Date	Module 4, Topic A Lesson 1	***Teacher Edition Pages 11-22***	
Standards	1.NBT.2 1.NBT.5		
Objective	Compare the efficiency of counting by ones and counting by tens.		
Materials	-Pennies and Dimes (enough for student partners to have 10 pennies and 1 dime) -Gallon zip-close bags with 40 linking cubes-2 different colors, 20 of each color		
Fluency	-Break Apart Numbers (**Lesson 1 Fluency Template**) -Change 10 Pennies for 1 Dime (Students count 10 pennies in five groups and exchange for 1 dime saying "ten cents") -Happy Counting by Tens (Students count up and down by tens when teacher puts thumb up or down. Counting regular and Say Ten way.)		
Application Problem	Joy is holding 10 marbles in 1 hand and 10 marbles in the other hand. How many marbles does she have in all?		
Concept Development	-Before lesson, teacher fills gallon-size zip-close bags with 40 loose linking cubes, in two different colors, with 20 of each color. -Teacher distributes bags of cubes to pairs of students and asks the most efficient way to count how many cubes are in the bag. Students work in partners to count their cubes, putting them in five groups and then into ten-sticks. Teacher shows 12 scattered cubes and asks the most efficient way to count (making a ten-stick with two left over) and directs students to make the same grouping with their own cubes. Teacher shows number bond for 12-10-2. Teacher repeats 22 scattered cubes. Repeat with 3 tens 2 ones, 15, 25, 35, 3 tens 7 ones, 1 ten 7 ones, 1 ten, 8 ones, 29, 36. At end of lesson, students put cubes together into 4 ten-sticks and put back in bag. -Students complete **Lesson 1 Problem Set** (student book page 1/2)		
Closing/ Assessment	Teacher says, "What are the different ways we can group objects to make counting easier? How does organizing objects in groups of 10 help us?" **Lesson 1 Exit Ticket**		
Homework	**Lesson 1 Homework** (student book page 3/4)		
Differentiation *Pull BL students for small group reteach *AL Students Complete enrichment (prodigy assignment)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic A Lesson 2	***Teacher Edition Pages 23-38***
Standards	1.NBT.2 1.NBT.5	
Objective	Use the place value chart to record and name tens and ones within a two-digit number.	
Materials	-Pennies and Dimes (Enough for partners to have 10 pennies and 2 dimes) -Bags of linking cubes from Lesson 1 -Large place value chart without "tens" and "ones" labels	
Fluency	-Core Addition Fluency Review (**Lesson 2 Core Addition Fluency Review**) -3, 4, and 5 More (Teacher gives a number within 20, and asks for the number that is 3 more, then 4 more, then 5 more) -Change 10 Pennies for 1 Dime (Students put the ten pennies in five-groups and count how many cents, then exchange for 1 dime & add more pennies until trading in for two dimes)	
Application Problem	Ted has 4 boxes with 10 pencils in each box. How many pencils does he have altogether?	
Concept Development	-Teacher shows 17 with hide zero cards (showing 10 and 7) and asks students to show the same with linking cubes. Repeat with 27, 37, 23, and 32. Teacher shows 17 again and writes	

	the number in a large place value chart without labels. Students direct teacher where to label "tens" and "ones". -Students use the place value chart **Lesson 2 Template 2** (student book page 9) to record more numbers, also showing the number with their linking cubes if necessary: 27, 37, 14, 24, 34, 13, 31, 30, 12, 21. -Students complete **Lesson 2 Problem Set** (student book page 5/6)		
Closing/ Assessment	Teacher asks, "What new math tool did we use to show how many tens and ones are in a number? How does the place value chart help us?" **Lesson 2 Exit Ticket**		
Homework	**Lesson 2 Homework** (student book page 7/8)		
Differentiation *Pull BL students for small group reteach *AL Students Complete enrichment (prodigy assignment)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic A ***Teacher Edition Pages 39-48*** Lesson 3
Standards	1.NBT.2 1.NBT.5
Objective	Interpret two-digit numbers as either tens and some ones or as all ones.
Materials	-Hide zero cards -2 dimes and 20 pennies -Gallon bags of 40 linking cubes from previous lesson
Fluency	-Core Addition Fluency Review (**Lesson 2 Core Fluency Addition Review**) -Dime Exchange (Teacher shows two dimes, and exchanges dimes for pennies, students count amount of money each time) -Magic Counting Sticks (Students work in partners to show different with hide zero cards and with fingers with two hands clasped to show 10)
Application Problem	Sue is writing the number 34 on a place value chart. She cannot remember if she has 4 tens and 3 ones or 3 tens and 4 ones. Use a place value chart to show how many tens and ones are in 34. Use a drawing and words to explain this to Sue.
Concept Development	-Teacher asks students to make ten with their "magic counting sticks" and asks students how many students would be needed to make the number 34 (4), asking how many tens (3) and how many ones (4), how many ones are in 3 tens (30), having all students unclasp fingers and ask how many ones (34), repeat with 27, 37, 14, 24, 34, 13, 31, 10, 40. Teacher then represents numbers with hide zero cards, asking the same questions: 24, 13, 23, 16, 26, 36, 29, 20, 30. Students can show numbers with fingers or linking cubes. -Students complete **Lesson 3 Problem Set** (student book page 11/12)
Closing/ Assessment	Teacher asks, "What is your solution to Problem 6 on the problem set? How are both of these answers correct? Look at problem 12. What are the different ways we can make 29?" **Lesson 3 Exit Ticket**
Homework	**Lesson 3 Homework** (student book page 13/14)

Date	Module 4, Topic A ***Teacher Edition Pages 49-59*** Lesson 4
Standards	1.NBT.2 1.NBT.5
Objective	Write and interpret two-digit numbers as addition sentences that combine tens and ones.
Materials	-Numeral cards 0-10 -Dimes and pennies (enough for student pairs to have 2 dimes and 10 pennies) -Linking cubes
Fluency	-Subtraction with Cards (Students work in partners, each partner turns over two cards and subtracts the two numerals. The student with the smallest difference keeps all four cards. Repeat until one student is out of cards.) -Dime Exchange (Students work in partners to count money with dimes and pennies) -10 More (Teacher gives one-digit numbers and asks students to give the number that is 5 more and say the addition sentence)
Application Problem	Lisa has 3 boxes of 10 crayons, as well as 5 extra crayons. Sally has 19 crayons. Sally says she has more crayons, but Lisa disagrees. Who is right?
Concept Development	-Teacher shows 37 with linking cubes (3 tens and 7 ones) and records on large place value chart. Students tell how many tens and ones and give the total. Students write a number bond showing the tens and ones and write as many addition sentences as they can. Teacher directs students to say the addition problem starting with the tens, then starting with the ones, also using the words "more than" (7 more than 30 is...). Repeat process with 18, 28, 38, 12, 21 23, 32, 30, 40. -Students play with decks of numeral cards, deck 1 has numerals 1-3, deck 2 has numerals 0-9. Using **Lesson 2 Template 2**, Students put a card from deck 1 into the tens column, and a card from deck 2 in the ones column. Students make number bones and addition sentences with the number shown. Repeat as time allows. -Students complete **Lesson 4 Problem Set** (student book page 15/16)
Closing/ Assessment	Teacher asks, "Based on our work today, what do you think the word digit means?" **Lesson 4 Exit Ticket**
Homework	**Lesson 4 Homework** (student book page 17/18)

Date	Module 4, Topic A ***Teacher Edition Pages 60-72*** Lesson 5
Standards	1.NBT.2 1.NBT.5
Objective	Identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.
Materials	-Rekenrek bracelets
Fluency	-Sprint: 10 More, 10 Less Review (**Lesson 5 Sprint**)
Application Problem	Lee has 4 pencils and buys 10 more. Kiana has 17 pencils and loses 10 of them. Who has more pencils now? Use drawings, words, and number sentences to explain your thinking.

