



Marietta City Schools District Unit Planner

First Grade

Unit Title	<i>Launch Unit</i>	Unit duration	<i>5-7 days</i>
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GSE Standards

Standards

MGSE1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

MGSE1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Standards for Mathematical Practice 1-8

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Essential Questions

Why do we do Number Talks?

What will our daily math time look/sound like?

What is a mathematician? How do mathematicians use tools/toolkits appropriately?

How do mathematicians work in groups?

What does it mean to be precise?
How do mathematicians construct viable arguments in order to defend their thinking?
How do mathematicians critique the reasoning of others?
How do mathematicians show their work?
How do mathematicians make sense of problems?
How do mathematicians persevere in solving problems?
How do mathematicians connect math to the real world?
What are the procedures for rotations?

Assessment Tasks

Diagnostic Assessment(s): Savvas Readiness Test

Formative Assessment(s): Independent Tasks

Unit Overview and Rationale

Purpose and Goals of the Launch Unit

- for students to become familiar with the rituals and routines of the Mathematics Workshop, Number Talks and Guided Math
- for teachers to be able to implement and teach the rituals and routines that allow Number Talks, Guided Math and the Mathematics Workshop to function smoothly in the classroom.

Rituals and routines that should be established in the mini-lesson include the following:

- expectations of behavior when working with a partner, small group or participating in a whole group discussion.
- signals to use for confusion, questions, or proposing alternative strategies or solutions.
- how and when movement is constrained or not constrained.
- how student work and oral participation is respected.
- what to do when an activity is completed.
- how and when to use the tools of mathematics.

Teacher Preparation Before Beginning the Launch Unit

****A few of the Openings you will be facilitating during the Launch Unit are for developing structure and teaching procedures during the math block. For that reason, you will see 2 Openings on Days 1-3. ****

Make decisions regarding:

- Will students be called to a central meeting place?
- How will manipulatives be managed?
- What signals will you use to call students to the math workshop, get their attention and to begin cleanup? (bell, wind chime, music)
- Will you have a bulletin board dedicated to the Math Workshop? If not, how will you organize daily groups?
- How will the teacher handle movement during workshop (bathroom, sharpening pencils, etc.)?

- Do you want to establish a “hands-off” signal for when students should stop working and listen for instructions?

Read through the unit to see what centers need to be prepared ahead of time.

Suggested Math Block: [MCS Mathematics Instructional Framework](#)

Duration	Instructional Component	Description
5-10 min.	Number Talk	<ul style="list-style-type: none"> ● classroom conversation around purposefully crafted computation problems that are solved mentally ● (can be done anytime throughout the day)
5-10 min.	Opening <i>Savvas Component: Solve & Share</i>	<ul style="list-style-type: none"> ● Activating strategy to activate schema (problem-based learning) ● Introduces standard(s), learning target(s) and success criteria, along with an emphasis on academic work ● Engages students, accesses prior knowledge and makes connections ● Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
5-10 min.	Transition to Work Session <i>Savvas Component: Visual Learning Bridge + Guided Practice</i>	<ul style="list-style-type: none"> ● Engages students in collaborative, problem-solving tasks ● Engages students in lesson-specific discussion ● Models problem-solving and comprehension strategies ● Asks challenging questions
30-45 min.	Work Session <i>Savvas Component: Assess & Differentiate</i>	<ul style="list-style-type: none"> ● Provides small group instruction based on data (differentiated support) ● Facilitates independent and small group work; scaffolds learning task ● Purposefully forms collaborative groups and differentiates tasks allowing for student choice ● Monitors, assesses and documents student progress and provides ongoing, standards-based feedback ● Allows students to engage in productive struggle, make mistakes, and engage in error analysis
5 min.	Closing <i>Savvas Component: Quick Check</i>	<ul style="list-style-type: none"> ● Clarifies misconceptions in student understanding and provides data-driven, targeted feedback ● Formatively assesses student understanding ● Summarizes and celebrates progress toward learning target and mastery of standard(s) ● Identifies next steps for instruction based on data analysis

As you work through the math workshop for this launch unit, the times might be different than they will be as you move through the year. These are just guiding times. Your differentiated groups will later be your differentiated lessons and small group instruction time based on student needs.

