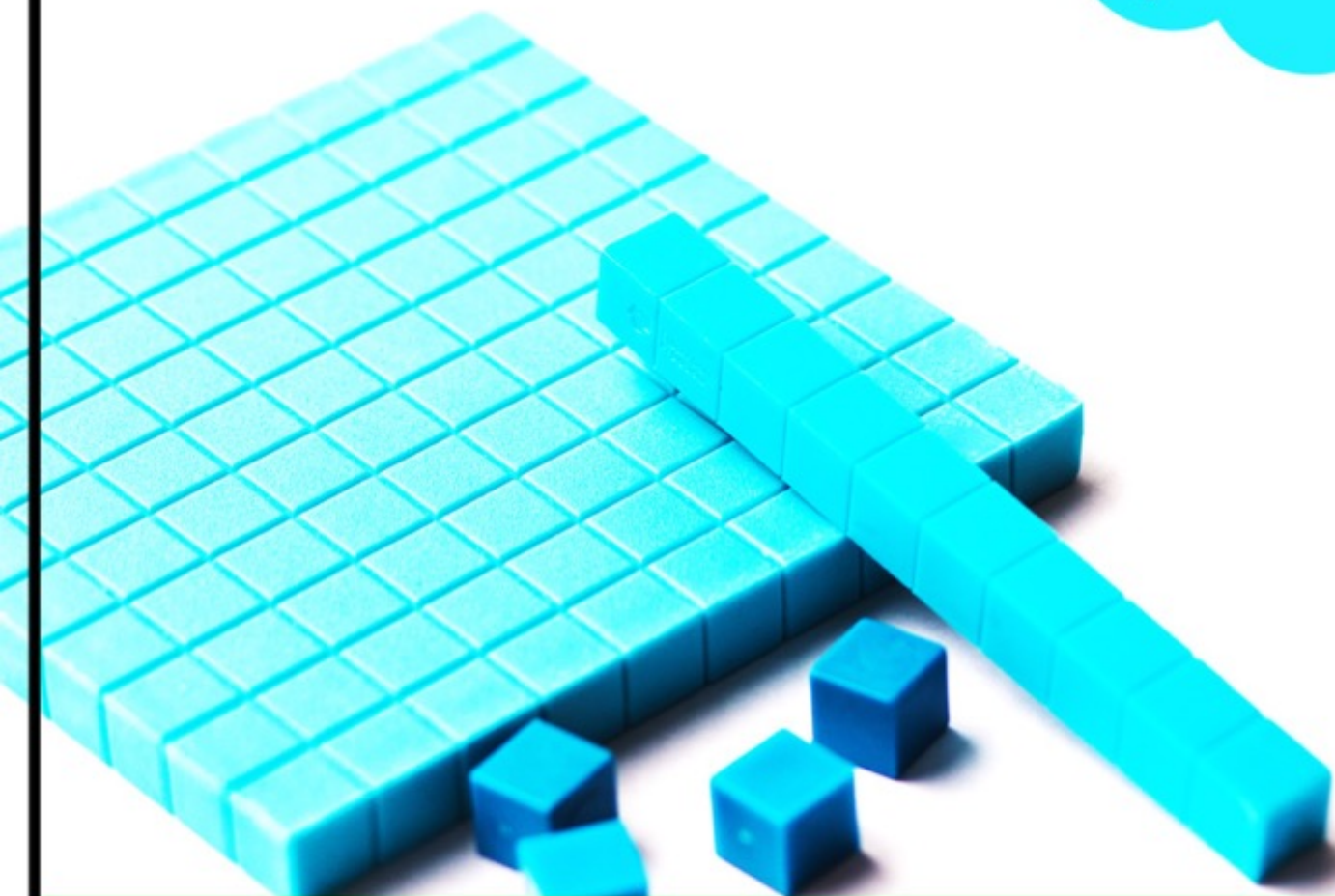


20 Days of Lesson
Plans and Activities

1st+
grade



THE MAGIC OF MATH
Unit 1:
Place Value

by Hope King and Amy Lemons

Unit One

OVERVIEW

	FOCUS	STANDARD
WEEK 1	Counting and Understanding Numbers to 20	TEKS: 1.2AB, 1.5A CC: 1.NBT.A.1, 1.NBT.B.2
WEEK 2	Place Value: Tens and Ones, Bundling to Make a Ten (to 50)	TEKS: 1.2BC, 1.5B CC: 1.NBT.B.2ABC
WEEK 3	Place Value: Tens and Ones, Bundling to Make a Ten (to 99)	TEKS: 1.2BCD CC: 1.NBT.A.1, 1.NBT.B.2ABC
WEEK 4	Comparing Numbers to 99, Ordering Numbers on an Open Number Line	TEKS: 1.2DEFG CC: 1.NBT.B.3

WEEK ONE:

