

Unit 3: Numbers to 120

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **6 weeks**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is to represent numbers in different ways, understand a group of 10 ones as a “ten” and interpret teen numbers as 1 ten and some ones, and understand how numbers can be considered in terms of their place value. The overarching goal is identify and represent numbers to 120.

ESSENTIAL QUESTIONS

Module 9:

1. How do we understand that the two digit in a two-digit number represents tens and ones?

Module 10:

1. How do we count, read, and write numbers to 120?

Module 11:

1. How do we use place value to compare two-digit numbers?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MATH.1.NBT.B	Understand place value
MATH.1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
MATH.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”
MATH.1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
MATH.1.NBT.B.2.c	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).
MA.1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording

MATH.1.NBT.B.3

the results of comparisons with the symbols $>$, $=$, and $<$.

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.2.IML.2

Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.1.2.DA.4

Make predictions based on data using charts or graphs.

PRE-ASSESSMENTS

Module 9: Understand Place Value, Are You Ready? Page 278

Module 10: Count and Represent Numbers, Are You Ready? Page 294

Module 11: Compare Numbers, Are You Ready? Page 324

INSTRUCTIONAL PLAN

MODULE 9

Module 9: Understand Place Value

LESSON 9.1

Student Learning Intentions (SLI) WALT:
(We are learning to...)

Lesson 9.1 We are learning to make tens and ones.

Student Learning Strategies

- Students will represent tens and ones with a model.

	<ul style="list-style-type: none"> • Students will use a tens frame to represent a number. • Students will make a ten to help count tens and ones.
Success Criteria	I CAN represent a number from 11 to 19 as a ten and ones with objects and drawings.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Turn and Talk question, page Teacher Manual 9-10 page 279 & Student page 280 • Check for Understanding, page 281
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 279B & Spark Your Learning, Teacher Manual Page 279</p> <p>Mini Lesson: Build Understanding, page 280, Step It Out, page 281</p> <p>Guided Practice: Check Understanding, page 281</p> <p>Independent Practice: On Your Own, page 282 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 9-10</p>
Suggested Modifications	<ul style="list-style-type: none"> • Plan for Differentiated Instruction, Teacher Manual page 279C • Differentiation Options, Teacher Manual page 281 • English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful sc

the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or

directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MATH.1.NBT.B.2.a

10 can be thought of as a bundle of ten ones — called a “ten.”

MATH.1.NBT.B.2.b

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

LESSON 9.2

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 9.2 We are learning to understand ten and ones.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Students will use a ten and a one. • Students will add and use ones.
<p>Success Criteria</p>	<p>I CAN write to represent a number from 11 to 19 as tens and ones in three different ways.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Turn and Talk question, page Teacher Manual 9-10 page 283 & Student page 284 • Check for Understanding, page 285
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 283B & Spark Your Learning, Teacher Manual Page 283 Mini Lesson: Build Understanding, page 284, Step It Out, page 285 Guided Practice: Check Understanding, page 285 Independent Practice: On Your Own, page 286 & Exit Ticket Online Resources: into Math Teacher Edition Module 9-10</p>

Suggested Modifications

- Plan for Differentiated Instruction, Teacher Manual page 283C
- Differentiation Options, Teacher Manual page 285
- **English Language Learners Native language support:**

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Adjusted Speech: The teacher changes speech pattern: to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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Students at Risk of School Failure

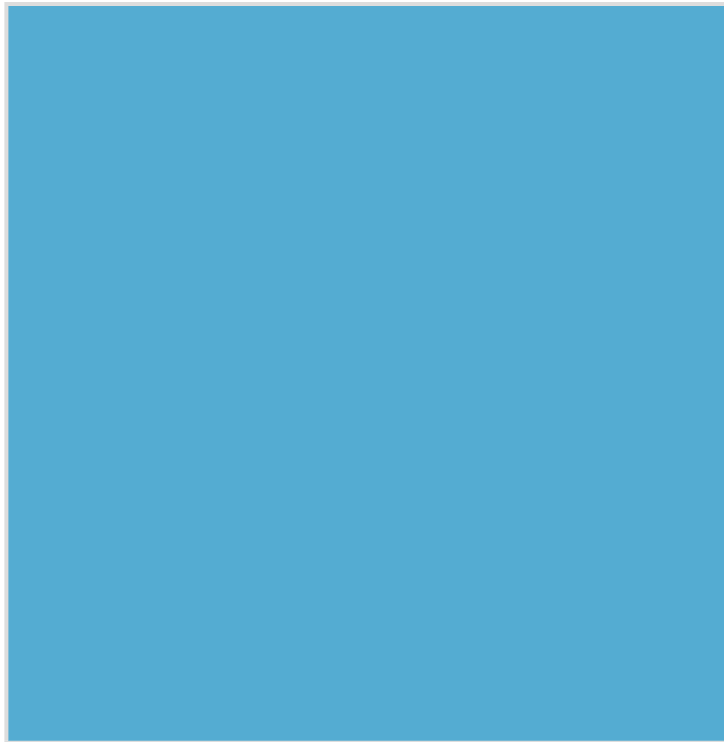
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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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LESSON 9.3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 9.3 We are learning to make tens.
Student Learning Strategies	<ul style="list-style-type: none">• Students will count by tens.• Students will use addition.
Success Criteria	I CAN represent groups of ten from 10 to 90 as tens and ones and show the number with objects and drawings.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Turn and Talk question, page Teacher Manual 9-10 page 287 & Student page 288•

