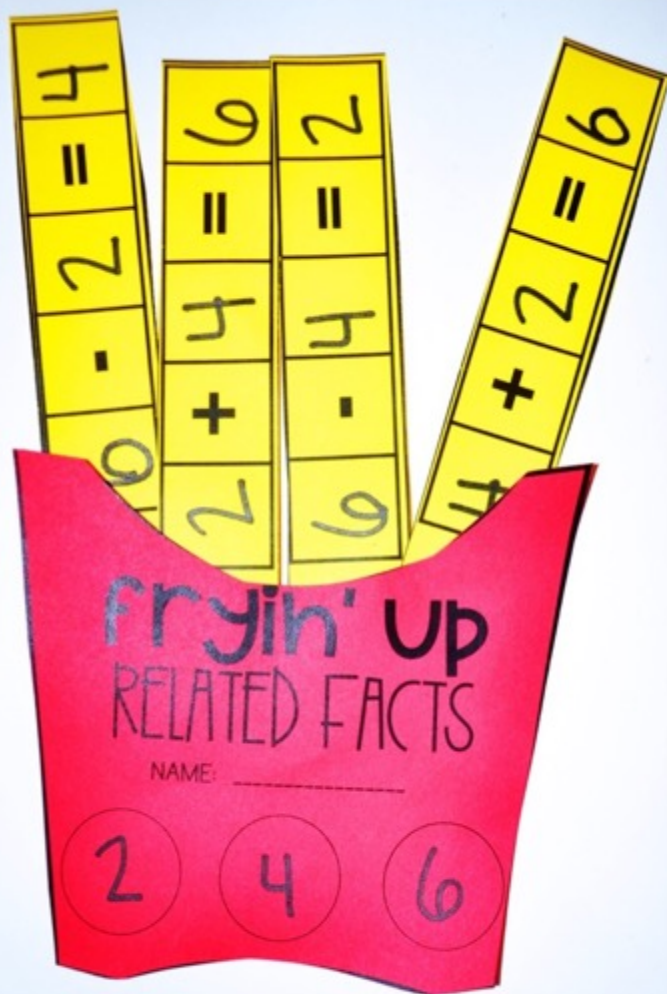
day 2

Minilesson: A Fact Family Cookout-
snap cubes together to show
addition, break cubes apart to
show subtraction.



day 2

Activity: Fryin' Up Related Facts- Students create a fact family and write the equations on the French fries



FIND THE RELATED FACTS

Directions: Solve an equation. Find a related fact to solve next. Color all equations in one fact family the same color.