counting

and

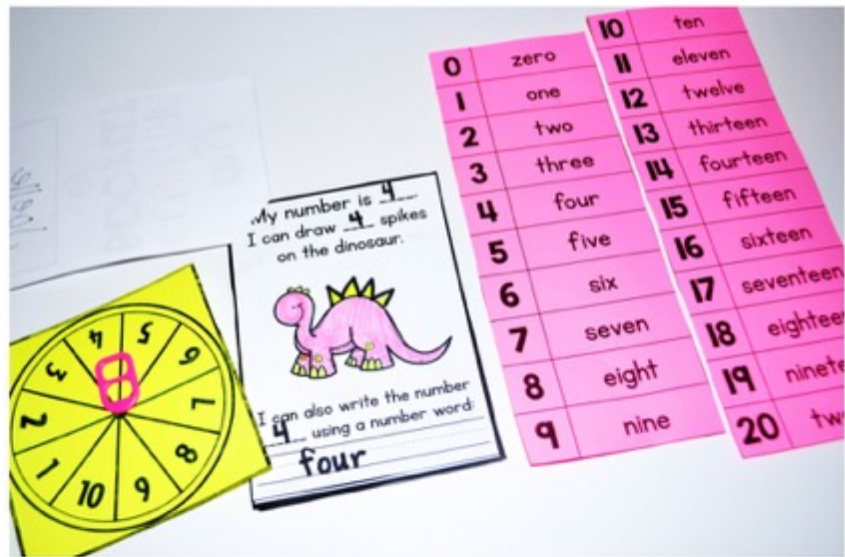
numbers

day 1

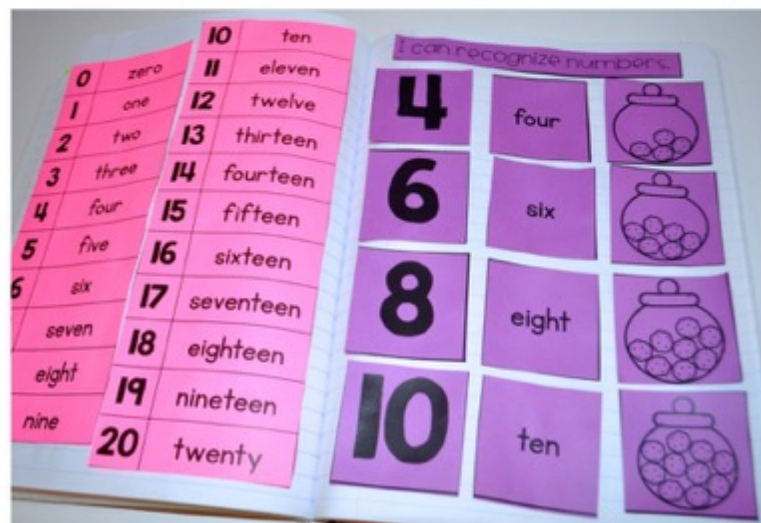
Minilesson: Review numbers to 20 using standard, word and pictorial form. Create a number line as a class.



Activity: Students make counting booklet. Students spin to see what number they will be working with.

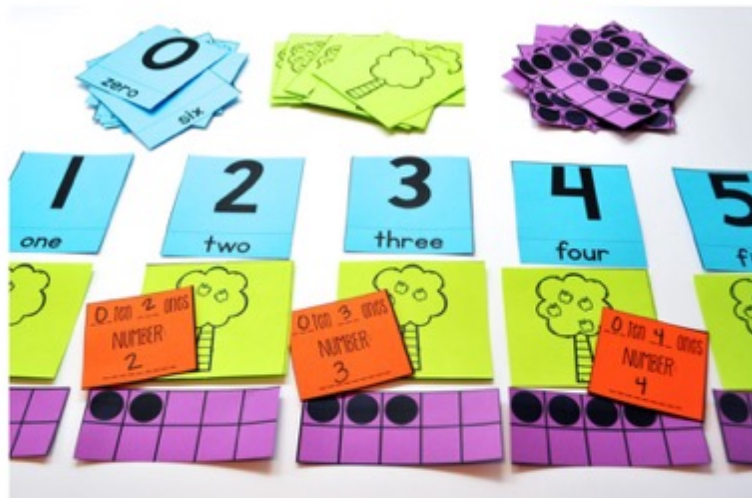


Interactive Notebooks: Students match the standard, word, and pictorial form.



day 2

Minilesson: As a class use chart pieces from yesterday and add in tens frames and place value cards.



Activity: Five in A Row:
Students flip over a card and read the number word.
Students use the picture shown to determine what number is being represented.
Students cover that number.

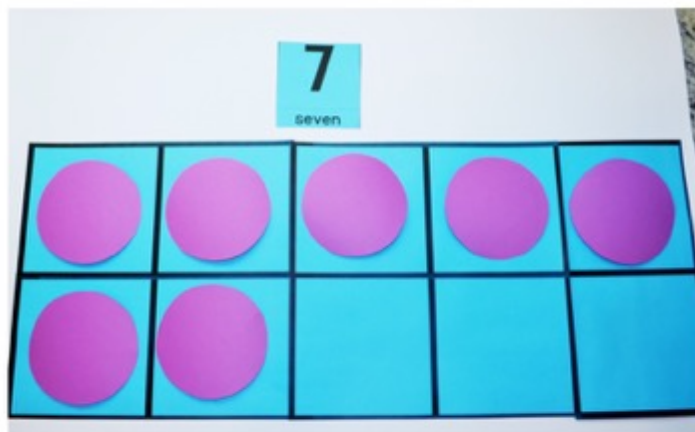


Interactive Notebooks:
Students write the number shown, they can also draw a model to match the number on the front.

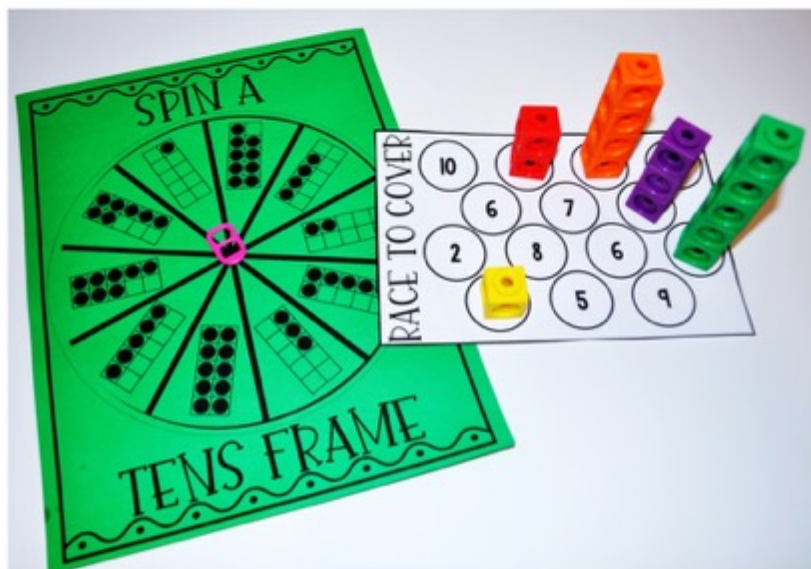


day 3

Minilesson: Introduce Ten Frames using the large template and student sheets



Activity: Race to Cover is played with a partner. Students build towers on top of the numbers spun.

