Curriculum Sampler

Whole Number Foundations Level 2™

Curriculum Sampler

moving up!™

CTL Center on Teaching & Learning Marketplace

Moving Up! Mathematics™
Whole Number Foundations Level 2™
Curriculum Sampler
Lessons 5, 32, and 51

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Lesson 5

Activity	Strand	Objective
Warm Up	NC	**Math Card Practice (+1)***
1	PV	Understand the Hundreds Numbers
2	PV	Mystery Number Game
Wrap Up	NC	Math Extension Sheet

Materials		Vocabulary
Teacher • Math cards (+1) • 1 number line (0-20) • 1 whiteboard and dry erase marker • Hundreds chart (0-100)	**For Each Student** • 1 Lesson 5 Math Extension Sheet • 1 pencil	hundreds numbers, greater than, less than

***New Activity**

 Background Knowledge

 Possible Error

 Math Game

 Teacher Note

 Hand Gesture

Warm Up

Math Card Practice (+ 1) *5 minutes*

Teacher Materials: Math cards (+1), 1 number line (0-20)

For Each Student: 1 number line (0-20)

We have been learning how to add 1 to a number. Today we will practice some more.

Thumb up if you remember a strategy for adding 1.

Call on a student to share *(to add 1, you can say the next number).*

Yes, when you add 1, you say the *next* number. Say that with me, everyone: *when you add 1, you say the next number.*

Today we will practice adding 1 using math cards.

Show a few +1 math cards to students, noting how the front shows the problem and the back shows the answer. Hold +1 math cards in a stack with the top card facing students.

Today you will read the problem as a group, then *pause and think* about the answer. You can use your number line to help solve the problem. When you know the answer, give a thumb up. I will call on the whole group, or an individual student, to say the answer. Let's see how many cards we can solve today!

Pass out 1 number line to each student.

Have students solve +1 problems using the math cards. Alternate calling on individual students and the whole group to share the answer. If students make an error, correct it immediately, and return the card to the back of the stack for additional practice.

When 5 minutes are up, have the whole group count up the number of math cards they solved correctly and celebrate successes.

Teacher Note: Adjust instructional pacing to the needs of the group. The purpose of the math card practice is to build fluency with solving number combinations within 20. If students need additional time to solve the problem, slow down practice and allow them to accurately determine the answer to minimize guessing.

ERROR CORRECTION:

1. Tell students the correct answer: **[#] + 1 = [#].**
2. Have students point to starting [#] on their number line.
3. Remind students of the strategy: **Start with [#] and add 1, or say the next number. What does [#] + 1 equal, everyone?** *([#])*
4. Return the card to the stack for additional practice.

What is a strategy for adding 1 to a number, everyone? *(say the next number)*

Activity 1

Understand the Hundreds Numbers

Teacher Materials: 1 whiteboard and dry erase marker

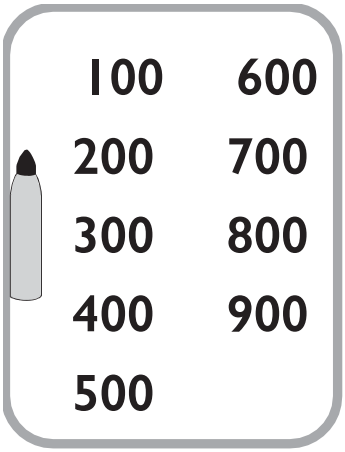
Vocabulary: hundreds numbers

In our last lesson you learned about the *hundreds numbers,* like 100 and 200.

On the teacher whiteboard, write "100" and "200."

Thumb up if you know the next *hundreds number*.

Call on individual students to share the next hundreds number, then write it on the whiteboard. Continue through 900.



Today we will practice saying the ***hundreds numbers* in order. Let's count by hundreds, from 100 to 900. Get ready...** *(100, 200, … 900)*

Turn over whiteboard.

Now try without looking at the whiteboard. Get ready... *(100, 200, … 900)*

Teacher Note: If students have difficulty, turn over the whiteboard so they can see the numbers again.

Now count by 100s again, but this time you will take turns saying each number. When I point to you, it's your turn to count until I point to someone else.

Do a count-around. Point to different students to continue the count (e.g., 1 student says *100, 200,* the next says *300, 400, 500*, and so on until you reach 900). Repeat a few times so that students practice saying different parts of the counting sequence.

Show students the whiteboard with the hundreds numbers again.

Talk to your partner: What pattern do you notice about the ***hundreds numbers?*

Monitor math talk. Guide students to the following ideas:

- The numeral in the hundreds place increases by 1
- All the hundreds numbers have 0 tens and 0 ones
- When you add 100, the tens and ones place stay the same

Possible Prompts:

→ How does the numeral in the hundreds place change?