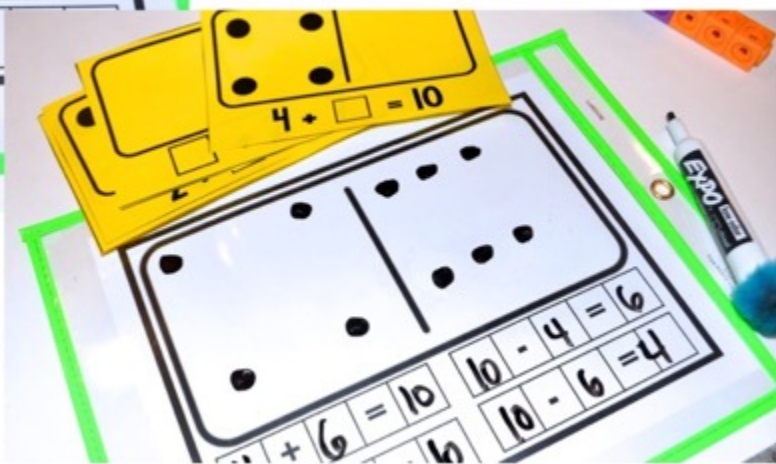
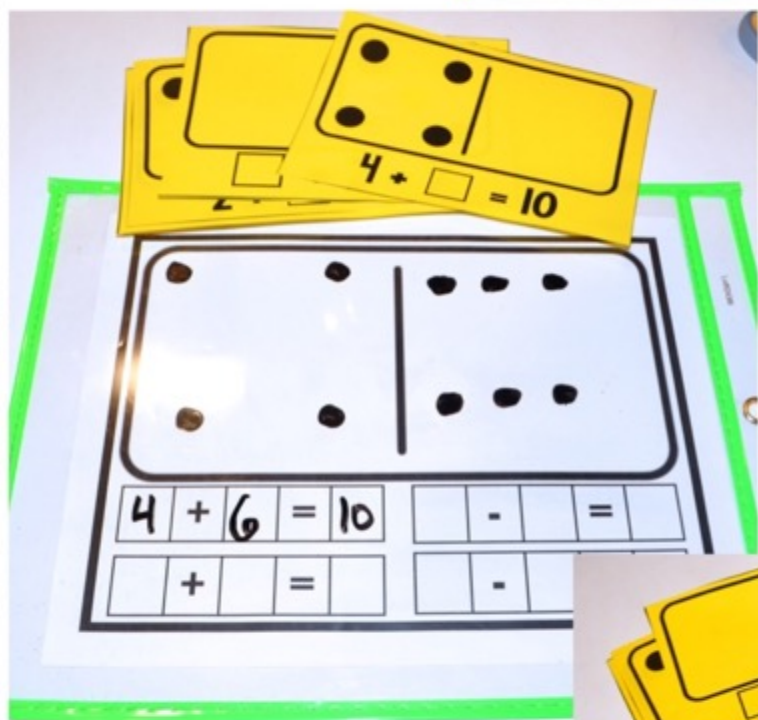
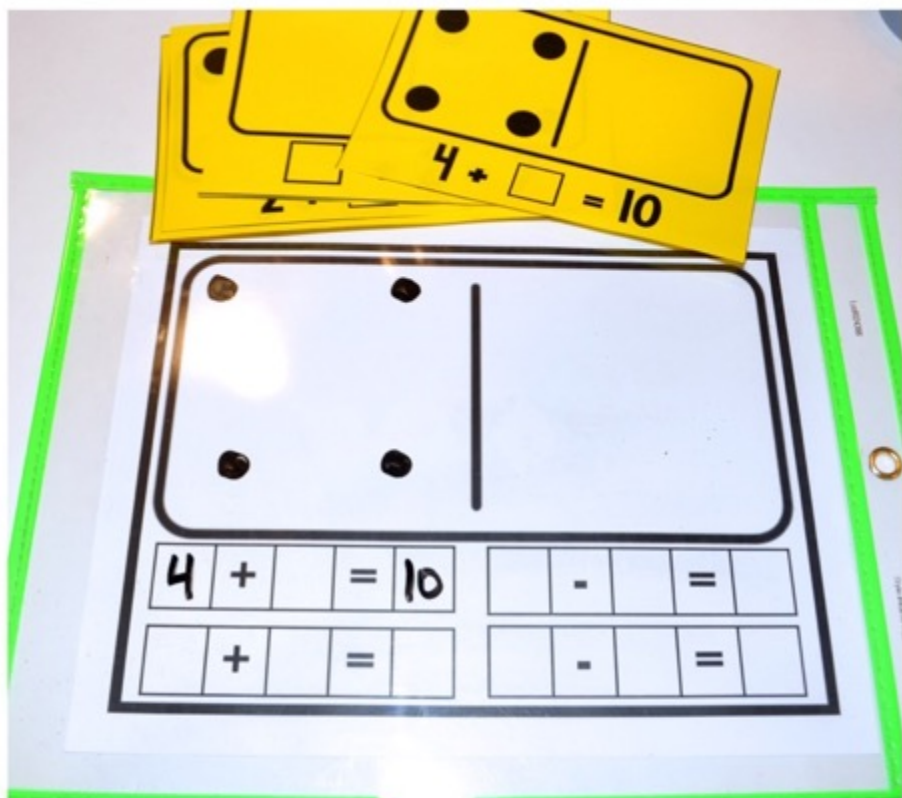
$4 + 5 = 9$	$6 + 8 = 14$	$8 + 6 = 14$	$14 - 8 = 6$	$14 - 6 = 8$
$5 + 4 = 9$	$9 + 3 = 12$	$3 + 9 = 12$	$12 - 3 = 9$	$12 - 9 = 3$
$9 - 5 = 4$	$1 + 4 = 5$	$4 + 1 = 5$	$5 - 1 = 4$	$4 + 8 = 12$
$9 - 4 = 5$	$16 - 8 = 8$	$8 + 8 = 16$	$5 - 4 = 1$	$8 + 4 = 12$
$3 + 2 = 5$	$7 + 3 = 10$	$3 + 7 = 10$	$10 - 3 = 7$	$12 - 8 = 4$
$2 + 3 = 5$	$5 - 3 = 2$	$5 - 2 = 3$	$10 - 7 = 3$	$12 - 4 = 8$

Name: _____

Independent Practice: Students solve the facts and find the fact family groups. Students color the fact families all the same color.

day 3

Minilesson: Missing Number Dominoes- Students use their workmat to draw the missing side of the domino