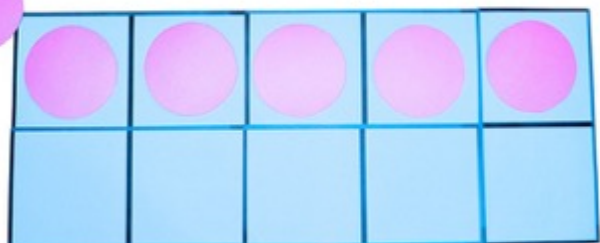


Independent Activity: Spin, Write, and Show- Students spin a number, create it on their ten frame, write the standard form, word form, and record their ten frame.



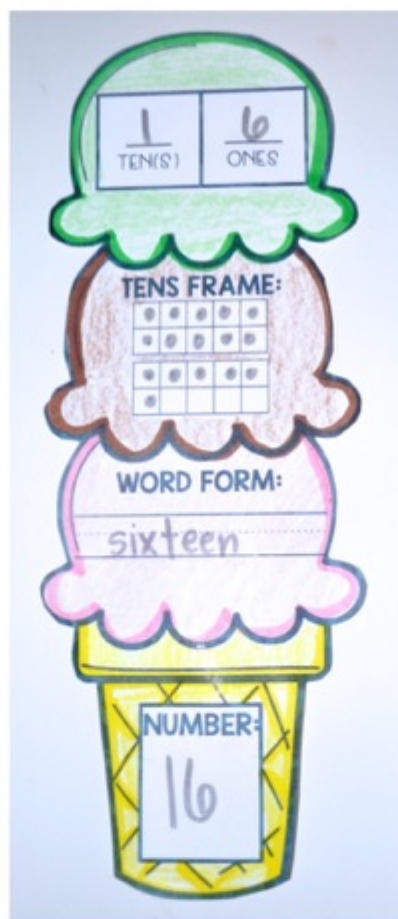
day 4

Minilesson: Ten Frames to 20 as a class



Activity: Build an Ice Cream Cone-
Students represent a number using standard form, word form, ten frames, and place value

Independent Work: Students Spin and Count the objects. Then students create that number on their ten frames. Color the numbers used!



day 5

Whole Group Activity: I Have, Who Has with Ten Frames and Counting to 20


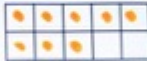






Activity: COUNT (played like BINGO)- Students fill out their squares by writing the number shown on the ten frames and writing the tens/ones. Students cut apart their pieces, organize on their board, and play BINGO as a class.



Assessment: Students take a quick assessment to show their knowledge of the week's content.

COUNTING & NUMBERS

- Count the ducks. Write how many.
 7
- Show 8 on the tens frame.

- What number is shown on the tens frame?
 16
- What number is shown on the tens frame?
 19
- Write how many tens and ones are shown.
 2 0
TENS ONES
- Draw five apples on the tree.


WEEK TWO:

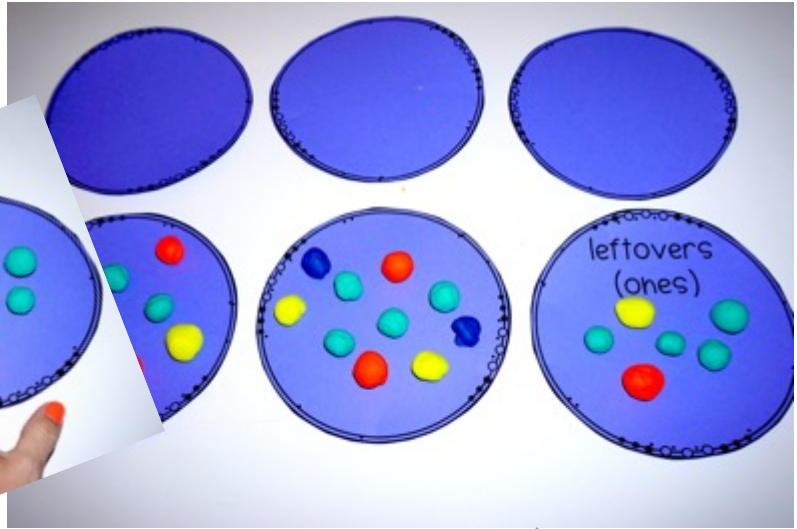
place value

to

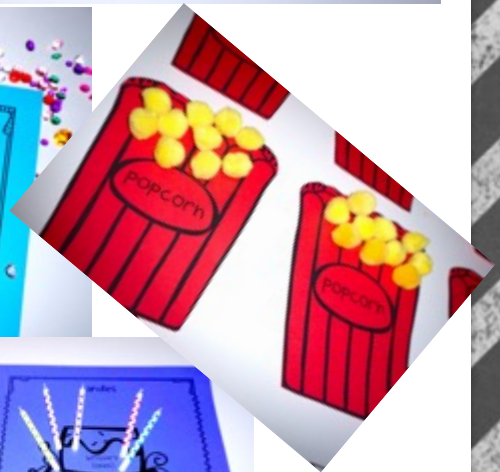
fifty

day 1

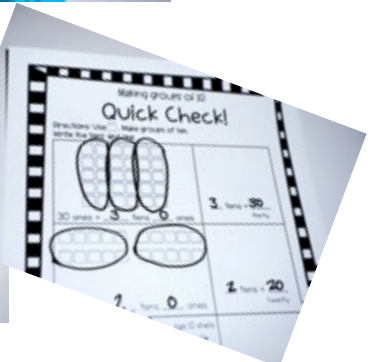
Minilesson: Model creating groups of ten.



