

Differentiated Learning

Grade Level: 1

Topic: 9

Domain Covered:

Number and Operations in Base Ten

Clusters: (write out in words)

- **Extend the counting sequence.**
- **Understand Place Value.**
- **Use place value understanding and properties of operations to add and subtract.**

Content Standards: (write out in words)

- **1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**
- **1.NBT.3 Compare two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $<$, and $=$.**
- **1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value**
- **1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.**

Learning Targets for this Unit

Children will write the numbers that are 1 more or 1 less and 10 more or 10 less than a two-digit number.

Children will compare two-digit numbers using symbols.

Children will order numbers from least to greatest, given 3 two-digit numbers.

Children will make an organized list showing possible solutions.

Practice Standards:

- 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

Differentiated Activities

Advanced/Gifted:

pg. 297C

Quick Synopsis of Activity & Materials Needed-

Number Line: Children can extend their skills by making a number line and showing numbers on it. Explain that numbers greater than a given number are to the right and numbers less than on a given number are to the left.

Math Project

pg. 298

enVision suggests:

Explain that native tribes wore beads.

Have children design necklaces using pasta or another object that they can decorate with paint or markers. Then have children count their beads with ones and tens.

****Extension**:**

Each student will select his/her favorite basketball team.

Students will use resources to collect the scores from the last five games for their chosen team.

Students independently create a number line that applies specifically to their scores. See page 5 for a possible number line.

Questions to help students: Where should the number line begin? By what increments should it increase (2s, 1s, 5s, 10s)

Students show numbers on the number line in order from least to greatest.

Math and Literature:

pg. 297D

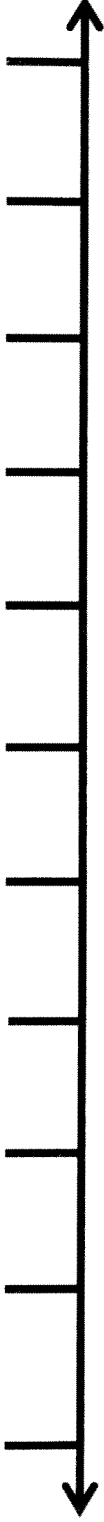
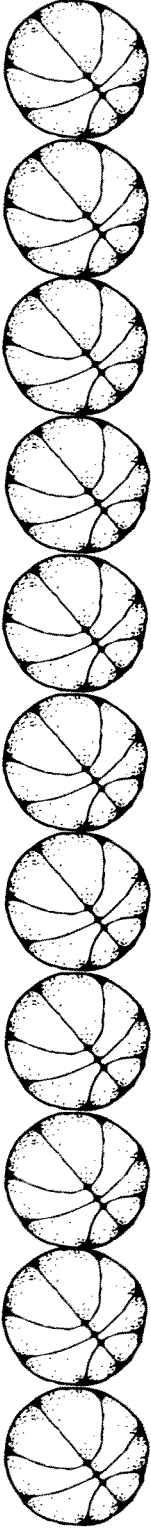
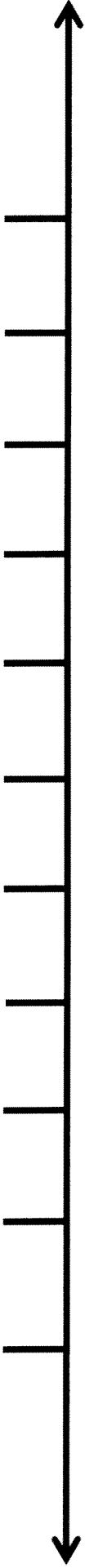
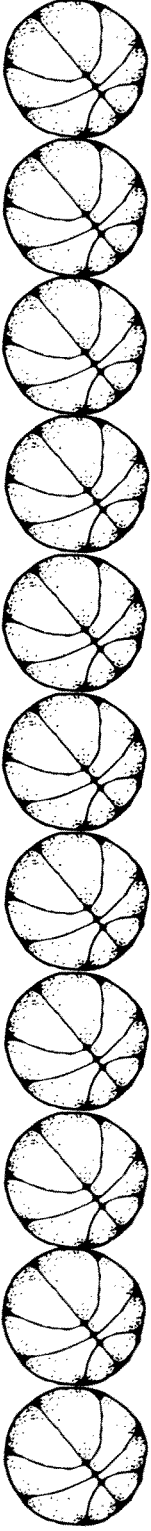
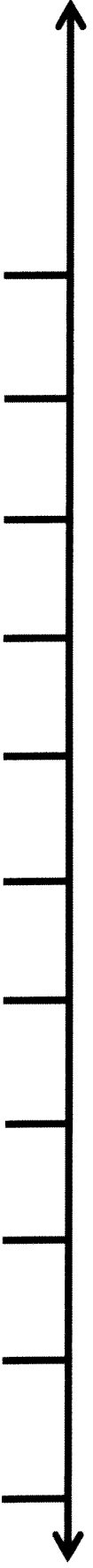
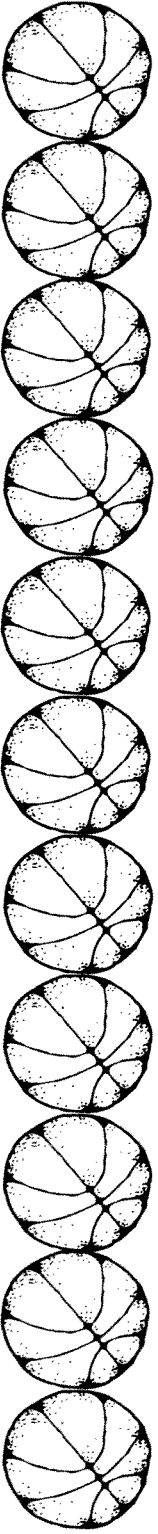
100 Days of Cool

