

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Remote Instruction

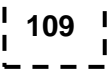






Mathematics – Grade 1

Below are the recommended two-week lesson activities:










Day	TEKS / Skills	Approximate Time
1	Ⓜ MATH.1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120.	20-25 minutes
2	Ⓜ MATH.1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120.	20-25 minutes
3	MATH.1.2F Order whole numbers up to 120 using place value and open number lines.	20-25 minutes
4	MATH.1.2F Order whole numbers up to 120 using place value and open number lines.	20-25 minutes
5	Ⓜ MATH.1.2G Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	20-25 minutes
6	Ⓜ MATH.1.2G Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.	20-25 minutes
7	Ⓜ MATH.1.3B Use objects and pictorial models to solve word problems involving joining , separating and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$.	20-25 minutes
8	Ⓜ MATH.1.3B Use objects and pictorial models to solve word problems involving joining , separating and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$.	20-25 minutes
9	Ⓜ MATH.1.4C Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	20-25 minutes
10	Ⓜ MATH.1.4C Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	20-25 minutes



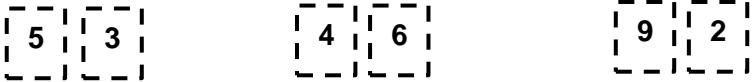

Day 1: Representing Numbers

<p>Activity/Task</p>	<p>Before beginning activity, have students cut out all number cards and pictures of base-ten blocks. Place the number cards in a pile face down. Have students choose one number card. </p> <p>Then ask students to model the number using the pictures of base-ten blocks and the place value chart.</p> <table border="1" data-bbox="441 451 906 598"> <thead> <tr> <th colspan="3">Place Value Chart</th> </tr> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Place Value Chart by HISD Curriculum is a derivative of 1, 2, 3 Math Fonts with permission</p> <p>Have students write the number in standard form (109). Discuss with students the value of the hundreds, tens, and ones. Repeat activity using different number cards.</p>	Place Value Chart			Hundreds	Tens	Ones			
Place Value Chart										
Hundreds	Tens	Ones								
										
<p>Resources</p>	<p>Texas Go Math! Modules (TE) cover multiple standards in this Unit. Unit 1 Module 1 Number Sense: Tens and Ones 1.4: Hands On: Tens and Ones to 50 1.5: Hands On: Tens and ones to 120 1.6: Hands On: Show Numbers in Different Ways 1.7: Hands On: Model, Read, and Write Numbers from 100 to 120 1.8: Expanded Form</p>									
<p>Handouts</p>	<p>Place Value Chart Numbers Cards Pictures of Base-Ten Blocks</p>									
<p>Additional Notes</p>	<p>Place number cards in a resealable bag to be used for other activities.</p>									

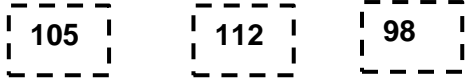

Day 2: Representing Numbers

<p>Activity/Task</p>	<p>Before beginning activity, have students cut out all number cards and pictures of base-ten blocks. Place the number cards in a pile face down. Have students choose one number card.</p> <div style="text-align: right; border: 1px dashed black; padding: 5px; width: fit-content; margin: 0 auto;">112</div> <p>Then ask students to model the number using the pictures of base-ten blocks and the place value chart.</p> <table border="1" style="margin: 0 auto; text-align: center;"> <thead> <tr> <th colspan="3">Place Value Chart</th> </tr> <tr> <th style="width: 33%;">Hundreds</th> <th style="width: 33%;">Tens</th> <th style="width: 33%;">Ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: small; text-align: right;">Place Value Chart by HISD Curriculum is a derivative of 1, 2, 3 Math Fonts with permission</p> <p>Then have students represent the number using standard and expanded forms.</p> <ul style="list-style-type: none"> • Standard Form: 112 • Expanded Form: $100 + 10 + 2$ <p>Repeat activity using different number cards.</p>	Place Value Chart			Hundreds	Tens	Ones			
Place Value Chart										
Hundreds	Tens	Ones								
										
