



San Diego Unified School District

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Instructional Module to Enhance the Teaching of

H A R C O U R T

**Math**

California Edition

**Grade 1**

**Module 1 - Revised**

*Addition and Subtraction*

*Concepts*

- WORK IN PROGRESS -

Harcourt Math, Grade 1  
 Order of Units  
 Days 1 – 26

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|---|---|
| Module 1<br>Unit 1<br>Addition and Subtraction<br>Concepts<br>26 Days | <p>Chapter 1: Addition Concepts</p> <ul style="list-style-type: none"> <li>• Lesson 1.1      Addition Stories</li> <li>• Lesson 1.2      More Addition Stories</li> <li>• Lesson 1.3      Add with Pictures</li> <li>• Lesson 1.4      Problem Solving:<br/>Write an Addition Sentence</li> <li>• Lesson 1.5      Add 0</li> </ul> <p>Chapter 2: Using Addition</p> <ul style="list-style-type: none"> <li>• Lesson 2.1      Add in Any Order</li> <li>• Lesson 2.2      Ways to Make 7 and 8</li> <li>• Lesson 2.3      Ways to Make 9 and 10</li> <li>• Lesson 2.4      Vertical Addition</li> <li>• Lesson 2.5      Problem Solving:<br/>Make a Model</li> </ul> <p>Chapter 3: Subtraction Concepts</p> <ul style="list-style-type: none"> <li>• Lesson 3.1      Subtraction Stories</li> <li>• Lesson 3.2      Subtract with Pictures</li> <li>• Lesson 3.3      Write Subtraction Sentences</li> <li>• Lesson 3.4      Problem Solving:<br/>Make a Model</li> <li>• Lesson 3.5      Subtract All or None</li> </ul> <p>Chapter 4:</p> <ul style="list-style-type: none"> <li>• Lesson 4.1      Take Apart 7 and 8</li> <li>• Lesson 4.2      Take Apart 9 and 10</li> <li>• Lesson 4.3      Vertical Subtraction</li> <li>• Lesson 4.4      How Many More?</li> <li>• Lesson 4.5      Use Subtraction</li> </ul> <p>Assessment</p> <p>Problem Solving Workshop</p> |
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San Diego City Schools  
Instruction and Curriculum Division  
**MATHEMATICS CURRICULUM MAP – GRADE 1**

**MODULE 1 – ADDITION AND SUBTRACTION CONCEPTS**  
**Modules represent individual units of study that lead to essential learnings**

**THREADS THROUGHOUT THE YEAR:**

*The threads represent ongoing learning opportunities in which students should be actively engaged throughout all units of inquiry during the entire school year. These items should not be isolated to any one particular unit of inquiry.*

**Students will:**

- Develop understanding of numbers and the number system and use their understanding to solve problems and recognize reasonable results.
- Use mathematical reasoning to solve problems.
- Develop understanding of and fluency in basic computation and procedural skills.
- Express generalizations of patterns and relationships.
- Communicate their mathematical thinking by using words, numbers, symbols, graphs and charts, and describe different representations
- Make connections among mathematical ideas and between other disciplines.
- Develop and use strategies, skills, and concepts to solve problems.
- Use appropriate tools, including technology as vehicles to learn mathematical concepts.

*These are essential learnings that represent bigger ideas/concepts\*\*:*

- Students understand that addition is putting together or increasing, and subtraction is take away, comparing, or finding the difference.
- Students recognize that smaller numbers are contained in larger numbers (e.g., 7 is made up of 6 and 1 and 5 and 2).
- Students understand that breaking numbers apart can assist in finding solutions to addition and subtraction problems.
- Students understand that they can use what they know about addition to think about and solve subtraction problems.
- Students understand that when adding whole numbers, the order of the addends is irrelevant.

\* Essential learnings listed above will be developed by students over the course of the year

*These are essential questions that learners ask themselves in order to achieve the essential learnings:*

- *How can I represent equivalent forms of the same number using models, diagrams, and number expressions \*\* to 20?*
- *How can I utilize what I know about addition to help me with subtraction problems for two numbers less than 10?*
- *How can I represent all the number combinations for numbers 7, 8, 9 and 10?*
- *How can I use what I know about number combinations through 10 to solve addition and subtraction problems?*
- *How can using a ten frame help me to solve addition and subtraction problems?*
- *What patterns do I notice when subtracting zero? Subtracting all?*

\*\* Previously introduced in Kindergarten

*Resources:* Van de Walle, Chapter 9, pp., 133, Chapter 11 pp. 156 -165., Chapter 10, pp. 135-139 , K. Richardson, *Hiding Assessment: Combination Trains: Ten Frames: Mathematics Source Book*, pp. 14 -22