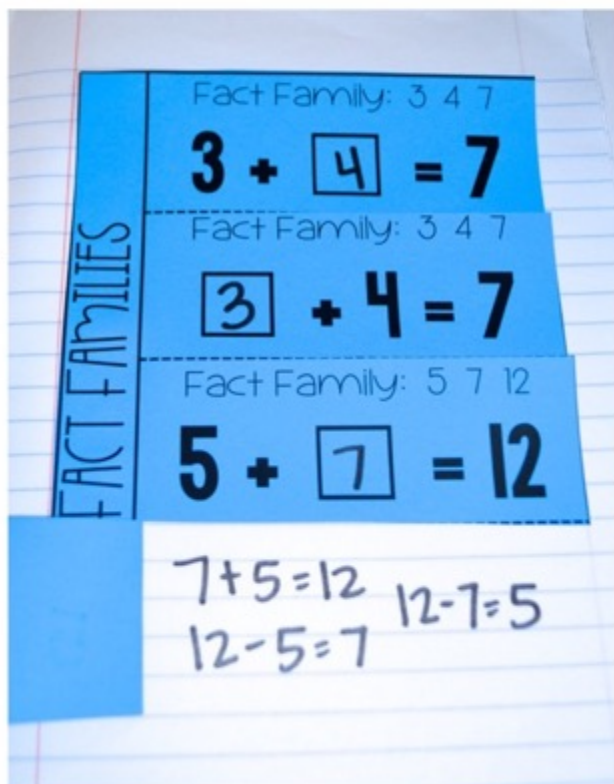


day 3

Activity: What is Missing? Students find the missing number in the related fact houses.

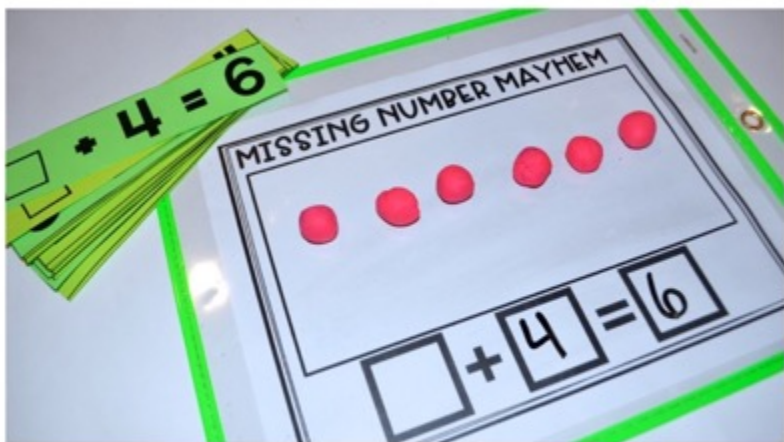


Independent Practice: Fact Family Flap-Ups



day 4

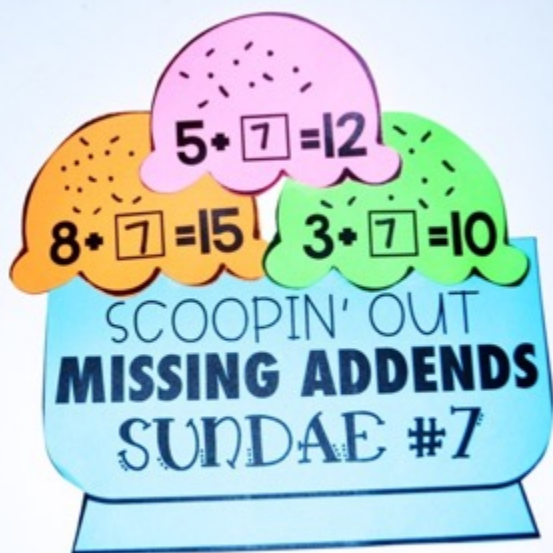
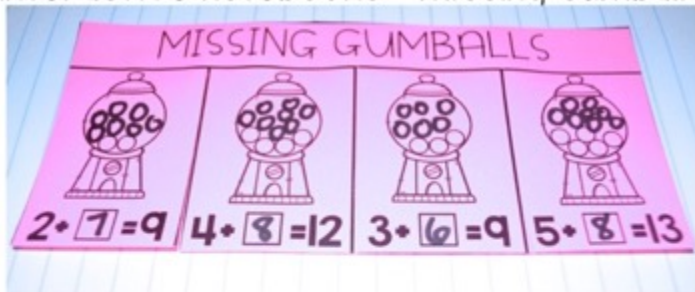
Minilesson: Missing Number Mayhem with Playdough



Activity: Students create sundaes with three scoops that need the same missing addend.