<p>Resources</p>	<p>Texas Go Math! Modules (TE) cover multiple standards in this Unit.</p> <p>Unit 1 Module 1 Number Sense: Tens and Ones</p> <p>1.4: Hands On: Tens and Ones to 50 1.5: Hands On: Tens and ones to 120 1.6: Hands On: Show Numbers in Different Ways 1.7: Hands On: Model, Read, and Write Numbers from 100 to 120 1.8: Expanded Form</p>									
<p>Handouts</p>	<p>Place Value Chart Numbers Cards Pictures of Base-Ten Blocks</p>									


Day 3: Ordering Numbers

<p>Activity/Task</p>	<p>Before beginning activity, have students cut out all digit cards and pictures of base-ten blocks. Place all digit cards in a pile face down. Choose 6 cards and make 3 two-digit numbers. See example below.</p> <div style="text-align: center;">  </div> <p>Then ask students to model each number using the pictures of base-ten blocks and the place value chart.</p> <p>Have students place the numbers on the open number line below.</p> <div style="text-align: center;">  </div> <p>Then, have students list the numbers in order from least to greatest.</p>
<p>Resources</p>	<p>Texas Go Math! Modules (TE) cover multiple standards in this Unit. Unit 1 Module 2 Compare Numbers 2.1: Hands on—Algebra: Greater than 2.2: Hands on—Algebra: Less than 2.4: Problem solving: Hands on Algebra: Greater than or less than 2.5: Order Numbers on an Open Number Line</p>
<p>Handouts</p>	<p>Place Value Chart Digit Cards</p>



Day 4: Ordering Numbers

<p>Activity/Task</p>	<p>Before beginning activity, have students cut out all number cards and pictures of base-ten blocks. Place the number cards in a pile face down. Have students choose three number cards. See example below.</p> <div style="text-align: center;">  </div> <p>Then ask students to model the number using the pictures of base-ten blocks and the place value chart.</p> <p>Have students place the numbers on the open number line below.</p> <div style="text-align: center;">  </div> <p>Then, have students list the numbers in order from least to greatest.</p>
<p>Resources</p>	<p>Texas Go Math! Modules (TE) cover multiple standards in this Unit. Unit 1 Module 2 Compare Numbers 2.1: Hands on—Algebra: Greater than 2.2: Hands on—Algebra: Less than 2.4: Problem solving: Hands on Algebra: Greater than or less than 2.5: Order Numbers on an Open Number Line</p>
<p>Handouts</p>	<p>Place Value Chart Numbers Cards Pictures of Base-Ten Blocks</p>

Day 5: Comparing Numbers

Activity/Task	<p>Before beginning activity, have students cut out all digit cards and pictures of base-ten blocks. Place all digit cards in a pile face down. Choose 4 cards and make 2 two-digit numbers. See example below.</p> <div style="text-align: center;">  </div> <p>Then ask students to model each number using the pictures of base-ten blocks and the place value chart.</p> <p>Have students use symbols (<, >, or =) to represent the comparison of their two numbers.</p> <p>Have students use the following sentence stems to explain their thinking:</p> <ul style="list-style-type: none"> • _____ is greater than _____ because _____. • _____ is less than _____ because _____. • _____ is equal to _____ because _____.
Resources	<p>Texas Go Math! Modules (TE) cover multiple standards in this Unit. Unit 3 Module 10 Compare Numbers 10.7 Problem Solving: 10 More, 10 Less</p>
Handouts	<p>Place Value Chart Digit Cards Pictures of Base-Ten Blocks</p>

Day 6: Comparing Numbers

Activity/Task	<p>Before beginning activity, have students cut out all digit cards and pictures of base-ten blocks. Place all digit cards in a pile face down. Choose 4 cards and make 2 two-digit numbers. See example below.</p> <div style="text-align: center;">  </div> <p>Then ask students to model each number using the pictures of base-ten blocks and the place value chart.</p> <p>Use the following sentence stems to help students compare the numbers:</p> <ul style="list-style-type: none"> • The number _____ has _____ tens and _____ ones. • The number _____ has _____ tens and _____ ones. <p>Then have students use symbols (<, >, or =) to represent the comparison of their two numbers.</p> <div style="text-align: center;">  </div>
Resources	<p>Texas Go Math! Modules (TE) cover multiple standards in this Unit. Unit 3 Module 10 Compare Numbers 10.7 Problem Solving: 10 More, 10 Less</p>
Handouts	<p>Place Value Chart Numbers Cards Pictures of Base-Ten Blocks</p>