Anchor Charts for Routines and Procedures:

The anchor charts included below are shared to give you ideas for use in your classroom. However, the anchor charts for your class NEED to be created by the students. You can write them, but students should be involved in generating the ideas you record. The anchor charts SHOULD NOT be created prior to the lesson.

ADD SMART NOTEBOOK FILE HERE

Common Learning Experiences

Day 1 Lesson

Number Talk

A Number Talk is not required today. Instead, move to the Math Workshop portion of the lesson plans. If you do feel comfortable and want to begin Number Talks with your class, please feel free.

Math Workshop

Opening #1

Call students to your gathering area. Create an anchor chart for how to use the manipulatives. You will add to this chart throughout the launch unit. Go over rules and procedures for unifix cubes (how to get the materials, where to take them (table, carpet, etc.) and then how to appropriately use the cubes. Model how to use the cubes. Explain your expectations for clean up. Give the students a symbol, word, or signal that you plan to use.

Work Time

Allow students to practice for 5-8 minutes just using the unifix cubes. They can build shapes, patterns, towers, etc. This is a time for students to get familiar with the manipulatives. Signal for clean up and have students return to gathering area.

Closing

Review your class expectations for using manipulatives. Ask students why those rules are important and helpful.

Opening #2

Students will be gathered back at the main gathering area in your classroom. Read the *Bug Watching* Exemplar together. *You may choose to only complete the slides related Bug Watching and save other slides for small group.* Review Exemplar expectations (numbers, pictures, and words). Brainstorm ideas of how to work with a partner in math. Allow students to create “rules” for working together. Record on an anchor chart (ongoing throughout unit).

[1_Math_Workshop.jpg](#) [1_Partner_Talk.jpg](#) [1_Partner_Anchor_Chart.jpg](#)

Work Time

Students will remain on the carpet but working with their partner next to them. We will be guiding students through the lesson on the SMART board while students work together using “*turn and talk*” strategy. Go over this strategy quickly if your students are not familiar. Re-read exemplar. Students will need to get the cubes to practice on the carpet. Have students “*turn and talk*” with neighbors and come up with a class plan for how to solve the problem. Once you have worked and decided on a plan, take frequent breaks for students to turn and talk with neighbors. As you are modeling solving on the board as students explain and work through the problem, students will also model with a cube with their partner on the carpet. This will allow for practice in working with a partner, using positive math language, and working together with manipulatives appropriately. Practice cleaning up appropriately.

Closing

Review the rules for manipulatives and working with a partner. Allow the students to be able to add additional rules from the work time if they have any.

Possible questions for reflection:

How did you use the cubes?

How did the cubes help you to solve?

What did you learn?

What strategy did you use or like?

Small Group 1

During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment if you class is ready to explore during this time. If you need to, take time to go over rules for

Small Group 2

During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment if you class is ready to explore during this time. If you need to, take time to go over rules for

Small Group 3 (could be teacher led, reworking Bug

Watching Exemplar, do NOT use remaining slides as these are for future lessons)
During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment

<p>exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.</p>	<p>exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.</p>	<p>if you class is ready to explore during this time. If you need to, take time to go over rules for exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.</p>
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Day 2 Lesson

Number Talk
 A Number Talk is not required today. Instead, move to the Math Workshop portion of the lesson plans. If you do feel comfortable and want to begin Number Talks with your class, please feel free.

Math Workshop
Opening #1
 Call students to your gathering area. Continue the anchor chart for how to use the manipulatives. We will be using pattern blocks today. Go over rules and procedures for pattern blocks (how to get the materials, where to take them (table, carpet, etc.) and then how to appropriately use the pattern blocks. Model how to use the pattern blocks. Explain your expectations for clean up (it should be the same as yesterday but still review).