Concept Development	-Teacher stretches out the rekenrek bracelet into a straight line and reminds students of the five group drawings that also had ten circles with a line through it. Teacher places 4 beads next to the stretched out bracelet and asks students to identify how many (Ten and four making fourteen). Teacher adds two more bracelets and asks students again how many (Three tens and four ones making 34). Teacher shows how to make a quick ten drawing of 34 (Three sticks and 4 circles). Teacher calls out numbers between 11 and 40 and directs students to practice writing the numbers the "quick ten" way. Then teacher shows different numbers drawn in the "quick ten" way and students tell the number. Teacher then demonstrates how to add one more to 15 by drawing one more circle to make 16, and how to add ten to 15 by adding one stick to make 25. Students use the place value charts on **Lesson 5 Template** (student book page 23) to show the increase in numbers of +1 and +10. Teacher gives the problems: one more/ten more than 14, 1 less/10 less than 16, 1 more/1less than 36, 10 more/10 less than 38, 1 more/1 less than 32, 10 more/10 less than 23, 1 more than 29, 1 less than 30. -Students complete **Lesson 5 Problem Set** (student book page 19/20)
Closing/ Assessment	Teacher says, "What does the word digit mean? What new math drawing did we use to work more efficiently?" **Lesson 5 Exit Ticket**
Homework	**Lesson 5 Homework** (student book page 21/22)

Date	Module 4, Topic A ***Teacher Edition Pages 73-83*** Lesson 6
Standards	1 1.NBT.2 1.NBT.5
Objective	Use dimes and pennies as representations of tens and ones.
Materials	-10 pennies and 4 dimes (for each student) -Linking cubes or base ten blocks
Fluency	-Quick Tens (Teacher shows or says numbers between 11 and 40, students draw with quick ten drawings. Teacher can show/say as say ten way, or as an addition expression or as a subtraction expression.) -Count Coins (Teacher shows groups of dimes and pennies and students count up to 40, using 2 dimes first, then adding pennies until another ten is made, trading those pennies for another dime.)
Application Problem	Sheila has 3 bags with 10 pretzels In each bag and 9 extra pretzels. She gives 1 bag to a friend. How many pretzels does she have now?
Concept Development	-Teacher shows a ten stick and ten ones. Students tell how the two groups of cubes. Teacher then replaces two groups with a dime and ten pennies. Students identify that both groups are worth the same amount. Teacher shows one ten and three ones with linking cubes/base ten blocks, students make the same amount with coins using **Lesson 6 Template** (student book page 29). Teacher repeats for 15, 18, 28, 38, 31, 13, and 40. Teacher directs students to show 39 cents with dimes and pennies and asks students to identify how many tens and how many ones, filling out the place value chart. Repeat for 1 dime 4 pennies, 1 dime 5 pennies, 2 dimes 5 pennies, 3 dimes, 6 pennies 3 dimes, 2 dimes 8 pennies. Teacher directs students to show 1 dime 5 pennies, then asks how many is 1 more. Repeat for 1 less, 10 more, and 10 less. Repeat process of 1 more, 1 less, 10 more, 10 less with 35, 27, 19, 31 and 13. -Students complete **Lesson 6 Problem Set** (student book page 25/26)

Closing/ Assessment	Teacher asks, "How are the tools that represent 1 ten different from one another? What are some ways that a dime is different form a penny?" **Lesson 6 Exit Ticket**
Homework	**Lesson 6 Homework** (student book page 27/28)

Date	Module 4, Topic B Lesson 7	***Teacher Edition Pages 86-99***	
Standards	3 1.NBT.2		
Objective	Compare two quantities, and identify the greater or lesser of the two given numerals.		
Materials	-Numeral Cards		
Fluency	-1 More/Less, 10 More/Less (Teacher shows cubes, and adds 1 or 10 more and takes 1 or 10 away, students tell the new number: 20+1, 21+10, 31-1, 39+1. Continue with numbers within 40.) -Sprint: +1, -1, +10, =10. (**Lesson 7 Sprint**)		
Application Problem	Benny has 4 dimes. Marcus had 4 pennies. Benny says, "We have the same amount of money!" Is he correct? Use drawings or words to explain your thinking.		
Concept Development	-Teacher refers back to application problem and asks which student has the greater amount of money and directs students to compare the amounts using the words "greater" and "fewer". Teacher leads students to find the greater number in the pairs: 5 & 12, 39 & 21, 23 & 32, 17 & 15, 14 & 40, 30 & 13, 19 & 21, 31 & 13. Students show their thinking by drawing quick ten drawings. Repeat the process, but this time finding the number that is less in each pair. Teacher shows 28 and 38 on place value charts (**Lesson 7 Fluency Template**) and leads students to compare the tens place to find the greater number. Repeat with 29 and 32. -Students work in partners with number cards. Each partner turns over two cards and adds to find a total. Students compare totals using the words "greater than" or "equal to". Repeat with "less than" and "equal to". -Students complete **Lesson 7 Problem Set** (student book page 31/32)		
Closing/ Assessment	Teacher asks, "In problem 3 of the problem set, did you compare by looking at the tens or the ones?" **Lesson 7 Exit Ticket**		
Homework	**Lesson 7 Homework** (student book page 33/34 & 35)		
Differentiation *Pull BL students for small group reteach *AL Students Complete enrichment (prodigy assignment)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic B	***Teacher Edition Pages 100-113***

