

**Mathematical Practices** (MP)

**Domains**

- Operations and Algebraic Thinking (OA)
- Number and Operations in Base Ten (NBT)
- Measurement and Data (MD)

## Twos, Fives, and Tens

### INVESTIGATION 1

### Getting to 100

Day	Session	Common Core Adaptation	Common Core Standards
1	<b>1.1</b> Ten Turns  <small>CLASSROOM ROUTINES</small> <b>Start With/Get To: Forward or Backward?</b>  <small>SESSION FOLLOW-UP</small> <b>4 Daily Practice</b>	<p>Use the <i>Start With/Get To</i> Cards for 80 to 100 (M11–M12) and add cards for 101 to 120 (C61–C62). Prepare two baskets and make sure your class number line includes the numbers to 120. The <i>Start With</i> basket should have the numbers 80–100 (M11–M12) and the <i>Get To</i> basket should have the numbers 101–120 (C61–C62). Choose a number from each basket. Ask students to find and mark both numbers on the number line, and then count forward together as a class. Do this 2–3 times, choosing new numbers each time.</p> <p><b>Family Letter:</b> Make copies of C59–C60, Family Letter, as a replacement for M3–M4, Family Letter.</p>	MP2, MP4, MP7 1.OA.5, 1.OA.6, 1.NBT.1
2	<b>1.2</b> Revisiting the 100 Chart		MP2, MP7 1.NBT.1
3	<b>1.3A</b> Counting to 120 and Beyond	See p. CC85.	MP2, MP7 1.OA.1, 1.OA.2, 1.OA.6, 1.OA.8, 1.NBT.1
	<b>1.3</b> Counting to 100 and Beyond	Skip this session.	
4	<b>1.4</b> Assessment: Counting Strips  <small>CLASSROOM ROUTINES</small> <b>Start With/Get To: Forward or Backward?</b>  <small>ASSESSMENT ACTIVITY</small> <b>3 Counting Strips to 105</b>	<p>Adjust the Classroom Routine <i>Start With/Get To: Forward or Backward?</i> as in Session 1.1. You can vary the activity by having students pair up. They can count together or say every other number.</p> <p>Make copies of C70–C71, Assessment: Counting Strips to 120, as a replacement for M20–M21, Assessment: Counting Strips to 105.</p>	MP1, MP2, MP3, MP7 1.NBT.1

## INVESTIGATION 2

# Twos, Fives, and Tens

Day	Session	Common Core Adaptation	Common Core Standards
5	<b>2.1</b> How Many Hands?		MP1, MP2, MP4, MP7 1.OA.1, 1.OA.5, 1.OA.6
6	<b>2.2</b> More Problems About Twos  <b>CLASSROOM ROUTINES</b> <b>Start With/Get To: Forward or Backward?</b>	Trade the labels on the baskets used in Investigation 1 so the <i>Start With</i> basket holds 101–120 and the <i>Get To</i> basket holds 80–100. Choose a number from each basket. Ask students to find and mark both numbers on the number line, and then count back together as a class. Do this 2–3 times, choosing new numbers each time.	MP1, MP2, MP4, MP7 1.OA.1, 1.OA.5, 1.OA.6, 1.NBT.1
7	<b>2.3</b> Twos and Fours  <b>CLASSROOM ROUTINES</b> <b>Tell a Story</b>	After solving $11 - 9 = 2$ , repeat the process with the equation $? - 9 = 2$ and then with $9 + 2 =$ .	MP1, MP2, MP4, MP7 1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1
8	<b>2.4</b> How Many Fingers?		MP1, MP2, MP4, MP7 1.OA.1, 1.OA.5, 1.OA.6, 1.NBT.1, 1.NBT.2.a
9	<b>2.5</b> How Many Squares?  <b>3 SESSION FOLLOW-UP</b> <b>Daily Practice</b>	<b>Daily Practice:</b> In addition to <i>Student Activity Book</i> page 34, students complete <i>Student Activity Book</i> page 35A or C72 (More True or False?) for ongoing review.	MP1, MP2, MP4, MP7 1.OA.1, 1.OA.5, 1.OA.6, 1.NBT.1
10	<b>2.6</b> How Many Feet?  <b>CLASSROOM ROUTINES</b> <b>Morning Meeting: How Many Days...?</b>	Replace <i>Morning Meeting: How Many Days...?</i> with the following: <b>Start With/Get To: Counting Back</b> Follow the adaptation for <i>Start With/Get To: Forward or Backward?</i> from Session 2.2. You can vary the activity by having students pair up. They can count together or say every other number.	MP1, MP2, MP4, MP7 1.OA.1, 1.OA.5, 1.OA.6, 1.NBT.1, 1.NBT.2.a
11	<b>2.7</b> How We Counted		MP1, MP2, MP4, MP7 1.OA.1, 1.OA.5, 1.OA.6, 1.NBT.1
12	<b>2.8</b> Assessment: How Many Squares?		MP1, MP2, MP4, MP7 1.OA.5, 1.OA.6, 1.NBT.1