Work Time
 Allow students to practice for 5-8 minutes just using the pattern blocks. They can build shapes, patterns, sort, etc. This is a time for students to get familiar with the manipulatives. Signal for clean up and have students return to gathering area.

Closing
 Review the anchor chart for how to use manipulatives.

Opening #2
 Students will be gathered back at the main gathering area in your classroom. At this time you will need to go over classroom procedures for working in a partner in their own area. This will include getting materials, moving around classroom, positively working with a partner, noise level, and clean up procedures. This would be a great time to add to the anchor chart from yesterday.

We will be working on Cover the Caterpillar activity. Go over the directions for the first step (this is when the students can only use 4 pattern blocks). Model one example if students need that supports. Send students back to their seats with a partner, working page 90 from Cover the Caterpillar, and pencils. The students should share one recording page.

Work Time
 Student partners will be working together to find ways to cover a hexagon with 4 shapes and record their findings. After 5 minutes check in with students and have some sharing time and hear any questions or successes. While students are working teacher is monitoring for academic and behaviors. After coming together to share, allow students to continue working in partners to find ways to cover a hexagon with 5 shapes. They will need to record their answers. Come together after 5 – 10 minutes to share again. These directions are very detailed on the supersource page as well. Practice cleaning up appropriately.

Closing

Review the rules for manipulatives and working with a partner. Allow the students to be able to add additional rules from the work time if they have any.

Create a class chart of all of the combinations that the students found.

Possible questions for reflection:

How did you use the pattern blocks?

How did the pattern blocks help you to solve?

What did you learn?

What strategy did you use or like?

Small Group 1

During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment if your class is ready to explore during this time. If you need to, take time to go over rules for exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.

Small Group 2

During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment if your class is ready to explore during this time. If you need to, take time to go over rules for exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.

Small Group 3 (could be teacher led)

During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment if your class is ready to explore during this time. If you need to, take time to go over rules for exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.

Day 3 Lesson

Number Talk

A Number Talk is not required today. Instead, move to the Math Workshop portion of the lesson plans. If you do feel comfortable and want to begin Number Talks with your class, please feel free.

Math Workshop

Today introduce a manipulative of your choice. Choose one that you use frequently and you want your students to be familiar with. Use the format for teaching from Day 1 and Day 2:

Opening #1

Call students to your gathering area. Continue the anchor chart for how to use the manipulatives. We will be using manipulative you choose today. Go over rules and procedures for manipulative (how to get the materials, where to take them (table, carpet, etc.) and then how to appropriately use the manipulative. Model how to use the manipulative. Explain your expectations for clean up (it should be the same as yesterday but still review).

Work Time

Allow students to practice for 5-8 minutes just using the manipulative. This is a time for students to get familiar with the manipulatives. Signal for clean up and have students return to gathering area.

Closing

Review the anchor chart for how to use manipulatives.

Opening #2

Quick circle map about what students know about owls (in SMART lesson in materials list). Review the rules of working in partners or groups. We have already created an anchor chart for working with partners so add on to that anchor chart for how to work in a group. Review the rules of working with unifix cubes using the anchor what we have already created.

Work Time

Read the Owl Eyes Exemplar aloud to students. Have students give suggestions for working on the problem and strategies you could use to solve. Have students move to small groups with unifix cubes and practice solving using numbers, pictures, and words while they use the unifix cubes to solve together. There are multiple versions of the problem that you can use. This would be a great time to introduce and start using math journals if this is something you are going to be using this year. Teacher will monitor group discussions, use of manipulatives, and asking open ended questions. Clean up using procedures taught previous days.

Closing

Transition into closing however you typically do this for your classroom.

Possible questions for reflection:

How did you use the pattern blocks?

How did the pattern blocks help you to solve?

What did you learn?