	Lesson 8		
Standards	3 1.NBT.2		
Objective	Compare quantities and numerals from left to right.		
Materials	-Numeral cards -Linking cubes or base ten blocks		
Fluency	-Subtraction With Cards (Students work in partners, each partner flips two cards and subtracts the two numbers to find the difference. The partner with the smallest difference keeps the cards. Repeat until cards are gone.) -Core Subtraction Fluency Review (**Lesson 8 Core Subtraction Fluency Review)** -Beep Counting by Ones and Tens (Teacher says numbers and replaces one number with "beep", students give missing number: 10, 11, 12, b. 20, 21, 22, b. 20, 19, 18, b. 30, 29, 28, b. 0, 10, 20, b. 1, 11, 21, b. 40, 30, 20, b. 39, 29, 19, b.)		
Application Problem	Anton picked 25 strawberries. He picked some more strawberries. Then he had 35 strawberries. Use a place value chart to show how many more strawberries Anton picked. Write a statement comparing the two amounts of strawberries using one of these phrases: *greater than, less than, equal to.*		
Concept Development	-Teacher displays two sequences from the beep counting: 10, 11, 12, 13 and 40, 30, 20, 10. Teacher leads discussion of how the two sequences are the same and different. Teacher explains how to compare numbers using "greater than" and "less than" while reading numbers from left to right. Teacher displays 13 and 23 and students compare the numbers using cubes/blocks and the comparison cards from **Lesson 8 Template**. Repeat with 15 & 19, 21 & 19, 35 & 28, 21 & 31, 18 & 9, 38 & 12, 27 & 19. (Teacher ensures that the correct card is placed between the two numbers). Continue with 14 & 17, 30 & 20, 29 & 30, 24 & 38, 34 & 28. Teacher asks students which number they look at first to compare numbers (tens place). Teacher writes the numbers 0, 10, 20, 30, 40 on the board and asks students to place other numbers in the right order between the written multiples of ten: 29, 38, 7, 14, 24. -Students complete **Lesson 8 Problem Set** (student book page 37/38)		
Closing/ Assessment	Teacher asks, "How did Problem 3 help you solve Problem 4? What is the same about these two problems? What is different?" **Lesson 8 Exit Ticket**		
Homework	**Lesson 8 Homework** (student book page 39/40)		
Differentiation *Pull BL students for small group reteach *AL Students Complete enrichment (prodigy assignment)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic B Lesson 9	***Teacher Edition Pages 114-125***
Standards	3 1.NBT.2	
Objective	Use they symbols >, =, and < to compare quantities and numerals.	
Materials	-Comparison cards (greater than/less than symbols with teeth)	
Fluency	-Core Subtraction Fluency Review (**Lesson 8 Core Subtraction Fluency Review**) -Digit Detective (Teacher gives clues about the digits in the tens and ones place, students give number and give the value of each digit in the number: 23, 13, 24) -Sequence Sets of Numbers (Teacher writes numbers on the board, students write and read the numbers from least to greatest and greatest to least: 23, 13, 32, 22. 13, 11, 31, 1. 17, 27, 21, 12. 38, 18, 25, 35.)	
Application Problem	Carl has a collection of rocks. He collects 10 more rocks. Now he has 31 rocks. How many rocks did he have in the beginning? Use place value charts to show how many rocks Carl had	

	at the beginning. Write a statement comparing how many rocks Carl started and ended with, using one of these phrases: *greater than, less than,* or *equal to.*		
Concept Development	-Teacher projects a picture of 2 fish and a picture of 10 fish with room for the alligator from **Lesson 9 Template** between them. Students compare the groups from left to right, teacher places appropriate alligator mouth. Repeat with groups of 15 fish and 10 fish. Repeat again with numbers: 1 ten and 1 ten 6 ones, 30 and 20, 4 tens and 3 tens 8 ones, 39 and 32, 14 and 40, 23 and 32. Students then work in partners to compare numbers using comparison cards. Each partner writes a number on a personal whiteboard and then the partners put a comparison card between the two boards. -Students complete **Lesson 9 Problem Set** (student book page 41/42)		
Closing/ Assessment	Teacher says, "What new math symbols did we use today to compare different numbers?" **Lesson 9 Exit Ticket**		
Homework	**Lesson 9 Homework** (student book page 43/44)		
Differentiation *Pull BL students for small group reteach *AL Students Complete enrichment (prodigy assignment)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic B Lesson 10	***Teacher Edition Pages 126-136***	
Standards	3 1.NBT.2		
Objective	Use they symbols >, =, and < to compare quantities and numerals.		
Materials	-Comparison cards (greater than/less than symbols without teeth)		
Fluency	-Sprint: Number Sentences Within 40 (**Lesson 10 Sprint**) -Digit Detective (Students work in pairs. One student writes a number between 0 and 40 and gives clues to the other student partner until the other partner guesses the correct number.)		
Application Problem	Elaine and Mike were picking blueberries. Elaine had 19 blueberries and ate 10. Mike had 13 and picked 7 more. Compare Elaine and Mike's blueberries after Elaine ate some and Mike picked some more. Use words and pictures to show how many blueberries each person has. Use the term *greater than* or *less than* in your statement.		
Concept Development	-Teacher shows 28 and 37 on place value charts and asks students which number the hungry alligator would want to eat. Teacher then explains the *greater than* sign and the *less than* sign. Students practice comparing numbers using white boards. Each partner writes a number on a personal whiteboard and then the partners put a comparison card between the two boards. Students may vary how they represent numbers, including quick tens and ones drawings, place value charts, and giving the tens and ones. -Students complete **Lesson 10 Problem Set** (student book page 145/46)		
Closing/ Assessment	Teacher says, "What are some different ways you an remember each of the symbols?" **Lesson 10 Exit Ticket**		
Homework	**Lesson 10 Homework** (student book page 47/48)		
Differentiation *Pull BL students for small group reteach *AL Students Complete	**Below Level (BL)** Aziza Khamari'A I'Yanna Farrah Salim	**On Level (OL)** Julian Fatimah Naleishka Linda Dominic Emmanuel	**Above Level (AL)** Airiyan Kesia Hamzeh

enrichment (prodigy assignment)		Yanizley Raymon	

Date	Module 4, Topic C Lesson 11	***Teacher Edition Pages 139-150***	
Standards	4 1.NBT.6		
Objective	Add and subtract tens from a multiple of 10.		
Materials			
Fluency	-Compare Numbers (Teacher gives sets of numbers, students write numbers in the order they are given and put the correct comparison symbol between them. 5 and 8, 15 and 18, 25 and 28. 6 and 3, ten 6 and ten 3, 2 tens 6 and 2 tens 3. 3 and 3, 3 tens and 3 tens, 3 tens and 3 ones. 3 and 4, 3 tens 4 ones and 4 tens 3 ones, 3 ones 4 tens and 4 ones 3 tens. Students read sentences aloud.) -Number Bond Addition and Subtraction (Teacher gives a number (within 10) bond with a missing part. Students write an addition and subtraction problem to solve.) -Happy Counting by Tens (Students count from 0 to 120 the regular way and the say tens way)		
Application Problem	Sharon has 3 dimes and 1 penny. Mia has 1 dime and 3 pennies. Whose amount of money has a greater value?		
Concept Development	-Teacher gives the problem 2+1=3 and leads students in a discussion about how 2+1=3 relates to 2 tens + 1 ten = 3 tens, then to 20+10=30 (Teacher can display on chart paper or on board). Students make math drawings, number bond, and write number sentences for both. Teacher repeats process with 3 tens + 1 ten, 2 tens + 2 tens, and 1 ten + 3 tens. Through the progression, teacher notes that the *numbers* don't change, but the *units* change. Students use the number bond/sentence set on **Lesson 11 Template** (student book pave 55) to record their work. Teacher repeats process (3-1=2 to 3 tens-1ten = 2 tens to 30-10=20) again with subtraction using the following problems: 30-10, 30-20, 40-20, 40-40, 40-0. -Students complete **Lesson 11 Problem Set** (student book page 49/50 & 51)		
Closing/ Assessment	Teacher says, "Look at Problem 3. What simpler problem can help you solve this problem?" **Lesson 11 Exit Ticket**		
Homework	**Lesson 11 Homework** (student book page 52 & 53)		
Differentiation *Pull BL students for small group reteach *AL Students Complete enrichment (prodigy assignment)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic C Lesson 12	***Teacher Edition Pages 151-165***
Standards	4 1.NBT.6	