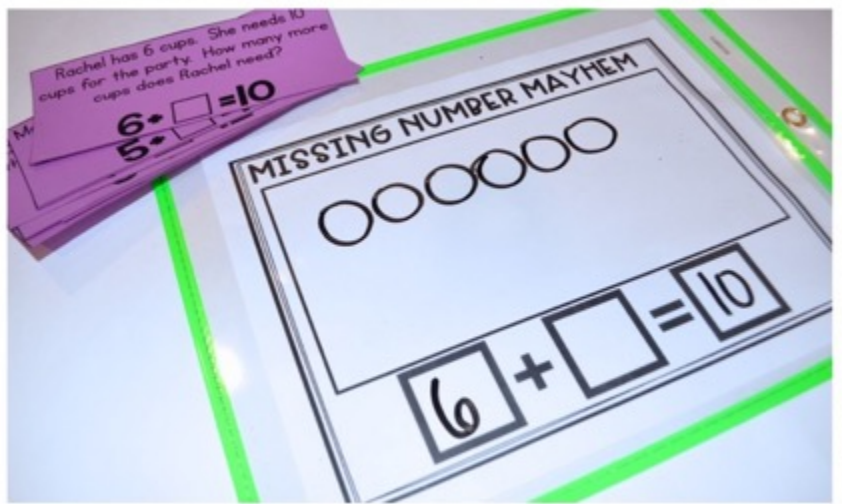


Interactive Notebooks: Missing Gumballs



day 5

Minilesson: Word Problems with Missing Addends



Assessment:

Activity: Word Problem Scoot



RELATED FACTS AND MISSING ADDENDS

1. Complete the related facts for the numbers shown: 3 9 12

$3 + 9 = 12$	$5 + 4 = 9$
$9 + 3 = 12$	$4 + 5 = 9$
$12 - 3 = 9$	$9 - 4 = 5$
$12 - 9 = 3$	$9 - 5 = 4$

2. Complete the related facts for the numbers shown: 5 4 9

3. $8 + \boxed{6} = 14$

4. $5 + \boxed{4} = 9$

5. $4 + \boxed{3} = 7$

6. $9 + \boxed{3} = 12$

7. There are 8 pencils on the table. 3 of the pencils are yellow. The rest are red. How many pencils are red?

a. 2 $3 + \square = 8$
 b. 5
 c. 6

8. I have 12 cookies. 5 of the cookies are peanut butter. The rest are chocolate chip. How many of the cookies are chocolate chip?

a. 7
 b. 6
 c. 8

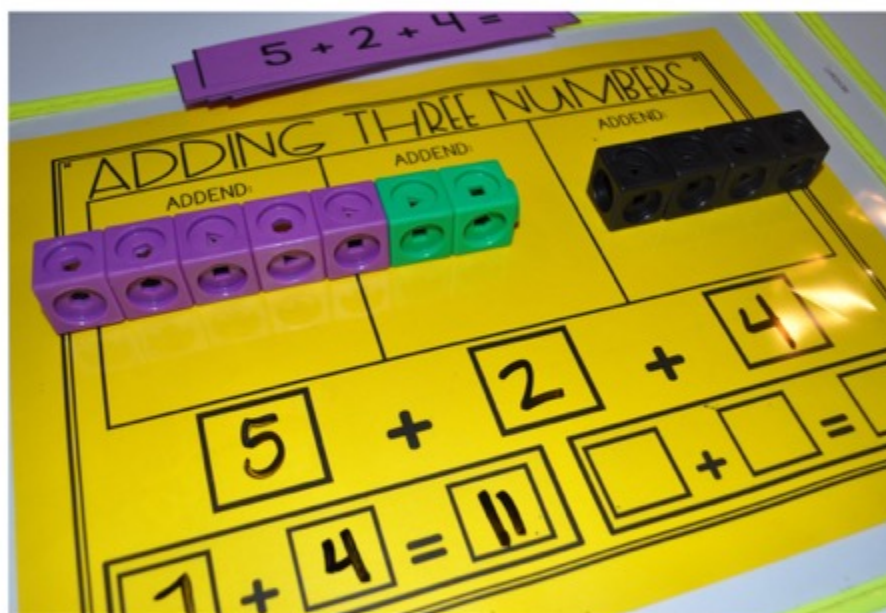
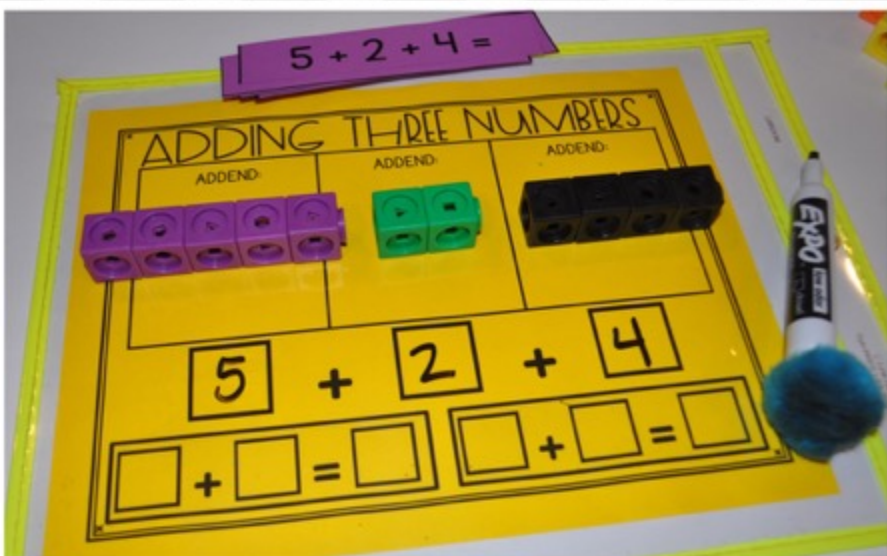
adding 3
numbers