What strategy did you use or like?

Did you have any struggles or things that made it hard? How did you figure that out?

Small Group 1

During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment if you class is ready to explore during this time. If you need to, take time to go over rules for exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.

Small Group 2

During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment if you class is ready to explore during this time. If you need to, take time to go over rules for exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.

Small Group 3 (could be teacher led)

During the small group work time, put 1 tub of manipulatives on each table. Each table should have a different manipulative. ***You need to make a judgment if you class is ready to explore during this time. If you need to, take time to go over rules for exploring with manipulatives (keep them on the table, do not break or bend, be kind to others, clean up appropriately, sharing, etc.). Rotate the groups from table to table so that each group has some time to explore each manipulative. We will do this for the next few days so about 8-10 minutes a station (including clean up time) is appropriate.

Day 4 Lesson

Number Talk

You can use the Kindergarten dot card PowerPoint for the introduction. Do 2-3 slides today as you are introducing a number talk. Here are some suggested questions: Record responses from students as you go on chart paper, white board, or however is best fit.

How many dots do you see? How do you see them?

Does anyone see it in a different way?

(paper, math journal, pencils, recording materials)

[1_Math Talk.jpg](#)

Small Group 1

****You will have to take a few minutes to model and introduce this new game****

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-22 Creations Station on page 52. You will need copies of the pages in the back that go along with this activity (page 183 – 188). Copy these pages on cardstock and make enough pages for each small group to have a set. They will use a set of cards a unifix cubes for this activity. Students can make the object by laying the unifix cubes on top of the card and then build the object as a 3D shape by standing the blocks up. Use the extension piece if you class is ready!

Small Group 2

****You will have to take a few minutes to model and introduce this new game****

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-22 Creations Station on page 52. You will need copies of the pages in the back that go along with this activity (page 183 – 188). Copy these pages on cardstock and make enough pages for each small group to have a set. They will use a set of cards a unifix cubes for this activity. Students can make the object by laying the unifix cubes on top of the card and then build the object as a 3D shape by standing the blocks up. Use the extension piece if you class is ready!

Small Group 3 (could be teacher led)

****You will have to take a few minutes to model and introduce this new game****

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-22 Creations Station on page 52. You will need copies of the pages in the back that go along with this activity (page 183 – 188). Copy these pages on cardstock and make enough pages for each small group to have a set. They will use a set of cards a unifix cubes for this activity. Students can make the object by laying the unifix cubes on top of the card and then build the object as a 3D shape by standing the blocks up. Use the extension piece if you class is ready!

Day 5 Lesson

Number Talk

Review procedures and practice. ****This will be the same format for all days this week!**

[K Dots Set for Number 10.pptx](#)

Here is the Kindergarten dot card PowerPoint that you can use for the introduction. Do 2-3 slides today as you are introducing a number talk.

Here are some suggested questions: Record responses from students as you go on chart paper, white board, or however is best fit.

How many dots do you see? How do you see them?

Does anyone see it in a different way?

Math Workshop

Opening

Students will be gathered back at the main gathering area in your classroom. At this time you will need to go over classroom procedures for working in a partner in their own area. This will include getting materials, moving around classroom, positively working with a partner, noise level, and clean up procedures. We have previously created an anchor chart for this.

We will be working on “Two- Color Patterns”. You can find this in the T Drive, District, Super Source. Introduce the activity. *You will need unifix cubes, a paper towel roll, and 2 recording sheets per group (p. 104).* Prepare a 12 cube train with an alternating pattern. Hide it in the paper towel roll. Have students guess what the pattern is like that is hidden in the roll. Push the pattern block out so only 2 cubes are showing. Ask the children to guess what is next. Push out one more cube. Have the children guess

what will come next. Continue to keep going with this procedure of showing one more cube and allowing students to predict what will be next. Show the students how to record the pattern on the recording sheet. Review the Rules and send the students in partners to play the game on their own.