Objective	Add tens to a two-digit number.		
Materials	-Linking cubes or base ten blocks -Dimes and pennies		
Fluency	-Sprint: Related Addition and Subtraction Within 10 (**Lesson 12 Sprint**) -Add and Subtract Tens Within 40 (Teacher writes related addition and subtraction sentences, students copy and complete: 4 tens - 3 tens = _ tens and 3 tens + _ tens = 4 tens) -Count by Tens with Coins (Using **Lesson 12 Fluency Template**, teacher lays down and takes up dimes and students count up and down by ten. Repeat, but start with 6 pennies and add and remove dimes.)		
Application Problem	Thomas has a box of paper clips. He used 10 of them to measure the length of his big book. There are 20 paper clips still in the box. Use the arrow way to show how many paper clips were in the box at first?		
Concept Development	-Teacher directs students to show 13 with cubes/blocks and records on place value chart or board. Teacher directs students to add 10 and show with cubes. Teacher records on chart or board. Students draw 13 and 10 with quick ten drawings and show with number bond. Teacher leads discussion about how the tens place changed, but the ones place stayed the same. Teacher repeats process with 16 + 10, 26 + 10, 15 + 20, and 20 + 18. Teacher then leads students to solve for missing addend: 13 + _ = 23, 16 + _ = 36, _ + 10 = 35 and _ + 20 = 37. Teacher asks students to make 24 with dimes and pennies, and has students add ten (one dime) to make 34. Teacher and students record with drawings, place value charts, and drawings. Repeat with dimes and pennies for 15 + 10, 15 + 20, 17 + 20, 10 + 17, 20 + 14, 18+ _ = 28, 18 + _ = 38. Students then use **Lesson 12 Template** (addition and subtraction cards) to play Addition and Subtraction with Cards. Each player flips over a card and the student with the greatest total wins the cards. -Students complete **Lesson 12 Problem Set** (student book page 57/58)		
Closing/ Assessment	Teacher says, "Look at Problem 11. Why didn't the ones digit change from the starting number to the ending number?" **Lesson 12 Exit Ticket**		
Homework	**Lesson 12 Homework** (student book page 59/60)		
Differentiation *Pull BL students for small group reteach *AL Students Complete enrichment (prodigy assignment)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Mid Module Assessment ***Teacher Edition Pages 166-180***
Standards	1 1.NBT.2 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6
Objective	Assess standards from Topic A-C of Module 1
Procedures	-Teacher gives directions as necessary for each part of the mid module assessment. -Scoring guide is on pages 172-175 of Teacher Edition Book. -Answer key on pages 176-180 of Teacher Edition Book.

Date	Module 4, Topic D Lesson 13 ***Teacher Edition Pages 183-193***
Standards	4
Objective	Use counting on and the make ten strategy when adding across a ten.
Materials	-Dice -Linking cubes or base ten blocks
Application Problem	Use linking cubes as you read, draw, and write (RDW) to solve the problems. 1. Emi had a linking cube train with 4 blue cubes and 2 red cubes. How many cubes were in her train?

	2. Emi made another train with 6 yellow cubes and some green cubes. The train was made of 9 linking cubes. How many green cubes did she use? 3. Emi wants to make her train of 9 inking cubes into a train of 15 cubes. How many cubes does Emi need? ****Students should keep the Application problem for lessons 13-18 together in a folder for use in later lessons****
Fluency	-Addition and Subtraction with Cards (played in Lesson 12 with **Lesson 12 Template**) -Race and Roll Addition (Student partners start at 0 and take turns rolling a die, adding the number rolled to their total until one partner reaches 20. Students say the addition problem each time.) -Core Addition Fluency Review (**Lesson 2 Core Addition Fluency Review**)
Concept Development	-Teacher directs students to show 13 with cubes/blocks, then directs students to add 4 to their group. Students count to find that they now have 17 and give different ways the problem could be written (13+4, 10+7, 10+3+4) Teacher directs students to make a quick tens drawings of 10 and 3, then add x's to represent the four added. Teacher then directs students to make a number sentence (13+4) and shows students how to break apart the 13 in number bond to show the ten and ones, and then add the ones together to make 17. -Teacher directs students to make 13 with cubes/blocks and directs students to add 7. Students tell how many cubes they have now (2 tens or 20). Teacher directs students to write the number sentence, and draw with quick ten drawings (drawing the "ones" in a line to make into a "ten" stick). Repeat entire process with 17+2, 18+2, 28+2, 23+6, 33+6, 23+7, and 33+7. -Students complete **Lesson 13 Problem Set** (student book page 61/62)
Closing/ Assessment	Teacher says, What strategies did we use today to solve addition problems?" **Lesson 13 Exit Ticket**
Homework	**Lesson 13 Homework** (student book page 63/64)

Date	Module 4, Topic D ***Teacher Edition Pages 194-204*** Lesson 14
Standards	4
Objective	Use counting on and the make ten strategy when adding across a ten.
Materials	-Linking cubes or base ten blocks
Application Problem	Use linking cubes and the RDW process to solve one or more of the problems. a. Emi had a linking cube train of 7 cubes. She added 4 cubes to the train. How many cubes are in her linking cube train? b. Emi made another train of linking cubes. She started with 7 cubes and added some more cubes until her train was 9 cubes long. How many cubes did Emi add? c. Emi made one more train of linking cubes. It was made of 8 linking cubes. She took some cubes off, and then her train was 4 linking cubes long. How many cubes did Emi take off?
Fluency	-Addition Within 40: Counting On (Teacher gives problems, students repeat problems with solutions: 5+2, 10+7, 15+2, 25+2, 35+2) -Get to 10 (Teacher gives a number, students give the number to get to the next ten: 9 (9+1=10), 19 (19+1=20), 29, 39. 5, 15 25, 35. 8, 18, 28, 38. 7, 17, 27, 37) -Make Ten Addition with Partners (Students work in partners. Students pick a number within 10, and add it to 9, 8 and 7, showing how to make 10 to make any teen numbers)
Concept Development	-Teacher directs students to show 19 with cubes and then to add 3 more. Students make a new ten stick with the 9 and 3 ones to show 22 as the answer. Repeat with 18+4, 28+4, 26+5, 26+7 and 15+8. -Teacher shows how to draw quick tens and ones drawings to solve 19+3 (drawing the "ones" in a column to draw a line through to make a "ten") and shows the number sentence, making a number bond for 3 to make 1 and 2 to make the 19 into 20 and then add 2 to make 22. Repeat with 29+3, 19+5, 18+3, 17+3, 26+3, 26+7, 28+7. -Students complete **Lesson 14 Problem Set** (student book page 65/66)
Closing/ Assessment	Teacher says, "How did your fluency work in Get to Ten help you during today's lesson?" **Lesson 14 Exit Ticket**
Homework	**Lesson 14 Homework** (student book page 67/68)