and

properties
of addition

day 1

Minilesson: Adding Three Numbers with snap cubes



day 1

Activity: Roll and Combine to add

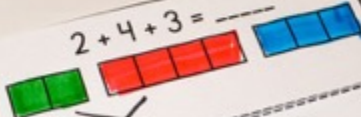
ROLL AND COMBINE TO ADD
Roll dice 3 times. Show the numbers rolled on your squares. Color the two squares you will combine first. Write an addition equation to show what you did.

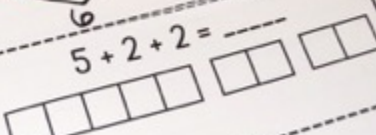
3	2	4
5	4	= 9
1	2	6
3	6	= 9
6	4	3
10	3	= 13
1	5	4
6	4	= 10
3	2	6
5	6	= 11

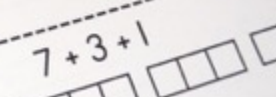
Name: _____

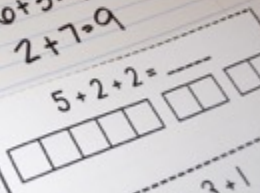
Interactive Notebooks:


THREE NUMBERS

$2 + 4 + 3 =$ 


$5 + 2 + 2 =$ 


$7 + 3 + 1 =$ 


$6 + 3 = 9$
 $2 + 7 = 9$
 $5 + 2 + 2 =$ 


$7 + 3 + 1 =$ 

THREE NUMBERS

$2 + 4 + 3 = 9$ 

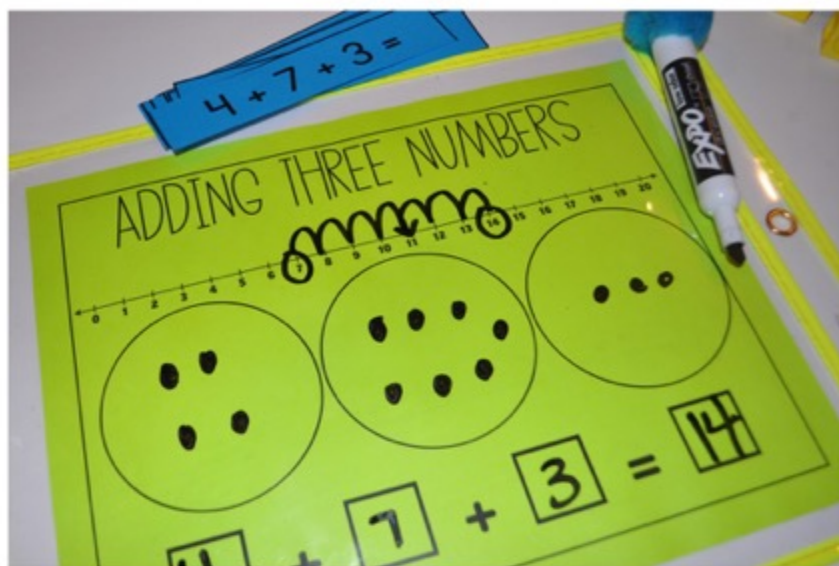
$5 + 2 + 2 = 9$ 

$7 + 3 + 1 = 11$ 

$4 + 2 + 4 = 10$ 

day 2

Minilesson: Using a Number Line to Add 3 Numbers



Activity: Savory Sums

Name: _____

SAVORY SUMS

RED 5	+	YELLOW 5	+	PURPLE 3	=	13
GREEN 3	+	YELLOW 5	+	ORANGE 6	=	14
ORANGE 6	+	GREEN 3	+	RED 5	=	13
PURPLE 3	+	YELLOW 5	+	ORANGE 6	=	14
YELLOW 5	+	RED 5	+	GREEN 3	=	13

Independent Work:
Using a Number Line
to Add

Name: _____

Use a Number Line to Add 3 Numbers

Show your work on the number lines.