→ How many tens and ones are in the ***hundreds numbers***?

→ Do the tens and ones change or stay the same when you add 100?

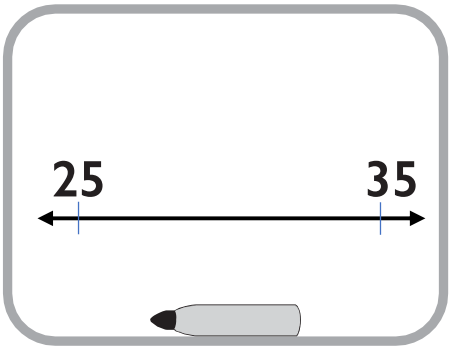
Activity 2 Mystery Number Game

Teacher Materials: 1 whiteboard and dry erase marker, Hundreds chart (0-100)

Vocabulary: greater than, less than

Draw an open number line from 25 to 35 on the whiteboard. Have the hundreds chart (0-100) nearby for correcting student errors.

We're going to play, "I'm thinking of a mystery number." You have to figure out what number I'm thinking of.



I am thinking of a number that is ***greater than* 25, and ***less than*** 35.**

What does ***greater than* mean? ***Less than?***

Call on students to share *(greater than means more than, less than means a smaller or lesser amount than)***.**

The mystery number is ***greater than* 25, and ***less than*** 35. Thumb up if you have a guess.**

Teacher Note: Mystery Number is 26.

Alternate calling on students to suggest a number that fits the mystery number clue.

On the open number line, write in the approximate location of student guesses that meet criteria but are not the mystery number (e.g., 62, 68). After each response, provide an additional clue such as, "The mystery number is greater than 62".

ERROR CORRECTION (for student response that is not between 25 and 35)

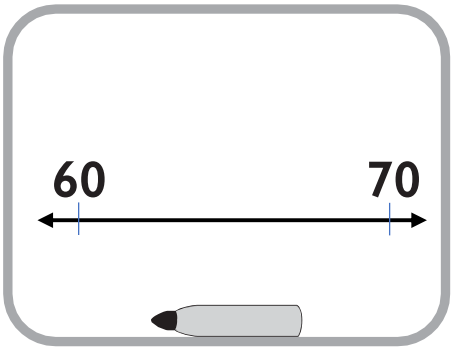
Remember, the mystery number is ***greater than* 25, and ***less than*** 35.**

On the hundreds chart, point to possible numbers (26-34) as you say:

These numbers are ***greater than* 25, and ***less than*** 35. Try a number that is greater than 25 and less than 35.**

Repeat with the following examples:

1.

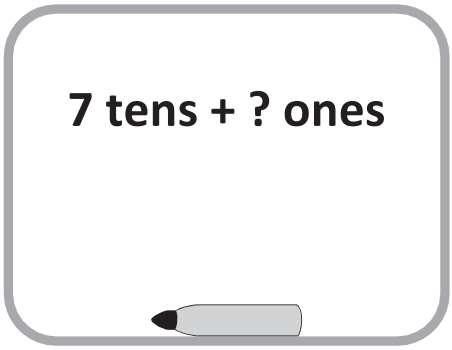


I am thinking of a number that is *greater than* 60, and *less than* 70. What is the mystery number?

Mystery Number is 68.

Note: Use the open number line to record student guesses in the approximate location.

2.

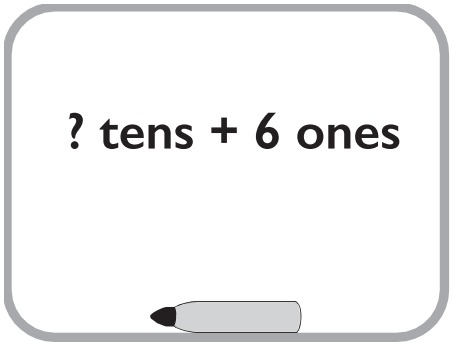


I am thinking of a number that has 7 tens and some amount of ones. What is the mystery number?

Mystery Number is 77 (7 tens and 7 ones)

Note: Use the hundreds chart to circle student guesses.

3.



I am thinking of a number that has some amount of tens and 6 ones. What is the mystery number?

Mystery Number is 56 (5 tens and 6 ones)

Note: Use the hundreds chart to circle student guesses.

Wrap Up

Math Extension Sheet

5 minutes

For Each Student: 1 Lesson 5 Math Extension Sheet, 1 pencil

Pass out Lesson 5 Math Extension Sheet and pencils to students.

Write the missing numbers to 20.

Monitor as students complete the number chart, correcting numeral formation if necessary.