Differentiation *Pull BL students for small group reteach *AL Students Complete enrichment (prodigy assignment)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic D Lesson 15 ***Teacher Edition Pages 205-215***
Standards	4
Objective	Use single-digit sums to support solutions for analogous sums to 40.
Materials	-Linking cubes
Application Problem	Using pictorial representations and the RDW process, solve one or more of the problems. 1. Emi had a linking cube train of 6 cubes. She added 3 cubes to the train. How many cubes are in her linking cube train? 2. Emi made another train of linking cubes. She started with 7 cubes and added some more cubes until her train was 12 cubes long. How many cubes did Emi add? 3. Emi made one more train of linking cubes. It was made of 12 linking cubes. She took some cubes off, and her train became 4 linking cubes long. How many cubes did Emi take off?
Fluency	-Number Bond Addition and Subtraction (Teacher gives a number (within 10) bond with a missing part. Students write an addition and subtraction problem to solve.) -Make Ten Addition with Partners (Students work in partners. Students pick a number within 10, and add it to 9, 8 and 7, showing how to make 10 to make any teen numbers) -Add Tens (Teacher flashes fingers and directs students to add ten or a multiple of ten. Ex: show 3, say "add ten", show 3, say "add two tens".)
Concept Development	-Teacher shows 4 red and 2 yellow cubes linked together and asks students to give the addition sentence and total (4+2=6). Teacher adds a red ten stick and asks students to tell the new addition sentence and total (14+2=16) Teacher repeats with another red ten stick (24+2=26) and again with another ten stick (34+2=36). Teacher records all problems as students give them. Students discuss how they got their answers, and teacher repeats with 9+5, 19+5 (show how to regroup to make the 9 and 5 into 14 to add to the ten), and 29+5 (again show the regrouping). Teacher records all problems and asks students to describe the pattern. -Students work in pairs to repeat with 5+4, 15+4, 25+4, 35+4. 4+6, 14+6, 24+6, 34+6. 2+7, 12+7, 22+7, 32+7. 9+3, 19+3, 29+3. 8+6, 18+6, 28+6. 8+8, 18+8, 28+8. 5+7, 15+7, 25+7. -Students complete **Lesson 15 Problem Set** (student book page 69/70)
Closing/ Assessment	Teacher says, "How did looking for patterns help you solve the problems on the second page of your Problem Set?" **Lesson 15 Exit Ticket**
Homework	**Lesson 15 Homework** (student book page 71/72)

Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic D Lesson 16 ***Teacher Edition Pages 216-226***
Standards	4
Objective	Add ones and ones or tens and tens.
Materials	-Dice

	-Linking cubes -Dimes and pennies
Application Problem	Use the RDW process to solve one or more of the problems without using linking cubes. a. Emi had a linking cube train with 14 blue cubes and 2 red cubes. How many cubes were in her train? b. Emi made another train with 16 yellow cubes and some green cubes. The train was made of 19 linking cubes. How many green cubes did she use? c. Emi wants to make her train of 8 linking cubes into a train of 17 cubes. How many cubes does Emi need?
Fluency	-Analogous Addition Sentences (Students work in partners and each roll a die and record the number, then make a column under the number by writing the number that is made by adding one ten, stopping after three numbers. Students then make each number into a number sentence by adding the number their partner rolled to each number in their column.) -Digit Detective (Teacher gives digits in the tens and ones place of a number, students give the number: Ex: 3 in the tens place, 2 in the ones place = 32)
Concept Development	-As students sit in partners, the teacher writes 16+2 and 16+20 on the board and directs each student partner to solve one of the problems using linking cubes. Students share their solutions and compare. Teacher demonstrates how to solve both problems with quick ten drawings and by writing a number sentence, making a number bond for the teen number to make a ten and add the ones (in the first problem) or add the tens (in the second problem). -Teacher repeats entire process for 18+20 and 18+2, 17+20 and 17+2, 19+1 and 19+10, 15+20 and 15+2. -Repeat process again using coins (dimes and pennies), coin drawings, and number bonds to solve: 14+2 and 14+20, 26+10 and 26+4. -Students complete **Lesson 16 Problem Set** (student book page 73/74)
Closing/ Assessment	Teacher says, "How was solving Problem 7 helpful in solving Problem 8?" **Lesson 16 Exit Ticket**
Homework	**Lesson 16 Homework** (student book page 75/76)

Date	Module 4, Topic D ***Teacher Edition Pages 227-239*** Lesson 17
Standards	4
Objective	Add ones and ones or tens and tens.
Materials	-Dice -Linking cubes
Application Problem	Use the RDW process to solve one or more of the problems. a. Ben had 7 fish. He bought 4 fish at the store. How many fish does Ben have? b. Maria had 7 fish in her tank this morning. She bought some more fish, and now she has 9. How many did she buy? c. Anton had 8 fish. Some of the fish died, and now Anton has 4 fish. How many fish died?
Fluency	-Core Addition Fluency Review: Missing Addends (**Lesson 17 Core Addition Fluency Review**) -Relating Addition and Subtraction (Students choose a problem from the fluency review sheet and rewrite each problem as a subtraction equation) -Analogous Addition Sentences (Students work in partners and each roll a die and record the number, then make a column under the number by writing the number that is made by adding one ten, stopping after three numbers. Students then make each number into a number sentence by adding the number their partner rolled to each number in their column.)
Concept Development	-Teacher writes 19+2 and shows 19 red cubes. Teacher leads students in a discussion of what is being added to the 19, and where it should be added to (the ones). Students show how to add the two numbers with linking cubes, making two tens and a one. Teacher and

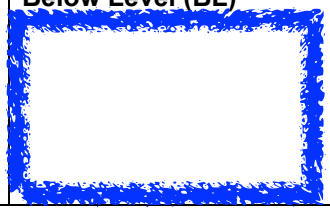
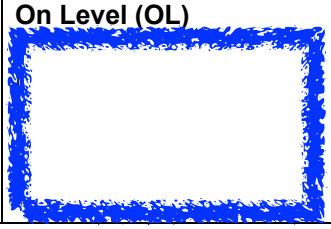
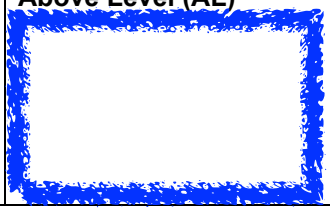
	students show work with quick ten drawings, number sentences, and number bonds. Teacher repeats with 19+20. -Teacher repeats entire process with 16+2 and 16+20, 2+13 and 20+13, 10+28 and 28+1, 8+27. -Students then use **Lesson 17 Template** (addition and subtraction cards) to play Addition and Subtraction with Cards. Each player flips over a card and the student with the greatest total wins the cards. -Students complete **Lesson 17 Problem Set** (student book page 77/78)
Closing/ Assessment	Teacher says, "Share with your partner how you solved each problem in the problem set. Did you use quick tens and ones? Did you use a number bond? Why did you make each choice?" **Lesson 17 Exit Ticket**
Homework	**Lesson 17 Homework** (student book page 79/80)