Activity: Drive-In Diner Grab & Group



Interactive Notebooks & Quick check assessment:



day 2

Minilesson:
Base ten
block
introduction



Activity: Making
and identifying
the values of
tens



Quick check
assessment: Count
how many

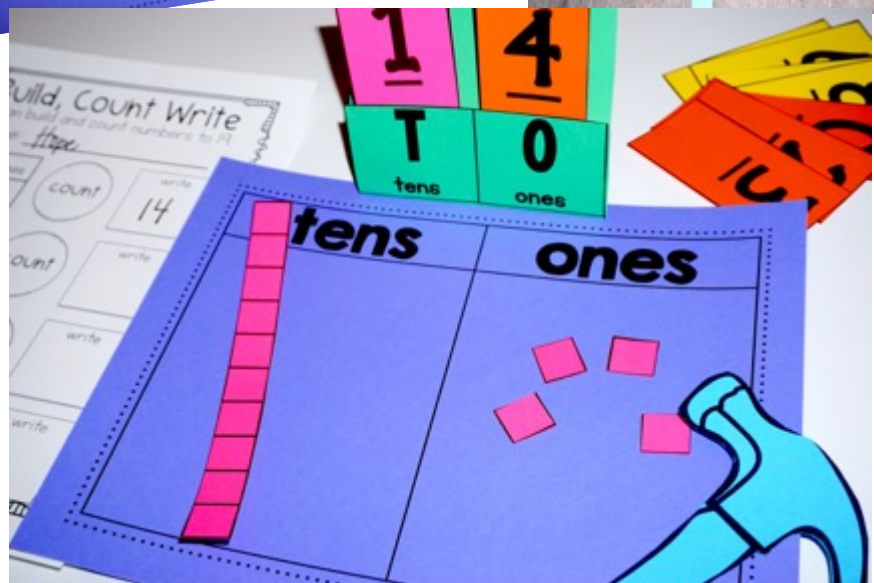


day 3

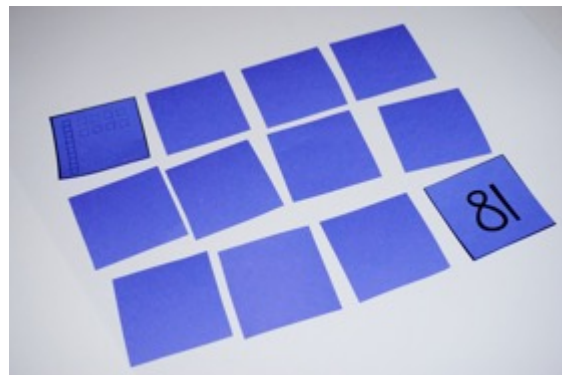
Minilesson:
Build, count,
write!
Numbers to
19.



Activity:
Build, count,
write
numbers to
19.

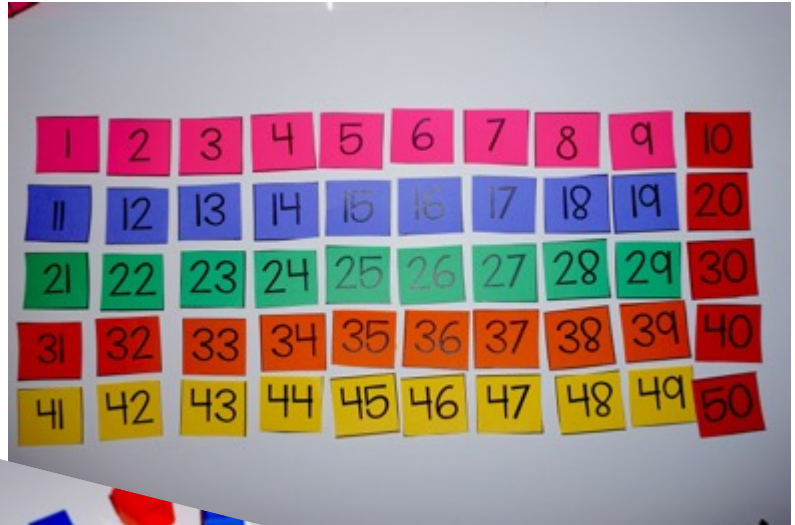


Interactive Notebooks:
Memory - Place value
to 19.



day 4

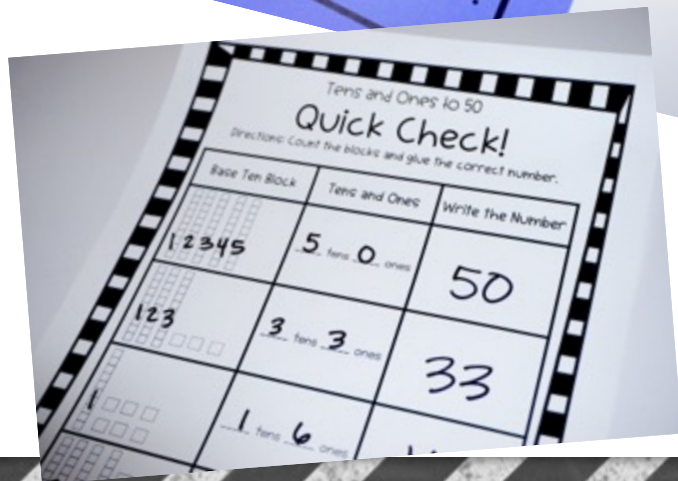
Minilesson:
Building and
counting
numbers to 50.



Activity:
Race to 50

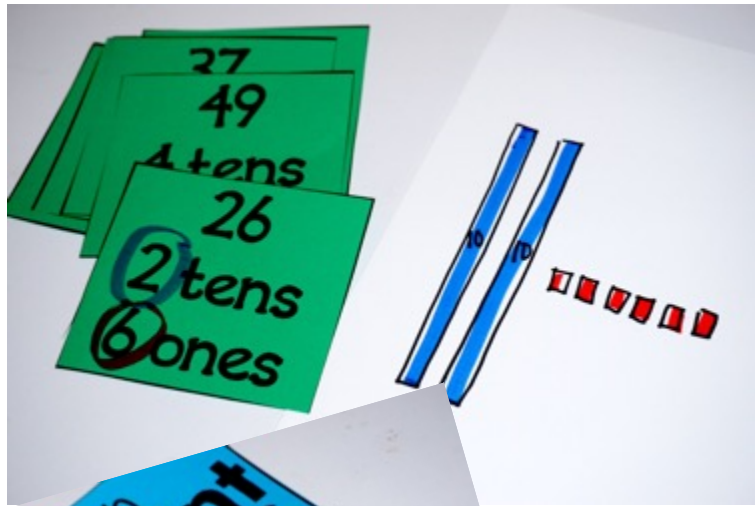


Quick check:
tens and
ones



day 5

Minilesson:
model counting
and drawing
base ten
blocks.



Activity:
Base ten
blue
prints



Quick check
assessment:



WEEK THREE:

place value

to

ninety-nine

day 1

Minilesson: Model building and counting to 70.