Work Time

The students will make a pattern with their partner. Then, they will pair up with a partner group at their table (students in groups of 2 but next to another partner group to play the game with). Students will share their pattern with the other partner group like we did whole group. The students should record both their pattern and the other partner group's pattern on the recording sheet. Students can continue to play until the time is up. Clean up using the procedures previously taught.

Closing

Transition into closing however you like this to go in your classroom.

Possible questions for reflection:

What strategy did you use to solve? How did you solve?

Are any one's patterns the same? How are they the same?

How are some of the patterns different?

How can you tell what the 15th cube would be?

Small Group 1

****You will have to take a few minutes to model and introduce this new game****

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-30 Creations Station on page 60. You will need copies of the pages in the back that go along with this activity (page 210 - 216). These pages have cards that are different sizes for space for cubes from 3 – 20. Choose the pages that you think are the most appropriate for your class. Copy these pages on cardstock and make enough pages for each small group to have a set. Laminate if you are able for future use. They will use a set of cards and unifix cubes for this activity. Students will cover the space with unifix cubes and count the cubes. Students can sort the cards based on the number of cubes needed to cover the space. Use the extension piece if you class is ready!

Small Group 2

****You will have to take a few minutes to model and introduce this new game****

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-30 Creations Station on page 60. You will need copies of the pages in the back that go along with this activity (page 210 - 216). These pages have cards that are different sizes for space for cubes from 3 – 20. Choose the pages that you think are the most appropriate for your class. Copy these pages on cardstock and make enough pages for each small group to have a set. Laminate if you are able for future use. They will use a set of cards and unifix cubes for this activity. Students will cover the space with unifix cubes and count the cubes. Students can sort the cards based on the number of cubes needed to cover the space. Use the extension piece if you class is ready!

Small Group 3 (should be teacher led)

****You will have to take a few minutes to model and introduce this new game****

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-30 Creations Station on page 60. You will need copies of the pages in the back that go along with this activity (page 210 - 216). These pages have cards that are different sizes for space for cubes from 3 – 20. Choose the pages that you think are the most appropriate for your class. Copy these pages on cardstock and make enough pages for each small group to have a set. Laminate if you are able for future use. They will use a set of cards and unifix cubes for this activity. Students will cover the space with unifix cubes and count the cubes. Students can sort the cards based on the number of cubes needed to cover the space. Use the extension piece if you class is ready!

Day 6 Lesson

Number Talk

Review procedures and practice. **This will be the same format for all days this week!

[K Dots Set for Number 10.pptx](#)

Here is the Kindergarten dot card PowerPoint that you can use for the introduction. Do 2-3 slides today as you are introducing a number talk.

Here are some suggested questions: Record responses from students as you go on chart paper, white board, or however is best fit.

How many dots do you see? How do you see them?

Does anyone see it in a different way?

Math Workshop

Opening

Create a quick circle map about what students know about boots and hats for winter ******Is a boot 1 or 2 things? Since boots come in twos, what do we call two boots together? (in SMART lesson in materials list). Review the rules of working in partners or groups. We have already created an anchor chart for working with partners and groups. Review the rules of working with unifix cubes using the anchor what we have already created.

Work Time

We will be working on Exemplar Boots and Hats. Read the question aloud and allow students some “thinking time” before sharing with a partner. Have students give suggestions for working on the problem and strategies you could use to solve. Have students move to partners with unifix cubes and practice solving using numbers, pictures, and words while they use the unifix cubes to solve together. There are multiple versions of the problem that you can use. This would be another great time to use math journals if this is something you are going to be using this year. Teacher will monitor group discussions, use of manipulatives, and asking open ended questions. Clean up using procedures taught previous days. ******We have the problems in the SMART document if you would like to use that!

Closing

Transition into closing however you like this to go in your classroom.

Possible questions for reflection:

What strategy did you use to solve? How did you solve?

Did anyone else find a different way?

How did the unifix cubes help you to solve?