Date	Module 4, Topic D Lesson 18	***Teacher Edition Pages 240-250***	
Standards	4		
Objective	Share and critique peer strategies for adding two-digit numbers.		
Materials	-Dice		
Application Problem	Use the RDW process to solve one or both of the problems. a. Some ducks were in a pond. 4 baby ducks joined them. Now, there are 6 ducks in the pond. How many ducks were in the pond at first? b. Some frogs were in the pond. Three jumped out, and now there are 5 frogs in the pond. How many frogs were in the pond at first?		
Fluency	-Core Addition Fluency Review: Missing Addends (**Lesson 17 Core Addition Fluency Review**) -Relating Addition and Subtraction (Students choose a problem from the fluency review sheet and rewrite each problem as a subtraction equation) -Analogous Addition Sentences (Students work in partners and each roll a die and record the number, then make a column under the number by writing the number that is made by adding one ten, stopping after three numbers. Students then make each number into a number sentence by adding the number their partner rolled to each number in their column.)		
Concept Development	-Teacher writes 17 + 4 and directs students to discuss how they would solve the problem and then work the problem to solve. After students solve, the teacher shows student work from **Lesson 18 Template**, one at a time, and students discuss the strategies used and decide if the problem is correct. If incorrect, students discuss what went wrong. Teacher labels Student A work as *Arrow Way,* Student B work as *Quick Ten Drawing,* Student C and D work as *Number Bond.* -Teacher writes 19+5 on the board and students use one of the methods (quick ten, arrow way, or number bond) to solve. After solving, students compare work with partners and discuss. -Students complete **Lesson 18 Problem Set** (student book page 81/82)		
Closing/ Assessment	Teacher says, "How did today's fluency help you to be successful with the lesson?" **Lesson 18 Exit Ticket**		
Homework	**Lesson 18 Homework** (student book page 83/84)		
Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic E Lesson 19	***Teacher Edition Pages 253-264***
Standards		
Objective	Use tape diagrams as representations to solve *put together/take apart with total unknown* and *add to with result unknown* word problems.	
Materials		
Fluency	-Sprint: Analogous Addition Within 40 (**Lesson 19 Sprint**)	
Concept Development	-During this lesson, the teacher and students work through the problem set together. The teacher leads students through the *Read Draw Write* process for problem solving. As Teacher leads students to complete **Lesson 19 Problem Set** (student book page 85/86), the teacher guides students into making drawings that will lead to a tape diagram. ****Problem Sets from Lessons 19-21 should be kept in a folder for use in later lessons****	
Closing/ Assessment	Teacher says, "How can a tape diagram help us share our thinking?" **Lesson 19 Exit Ticket**	
Homework	**Lesson 19 Homework** (student book page 87/88)	

Date	Module 4, Topic E Lesson 20	***Teacher Edition Pages 265-275***
Standards		
Objective	Recognize and make use of part-whole relationships within tape diagrams when solving a variety of problem types.	
Materials		
Fluency	-Beep Counting by Ones and Tens (Teacher says a series of four numbers, replacing one number with the word *beep*. Students give the missing number: 10, 11, 12, b. 20, 21, 22, b. 20, 19, 18, b. 30, 29, 28, b. 0, 10, 20, b. 1, 11, 21, b. 40, 30, 20, b. 39, 29, 19, b.) -Number Bond Addition and Subtraction (Teacher gives a number (within 10, then within 20) bond with a missing part. Students write an addition and subtraction problem to solve.) -Addition and Subtraction with Cards (play with the cards from **Lesson 12 Template** and **Lesson 17 Template**)	
Concept Development	-During this lesson, the teacher and students work through the problem set together. The teacher leads students through the *Read Draw Write* process for problem solving. As the teacher leads students to complete **Lesson 20 Problem Set** (student book page 89/90), the teacher directs students to draw using tape diagrams.	
Closing/ Assessment	Teacher says, "Some people only write numbers and not circles inside the parts of a tape diagram. Why do we draw the circles sometimes? Why do we just use numbers at times?" **Lesson 20 Exit Ticket**	
Homework	**Lesson 20 Homework** (student book page 91/92)	

Date	Module 4, Topic E Lesson 21	***Teacher Edition Pages 276-285***
Standards		
Objective	Recognize and make use of part-whole relationships within tape diagrams when solving a variety of problem types.	
Materials		
Fluency	-Race and Roll Addition (Student partners start at 0 and take turns rolling a die, adding the number rolled to their total until one partner reaches 20. Students say the addition problem each time.) -Number Bond Addition and Subtraction (Teacher gives a number (within 10) bond with a missing part. Students write two addition and subtraction problems to solve.) -Take Out 1 or 10 (Teacher gives a number, tells students the Say Ten Way and then directs students to either take out 1: 15, 25, 35. Repeat for taking out ten.)	

	-Longer/Shorter (Teacher draws two tape diagrams and labels them with dots/circles, and then with just numbers. Students tell which is longer and which is shorter. 5 and 5, 5 and 4, 5 and 10, 1 and 3, 4 and 6, 10 and 20.)
Concept Development	-During this lesson, the teacher and students work through the problem set together. The teacher leads students through the *Read Draw Write* process for problem solving. As the teacher leads students to complete **Lesson 21 Problem Set** (student book page 93/94), the teacher directs students to draw using tape diagrams.
Closing/ Assessment	Teacher says, "In an earlier lesson, we were looking at smaller, single-digit addition facts inside two-digit addition problems. Can you find any simpler addition facts inside your number sentences? Share your examples." **Lesson 21 Exit Ticket**
Homework	**Lesson 21 Homework** (student book page 95/96)
Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)**  **On Level (OL)**  **Above Level (AL)** 

Date	Module 4, Topic E ***Teacher Edition Pages 286-299*** Lesson 22
Standards	
Objective	Write word problems of varied types.
Materials	-Dice -Folder with Problem Sets from Lessons 19-21 -Folder with Application Problems from Lessons 13-18
Fluency	-Race and Roll Addition (Student partners start at 0 and take turns rolling a die, adding the number rolled to their total until one partner reaches 20. Students say the addition problem each time.) -Sprint: Related Addition and Subtraction Within 10 and 20 (**Lesson 22 Sprint**) -Longer/Shorter (Teacher draws tape diagram rectangle for one number and asks students to direct the drawing of a second diagram for a second number based on the size of the first: 10 and 20, 10 and 5, 4 and 4, 4 and 8, 4 and 2, 8 and 10, 10 and 9.)
Concept Development	-Teacher shows a tape diagram for 14+4=?(18) and asks students which problem set and question it came from. Students look through previous problem sets to locate the problem (problem 4 on Lesson 21 or problem 6 on Lesson 20) and explain their choice. -Teacher draws a tape diagram for 15+?(3)=18 and asks students to find which problem from yesterdays lesson this diagram goes with. Students find the problem (number 5) and explain their choice. Students then work in partners to make up a different problem that could also go with the same tape diagram. As students share their new problems, the teacher labels new tape diagrams with the new information, adding the number sentences and statements. Students identify ways the new tape diagrams are similar and different. -Students complete **Lesson 22 Problem Set** (student book page 97/98 & 99/100)
Closing/ Assessment	Teacher says, "Look at the Application Problems from Lessons 13-18 and the Problem Sets from Lessons 19-21. What do you notice about your work? What part of your word problem work has been improving?" **Lesson 22 Exit Ticket**