**Module 1**  
**Harcourt Math: Grade 1**  
**Addition and Subtraction Concepts**  
**Days 1 – 26**  
**26 Days**

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|--|--|--|--|--|
| <b><u>Day 1</u></b><br>Unit 1<br>Lesson 1.1  | <b><u>Day 2</u></b><br>Unit 1<br>Lesson 1.2            | <b><u>Day 3</u></b><br>Unit 1<br>Lesson 1.3            | <b><u>Day 4</u></b><br>Unit 1<br>Lesson 1.4            | <b><u>Day 5</u></b><br>Unit 1<br>Lesson 1.5            |
| <b><u>Day 6</u></b><br>Unit 1<br>Lesson 2.1  | <b><u>Day 7</u></b><br>Unit 1<br>Lesson 2.2            | <b><u>Day 8</u></b><br>Unit 1<br>Lesson 2.3            | <b><u>Day 9</u></b><br>Unit 1<br>Lesson 2.4            | <b><u>Day 10</u></b><br>Unit 1<br>Lesson 2.5           |
| <b><u>Day 12</u></b><br>Unit 1<br>Lesson 3.1 | <b><u>Day 13</u></b><br>Unit 1<br>Lesson 3.2           | <b><u>Day 14</u></b><br>Unit 1<br>Lesson 3.3           | <b><u>Day 15</u></b><br>Unit 1<br>Lesson 3.4           | <b><u>Day 16</u></b><br>Unit 1<br>Lesson 3.5           |
| <b><u>Day 17</u></b><br>Unit 1<br>Lesson 4.1 | <b><u>Day 18</u></b><br>Unit 1<br>Lesson 4.2           | <b><u>Day 19</u></b><br>Unit 1<br>Lesson 4.3           | <b><u>Day 20</u></b><br>Unit 1<br>Lesson 4.4           | <b><u>Day 21</u></b><br>Unit 1<br>Lesson 4.5           |
| <b><u>Day 22</u></b><br>Assessment           | <b><u>Day 23</u></b><br>Problem<br>Solving<br>Workshop | <b><u>Day 24</u></b><br>Problem<br>Solving<br>Workshop | <b><u>Day 25</u></b><br>Problem<br>Solving<br>Workshop | <b><u>Day 26</u></b><br>Problem<br>Solving<br>Workshop |

## NOTES ABOUT TEACHING ADDITION AND SUBTRACTION PROBLEMS:

### PROBLEM TYPES

Source: Carpenter, Thomas P., et. al., *Children's Mathematics, Cognitively Guided Instruction*, Portsmouth, N.H.: Heinemann, 1999.

Mathematicians would categorize the problems in this chapter and subsequent chapters as one particular *problem type*: **result unknown** ( $3 + 4 = \square$ ). Giving students experiences with a variety of problem types can encourage the development of different problem solving strategies that encourage the development of number sense (Carpenter, et. al., 1997). During routines, you may want to consider problem types that include:

- **Change unknown**:

*I have 2 baseball cards. My friend gives me some more. Now I have 5 cards.  
How many did my friend give me? ( $2 + \square = 5$ )*

- **Start unknown**:

*I have some baseball cards. My friend gave me 1 more. Now I have 5.  
How many did I start with? ( $\square + 1 = 5$ )*

This particular problem is challenging for many students, since most will only be able to solve it through guess and check.

- **Result unknown**:

*I have 2 baseball cards. My friend gave me 3 more.  
Now how many baseball cards do I have? ( $2 + 3 = \square$ ).  
The majority of problems in Harcourt are of this variety.*

### LANGUAGE

Another consideration when teaching addition and subtraction through the use of story problems is the use of mathematical and natural language. In order to make meaning, it is necessary that students be exposed to both (K. Richardson, 1999).

- **Natural language**:

*Mom put apples in the basket. Then she put one more apple.  
How many apples are in the basket now?*

- **Mathematical language**:

*Mom put three apples in the basket. She added one more apple to the basket.  
How many apples are there altogether?*

### **WHAT TO OBSERVE FOR**

From *DEVELOPING NUMBER CONCEPTS BOOK TWO: ADDITION AND SUBTRACTION* by Kathy Richardson © 1999 by Addison Wesley, publishing as Dale Seymour Publications, a imprint of Pearson Learning Group. Used by permission of Pearson Education, Inc.

To interpret what children understand about addition and subtraction, careful observations are necessary. The following list of questions can be a guide to assist you in observing children as solve they addition and subtraction problems:

#### **Interpreting Simple Story Problems:**

- Can the children interpret simple addition and/or subtraction problems using physical models or drawings?
- Do they interpret the problem with ease or with difficulty? Do they need any prompts or hints?
- If they make a mistake, do they pay attention to their answer and self-correct if it doesn't make sense, or do they just report whatever they came up with?

#### **Interpreting Equations:**

- Can the children interpret addition and/or subtraction equations using models?
- Can they read the equations?
- Can they make up a story to go with the equation?

#### **Reading and Writing Equations:**

- Can the children write equations to describe story problems? Is this easy or challenging for them?
- After writing an equation, can they read it back? Do they know how the numbers are connecting to the situation in the story?
- If the children do not know how to use numbers and symbols to record in the conventional way, can they represent the story symbolically in some other way?

#### **Size of Numbers:**

- Does the size of the numbers used in the stories seem to make any difference to the children's understanding or confidence?
- Can the children interpret simple addition and/or subtraction problems with ease?
- What size numbers is the child most comfortable? 6 or less? 10 or less? Up to 20?