Activity:
Building
Numbers
Bingo.

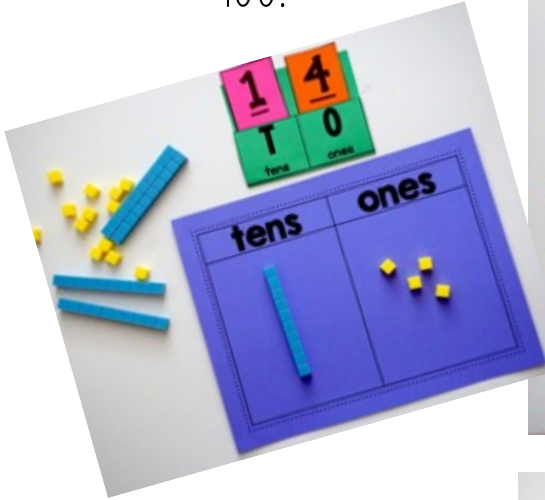


Interactive
Notebooks: Sorting
numbers by tens.

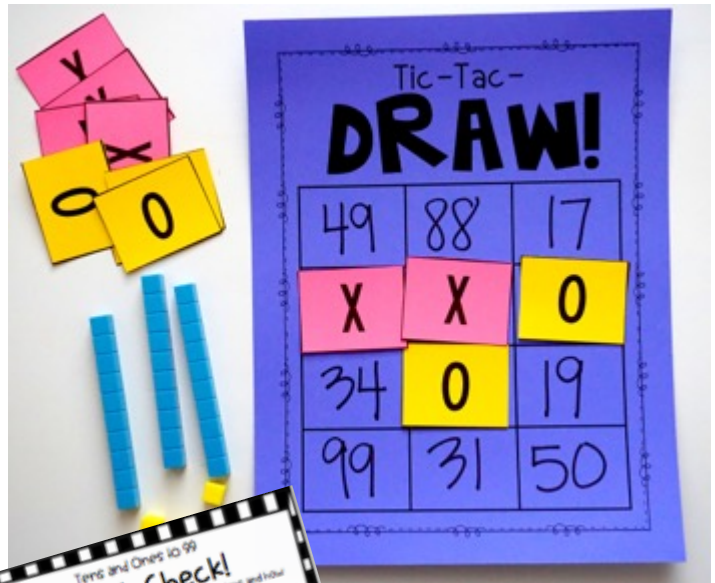


day 2

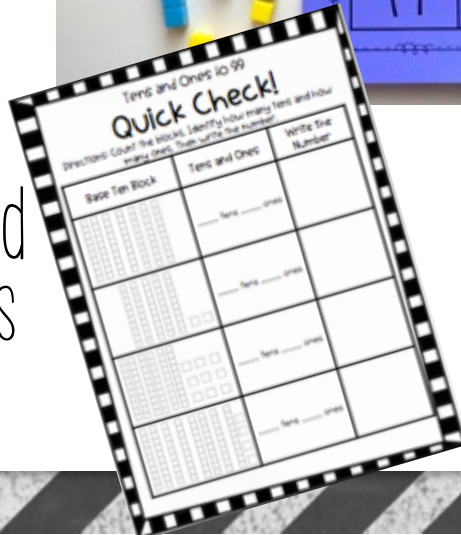
Minilesson:
Make and count numbers to 100.



Activity: Tic-Tac-Draw



Quick check
assessment: count and
identify tens and ones



day 3

Minilesson:
Build and find the value of
each digit.



Activity:
Value Villains -
find the
value of each
digit

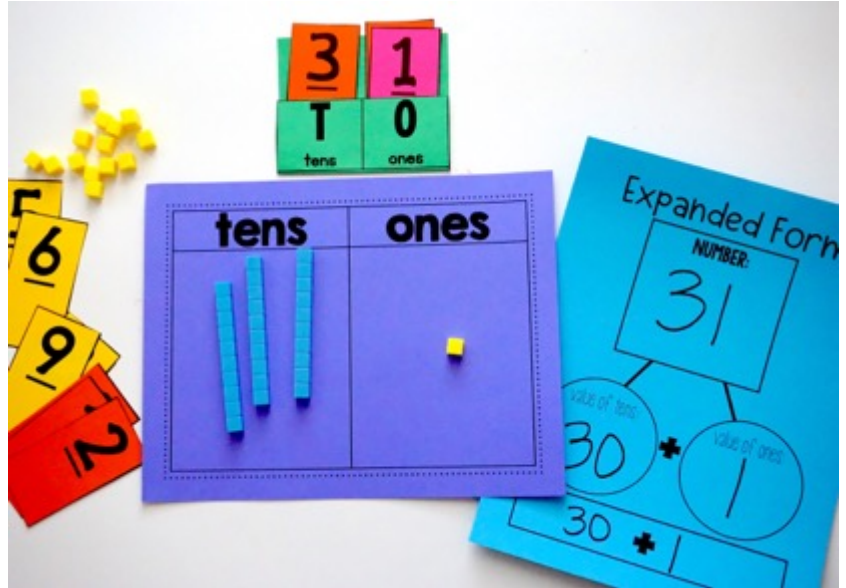


Interactive Notebooks:
Identify the value of
each digit

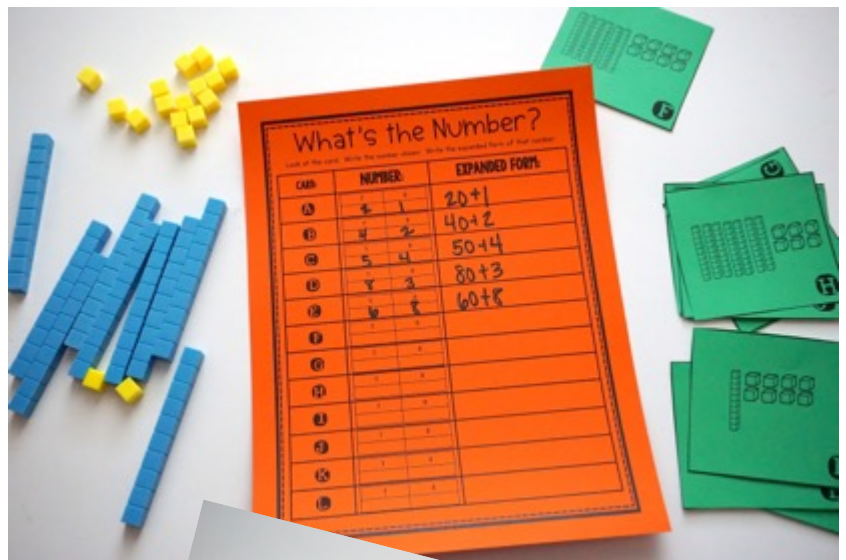


day 4

Minilesson:
building
numbers &
writing
expanded
form



Activity:
Expanded
form
scoot!