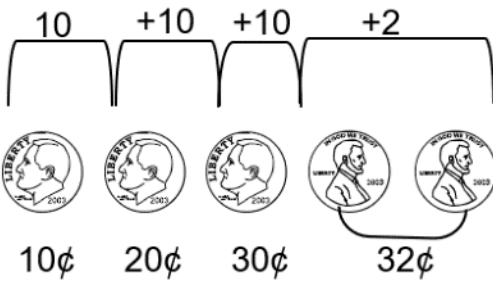




Day 7: Addition and Subtraction Word Problems to 10

<p>Activity/Task</p>	<p>Read the following math story three times aloud to students:</p> <ol style="list-style-type: none"> 1. Read aloud the first time and picture what the math story is about. 2. Read aloud the second time and focus on the question and what you need to find out. 3. Read aloud the third time and determine what important information is needed. <p style="text-align: center;"><i>There were 3 birds sitting in a tree. Then 6 more birds flew up to sit in the tree. How many birds are in the tree now?</i></p> <p>Use objects (for example, beans, buttons, beads, or cereal) to solve.</p> <p>Then ask students to use pictures, numbers, and words to show their work.</p> <table border="1" style="width: 100%; height: 150px;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;">Draw a model here</td> <td style="width: 50%; vertical-align: top; padding: 5px;">Use a number line</td> </tr> <tr> <td colspan="2" style="vertical-align: top; padding: 5px;">Use words to tell your answer</td> </tr> </table>	Draw a model here	Use a number line	Use words to tell your answer	
Draw a model here	Use a number line				
Use words to tell your answer					
<p>Resources</p>	<p>Small Objects (for example, beans, buttons, beads, or small toys)</p> <p>HMH, <i>Texas Go Math!, Grade 1 Unit 1 Module 4: Addition Concepts</i> (Use only joining and separating, result and change unknown and part-part-whole type problems to 10.)</p> <p>4.1: Use Pictures to Add To 4.2: Model Adding To 4.3: Model Putting Together 4.5: Add in Any Order 4.6: Put Together Numbers to 10 4.7: Compose 10</p> <p>Unit 1 Module 5: Subtraction Concepts (Use only joining and separating, result and change unknown and part-part-whole type problems to 10.)</p> <p>5.1: Use Pictures to Show Taking From 5.2: Model Taking From 5.3: Model Taking Apart 5.6: Take Apart Numbers</p>				


Day 8: Addition and Subtraction Word Problems to 10

<p>Activity/Task</p>	<p>Read the following math story three times aloud to students:</p> <ol style="list-style-type: none"> 1. Read aloud the first time and picture what the math story is about. 2. Read aloud the second time and focus on the question and what you need to find out. 3. Read aloud the third time and determine what important information is needed. <p>Dylan had 4 stickers. His teacher gave him some more stickers. Now he has 9 stickers. How many stickers did Dylan’s teacher give him?</p> <p>Use objects (for example, beans, buttons, beads, or cereal) to solve.</p> <p>Then ask students to use pictures, numbers, and words to show their work.</p> <table border="1" data-bbox="350 642 1471 1367"> <tr> <td data-bbox="350 642 911 1026"> <p>Draw a model here</p> </td> <td data-bbox="911 642 1471 1026"> <p>Use a number line</p> </td> </tr> <tr> <td colspan="2" data-bbox="350 1026 1471 1367"> <p>Use words to tell your answer</p> </td> </tr> </table>	<p>Draw a model here</p>	<p>Use a number line</p>	<p>Use words to tell your answer</p>	
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<p>Use words to tell your answer</p>					
<p>Resources</p>	<p>Small Objects (for example, beans, buttons, beads, or small toys)</p> <p>HMH, <i>Texas Go Math!, Grade 1 Unit 1 Module 4: Addition Concepts</i> (Use only joining and separating, result and change unknown and part-part-whole type problems to 10.)</p> <p>4.1: Use Pictures to Add To 4.2: Model Adding To 4.3: Model Putting Together 4.5: Add in Any Order 4.6: Put Together Numbers to 10 4.7: Compose 10</p> <p>Unit 1 Module 5: Subtraction Concepts (Use only joining and separating, result and change unknown and part-part-whole type problems to 10.)</p> <p>5.1: Use Pictures to Show Taking From 5.2: Model Taking From 5.3: Model Taking Apart 5.6: Take Apart Numbers</p>				