	<p>Check for Understanding, page 289</p>
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 287B & Spark Your Learning, Teacher Manual Page 287 Mini Lesson: Build Understanding, page 288, Step It Out, page 289 Guided Practice: Check Understanding, page 289 Independent Practice: On Your Own, page 290 & Exit Ticket Online Resources: into Math Teacher Edition Module 9-10</p>
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MATH.1.NBT.B.2.c

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).

MODULE 10

Module 10: Count and Represent Numbers

LESSON 10.1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 10.1 We are learning to count to 120.
Student Learning Strategies	<ul style="list-style-type: none"> • Students will count by ones. • Students will count by tens.
Success Criteria	I CAN count forward from any number up to 120.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Turn and Talk question, page Teacher Manual 9-10 page 295 & Student page 296 • Check for Understanding, page 297
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 295B & Spark Your Learning, Teacher Manual Page 287</p> <p>Mini Lesson: Build Understanding, page 296 - 297</p> <p>Guided Practice: Check Understanding, page 297</p> <p>Independent Practice: On Your Own, page 298 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 9-10</p>
Suggested Modifications	<ul style="list-style-type: none"> • Plan for Differentiated Instruction, Teacher Manual page 295C • Differentiation Options, Teacher Manual page 297 • English Language Learners Native language support: <p>Native language support: The teacher provides auditory or written content to students in their native language.</p>

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Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

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issues need to be close to the instruction which often means near the front.

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.

LESSON 10.2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 10.2 We are learning to represent numbers as tens and ones with objects.
Student Learning Strategies	<ul style="list-style-type: none">• Students will use columns or rows to represent tens and ones.• Students will unorganized groups of tens and ones to change a group to identify tens and ones quickly.
Success Criteria	I CAN use objects to show a two-digit number as tens and ones.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Turn and Talk question, page Teacher Manual 9-10 page 299 & Student page 300• Check for Understanding, page 301
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 299B & Spark Your Learning, Teacher Manual Page 299</p> <p>Mini Lesson: Build Understanding, page 300 - 301</p> <p>Guided Practice: Check Understanding, page 301</p> <p>Independent Practice: On Your Own, page 302 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 9-10</p>

Suggested Modifications

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- Differentiation Options, Teacher Manual page 301
- **English Language Learners Native language support:**

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who

need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

LESSON 10.3

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 10.3 We are learning to represent numbers as tens and ones with drawings.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Students will draw a quick picture to demonstrate an exemplary understanding of drawing a two-digit number as tens and ones. • Students will draw connecting cubes to represent tens and ones.
<p>Success Criteria</p>	<p>I CAN draw to show a two-digit number as tens and ones.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Turn and Talk question, page Teacher Manual 9-10 page 303 & Student page 304

	<ul style="list-style-type: none"> • Check for Understanding, page 305
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 303B & Spark Your Learning, Teacher Manual Page 303</p> <p>Mini Lesson: Build Understanding, page 304, Step It Out, page 305</p> <p>Guided Practice: Check Understanding, page 305</p> <p>Independent Practice: On Your Own, page 306 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 9-10</p>
<p>Suggested Modifications</p>	<ul style="list-style-type: none"> • Plan for Differentiated Instruction, Teacher Manual page 303C • Differentiation Options, Teacher Manual page 305 • English Language Learners Native language support: Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is

also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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students understand the concepts being covered in a way that makes sense to them.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at

risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

LESSON 10.4

Student Learning Intentions (SLI) WALT:
(We are learning to...)

Lesson 10.4 We are learning to decompose numbers in different ways.