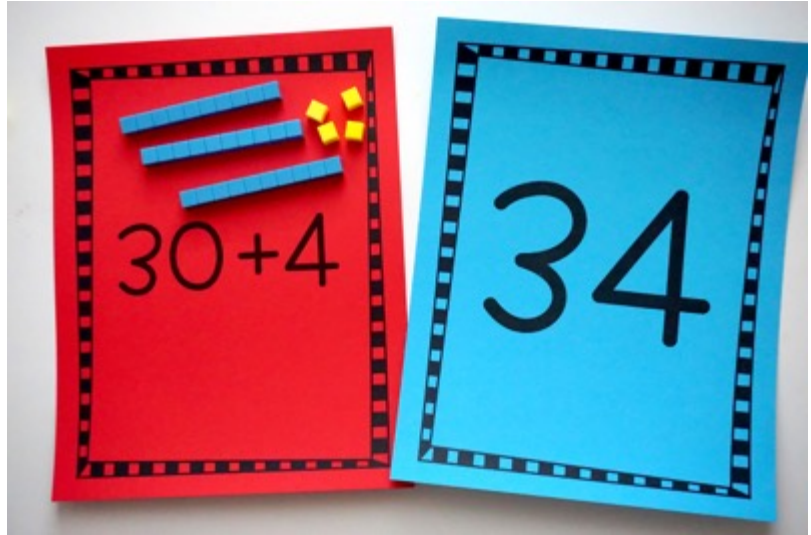


Quick check:
writing
expanded
form



day 5

Minilesson:
musical math
expanded
form



Activity:
Spin and
color



Quick check
assessment:
weekly
assessment



WEEK FOUR:

comparing

and

ordering

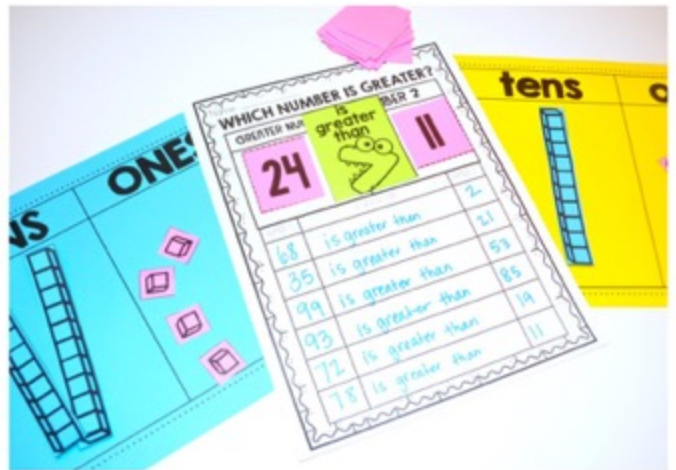
numbers

day 1

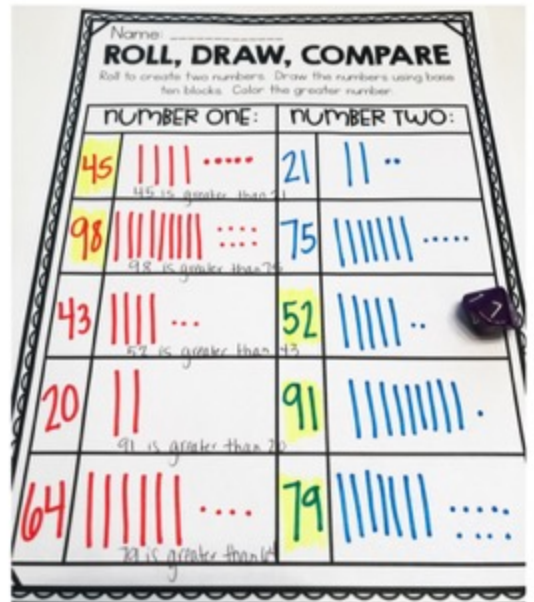
Minilessons: Greater Than
Pocket Chart Minilesson



Activity: Which
Number Is Greatest?

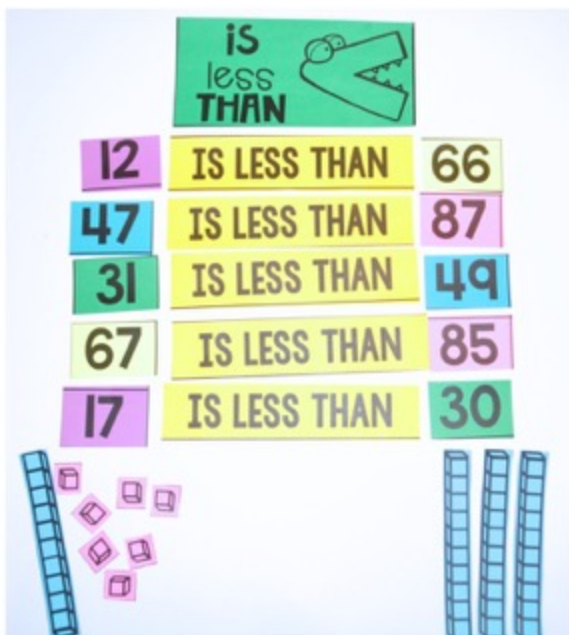


Independent Work: Roll, Draw, Compare- Students use a dice (either a 6 sided or 9 sided dice) to roll a two digit number. Students draw that number with place value blocks. Students color the greater number.



day 2

Minilesson: Less Than
Pocket Chart Lesson



Activity: Less Than Partner Game



Independent Work: Count
and Compare

Name: _____

COUNT AND COMPARE

Look at the base ten blocks to find your numbers. Write the number shown. Color the number that is LESS THAN the other number.