Model with using 1 hat and 1 boot.. What mistake did I make? How can I correct my work?

Small Group 1

****Same activity from Day 4**

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-22 Creations Station on page 52. You will need copies of the pages in the back that go along with this activity (page 183 – 188). Copy these pages on cardstock and make enough pages for each small group to have a set. They will use a set of cards a unifix cubes for this activity. Students can make the object by laying the unifix cubes on top of the card and then build the object as a 3D shape by standing the blocks up. Use the extension piece if you class is ready!

Small Group 2

****Same activity from Day 4**

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-22 Creations Station on page 52. You will need copies of the pages in the back that go along with this activity (page 183 – 188). Copy these pages on cardstock and make enough pages for each small group to have a set. They will use a set of cards a unifix cubes for this activity. Students can make the object by laying the unifix cubes on top of the card and then build the object as a 3D shape by standing the blocks up. Use the extension piece if you class is ready!

Small Group 3

****Same activity from Day 4**

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-22 Creations Station on page 52. You will need copies of the pages in the back that go along with this activity (page 183 – 188). Copy these pages on cardstock and make enough pages for each small group to have a set. They will use a set of cards a unifix cubes for this activity. Students can make the object by laying the unifix cubes on top of the card and then build the object as a 3D shape by standing the blocks up. Use the extension piece if you class is ready!

Day 7 Lesson

Number Talk

Review procedures and practice. ******This will be the same format for all days this week!

[K Dots Set for Number 10.pptx](#)

Here is the Kindergarten dot card PowerPoint that you can use for the introduction. Do 2-3 slides today as you are introducing a number talk.

Here are some suggested questions: Record responses from students as you go on chart paper, white board, or however is best fit.

How many dots do you see? How do you see them?

Does anyone see it in a different way?

Opening

Read the Crackers Exemplar question aloud. Look at the question together and work to figure out what the question is asking and develop a plan for how to solve. What manipulatives do the students think they should use? How will they set it up? What do we know? What are we looking for?

Work Time

Have students move to partners with manipulatives that they choose. Students will need to solve the exemplar using numbers, pictures, and words while they use the manipulatives to solve together. There are multiple versions of the problem that you can use. This would be another great time to use math journals if this is something you are going to be using this year. Teacher will monitor group discussions, use of manipulatives, and asking open ended questions. Clean up using procedures taught previous days. **We have the problems in the SMART document if you would like to use that!

Closing

Transition into closing however you like this to go in your classroom.

Possible questions for reflection:

What strategy did you use to solve? How did you solve?

Did anyone else find a different way?

How did the manipulatives help you to solve the problem?

Small Group 1

Same activity from Day 5

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-30 Creations Station on page 60. You will need copies of the pages in the back that go along with this activity (page 210 - 216). These pages have cards that are different sizes for space for cubes from 3 – 20. Choose the pages that you think are the most appropriate for your class. Copy these pages on cardstock and make enough pages for each small group to have a set. Laminate if you are able for future use. They will use a set of cards and unifix cubes for this activity. Students will cover the space with unifix cubes and count the cubes. Students can sort the cards based on the number of cubes needed to cover the space. Use the extension piece if you class is ready!

Small Group 2

Same activity from Day 5

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-30 Creations Station on page 60. You will need copies of the pages in the back that go along with this activity (page 210 - 216). These pages have cards that are different sizes for space for cubes from 3 – 20. Choose the pages that you think are the most appropriate for your class. Copy these pages on cardstock and make enough pages for each small group to have a set. Laminate if you are able for future use. They will use a set of cards and unifix cubes for this activity. Students will cover the space with unifix cubes and count the cubes. Students can sort the cards based on the number of cubes needed to cover the space. Use the extension piece if you class is ready!