INVESTIGATION 3

Tens

Day	Session	Common Core Adaptation	Common Core Standards
13	<p><b>3.1 Games About Combinations of Ten</b></p> <p>CLASSROOM ROUTINES <b>Morning Meeting: Time</b></p> <hr/> <p><b>1 ACTIVITY</b> <b>Revisiting Tens Games</b></p> <hr/> <p><b>4 SESSION FOLLOW-UP</b> <b>Daily Practice</b></p>	<p>In addition, ask questions about activities that start on the half hour. Review what the analog clock looks like at these times. Also, ask students to help you record a few times that aren't on your schedule, and to help you set the demonstration clock to those times.</p> <hr/> <p><b>Teaching Note</b> <b>Equations for Missing Part Problems</b> Revisiting <i>Make 10</i> and <i>Tens Go Fish</i> offers the opportunity to use notation for problems about a missing part. Over the course of this Investigation, model various ways to use notation to represent such problems (e.g., <math>7 + \underline{\quad} = 10</math>, <math>7 + ? = 10</math>, and <math>7 + \square = 10</math>). Also watch for equations that students are less comfortable with and use them as opportunities to revisit the meaning of the equal sign. For example: [Leah]'s not sure that <math>10 = 7 + \square</math> is "right." [Chris] said that 3 goes in the box. If we write a 3 in that box, is this equation true or false? Why do you think so?</p> <hr/> <p><b>Daily Practice:</b> In addition to <i>Student Activity Book</i> page 38, students complete <i>Student Activity Book</i> page 39A or C73 (Hours and Half Hours) for ongoing review.</p>	<p>MP2, MP4, MP7, MP8 1.OA.7, 1.OA.8, 1.NBT.2.a, 1.MD.3</p>
14	<p><b>3.2 Roll Tens</b></p>		<p>MP2, MP4, MP7, MP8 1.NBT.1, 1.NBT.2.a, 1.NBT.2.c</p>
15	<p><b>3.3 Ten Plus</b></p> <p><b>1 ACTIVITY</b> <b>Introducing Ten Plus</b></p>	<p><b>Teaching Note</b> <b>Notation for Equations with a Missing Part</b> As you conceptualize the problem with students, ask them to help you write an equation that models the problem they are trying to solve. Because students have worked on True/False problems over the course of the year, they are likely to generate <math>8 + 5 = 10 + \underline{\quad}</math> with your support. If not, introduce this notation yourself.</p>	<p>MP2, MP4, MP7, MP8 1.OA.3, 1.OA.6, 1.NBT.2.a, 1.NBT.2.b</p>

### INVESTIGATION 3

## Tens, *continued*

Day	Session	Common Core Adaptation	Common Core Standards
16	<b>3.4 Tens and Ones</b> CLASSROOM ROUTINES <b>Tell a Story</b> SESSION FOLLOW-UP <b>3 Daily Practice</b>	After solving $9 + 7 = 16$ , repeat the process with the equation $16 - ? = 10$ and then with $16 - 6 =$ . <b>Daily Practice:</b> In addition to <i>Student Activity Book</i> page 42, students complete <i>Student Activity Book</i> page 43A or C74 (Story Problems with Missing Parts) for ongoing review.	MP2, MP4, MP7, MP8 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.8, 1.NBT.2.a–c
17	<b>3.5 Equivalent Expressions</b>		MP2, MP4, MP7, MP8 1.OA.3, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2.a–c
18	<b>3.6 End-of-Unit Assessment</b>		MP1, MP2, MP3, MP7 1.OA.5, 1.OA.6, 1.NBT.2.a

### INVESTIGATION 4A

## Adding and Subtracting with 2-Digit Numbers

Day	Session	Common Core Adaptation	Common Core Standards
19	<b>4A.1 How Many Cubes?</b>	See p. CC91.	MP2, MP4, MP7 1.NBT.1, 1.NBT.2.a, 1.NBT.2.c, 1.NBT.3, 1.NBT.4
20	<b>4A.2 Adding and Subtracting 10</b>	See p. CC96.	MP2, MP4, MP7 1.NBT.1, 1.NBT.2.a, 1.NBT.2.c, 1.NBT.4, 1.NBT.5
21	<b>4A.3 Adding with Cubes</b>	See p. CC101.	MP2, MP4, MP7 1.NBT.1, 1.NBT.2.a, 1.NBT.2.c, 1.NBT.4
22	<b>4A.4 How Many Now?</b>	See p. CC106.	MP2, MP4, MP7 1.NBT.1, 1.NBT.2.a, 1.NBT.2.c, 1.NBT.6
23	<b>4A.5 Assessment: Adding and Subtracting</b>	See p. CC110.	MP1, MP2, MP4, MP7 1.NBT.1, 1.NBT.2.a, 1.NBT.2.c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.4