Student Learning Strategies

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	<p>Students will draw a quick picture to demonstrate an exemplary understanding of drawing a two-digit number as tens and ones.</p> <ul style="list-style-type: none"> • Students will represent ones that are placed into groups of 10.
Success Criteria	I CAN show a two-digit number as tens and ones in different ways.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Turn and Talk question, page Teacher Manual 9-10 page 307 & Student page 308 & 309 • Check for Understanding, page 310
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 307B & Spark Your Learning, Teacher Manual Page 307</p> <p>Mini Lesson: Build Understanding, page 308 - 309 Step It Out, page 310</p> <p>Guided Practice: Check Understanding, page 310</p> <p>Independent Practice: On Your Own, page 311 - 312 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 9-10</p>
Suggested Modifications	<ul style="list-style-type: none"> • Plan for Differentiated Instruction, Teacher Manual page 307C • Differentiation Options, Teacher Manual page 310 • English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful sc

the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MATH.1.NBT.B.2.a

10 can be thought of as a bundle of ten ones — called a “ten.”

LESSON 10.5

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 10.5 We are learning to represent, read, and write numbers from 100 to 110.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Students will determine the total by counting more from 100 and drawing a quick picture of tens and ones. • Students will determine the total by counting tens and ones.
<p>Success Criteria</p>	<p>I CAN read and write numbers from 100 to 110 and show the numbers with objects and drawings.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Turn and Talk question, page Teacher Manual 9-10 page 313 & Student page 314 • Check for Understanding, page 315
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 313B & Spark Your Learning, Teacher Manual Page 313 Mini Lesson: Build Understanding, page 314, Step It Out, page 315 Guided Practice: Check Understanding, page 315 Independent Practice: On Your Own, page 316 & Exit Ticket Online Resources: into Math Teacher Edition Module 9-</p>

Suggested Modifications

- Plan for Differentiated Instruction, Teacher Manual page 313C
- Differentiation Options, Teacher Manual page 315

- **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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.

LESSON 10.6

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 10.6 We are learning to represent, read, and write numbers from 110 to 120.
Student Learning Strategies	<ul style="list-style-type: none"> • Students will demonstrate exemplary understanding of counting and representing numbers from 110 to 120 with a quick picture. • Students will represent the total by showing more ones separate from the starting number.
Success Criteria	I CAN read and write numbers from 110 to 120 and show the numbers with objects and drawings.

Formative Assessment (drives instructional decisions)

- Turn and Talk question, page Teacher Manual 9-10 page 317 & Student page 318
- Check for Understanding, page 319

Activities and Resources

Warm Up: Activate Prior Knowledge, Teacher Manual page 317B & Spark Your Learning, Teacher Manual Page 317
Mini Lesson: Build Understanding, page 318, Step It Out, page 319
Guided Practice: Check Understanding, page 319
Independent Practice: On Your Own, page 320 & Exit Ticket Online
Resources: into Math Teacher Edition Module 9-10

Suggested Modifications

- Plan for Differentiated Instruction, Teacher Manual page 317C
- Differentiation Options, Teacher Manual page 319
- **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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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.

MODULE 11

Module 11: Compare Numbers

LESSON 11.1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 11.1 We are learning to understand greater than.
Student Learning Strategies	<ul style="list-style-type: none">• Students will show and compare tens and ones to indicate the greater number.• Students will complete a visual model to identify the greater number.
Success Criteria	I CAN use tens and ones to compare two-digit numbers and find which is greater.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Turn and Talk question, page Teacher Manual 9-10 page 326 & Student page 326• Check for Understanding, page 327
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 325B & Spark Your Learning, Teacher Manual Page 325</p> <p>Mini Lesson: Build Understanding, page 326 - 327</p> <p>Guided Practice: Check Understanding, page 327</p> <p>Independent Practice: On Your Own, page 328 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 9-10</p>
Suggested Modifications	<ul style="list-style-type: none">• Plan for Differentiated Instruction, Teacher Manual page 325C• Differentiation Options, Teacher Manual page 327• English Language Learners Native language support: Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech

patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

LESSON 11.2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 11.2 We are learning to understand less than.
Student Learning Strategies	<ul style="list-style-type: none"> • Students will compare tens first and indicate the lesser number. • Students will compare both tens and ones to determine the lesser number.
Success Criteria	I CAN use tens and ones to compare two-digit numbers and find which is less.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Turn and Talk question, page Teacher Manual 9-10 page 329 & Student page 330 • Check for Understanding, page 331
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 329B & Spark Your Learning, Teacher Manual Page 329</p> <p>Mini Lesson: Build Understanding, page 330 - 331</p> <p>Guided Practice:</p>

Check Understanding, page 331

Independent Practice: On Your Own, page 332 & Exit Ticket Online

Resources: into Math Teacher Edition Module 9-10

Suggested Modifications

- Plan for Differentiated Instruction, Teacher Manual page 329C
- Differentiation Options, Teacher Manual page 331
- **English Language Learners Native language support:**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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MA.1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

LESSON 11.3

Student Learning Intentions (SLI) WALT:
(We are learning to...)