5 + 4 + 6 = 15

8 + 3 + 2 = 13

7 + 2 + 1 = 10

5 + 3 + 6 = 14

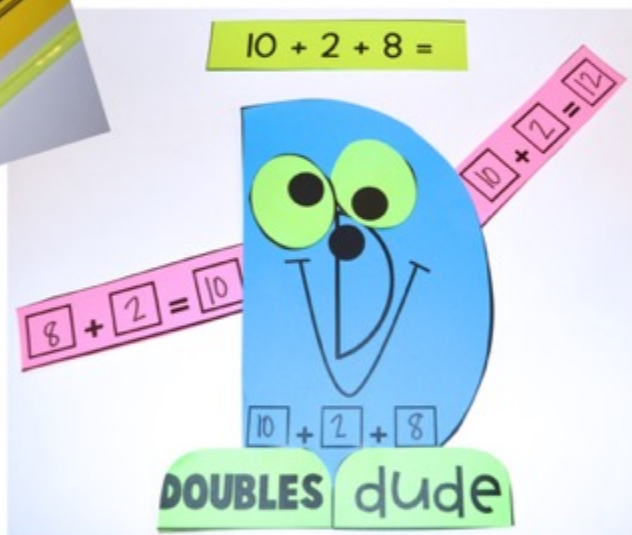
2 + 7 + 5 = 14

day 3

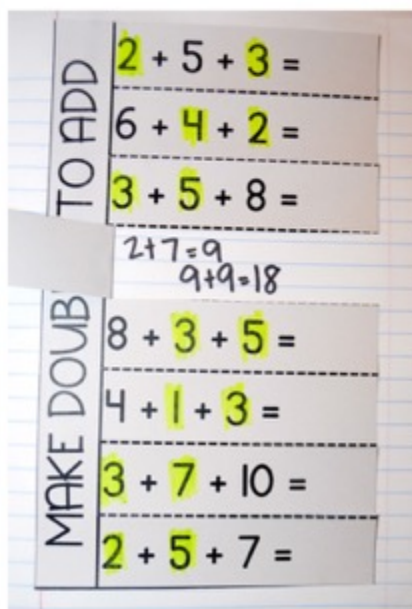
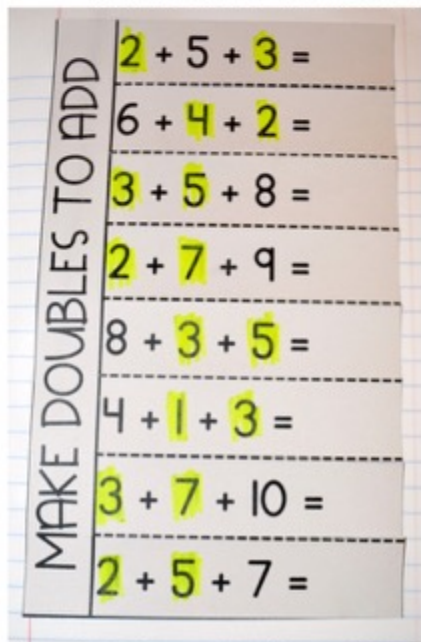
Minilesson: Making
Doubles to Add



Activity: Doubles Dude



Interactive Notebooks:



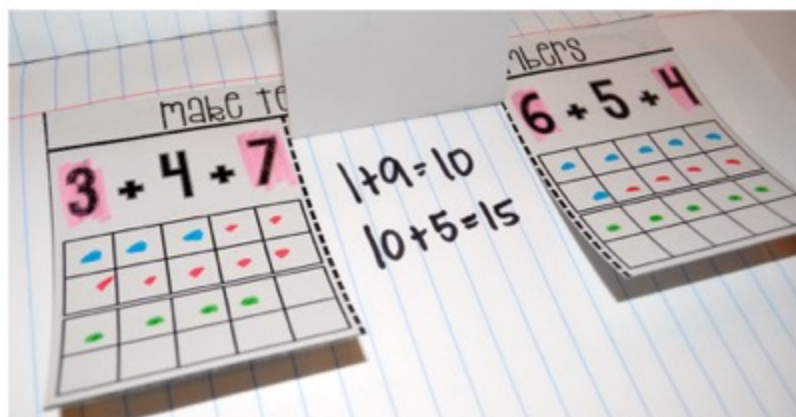
day 4

Minilesson: Make
Ten To Add 3
Numbers

Activity: Domino and Dice



Interactive Notebooks:



day 5

Review: Scoot and Solve

Game: Mental Math Challenge

26 + 3 + 2 =

SCOOT AND SOLVE

$3 + 8 + 5$ $8 + 8 = 16$	$6 + 3 + 2$ $6 + 5 = 11$	$4 + 5 + 3$ 12
$4 + 3 + 6$ $10 + 3 = 13$	$2 + 5 + 4$ $7 + 4 = 11$	$4 + 2 + 3$ 9
$6 + 2 + 4$ $6 + 6 = 12$	$8 + 0 + 4$ $8 + 4 = 12$	$5 + 6 + 1$ $6 + 6 = 12$
$2 + 6 + 8$ $10 + 5 = 15$	$4 + 7 + 3$ $7 + 7 = 14$	$8 + 2 + 6$ $8 + 8 = 16$