Small Group 3 (could be teacher led)

Same activity from Day 5

In Kathy Richardson Developing Number Concepts BOOK 1 look at independent activity 1-30 Creations Station on page 60. You will need copies of the pages in the back that go along with this activity (page 210 - 216). These pages have cards that are different sizes for space for cubes from 3 – 20. Choose the pages that you think are the most appropriate for your class. Copy these pages on cardstock and make enough pages for each small group to have a set. Laminate if you are able for future use. They will use a set of cards and unifix cubes for this activity. Students will cover the space with unifix cubes and count the cubes. Students can sort the cards based on the number of cubes needed to cover the space. Use the extension piece if you class is ready!

Materials Needed		
Day 1 Lesson	Day 2 Lesson	Day 3 Lesson
<ul style="list-style-type: none"> ● chart paper ● markers ● Unifix cubes ● chart paper ● markers ● Unifix cubes ● manipulatives for exploration time ● <i>Bug Watching</i> Exemplar Bug Watching.pdf 	<ul style="list-style-type: none"> ● anchor chart from previous lessons pattern blocks ● pattern blocks ● chart paper ● markers ● manipulatives for exploration time ● Super Source Activity: Cover the Caterpillar 1 Cover the Caterpillar.pdf 1 Cover the Caterpillar Outlines.pdf 	<ul style="list-style-type: none"> ● anchor charts from previous lessons ● manipulative of your choice ● manipulatives for explorations ● anchor charts from previous lessons ● SMART lesson ● Unifix cubes ● 1 Owl Eyes.pdfExemplar ● student working materials (paper, math journal, pencils, recording materials) ● *may also want anchor chart for circle map*
Day 4 Lesson	Day 5 Lesson	Day 6 Lesson
<ul style="list-style-type: none"> ● Number Talks powerpoint K Dots Set for Number 10.pptx ● recording materials for Number Talks (anchor chart or white board) ● <i>Farmer Brown</i> Exemplar 1 Farmer Brown.pdf ● Unifix Cubes ● student recording materials ● Launch Unit 1st Grade Notebook ● 1 Launch Unit Activities.pdf ● Kathy Richardson <i>Developing Number Concepts</i> BOOK 1: look at independent activity 1-22 Creations Station on page 52. You will need copies of the pages in the back that go along with this activity (page 183 – 188) * requires prior preparation, will use again on Day 6,8* 	<ul style="list-style-type: none"> ● Number Talks powerpoint ● recording materials for Number Talks ● SMART lesson ● previously made anchor charts (working with partners, manipulatives) ● 1 Two Color Pattern Lesson.pdf ● 1 Two Color Pattern Sticks.pdf ● Unifix Cubes (must build and hide model prior to lesson) ● paper towel rolls (one per pair of students) ● 2 recording sheets per partner group ● student recording materials ● Kathy Richardson <i>Developing Number Concepts</i> BOOK 1, look at independent activity 1-30 Creations Station on page 60. You will need copies of the pages in the back that go along with this activity (page 210 - 216) **requires prior preparation, will use again on Day 7,8** 	<ul style="list-style-type: none"> ● Number Talks powerpoint ● recording materials for Number Talks ● previously made anchor charts (working with partners, manipulatives) ● SMART lesson ● <i>Boots and Hats</i> Exemplar 1 Boots and Hats Exemplar.pdf ● Unifix cubes ● student recording materials (paper, math journal, pencils, recording materials) ● Kathy Richardson <i>Developing Number Concepts</i> BOOK 1: look at independent activity 1-22 Creations Station on page 52. You will need copies of the pages in the back that go along with this activity (page 183 – 188)
Day 7 Lesson		
<ul style="list-style-type: none"> ● Number Talks powerpoint ● recording materials for Number Talks 		

- SMART lesson
- Crackers Exemplar
 - [1 Crackers Exemplar.pdf](#)
- Unifix cubes
- student recording materials
- In Kathy Richardson Developing Number Concepts BOOK 1, look at independent activity 1-30 Creations Station on page 60. You will need copies of the pages in the back that go along with this activity (page 210 - 216)