After students have completed the missing numbers, say:

These are all problems that add 1. What is a good strategy for adding 1? *(say the next number)*

Yes, when you add 1, you say the next number.

Point to the first problem on the page. Read the equation, everyone. *(15 + 1 = 16)*

Call on a student to model the equation on the chart (pointing to 15 and moving their finger 1 space to the right.)

Now add 1 to complete the equations below.

Confirm or correct students as they complete the rest of the equations.

Now write your own equations that add 1.

If time allows, have students share their equations with a partner.

Name _____ Date _____

Lesson 5 Math Extension Sheet

Write the missing numbers to 20:

1									
									20

These are all problems that add 1. Complete the equations below.

15 + 1 = 16

16 + __ = 17

___ + 1 = 11

10 + ___ = 11

18 + 1 =__

8 + 1 =__

1 + 1 = ___

12 + ___ = 13

Now write your own equations that add 1.

___ + 1 = ___

___ + 1 = ___

Note Home: Have your child read the equations out loud, then choose a number and add 1.

Nota para casa: Pídale a su hijo(a) lea las ecuaciones en voz alta y luego elija un número y sume el 1.

Lesson 32

Activity	Strand	Objective
Warm Up	PV	Count by 10s to 300
1	NC	**Strategy: Make a Ten to Solve Subtraction Problems***
2	MD	Add 2-Digit Numbers: Regrouping Ones to Tens
Wrap Up	PV	Math Extension Sheet

Materials		Vocabulary
Teacher • Hundreds charts (0-100, 100-200, 200-300) • 1 whiteboard and dry erase marker • 1 number line (0-20) • Multi-Digit Addition – *Teacher Strategy Guide*	**For Each Student** • 1 number line (0-20) • 1 whiteboard and dry erase marker • Multi-Digit Addition – *Student Strategy Guide* (1 per group) • 1 Lesson 32 Math Extension Sheet • 1 pencil	count by, make a ten, regroup from ones to tens

***New Activity**


Background Knowledge


Possible Error


Math Game


Teacher Note


Hand Gesture

Warm Up

Count by 10s to 300

5 minutes

Teacher Materials: Hundreds charts (0-100, 100-200, 200-300)

Vocabulary: count by

Place hundreds charts nearby, but out of view of students. Use the 0-100 and 100-200 hundreds charts to correct student errors when counting by 10s from 10-200.

Today you will practice counting by 10s to 300. What does it mean to *count by* a number?

Call on students to share ideas *(when you count by a number, you are adding that number every time you say the next number).*

Yes, *counting by* a number is the same as adding that number every time.

First *count by* 10s to 200. Get ready… *(10, 20, 30, … 200)*

Place the hundreds chart (200-300) on the table facing students and point to numbers as you count:

Listen to me *count by* 10s, from 210 to 300… 210, 220, 230, 240, 250, 260, 270, 280, 290, 300.

Note: Throughout this activity, ensure that everyone is saying numbers correctly – for example "two hundred ten", not "two hundred and *ten" or "two ten".*

Now count with me by 10s, from 210 to 300. Get ready… *(210, 220, 230, … 300).*

By yourselves, *count by* 10s from 210 to 300. Get ready… *(210, 220, 230, … 300).*

ERROR CORRECTION:

My turn. Say and point to the sequence that students struggled with on the corresponding hundreds chart (e.g., 270, 280, 290, 300).

Your turn. Tap or clap to signal students to count the same sequence.

Now *count by* 10s to 300, starting with 210. Get ready… *(210, 220, 230 … 300)*

Activity 1

Strategy: Make a Ten to Solve Subtraction Problems

NEW!

Teacher Materials: 1 number line (0-20), 1 whiteboard and dry erase marker

For Each Student: 1 number line (0-20), 1 dry erase marker

Vocabulary: make a ten

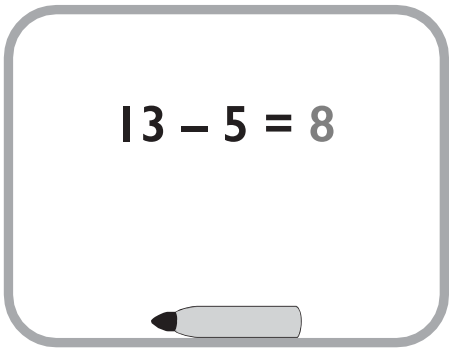
Place a number line (0-20) on the table facing students.

You already know how to *make a ten* to solve addition problems. Today you will use the *make a ten* strategy to solve subtraction problems.

On the teacher whiteboard, write "13 – 5 = ".