Homework	**Lesson 22 Homework** (student book page 101/102)		
Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic F Lesson 23	***Teacher Edition Pages 302-317***
Standards	4 1.NBT.2	
Objective	Interpret two-digit numbers as tens and ones, including cases with more than 9 ones.	
Materials	-Rekenrek -Dimes -Linking cubes	
Application Problem	Kim picks up 10 loose pencils and puts them in a cup. Ben has 1 package of 10 pencils that he adds to the cup. How many pencils are now in the cup? Use the RDW process to solve the problem.	
Fluency	-Grade 1 Core Fluency Differentiated Practice Sets (Begin all students on **Core Fluency Practice Set A**) -Count by 10 with Dimes (Teacher lays out and takes up dimes in five groups as students count the say ten way and regular way) -Tens and Ones (Teacher shows amounts on the rekenrek, students identify how many tens and ones are in the number, then to add one and add ten: 16, 26, 36, 15, 25, 35, 45, 55, 65, 75, 17, 27, 57, 97. Repeat with taking ten away: 39, 29, 19, 9, 51, 41, 31.)	
Concept Development	-Teacher calls three students to the front of the room and has them use their "magic counting sticks" (fingers) to make 30. Students should each make clasped hands to show three groups of ten. Teacher records on place value chart. Teacher asks one student to unclasp hands and show all ten fingers. Students identify that there is still ten represented (2 tens and 10 ones) and teacher records in place value chart. Repeat with the next student (1 ten and 20 ones) and again for the last student (30 ones). Teacher shows all four ways to make 30 on place value charts. Students work in groups of 4 to come up with as many ways as they can to make 40. Teacher calls four students to come to the front and asks them to show 37. Teacher leads students through the different ways to make 37 (3 tens 7 ones, 2 tens 17 ones, 1 ten 27 ones, 37 ones). Students work in pairs or groups of 4 to come up with ways to make 13, 23, 27, 34, and 38. -Teacher shows 1 ten 15 ones on a place value chart and asks students to identify the value of the number shown. Students may use magic counting sticks or linking cubes. Repeat with 25 ones, 3 tens 5 ones, 2 tens 15 ones, 1 ten 25 ones, 31 ones, 2 tens 11 ones, 1 ten 21 ones, 3 tens 1 one, 2 tens 16 ones, 3 tens 6 ones, 1 ten 29 ones, 3 tens 9 ones. -Students complete **Lesson 23 Problem Set** (student book page 103/104)	
Closing/ Assessment	Teacher says, "How can using Say Ten counting help you find your combinations of tens and ones?" **Lesson 23 Exit Ticket**	
Homework	**Lesson 23 Homework** (student book page 105/106)	

Date	Module 4, Topic F Lesson 24	***Teacher Edition Pages 318-327***
Standards	4 1.NBT.2	
Objective	Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.	
Materials	-Dice -Rekenrek -Linking cubes	

Application Problem	A dog hides 11 bones behind his doghouse. Later, his owner gives him 5 more bones. How many bones does the dog have now? Use the RDW process to share your thinking as you solve the problem.
Fluency	-Grade 1 Core Fluency Differentiated Practice Sets (Any students who correctly answered all problems on **Core Fluency Practice Set A** in Lesson 23 can move on to Set B. All others continue to work on Set A again.) -Number Bond Addition and Subtraction (Teacher gives a number (within 10) bond with a missing part. Students write two addition and subtraction problems to solve.) -Count by 10 or 1 with Dime and Pennies (Teacher lays down and picks up dimes as students count by tens. Then teacher starts with 2 pennies and lays down and picks up dimes as student count. Teacher then starts with 2 dimes and lays down and picks up pennies as students count.) -Add Tens (Teacher shows a number on the rekenrek and directs students to add 10 and 20)
Concept Development	-Teacher writes 24+13 and directs students to work in partners to make the numbers with linking cubes and work together to add, making another ten from the ones to find the answer of 37. Teacher then slowly demonstrates step-by-step how to add the two numbers together by adding the tens first, shows the number bond solution. Teacher then repeats process with 24+16. Students also demonstrate solution with number bond and addition sentences. Students repeat whole process with 22+14, 23+16, 23+17, 19+21, 22+18, 12+28. -Students complete **Lesson 24 Problem Set** (student book page 107/108)
Closing/ Assessment	Teacher says, "What new strategy did we use to add 2 two-digit addends?" **Lesson 24 Exit Ticket**
Homework	**Lesson 24 Homework** (student book page 109/110)
Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)** | **On Level (OL)** | **Above Level (AL)**

Date	Module 4, Topic F ***Teacher Edition Pages 328-339*** Lesson 25
Standards	4 1.NBT.2
Objective	Add a pair of two-digit numbers when the ones digits have a sum less than or equal to 10.
Materials	-Linking cubes
Application Problem	A chipmunk hides 11 acorns under a tree. Later, he gives 5 of the acorns to his friend. How many acorns does the chipmunk have? Use the RDW process to solve the problem.
Fluency	-Get to 10 or 20 (Teacher lays down and picks up pennies up to 10 and students count. Then teacher lays down and takes up dimes and counts) -Sprint Targeting Core Fluency: Missing Addends for Sums of Ten(s) (**Lesson 25 Sprint Core Fluency**) -Take Out 1 or 2 (Teacher gives a number [5, 15, 25, 35] and directs students to take out 1 and then 2)
Concept Development	-For the first ten minutes, students solve problems given by the teacher using quick ten drawings, linking cubes, or number bonds to solve. Set 1: 15+12, 15+13, 15+15, 16+14. Set 2: 24+13, 26+13, 27+13, 12+28. Set 3: 37+22, 46+23, 46+24, 53+17. After students work for 10 minutes, the teacher writes 17+13 on the board and asks students how to solve (tens first 17+10=27 then 27+3=30), and shows how to add ones first instead. (17+3=20 then 20+10=30). Students practice adding the ones first for the following problems: 18+12, 28+12, 18+22, 16+23, 16+24, 21+19. -Students complete **Lesson 25 Problem Set** (student book page 111/112)
Closing/ Assessment	Teacher says, "Share your strategy for solving 2(h) with your partner. How are your strategies similar or different?" **Lesson 25 Exit Ticket**