5

5

5

7

3

4

Assessment

Name: _____

ADDING THREE NUMBERS

1. Look at the picture. Complete the equation. Show two ways to find the sum.

$2 + 4 + 3 = 9$

$2 + 7 = 9$	$6 + 3 = 9$
-------------	-------------

2. $3 + 7 + 2 =$
 $10 + 2 = 12$

3. $10 + 0 + 5 =$
 $10 + 5 = 15$

4. $4 + 3 + 7 =$
 $4 + 10 = 14$

5. $6 + 4 + 6 =$
 $12 + 4 = 16$

6. I see 4 black dogs, 3 brown dogs, and 6 white dogs. How many dogs do I see?
a. 11
b. 13
c. 12
 $4 + 3 + 6 = 13$
 $10 + 3 = 13$

7. Max has 5 marbles. Jen has 5 marbles. Raj has 4 marbles. How many marbles do they have?
a. 10
b. 5
c. 14
 $5 + 5 + 4 = 14$
 $10 + 4 = 14$

DAILY LESSON PLANS

SKIP COUNTING: DAY ONE

FOCUS	OBJECTIVE	MATERIALS
Counting by 10's	I can skip count.	counters or highlighters

SKIP COUNTING: DAY TWO

FOCUS	OBJECTIVE	MATERIALS
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SKIP COUNTING: DAY THREE

FOCUS	OBJECTIVE	MATERIALS
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SKIP COUNTING: DAY FOUR

SKIP COUNTING: DAY FIVE

FOCUS	OBJECTIVE	MATERIALS
Add and subtract 10 Add and subtract 1	I can add and subtract 10 to a given number.	headbands or sweatbands, plastic sleeves

VOCABULARY WORDS	WORD PROBLEM
TEN MORE, TEN LESS	I am thinking of a number that is 10 less than 64. What number am I thinking?

MINILESSON	ACTIVITY	ASSESSMENT
<p>Headbandz</p> <p>To review 10 more/less, the students will play a few rounds of Headbandz. (There are three sets of Headbandz cards to choose from.)</p> <p>Place the students into pairs on the carpet. One student will wear a headband and cards. The other student will work to describe the number on the card without actually saying the number itself.</p> <p>The student will look at the number and say ten more than the number on the card. Example if they number is 54, they will say 10 less is 44 and 10 more is 64. Guess the number. The student guessing should say 54. The objective is to get the student to guess all the numbers.</p> <p>Then they switch rolls.</p>	<p>Number Puzzlers</p> <p>The students will need a number puzzler sheet in plastic sleeve and a copy of the number cards (There are three sets of number cards to choose from)</p> <p>The students will draw a number and place it in the center. Then they must identify ten more/less and one more/less to complete the puzzle. If needed, they may build the number using base ten blocks or refer to a hundreds chart.</p> <p>Continue until they have solved the puzzle for all of their numbers.</p>	<p>Assessment:</p> <p>The students will complete the weekly assessment to demonstrate mastery of this week's skills.</p>

Use splat (Google: splat hundreds chart) introduce pattern counting by 10's. Allow students to discover that each number with a 0 when counting by 5's or 10's on hundreds chart. Show students that you skip counting by 10's. Use your hundreds chart or the SPLAT website to introduce skip counting by 10's. Allow students notice and share patterns on the hundreds chart when counting by 10's. Practice counting by 2's as a warm-up using the hundreds chart for guidance.

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VOCABULARY CARDS


ADD

SUBTRACT

MISSING ADDEND
 $4 + ? = 12$
 $? + 8 = 12$
UNKNOWN NUMBERS
 $12 - ? = 4$
 $? - 8 = 4$

SUM $9 + 5 = 14$
ADDENDS $9 + 5 = 14$
EQUATION $9 - 4 = 5$
DIFFERENCE $9 - 4 = 5$

TEN MORE
 NUMBER $45 + 10 = 55$ 10 MORE
TEN LESS
 NUMBER $45 - 10 = 35$ 10 LESS
HUNDREDS CHART
RELATED FACTS
 $4 + 2 = 6$ & $6 - 4 = 2$

