

Differentiated Learning

Grade Level: 1st

Topic: 3

Domain Covered:

Five and Ten Relationships

Clusters: (write out in words)

***Understand and apply properties of operations and the relationship between addition and subtraction.**

***Add and subtract within 20.**

***Work with addition and subtraction equations.**

Content Standards: (write out in words)

1.0A.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.0A.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)

1.0A.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

Learning Targets for this Unit

*Found in teacher's manual under objectives for each topic lesson

3-1 Children will use counters and a ten-frame to model numbers up to 10.

3-2 Children will learn to recognize numbers on a ten-frame, noting the relationship of those numbers 5 and 10.

3-3 Children will show 10 as two parts.

3-4 Children will use counters and a part-part-whole mat to find missing parts of 10.

3-5 Children will make tables to solve problems.

Practice Standards: (Delete the practices that will NOT be used)

- **Make sense of problems and persevere in solving them.**
- **Reason abstractly and quantitatively.**
- **Construct viable arguments and critique the reasoning of others.**
- **Model with mathematics.**
- **Use appropriate tools strategically.**
- **Attend to precision.**
- **Look for and make use of structure.**
- **Look for and express regularity in repeated reasoning**

(All are used)

Differentiated Activities

Directions: Use your Teacher Manual for your assigned Topic to complete this page and create student materials

Advanced/Gifted:

pg. 89C

Quick Synopsis of Activity & Materials Needed-

Summary of book: Represent #s on a 10-frame...multiple ways to show same #, but quantity stays the same.

Extension activity: Counting on dice game. Students start with a 5 or a 10 (as noted in the box) and roll a dice. They will write the number they roll on the line and use the counting up strategy.

Math Project

pg. 90

Quick Synopsis of Activity & Materials Needed-

Groups of students will work together to make a collage to represent numbers one through 5.

Extend—Instead of numbers up to 5, students work in groups to illustrate items that come in multiples of 5 or 10. (i.e.) mittens have 5 fingers, 10 markers in a box). Put together on a 5s and a 10s poster.

Math and Literature:

pg. 89D

Quick Synopsis of Activity & Materials Needed-

Read the book, represent 5s and 10s using the Leaping Lizards master on page 6 of Guided Problem Solving manual.

Extension activity: (From the back of Leaping Lizards—page 32). Gather 50 plain blocks and have the children make groups of 5, then put the groups 5 together in pairs to make groups of 10.



Name: _____

Counting On

Counting on to solve an addition problem means putting the biggest number in your head and then counting on with the second number.

$$5 + 7 = \underline{\quad}$$

First say "7" since it is the biggest number, then count five more times.

Say "7 8, 9, 10, 11, 12"

Practice counting on using dice:

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

$$\boxed{10} + \underline{\quad} = \underline{\quad}$$

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

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$$\boxed{10} + \underline{\quad} = \underline{\quad}$$