

1 Math Unit 07: Extend the Counting Sequence

Content Area: **Mathematics**
Course(s):
Time Period: **February**
Length: **2 Weeks**
Status: **Published**

Unit Overview

A rigorous curriculum emphasizes conceptual understanding, procedural skill and fluency, and applications.

CONCEPTUAL UNDERSTANDING

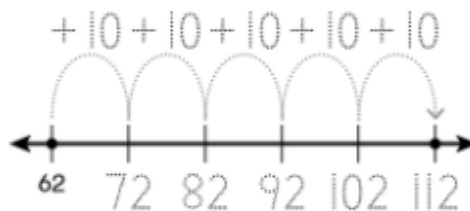
- **Understand That 10 Ones is 1 Ten** Throughout the lessons of Topic 7, students count by 10s and by 10s and 1s. Students should come to understand that counting forward by a ten is equivalent to counting forward by 10 ones. They should realize, too, that counting forward by 10s is faster than counting forward by 1s.
- **Relate Counting to Place Value** Counting on a number chart helps students see that when counting forward by 1s, the ones place changes by adding 1 one at a time. When counting forward by 10s, the tens place changes by adding 1 ten at a time.

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

PROCEDURAL SKILL AND FLUENCY

There are no fluency expectations in Topic 7.

- **Count to 120** Throughout Topic 7, students learn to count and to read and write numerals by enlisting tools such as number charts, open number lines, ten-frames, and place-value blocks. Students also learn to count objects efficiently by making groups of 10, counting the number of groups made, and then counting on using the number left over.



APPLICATIONS

- **Counting Situations** Many of the problems in Topic 7 involve real-world situations that require counting objects. These problems give students the opportunity to use what they have learned about counting by 10s and 1s, and counting on from any number.

Anita walks her neighbor's dog to earn money. She starts on Day 13 and walks the dog once a day through Day 19. How many times does Anita walk the dog?

Use the chart to count.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Standards

- | | |
|---------------|--|
| MA.1.NBT.A.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. |
| MA.1.NBT.B.2a | 10 can be thought of as a bundle of ten ones — called a “ten.” |
| MA.1.NBT.B.2c | The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). |

Materials

Core Materials:

- [EnVision Math](#)
- 7.1-Count by 10s to 120
- 7.2-Count by 1s to 120
- 7.3-Count on a Number Chart to 120
- 7.4-count by 1s to 10s to 120
- 7.5-count on an Open Number Line
- 7.6-count and Write Numerals
- 7.7-Repeated Reasoning

Supplemental Materials:

- [ST Math](#)
- [Happy Numbers](#)
- [3 Act Lessons](#)
- [Building Fact Fluency Kit](#)
- [Brainingcamp Manipulatives](#)
- [Nearpod Lessons](#)
- [Brainpop Resources](#)
- [Math Diagnosis and Intervention System](#)
- [Online Resources](#)

Technology

Algorithms & Programming

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Data & Analysis

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Assessment

Formative Assessment

- Teacher Observation
- Daily Quick Checks
- Quizzes

- Exit Tickets

Summative Assessment

- Topic Tests
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

- Follow IEP Plan which may contain some of the following examples...
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

504

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

At-risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

Gifted & Talented

- Independent projects
- Enrichment pages
- Online games
- Leveled Homework
- Extension Activities
- Today's Challenge

Interdisciplinary Connections

Topic 1 Math and Science Project - Using different presentations tools, students will collect different types of paper. Talk about the uses of paper. Tell how strong each type of paper is. Tell how the paper feels. Tell if the paper can soak up water.

ELA:

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Science:

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

21st Century Life Literacies & Key Skills

Critical Thinking and Problem Solving

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology Literacy

- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.