Lesson 11.3 We are learning to use symbols to compare.

Student Learning Strategies

- Students will use clues to find the

	<p>correct solution set.</p> <ul style="list-style-type: none"> • Students will cross off each number that does not match the clues to consider other ways to solve a solution set.
<p>Success Criteria</p>	<p>I CAN use the symbol $<$, $>$, and $=$ to compare two-digit numbers.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Turn and Talk question, page Teacher Manual 9-10 page 333 & Student page 334 • Check for Understanding, page 335
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 333B & Spark Your Learning, Teacher Manual Page 333</p> <p>Mini Lesson: Build Understanding, page 334, Step It Out, page 335</p> <p>Guided Practice: Check Understanding, page 335</p> <p>Independent Practice: On Your Own, page 336 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 9-10</p>
<p>Suggested Modifications</p>	<ul style="list-style-type: none"> • Plan for Differentiated Instruction, Teacher Manual page 333C • Differentiation Options, Teacher Manual page 335 • English Language Learners Native language support: <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL</p>

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MA.1.OA.D.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

MA.1.NBT.B.3

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LESSON 11.4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 11.4 We are learning to compare numbers.
Student Learning Strategies	Students will use the Then Intervene to understand errors and make sense.
Success Criteria	I CAN compare two-digit numbers to solve problems.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">• Turn and Talk question, page Teacher Manual 9-10 page 337 & Student page 338• Check for Understanding, page 339
Activities and Resources	<p>Warm Up: Activate Prior Knowledge, Teacher Manual page 337B &</p> <p>Mini Lesson: Step It Out, page 337 - 339</p> <p>Guided Practice: Check Understanding, page 339</p> <p>Independent Practice: On Your Own, page 340 - 341 & Exit Ticket Online</p> <p>Resources: into Math Teacher Edition Module 9-10</p>
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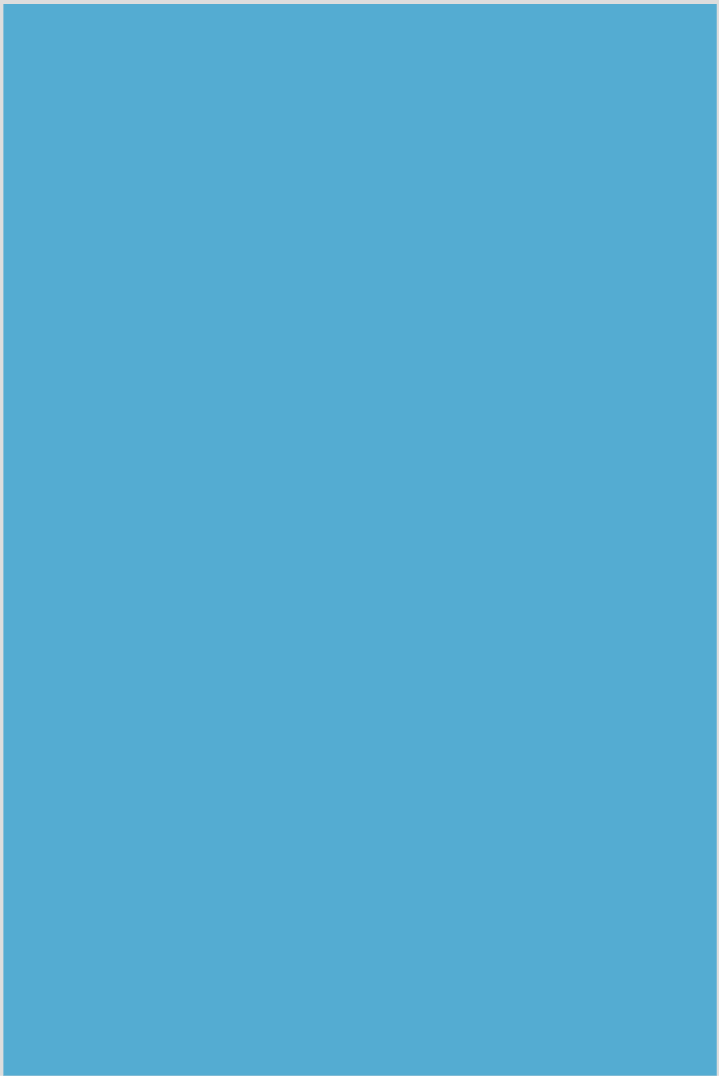
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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1

Ask and answer questions about key details in a text.

SOC.6.1.2.CivicsPD.1

Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsPD.2

Establish a process for how individuals can effectively work together to make decisions.

LA.RI.1.1

Ask and answer questions about key details in a text.

LA.RI.1.2

Identify the main topic and retell key details of a text.

LA.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