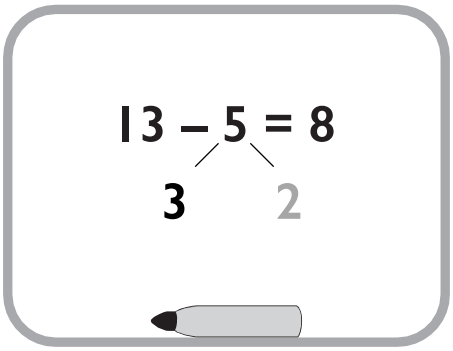
Read the problem, everyone. *(13 – 5 =)*

Thumb up if you know a strategy you could use to solve this problem.



Call on students to share ideas *(start at 5 and count up to 13; start at 13 and count backward 5).*

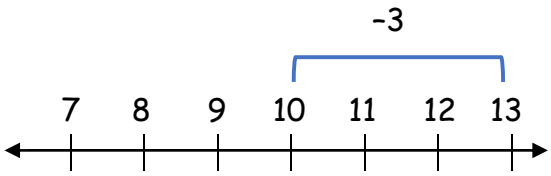
Today we will use the ***make a ten strategy* to solve this subtraction problem. Instead of adding to ***make a ten,*** we will subtract to ***make a ten.***



Pass out 1 number line and dry erase marker to each student. Have students follow along with each step to solve the problem on their own number line.

First start with the greater number, 13. Then we break up the lesser number and subtract part to ***make a ten***. 13 minus ***how many*** ***make a ten*****?** *(3)* **Yes, 3.**

Teacher and students make a bracket from 13 to 10 on the number line and label it " – 3".



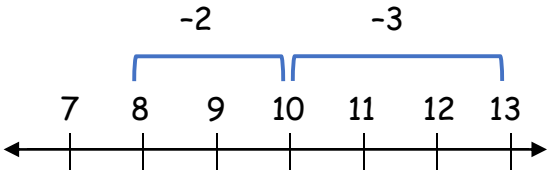
On the whiteboard, make 2 diagonal lines from the "5" to show the "3" and another (unknown) part.

We took 3 from 5, then we subtracted it from 13 to ***make a ten***. Now we need to subtract the remaining amount to solve this problem.**

What is the other part of this part-whole model? 3 plus ***how many* equals 5?** *(2)*

Yes, 2. We need to subtract 2 more from 10.

Teacher and students make another bracket from 10 to 8 on the number line and label it "– 2".



On the whiteboard, write "2" to complete the part-whole model.

What does 10 – 2 equal, everyone? *(8).* **Yes, 8.**

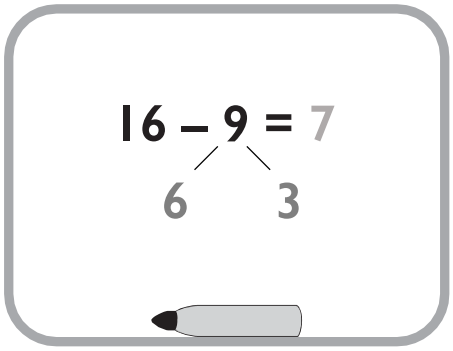
Write "8" to complete the equation.

Read the equation, everyone. *(13 – 5 = 8)*

We started with 13. Then we broke 5 into 3 and 2. We subtracted 3 to ***make a ten***, and then subtracted 2 more to equal 8.**

Let's try another problem.

Erase the teacher whiteboard and teacher and student number lines.



On the whiteboard, write "16 – 9 = ".

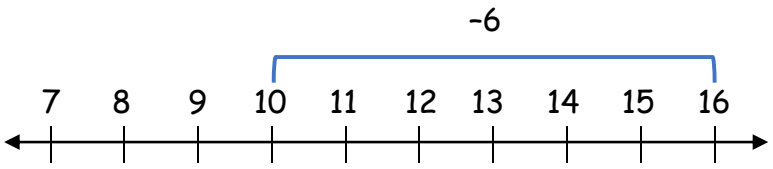
Read the problem, everyone. *(16 – 9 =)*

What number do we start with? *(16)* **Yes, 16.**

16 minus how many *make a ten*? *(6)* **Yes, 6.**

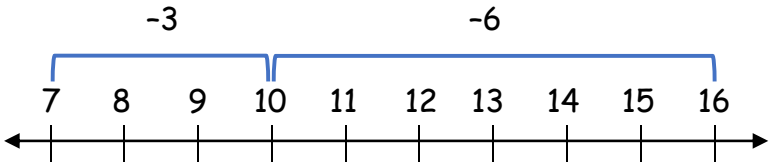
Teacher and students make a bracket from 16 to 10 on the number line and label it"– 6".