NUMBER ONE 41	NUMBER TWO 43
NUMBER ONE 60	NUMBER TWO 52
NUMBER ONE 26	NUMBER TWO 34
NUMBER ONE 70	NUMBER TWO 61

day 4

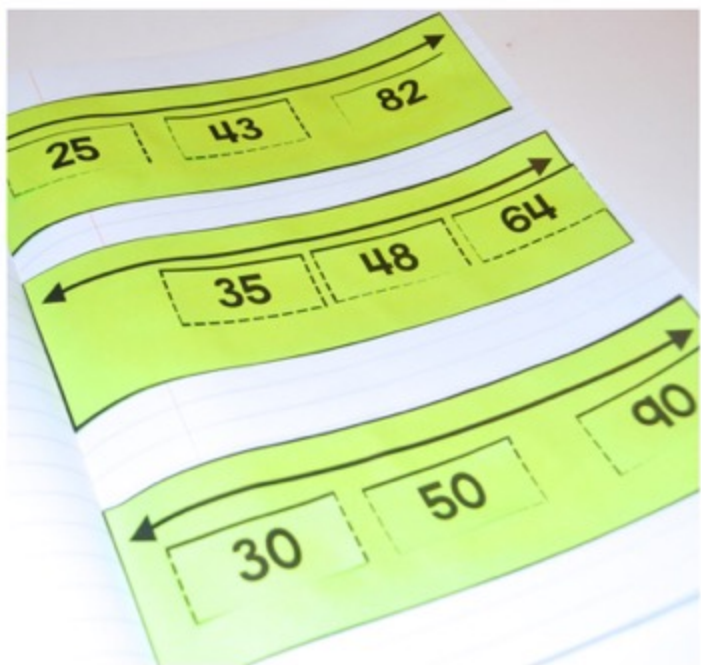
Minilesson: Open Number Line
Activity and Whole Group
Lesson- Can hang cards on yarn
or stand up like table tents



Activity: Ordering Numbers
on an Open Number Line



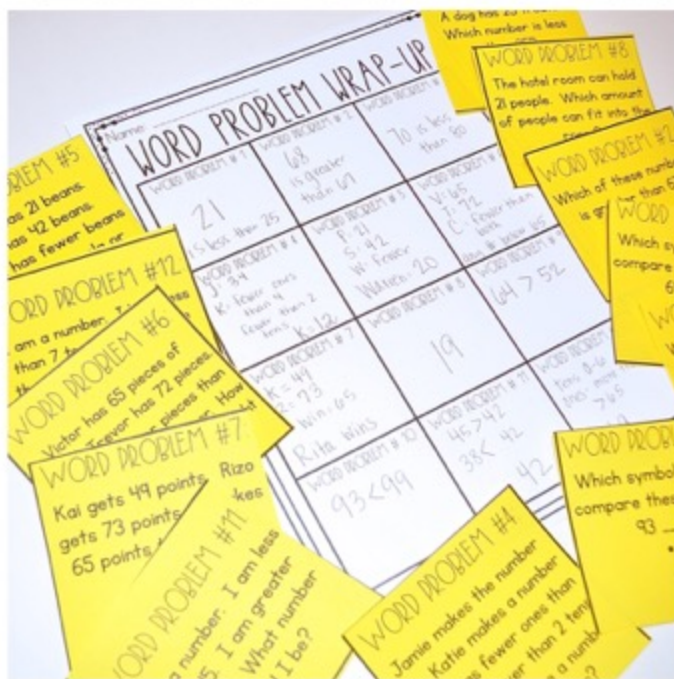
Interactive Notebooks: Cut
and Paste Numbers on an
Open Number Line



day 5

Review: Word Problem Wrap-Up

Activity: It's a Showdown Partner Game- Roll to create a number, compare numbers and see if more or less wins!



Name: _____

IT'S A SHOWDOWN!

PARTNER ONE: PARTNER TWO:

T O 3 1	<	T O 3 6
T O 2 5	<	T O 3 3
T O 8 6	>	T O 3 1
T O 6 7	<	T O 6 9
T O 3 6	<	T O 9 5
T O 9 9	>	T O 7 8

SPIN FOR YOUR TENS:

SPIN FOR YOUR ONES:

SPIN TO SEE WHO WON:

LESS | **MORE**

Assessment: Comparing Numbers

Name: _____

COMPARING NUMBERS

- Circle the answer.
32 is less than 43
 - greater than
 - less than**
- Circle the answer.
60 is less than 64
 - greater than
 - less than**
- Circle the answer.
53 is greater than 51
 - greater than**
 - less than
- Circle the answer.
23 is less than 28
 - greater than
 - less than**
- 24 < 28
- 19 < 90
- 60 = 60
- 47 < 49
- Starla chose a number greater than 47. Which number did she choose?
 - a. 45
 - b. 49**
 - c. 42
- Max named a number less than 60. Which number did he name?
 - a. 49**
 - b. 63
 - c. 75

DAILY LESSON PLANS

COUNTING & NUMBERS Day Two

COUNTING &

FOCUS	OBJECTIVE	MATERIALS
Counting and Numeral Recognition	I can count objects. I can read and write numerals.	
VOCABULARY WORDS		
TEN FRAME, STANDARD FORM, WORD FORM, TENS, ONES		
MINILESSON		
Use the number cards from yesterday. Today we will continue discussing the standard form, word form, and pictorial form. We will use the tens frame cards to match to the numbers. Show students how you can count the dots on the ten frame.		
ACTIVITY		
Five in a Row: Students will play a game with a partner. Students share board and the Students cut out playing cards on a stack upside down. Students need 10 colored cubes or counters.		
VOCABULARY WORDS		
STANDARD FORM, WORD FORM, NUMBER WORDS (student chart)		

COUNTING & NUMBERS Day Three

FOCUS	OBJECTIVE	MATERIALS
Counting and Numeral Recognition	I can count objects. I can read and write numerals.	
VOCABULARY WORDS		
TEN FRAME, TENS, ONES, STANDARD FORM, WORD FORM		
MINILESSON		
This week we will be reviewing counting and recognizing numerals up to 20. You have several teaching cards that can be used today and through the week. Start with the 0-10. Pass them to the students and have them count from a standing number to 20 if they can. Now pass out the cards. Have the pictures. Display the cards for student reference.		
ACTIVITY		
My Counting Book: Students will use their counting book and paperclips to create a book.		