Homework	**Lesson 25 Homework** (student book page 113/114)		
Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic F Lesson 26	***Teacher Edition Pages 340-348***	
Standards	4 1.NBT.2		
Objective	Add a pair of two-digit numbers when the ones digits have a sum greater than 10.		
Materials	-Linking cubes		
Application Problem	It snowed 7 days in February and the same number of days in March. How many days did it snow in those 2 months? Use the RDW process to solve the problem.		
Fluency	-Sprint Targeting Core Fluency: Missing Addends for Sums of Ten(s) (**Lesson 25 Sprint Core Fluency**)		
Concept Development	-Teacher writes 19+15 on the board and leads students as they work in pairs to solve using linking cubes by adding the tens first, then record work as a number bond and number sentences (19+10=29 then 29+5=34). Students work in pairs to solve: 19+16, 19+18, 18+17, 17+15, 16+16, 15+18. Teacher writes 19+15 on the board again and directs students to solve in a different way. This time instead of breaking up 15 into 10 and 5, 15 can be broken down into 1 and 14 to help make the 19 to 20 (making the next ten) (19+1=20 and 20+14=34). Teacher and students repeat process for the same problems as above. -Students complete **Lesson 26 Problem Set** (student book page 115/116)		
Closing/ Assessment	Teacher says, "Which strategy is easier for you to use when you add? Adding on the ten first or making the next ten first? Explain why it's easier for you." **Lesson 26 Exit Ticket**		
Homework	**Lesson 26 Homework** (student book page 117/118)		
Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic F Lesson 27	***Teacher Edition Pages 349-358***	
Standards	4 1.NBT.2		
Objective	Add a pair of two-digit numbers when the ones digits have a sum greater than 10.		
Materials	-Dice -Linking cubes (optional)		
Application Problem	During the winter, it snowed on 14 different days. On some of the days, we got to stay home. For 9 of the snowy days, we had to go to school. For how many days did we get to stay home? Use the RDW process to solve the problem.		
Fluency	-Grade 1 Core Fluency Differentiated Practice Sets (Any students who correctly answered all problems on **Core Fluency Practice Set A** and **B** in Lesson 23 can move on to Set C. All others continue to work on Set A or B again.) -Race to the Top (Students work in pairs to roll dice, say an addition sentence, and record the sum on **Lesson 27 Fluency Template**) -Take Out 1 or 2 (Teacher gives a number [6, 16, 26, 36] and directs students to take out 1 and then 2)		
Concept Development	-Today's lesson provides students with the opportunity to increase fluency with adding with two-digit numbers. Teacher writes problem sets on the board, and students solve. Set 1: 19+11, 19+13, 18+15, 17+16. Set 2: 18+12, 17+17, 17+16, 16+15. Set 3: 17+23, 27+25, 24+29, 34+27. Set 3 is for challenging advanced learners. -Students complete **Lesson 27 Problem Set** (student book page 119/120)		
Closing/ Assessment	Teacher says, "Which ten strategy-make the next ten or add on the ten-is easier for you to use when adding? Explain your choice." **Lesson 27 Exit Ticket**		
Homework	**Lesson 27 Homework** (student book page 121/122)		
Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)**	**On Level (OL)**	**Above Level (AL)**

Date	Module 4, Topic F Lesson 28	***Teacher Edition Pages 359-368***
Standards	4 1.NBT.2	
Objective	Add a pair of two-digit numbers with varied sums in the ones.	
Materials	-Pennies and Dimes	
Application Problem	Anton had some crayons in his desk. His teacher gave him 2 more. When he counted all of his crayons, he had 16 crayons. How many crayons did Anton have in his desk originally? Use the RDW process to solve the problem.	
Fluency	-Grade 1 Core Fluency Differentiated Practice Sets (Students continue working on the appropriate **Lesson 23 Core Fluency Practice Set [A-E]**) -Coin Drop (Teacher shows either a dime or penny and puts some in a can. Students tell how much money is in the can.) -Make Ten: 9 up (Teacher gives a number within 10 and students tell how many more to go up to 10. Ex: T-9 up S-9+1=10)	

	-Addition Strategies Review (Teacher asks a student to show 9 and a student to show 6 on their magic counting sticks. Together the students make a ten and then 15. Repeat with 3 and 15.)
Concept Development	-Today's lesson provides students with the opportunity to increase fluency with adding with two-digit numbers. Teacher writes problem sets on the board, and students solve. Set 1: 15+2, 15+20, 28+12, 18+14, 17+16. Set 2: 14+3, 14+20, 17+23, 17+15, 16+19. Set 3: 13+4, 23+40, 28+22, 26+25, 36+27. Set 3 is for challenging advanced learners. -Students complete **Lesson 28 Problem Set** (student book page 123/124)
Closing/ Assessment	Teacher says, "Which method did you use the most to solve today's addition problems? Explain the reason for your choice. **Lesson 28 Exit Ticket**
Homework	**Lesson 28 Homework** (student book page 125/126)
Differentiation *Pull BL small group reteach *AL Students Complete enrichment (prodigy)	**Below Level (BL)** | **On Level (OL)** | **Above Level (AL)**

Date	Module 4, Topic F ***Teacher Edition Pages 369-380*** Lesson 29
Standards	4 1.NBT.2
Objective	Add a pair of two-digit numbers with varied sums in the ones.
Materials	-Pennies and Dimes
Application Problem	Kiana's friend gave her 3 more stickers. Now, Kiana has 16 stickers. How many stickers did Kiana already have? Use the RDW process to solve the problem.
Fluency	-Grade 1 Core Fluency Differentiated Practice Sets (Lesson 23 Core Fluency Practice Sets) -Coin Drop (Teacher shows either a dime or penny and puts some in a can. Students tell how much money is in the can.) -Race to the Top (Students work in pairs to roll dice, say an addition sentence, and record the sum on **Lesson 29 Fluency Template**)
Concept Development	-Today's lesson provides students with the opportunity to increase fluency with adding with two-digit numbers. Teacher writes problem sets on the board, and students solve. Set 1: 16+12, 28+12, 18+15, 18+18, 17+16. Set 2: 26+12, 27+13, 17+15, 16+15, 18+17. Set 3: 34+23, 24+42, 23+27, 28+25, 26+37. Set 3 is for challenging advanced learners. -Students then use **Lesson 29 Template** (addition and subtraction cards) to play Addition and Subtraction with Cards. Each player flips over a card and the student with the greatest total wins the cards. -Students complete **Lesson 29 Problem Set** (student book page 127/128)
Closing/ Assessment	Teacher says, "For problems where you need to make a new ten, do you prefer to add on the tens first or to make a new ten?" **Lesson 29 Exit Ticket**
Homework	**Lesson 29 Homework** (student book page 129/130)

Date	End-of-Module Review and Assessment ***Teacher Edition Pages 381-389***

Standards	1 1.NBT.2 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6
Objective	Assess standards from Topic A-F of Module 1
Procedures	-Teacher gives directions as necessary for each part of the mid module assessment. -Scoring guide is on pages 385-386 of Teacher Edition Book. -Answer key on pages 387-389 of Teacher Edition Book.