On the whiteboard, make 2 diagonal lines from "9" to show the "6" and another part.



We subtracted 6 to *make a ten*. What is the other part of this part-whole model? 6 plus *how many* equals 9? *(3)* **Yes, we will subtract 3 more.**

Teacher and students make another bracket from 10 to 7 on the number line and label it "– 3".



On the whiteboard, write "3" to complete the part-whole model.

What does 10 – 3 equal, everyone? *(7).* **Yes, 7.**

On the whiteboard, write "7" to complete the equation.

Read the equation, everyone. *(16 – 9 = 7)*

Why did we break apart 9 into 6 and 3?

Call on a student to share *(first we subtracted 6 to make a ten, then we subtracted 3 more to complete the problem).*

We started with 16. We broke 9 into 6 and 3. We subtracted 6 to *make a ten*, then subtracted 3 more to equal 7. Great work! You learned the *make a ten strategy* to solve subtraction problems.

Activity 2

Add 2-Digit Numbers: Regrouping Ones to Tens

Teacher Materials: 1 whiteboard and dry erase marker, Multi-Digit Addition – *Teacher Strategy Guide*

For Each Student: 1 whiteboard and dry erase marker, Multi-Digit Addition – *Student Strategy Guide* (1 per group)

Vocabulary: regrouping ones to tens

Place all materials on the table, with the Multi-Digit Addition – *Student Strategy Guide* in view of students.

Today you will practice solving addition problems where you need to ***regroup from ones to tens*. What does ***regrouping from ones to tens*** mean?** *(trading in 10 ones for 1 ten)*

Think about the rule for ***regrouping from ones to tens.* We ***regroup from ones to tens*** if there are….?** *(10 or more ones)*

Yes, we regroup from ones to tens when there are 10 or more ones in the ones column.

Let's play a game. I will say a number, and you give me a thumb up if you *would* regroup, and thumb down if you *would not* regroup. Get ready…

Pretend there are 10 ones in the ones column. Would you regroup? *(Yes, thumb up)*

Call on a student to explain why *(10 or more ones in the ones column)*.

Pretend there are 7 ones. Would you regroup? *(No, thumb down)*

Call on a student to explain why *(less than 10 ones in the ones column)*.

Pretend there are 11 ones. Would you regroup? *(Yes, thumb up)*

Call on a student to explain why *(10 or more ones in the ones column)*.

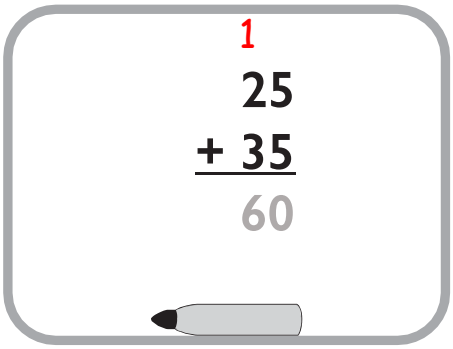
Pay close attention to the problems today. Some of the problems require you to ***regroup,* and some do not!**

Use the Multi-Digit Addition – *Teacher's Guide* to guide students in solving the following problems.

Teacher Set Up:

- Students and teacher write the problems and record the answer on their own whiteboards

1.



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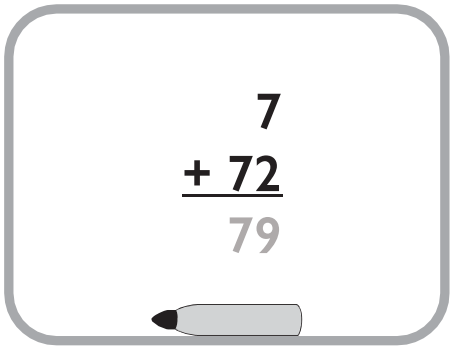

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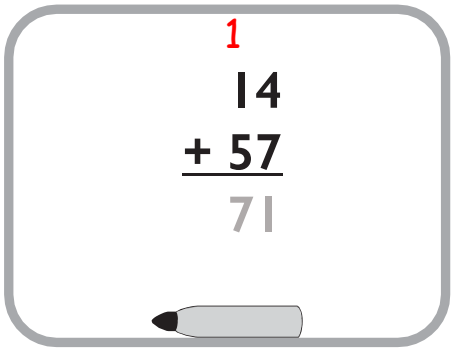


Note: This problem does not require regrouping ones to tens. If students have difficulty, remind them of the regrouping rules on the Student Strategy Guide.

Wrap Up

Math Extension Sheet

5 minutes

For Each Student: 1 Lesson 32 Math Extension Sheet, 1 pencil

Vocabulary: make a ten

Pass out Lesson 32 Math Extension Sheet and pencils to students.