HUNDREDS
 COUNT BY 100's  = 200
HUNDREDS PLACE
EQUAL
 $5 = 5$
VALUE

TENS COUNT BY 10's

TENS PLACE 8
ONES COUNT BY 1's
 = 3

ONES PLACE 86

NUMBER FORM 59

STANDARD FORM 59

WORD FORM $59 = \text{fifty-nine}$

EXPANDED FORM $59 = 50 + 9$








GREATER THAN
 $5 > 2$

LESS THAN
 $4 < 8$

GREATEST TO LEAST $9, 5, 2$

LEAST TO GREATEST $2, 5, 9, 12$

i CAN STATEMENTS

<p>I CAN:</p>	<p>USE WORD, STANDARD, AND EXPANDED FORMS TO REPRESENT NUMBERS $forty-one = 41 = 40 + 1$</p>	<p>IDENTIFY ONES, TENS, AND HUNDREDS IN NUMBERS TO 99 </p>								
<p>SKIP COUNT </p>	<p>ADD FLUENTLY WITHIN 20 $9 + 5 = 14$</p>	<p>IDENTIFY ONES, TENS, AND HUNDREDS IN NUMBERS TO 120 </p>								
<p>READ AND WRITE NUMERALS </p>	<p>SUBTRACT FLUENTLY WITHIN 20 $11 - 4 = 7$</p>	<p>REPRESENT NUMBERS BASED ON THEIR PLACE VALUE $87 \quad 8 = 80 \quad 7 = 7$</p>								
<p>ADD AND SUBTRACT TEN TO A GIVEN NUMBER $49 + 10 = 59$ $49 - 10 = 39$</p>	<p>SOLVE ADDITION AND SUBTRACTION PROBLEMS WITH UNKNOWN NUMBERS $9 + ? = 14$</p>	<p>REPRESENT NUMBERS USING CONCRETE AND PICTORIAL MODELS SUCH AS BASE TEN BLOCKS $29 = 2 \text{ tens rods} + 9 \text{ ones units}$</p>								
<p>USE PLACE VALUE TO COMPARE NUMBERS $48 < 52$</p>	<p>USE SYMBOLS (<, >, =) TO COMPARE NUMBERS $9 = 9$</p>	<p>SOLVE ADDITION WORD PROBLEMS <small>JENN HAS TWO PREPPERS. SHE FOUND THIRTY ^{FOUR} MORE. HOW MANY PREPPERS DOES JENN HAVE ^{ALTOGETHER}?</small> </p>								
<p>GENERATE A NUMBER THAT IS GREATER OR LESS THAN A GIVEN NUMBER $5 > 2$</p>	<p>ADD FLUENTLY WITHIN 20 $8 + 4 = 12$</p>	<p>FIND AN UNKNOWN NUMBER <table border="1" data-bbox="1048 1286 1200 1392"> <tr><th colspan="2">WHOLE</th></tr> <tr><td>8</td><td></td></tr> <tr><th>PART</th><th>PART</th></tr> <tr><td>?</td><td>4</td></tr> </table> </p>	WHOLE		8		PART	PART	?	4
WHOLE										
8										
PART	PART									
?	4									
<p>USE COMPARATIVE LANGUAGE $5 > 2$ FIVE IS GREATER THAN TWO</p>	<p>USE STRATEGIES TO ADD  $5 + 5 = 10$</p>	<p>UNDERSTAND ADDITION </p>								
<p>PUT NUMBERS IN ORDER $4, 7, 9$ OR $9, 7, 4$</p>	<p>ADD NUMBERS IN ANY ORDER $3 + 2 = 5$ SO $2 + 3 = 5$</p>									

DAILY WORD PROBLEMS

WORD PROBLEM- DAY ONE

I am thinking of a number between 30 and 50. Write five numbers that I could be thinking.

I am thinki
and 50. Wri

I am thinki
and 50. Wri

I am thinki
and 50. Wri

I am thinki
and 50. Wri

I am thinki
and 50. Wri

WORD PROBLEM- DAY TWO

I am a number. I have 5 tens. Write three numbers that I could be.

I am a r
three

I am a r
three

I am a r
three

I am a r
three

I am a r
three

WORD PROBLEM- DAY THREE

How many tens and ones do each of the three numbers have?

- a) 84 b) 18 c) 55

How many te
thru

- a) 84

How many te
thru

- a) 84

How many te
thru

- a) 84

How many te
thru

- a) 84

How many te
thru

- a) 84

WORD PROBLEM- DAY FOUR

Identify the tens place and the ones place in the following numbers. Then identify the value of each place.

- a) 84 b) 11 c) 92

Identify the tens place and the ones place in the following numbers. Then identify the value of each place.

- a) 84 b) 11 c) 92

Identify the te
following numbers.

- a) 8

Identify the te
following numbers.

- a) 8

Identify the te
following numbers.

- a) 8

Identify the te
following numbers.

- a) 8

WORD PROBLEM- DAY FIVE

I am a number that is greater than 65. List four numbers that I could be.

I am a number that is greater than 65. List four numbers that I could be.

I am a number that is greater than 65. List four numbers that I could be.

I am a number that is greater than 65. List four numbers that I could be.

I am a number that is greater than 65. List four numbers that I could be.

I am a number that is greater than 65. List four numbers that I could be.