Day 9: Counting Coins

<p>Activity/Task</p>	<p>Before beginning activity, gather a variety of coins (pennies, nickels, and dimes). Place coins in a plastic bag or cup. Review the name and value of each coin with students.</p> <div style="text-align: center;">  <p>Coins Photo by HISD Curriculum using iPhone</p> </div> <p>Have students pull out five coins from the bag. Give students the Coin Sorting Mat. Tell students to use the Coin Sorting Mat to sort each coin.</p> <table border="1" style="margin: 10px auto; width: 60%;"> <thead> <tr> <th style="width: 33%;">Dimes</th> <th style="width: 33%;">Nickels</th> <th style="width: 33%;">Pennies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  <small>Coins Image by HISD Curriculum using 1, 2, 3 Math Fonts</small> </td> <td></td> <td style="text-align: center;">  <small>Coins Image by HISD Curriculum using 1, 2, 3 Math Fonts</small> </td> </tr> </tbody> </table> <p>Then ask students to count to determine the value of the collection.</p> <div style="text-align: center; margin: 10px auto;">  <p style="font-size: small; text-align: right; margin-right: 50px;">Coins Image by HISD Curriculum using 1, 2, 3 Math Fonts</p> </div> <p>Repeat activity several times.</p>	Dimes	Nickels	Pennies	 <small>Coins Image by HISD Curriculum using 1, 2, 3 Math Fonts</small>		 <small>Coins Image by HISD Curriculum using 1, 2, 3 Math Fonts</small>
Dimes	Nickels	Pennies					
 <small>Coins Image by HISD Curriculum using 1, 2, 3 Math Fonts</small>		 <small>Coins Image by HISD Curriculum using 1, 2, 3 Math Fonts</small>					
<p>Resources</p>	<p>Coins (pennies, nickels, and dimes) HMH, <i>Texas Go Math!</i>, Grade 1 Unit 2 Module 11: Money</p> <ol style="list-style-type: none"> 1. Find the Total Value 2. One Dollar 3. Ways to Name Amounts 4. Problem Solving-Money 						
<p>Handouts</p>	<p>Coin Sorting Mat</p>						

Day 10: Counting Coins

<p>Activity/Task</p>	<p>Before beginning activity, gather a variety of coins (pennies, nickels, and dimes). Place coins in a plastic bag. Have students reach inside the bag and grab a handful of coins. Tell students to sort the coins into groups of like coins.</p> <p>Then ask students to count to determine the value of the collection. If needed, prompt students to count by tens to determine the value of the dimes, then—after that amount—to count by fives to determine the value of the nickels, then—after that amount—to count by ones or twos to include the pennies.</p> <p>Example:</p> <div style="text-align: center;">  <p>10¢ 20¢ 30¢ 35¢ 36¢ 37¢</p> <p><small>Coins Image by HISD Curriculum using 1, 2, 3 Math Fonts</small></p> </div> <p>Ask students to use the cent symbol to write the value of the collection of coins.</p> <p>Repeat activity several times. For extra practice with counting coins see Counting Coins Handout.</p>
<p>Resources</p>	<p>Coins (pennies, nickels, and dimes) HMH, <i>Texas Go Math!</i>, Grade 1 Unit 2 Module 11: Money</p> <ol style="list-style-type: none"> 1. Find the Total Value 2. One Dollar 3. Ways to Name Amounts 4. Problem Solving-Money
<p>Handouts</p>	<p>Coin Sorting Mat Counting Coins</p>