Now you will <u>use the make a ten strategy to solve the subtraction problem and show your work on the number line</u>.

Read the equation, everyone. *(15 – 7 =)*

What number will you start with? *(15)*

15 minus how many <u>*make a ten?*</u> *(5)*

Draw a bracket on your number line from 15 to 10. What should you label it? *(– 5)*

You subtracted 5 from 15 to <u>*make a ten*</u>. Now subtract the remaining amount and draw another bracket on your number line.

If needed, have students draw a part-whole model under 7 to show 5 and the remaining amount, 2.

Where did you put the bracket? What did you label it?

Call on students to share *(the bracket goes from 10 to 8, labeled – 2).*

What does 15 – 7 equal, everyone? *(8)* **Yes, 8. Write the answer to complete the equation.**

Now <u>complete the part-whole models</u> to show the ones, tens, and hundreds in each number.

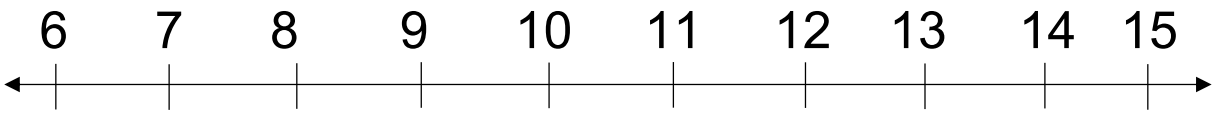
Monitor as students work, providing feedback as needed.

Name _____ Date _____

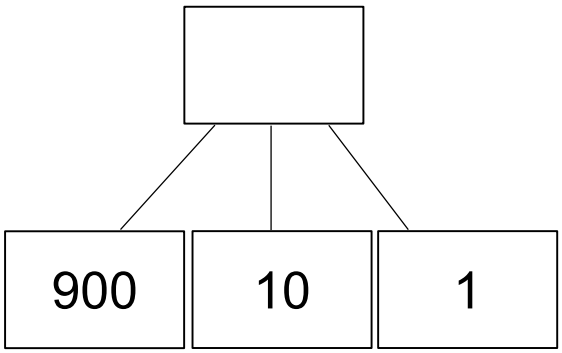
Lesson 32 Math Extension Sheet

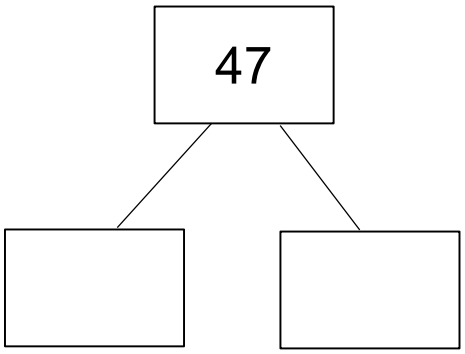
Use the make a ten strategy to solve the subtraction problem and show your work on the number line.

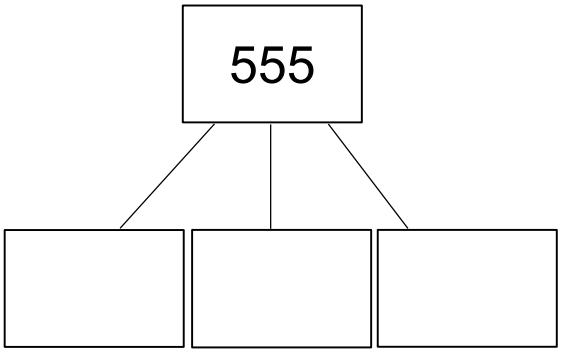
$$15 - 7 = \_\_\_$$

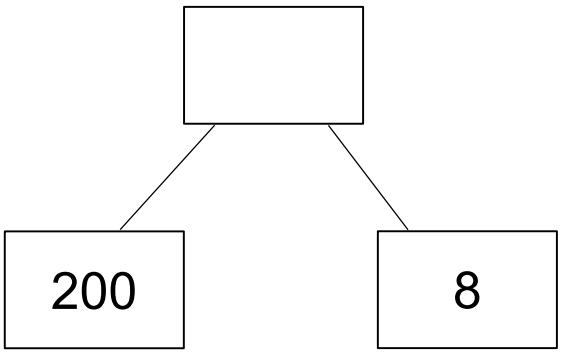


Complete the part-whole models.









Note Home: Have your child show you how they used the make a ten strategy to solve 15 – 7 (subtract to make a ten, then subtract the remaining amount, 2).

Nota para casa: Haga que a su hijo(a) le muestre cómo ha utilizado la estrategia de los diez para resolver 15 – 7 (restar para hacer una decena, luego restar la cantidad restante, 2).