Four students come up with 100 different cool ways to dress.

Given a number, such as 56, can children tell which number comes just before and just after it?

Have children discuss the numbers and then use pictures to show the number before and after.

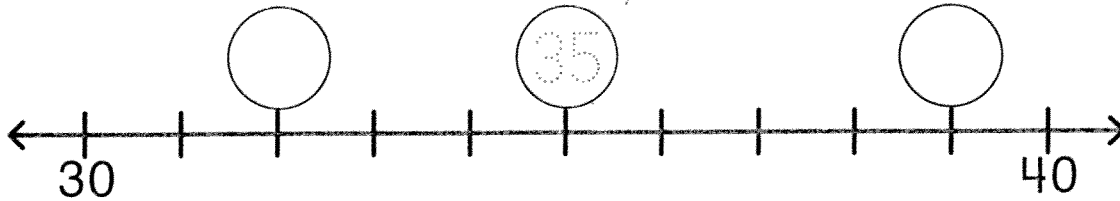
On the Math Library Master pg. 12, children will answer questions that involve comparing numbers, ordering numbers, and using ordinal numbers.



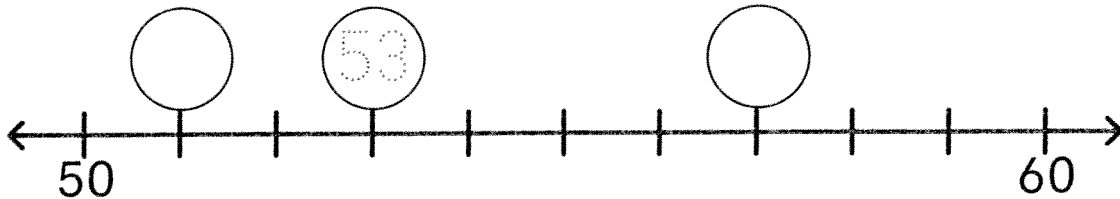
100 Days of Cool

Write the numbers in the correct order
on the number line.

1. 35, 32, 39



2. 57, 53, 51



Write the missing number that is just before,
just after, or between.

3. 62 64

4. 25 26

5. 12 13

6. 99 100

7. Draw 10 stars in a row. Circle the 1st star.
Underline the 4th star. Draw a box around the
7th star.