Place Value Chart

Hundreds

Tens

Ones

Dimes	Nickels	Pennies



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0	1	2	3	4
5	6	7	8	9

0	1	2	3	4
5	6	7	8	9

98

63

70

105

65

91

100

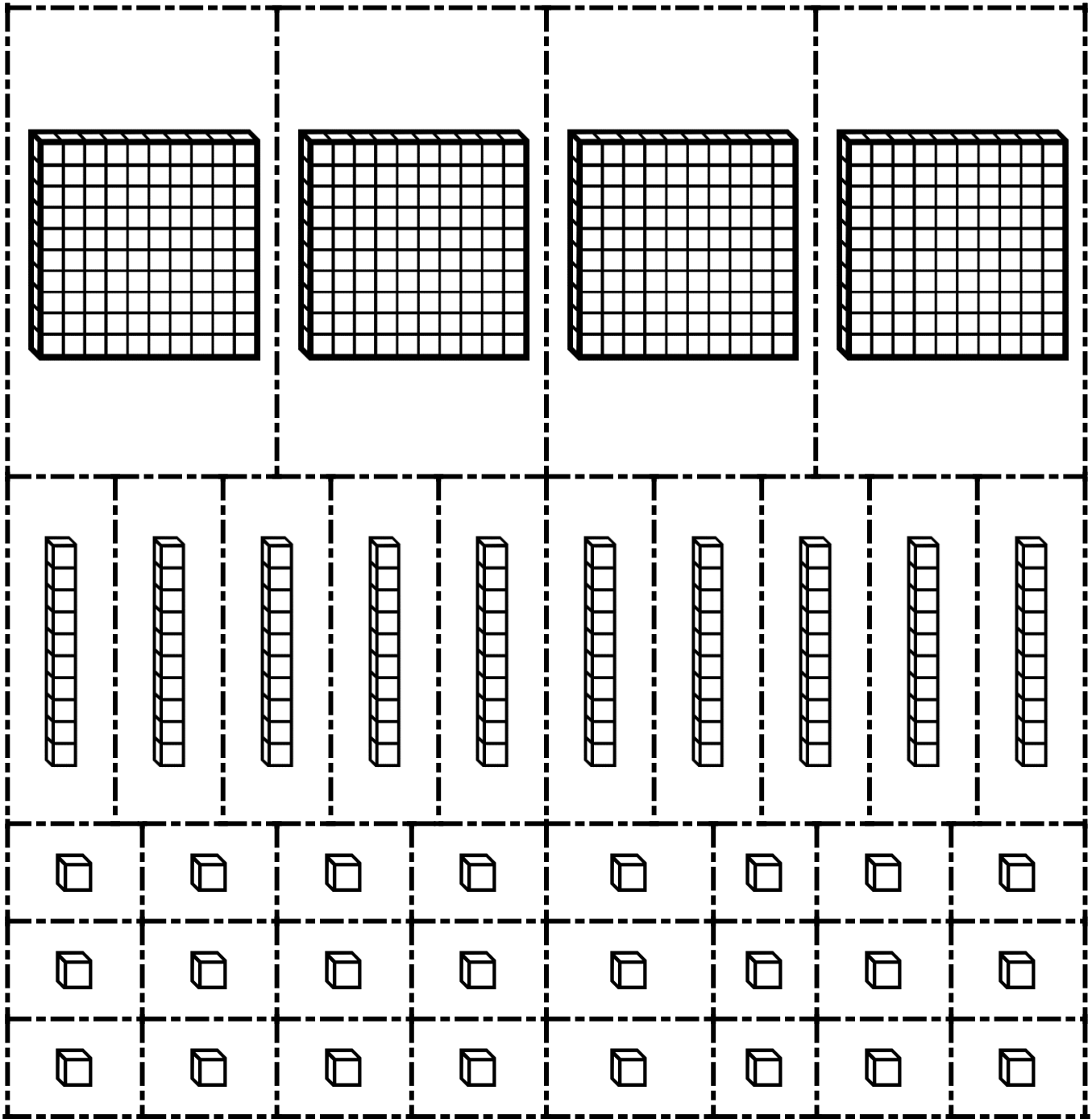
75

89

58

109

112



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