Lesson 51

Activity	Strand	Objective
Warm Up	PV	Count by 10s from Different Starting Numbers
1	PV	Mentally Add and Subtract 10
2	NC	Strategy: Add 9
3	PV	**Count by 5s to 50***
Wrap Up	NC	Math Extension Sheet

Materials		Vocabulary
Teacher • Hundreds charts (0-100, 100-200) • 1 whiteboard and dry erase marker	**For Each Student** • 1 whiteboard and dry erase marker • 1 Lesson 51 Math Extension Sheet • 1 pencil	forward, backward, ones digit, tens digit, add, subtract

***New Activity**


Background Knowledge


Possible Error


Math Game


Teacher Note


Hand Gesture

Warm Up

Count by 10s from Different Starting Numbers *5 min*

Teacher Materials: Hundreds chart (100-200), 1 dry erase marker

Vocabulary: forward, backward, ones digit, tens digit

Place the hundreds chart (100-200) on the table facing students. Keep the hundreds chart in view of students, pointing to numbers as students count.

Teacher Note: In this lesson, you will use hundreds charts (0-100, 100-200, or both) for the Warm Up & Activities 1-3.

In our last lesson, you counted by 10s from different starting numbers. Today you will do this with greater numbers.

We will play a game to practice. One student will choose a column on the hundreds chart. Another student will choose whether we count ***forward* or ***backward***. Then we will count ***forward*** or ***backward*** by 10s.**

Call on a student to choose a column on the hundreds chart from 101 to 109 (do not accept the "110" column).

Call on a second student to circle the corresponding column on the place value chart (e.g., from 101 to 191, or from 106 to 196, etc.).

Call on a third student to choose counting forward or backward (ensure there is a mix of practice with both directions).

Count [forward/backward] by 10s, starting with [#].

Point to the numbers on the hundreds chart to keep students together as they count by 10s from the chosen number (e.g., 106, 116, 126, … 196).

Teacher Note: If this is difficult for students, provide a teacher model of counting the sequence, then have students count with you. Adjust pacing to the needs of the group.

Erase the hundreds chart and repeat with 1-2 more examples as time allows.

Activity 1

Mentally Add and Subtract 10

Teacher Materials: Hundreds charts (0-100, 100-200), 1 dry erase marker

Student Materials: 1 whiteboard and dry erase marker

Vocabulary: add, subtract

Place the 0-100 hundreds chart above the 100-200 hundreds chart on the table facing students, so the two hundreds charts are stacked vertically.

Thumb up if you remember how to use the hundreds chart to ***add* 10.**

Call on a student to share *(move down 1 row; the tens digit is 1 more).*

Thumb up if you remember how to use the hundreds chart to ***subtract* 10.**

Call on a student to share *(move up 1 row; the tens digit is 1 less).*

Let's practice *adding* and *subtracting* 10.

Teacher Note: If students are successful with the first 2 problems, turn over the hundreds chart for remaining examples. Then, have students use the chart to check their answer.

Pass out whiteboards and dry erase markers to students.

Guide students in adding/subtracting 10 with the following numbers, using the wording below:

63, 116, 172, 185

The number is [#]. Write [#] on your board and hold it up.

Check student boards. Have a student circle [#] on the corresponding hundreds chart.

Start with [#] and *add* 10. Write the answer below [#].

Have students hold up their boards when ready.

What does [#] + 10 equal, everyone? *([#])* **Yes, [#].**

Call on a student to use the hundreds chart to check the answer, putting their finger on the starting number and moving down 1 row.

Now start with [#] and *subtract* 10. Write the answer above [#].

Have students hold up their boards when ready.

What does [#] – 10 equal, everyone? *([#])***Yes, [#].**

Call on a student to use the hundreds chart to check the answer, putting their finger on the starting number and moving up 1 row.

Erase your boards and get ready for the next number.

Erase the hundreds chart for the next problem.

Great job adding and subtracting 10! In our next lesson, we will practice some more.

Retain student whiteboards and dry erase markers for the following activity.

Activity 2

Strategy: Add 9

Teacher Materials: 1 whiteboard and dry erase marker, hundreds chart (0-100)

For Each Student: 1 whiteboard and dry erase marker

Keep the 0-100 hundreds chart on the table facing students. Remove the 100-200 hundreds chart.

You recently learned a strategy for solving facts that *add 9*. What kind of facts? *(facts that add 9)*

Remember, to add 9, you can add 10, and then subtract 1. Say that with me: *You can add 10, and then subtract 1.*

Thumb up if you know how you can use the hundreds chart to help solve problems that add 9.