FOCUS	OBJECTIVE	MATERIALS
Tens Frames (1-10)	I can use ten frames to count.	Sheet Protectors, dice (optional), cubes (optional), paperclips
VOCABULARY WORDS		
TEN FRAMES, TENS, ONES, STANDARD FORM, WORD FORM		
WORD PROBLEM		
Students trace and write numerals and count objects on the picture shown.		

COUNTING & NUMBERS Day Four

FOCUS	OBJECTIVE	MATERIALS
Ten Frames (1-20)	I can count objects. I can read and write numerals.	sheet protect paperclips, counting poms
VOCABULARY WORDS		
TEN FRAMES, TENS, ONES, STANDARD FORM, WORD FORM		
WORD PROBLEM		
Students trace and write numerals and count objects on the picture shown.		

COUNTING & NUMBERS Day Five

FOCUS	OBJECTIVE	MATERIALS
Review and Assess	I can count objects. I can read and write numerals.	counters or game pieces
VOCABULARY WORDS		
REVIEW ALL VOCABULARY		
WORD PROBLEM		
Students trace and write numerals and count objects on the picture shown.		

MINILESSON	ACTIVITY	INDEPENDENT
I Know My Numbers! This minilesson is similar to yesterday. Today you will need another set of boxes to make 2 ten frames. You will also need 20 circles. Show students how we can use two ten frames for numbers greater than 10. Use the cards from Monday. Flip over a number, fill up the ten frames as a class, and discuss the number. How many tens are there? How do you know? How many ones are there? How do you know? Students use their recording sheets in sheet protectors to follow along with you.	Build an Ice Cream Cone: Students choose a number from 1-20 or you can assign numbers. Students will write that number on their cone. Students will do three things with their numbers: word form, ten frame, and tens/ones. Students color and cut out their cones. If time allows, put the ice cream cones in numerical order as a class.	Spin, Build, Look: Students need a page and a recording sheet. Students counters or poms they can use for 1-20 frames. Students spin on the objects that landed on. They build number on the frames. Student the number create their recording. They can also look number on the number line and color it as well.

WHOLE GROUP ACTIVITY	ACTIVITY	ASSESSMENT
I Have Who Has: Mix up the cards and pass out to the students. The student with the star will begin the game. Students count to see their number. The first person starts "Who has 3?" The student who has a ten frame with 3 shown will say "I have 3, who has 10?" Continue going until it comes back to the person with 20. This may take a little while for students to get the hang of, but practice will help! The more you do it, the more fluent they become!	COUNT: This game is played like BINGO. Students will first fill in the information about the ten frames. They will write how many tens and ones and the number shown. Then students cut out their cards. Students arrange the cards in any way on their COUNT board. The key is for students to mix up their cards and glue on in a random order. This will ensure that students don't all get BINGO at the same time. Students are trying to get four in a row. Call out the numbers, students cover that number using counters or game pieces.	Students complete a quick assessment for the week.

VOCABULARY CARDS

equal TO
 $5 = 5$

NUMBER FORM \rightarrow **59**

VALUE **12**
 $10 + 2$

LESS THAN
 $5 > 2$

STANDARD FORM \rightarrow **59**

NUMBER LINE

LESS THAN
 $5 < 8$

WORD FORM
59 = fifty-nine

TEN FRAME

TEST TO
9, 5, 2

EXPANDED FORM
 $59 = 50 + 9$

LEAST TO GREATEST
2, 5, 9, 12

TENS

 COUNT BY 10's

TENS PLACE **86**

ONES
 $= 3$
 COUNT BY 1's

ONES PLACE **86**

i CAN STATEMENTS

BUILD, COUNT, AND WRITE NUMBERS TO FIFTY

 = 50



BUILD, COUNT, AND WRITE NUMBERS TO NINETY-NINE

 = 99

USE WORD, STANDARD, AND EXPANDED FORMS TO REPRESENT NUMBERS

forty-one = 41 = 40 + 1

GENERATE A NUMBER THAT IS GREATER OR LESS THAN A GIVEN NUMBER

 > 

USE PLACE VALUE TO COMPARE NUMBERS

 < 

USE SYMBOLS (<, >, =) TO COMPARE NUMBERS

9 = 9

USE COMPARATIVE LANGUAGE

 >  IS GREATER THAN TWO

PUT NUMBERS IN ORDER

4, 7, 9 OR 9, 7, 4

I CAN

COUNT OBJECTS



There are 7 donuts.



READ AND WRITE NUMERALS

I have 6 blocks. I can also write the number as fifteen.



USE TEN FRAMES TO COUNT

The number 7 is shown.






MARK



EXPRESS NUMBERS IN EXPANDED FORM

$50 + 2 = 52$ $52 = 50 + 2$

REPRESENT NUMBERS BASED ON THEIR PLACE VALUE

  = 80  = 7

REPRESENT NUMBERS USING CONCRETE AND PICTORIAL MODELS SUCH AS BASE TEN BLOCKS

 = 

DAILY WORD PROBLEMS

Write the numbers.

2 2 2 2 2 2

Count the watermelon seeds.

3 3 3 3 3 3 3 3 3 3

Write the numbers.

4 4 4 4 4 4 4 4 4 4

Write the numbers.

5 5 5 5 5 5

Count flower

6 6 6 6 6 6

Write the numbers.

7 7 7 7 7 7 7 7 7 7

Count the circles.

8 8 8 8 8 8 8 8 8 8

Write the numbers.

9 9 9 9 9 9 9 9 9 9

Count the spots.

10 10 10 10 10 10 10

Write the numbers.

2 2 2 2 2 2 2 2 2 2

Count the watermelon seeds.

There are 6 watermelon seeds.