Call on a student to share *(you can move down 1 row on the hundreds chart to add 10, then back 1 number to subtract 1).*

Pass out 1 whiteboard and dry erase marker to each student.

Teacher Note: Throughout this activity, write a model on the teacher whiteboard and have students follow along on their own whiteboards.

Use the wording below to guide students in solving the following add 9 problems on their own whiteboards:

We will write the problem together, then you will use the strategy to solve it.

8 + 9 = ?; 6 + 9 = ?; 9 + 5 =

The first problem is [read the problem]. Write it on your board.

Teacher and students write the problem on their whiteboards.

Underline the 9.

Model and check student boards.

Now pretend the 9 is a 10. Start with [#] and add 10.

Ensure the hundreds chart (0-100) is visible to students. If students need additional support, have 1 student model adding 10 by moving down 1 row on the hundreds chart.

Now subtract 1 and write the answer on your board.

If needed, have the same student move their finger back 1 space on the hundreds chart to subtract 1. Once all students have written the answer, say:

Everyone, hold up your board. What does [#] + 9 equal, everyone? *([#])* **Yes, [#].**

How do we solve facts that *add 9*? First… *(add 10)***, then…** *(subtract 1)***.**

Collect whiteboards and dry erase markers.

Activity 3

Count by 5s to 50

NEW!

Teacher Materials: Hundreds chart (0-100), 1 dry erase marker

Vocabulary: count by

Keep the 0-100 hundreds chart on the table facing students.

You already know how to *count by* 2s and by 10s.

Today you will count by 5s. What number will you count by? *(5s)* **Yes, 5s.**

Look at the hundreds chart. I will circle the first few numbers we say when we *count by* 5s.

Circle 5, 10, 15, and 20 on the hundreds chart.

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

What numbers did I circle, everyone? *(5, 10, 15, 20)*

I added 5 each time. Look here (point to 5). **If I have 5 and add 5 more, that equals 10** (point).

10 plus 5 more equals… *(15)* **Yes, 15.**

15 plus 5 more equals… *(20)* **Yes, 20.**

Continue having students identify the next number when counting by 5s on the hundreds chart up to 50, using the wording below:

[#] plus 5 more equals… *[#]* **Yes, [#].** Circle [#].

We have circled the numbers we say when we count by 5s.

Count by 5s to 50, starting with 5. Get ready… *(5, 10, 15, …. 50).*

ERROR CORRECTION:

My turn. Say and point to the sequence that students struggled with (e.g., 25, 30, 35, 40)**.**

Your turn. Tap or clap to signal students to count the same sequence.

Now count by 5s to 50. Get ready… *(5, 10, 15 … 50).*

Talk to your partner: Do you notice a pattern with the numbers we say when we *count by* 5s?

Monitor math talk and guide students to the following ideas:

- The ones digit follows the pattern: 5, 0, 5, 0
- Show students that this pattern repeats itself across decades, for example, 25, 30, 35, 40, etc.)

Possible Prompt:

→ Look at the columns on the hundreds chart. Do you notice a pattern with the ones digit?

Count by 5s to 50 again. Think about the pattern we found: 5, 0, 5, 0. Get ready… *(5, 10, 15 … 50).*

Now count by yourselves. Get ready… *(5, 10, 15 … 50).*

Great job counting by 5s! In our next lesson, you will count by 5s to 100.

Wrap Up

Math Extension Sheet

5 min

For Each Student: 1 Lesson 51 Math Extension Sheet, 1 pencil

Pass out the Lesson 51 Math Extension Sheet and pencils to students.

Complete the number pattern below.

Monitor and correct as students complete the number pattern. Provide feedback if necessary.

These are all problems that add 9. What is a good strategy for adding 9? *(add 10, and then subtract 1.)*

Yes, when you add 9, you can add 10, and then subtract 1.

Thumb up if you know how to use the hundreds chart to solve problems that add 9.

Call on a student to share *(move down 1 row on the hundreds chart to add 10, then back 1 number to subtract 1).*

Now add 9 to complete the equations below.

Monitor as students work, confirming and correcting as needed.

Name _____ Date _____

Lesson 51 Math Extension Sheet

Complete the number pattern below:

5, 10, ___, 20, ___, ___, 35, 40, ___, ___

These are all problems that add 9. Complete the equations below:

6 + 9 = ___ 9 + 7 = ___

4 + 9 = ___ 9 + 9 = ___

9 + 3 = ___ 5 + 9 = ___

Note Home: Have your child read the equations that add 9 out loud.

Nota para casa: Pídale a su hijo(a) que lea las ecuaciones que suman 9 en voz alta.

Curriculum Sampler

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