#### **Level of Complexity:**

- Can the children interpret simple addition and/or subtraction problems with ease?
- Can they act out complex problems that involve such concepts as missing parts or comparative subtraction?

**MODULE 1: ADDITION AND SUBTRACTION CONCEPTS**  
**Chapter 1: Addition Concepts**

**DAY 1: LESSON 1.1**  
**TE pages 3A, 4, & IS90**

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| <b>LESSON FOCUS:</b>   | Addition Stories  |
| <b>CALIFORNIA STANDARD:</b>  | <b>Number Sense: 2.5</b> Show the meaning of addition and subtraction.  |
| <b>Purpose of Lesson:</b>  | To model and solve real-life addition problems.   |
| <b>ROUTINE</b>   | <p><b>Suggestions - Mixed Review and Test Prep:</b> TE, pg. 4<br/>                     Use Calendar, Number Line, Hundred Chart, and Choral Counting (forward, backward, by twos, fives, and tens—whichever strategy is most appropriate for problems in the review and connects to the goals of the lesson).<br/> <i>or</i><br/> <b>Problem of the Day (P.O.D.):</b> TE, pg. 3A<br/>                     Be sure the Number Line and Hundred Chart are visible to students to use as a tool for solving problems. As students respond to the problem, ask questions such as:<br/> <i>How did you think about the problem to come up with that answer?</i><br/> <i>Did anyone think about it another way?</i><br/> <i>Do you agree or disagree with this response?</i><br/> <i>What was your strategy?</i><br/> <i>Explain how you got your answer.</i></p> |
| <p><b>LAUNCH</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Hundreds chart</li> <li>• 2-color counters</li> <li>• Connecting cubes</li> </ul>  | <p><b>Getting Started:</b> Vocabulary Development: TE, pg.3A<br/>                     (Suggestion: Use connecting cubes because you will be using them throughout the lesson. Draw two hands on the overhead and place connecting cubes in each hand. Ask students to do the same in their own hands. Ask students to suggest other combinations and invite them to demonstrate on the overhead.)</p>   |
| <p><b>EXPLORE</b></p> <p>Materials:</p> <p>For group –</p> <ul style="list-style-type: none"> <li>• 2-color connecting cubes</li> <li>• number cubes labeled 1-4</li> <li>• number cubes labeled 1-2</li> <li>• markers</li> </ul> | <p><b>Introduce Activity:</b> Intervention Strategies Book;<br/> <b>Skill 13 pg. IS90 only; “Alternative Teaching Strategy”:</b><br/>                     Students work in pairs or small groups on <b>Skill 13</b>.<br/>                     (Suggestion: If students have difficulty recording their number sentences, have them do the activity without writing. Have students share strategies they may have used to solve problems.<br/> <b>Ask:</b> “How did you figure out the number of cubes you had in all?”<br/> <i>Did anyone do it another way?</i><br/>                     [Possible observations:<br/> <i>Does the child need to recount the train after added 1 or 2 cubes?</i><br/> <i>Do they know the amount without counting?</i><br/> <i>Do they lose track what they have counted?</i><br/> <i>Do they self correct?</i></p>         |

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|  | <p><i>Some students will need to count out both groups and then recount all to find the total. Others might be able to keep one of the addends in their head and count on, while others "just know" (have derived facts).</i></p> <p>Observe which strategy each student uses.]</p>   |
| <p><b>SUMMARIZE</b><br/>Materials:</p> <ul style="list-style-type: none"> <li>• Journals for each student</li> </ul> | <p><b>Discuss and Write:</b> TE, pg. 4</p> <p>You may want to construct a math journal for each student to use throughout the year. There are almost daily opportunities to write or draw about the math students are learning. However, because mathematics is the focus, many times discussion alone will be sufficient to summarize the lesson. Revisit the lesson's objective, connecting discussion with the purpose of the lesson.</p> <p><b>Optional:</b> Ask children to use crayons to illustrate the way they joined 2 sets of color cubes and write the number sentence. Students share and discuss illustrations. Connect their discussions with the purpose of the lesson.</p> |
| Homework   | <p><b>Suggestion: Practice 1.1 or Family Involvement Activities;</b> pg. FA1-2 "Addition 3 in a Row."</p>   |

**MODULE 1: ADDITION AND SUBTRACTION CONCEPTS**  
**Chapter 1: Addition Concepts**  
**DAY 2: LESSON 1.2**  
**TE pages 5, 5A & IS94**

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| LESSON FOCUS:  | <b>More Addition Stories</b>   |
| CALIFORNIA STANDARD:   | <b>Number Sense: 2.5</b> Show the meaning of addition and subtraction.   |
| Purpose of Lesson:   | To model addition stories.   |
| ROUTINE<br><br>Materials:<br>• For class -<br>Hundred chart  | <b>Suggestions - Quick Review:</b> TE, pg. 5.<br>Use Calendar, Number Line, Hundred Chart, and Choral Counting.<br><i>or</i><br><b>P.O.D.:</b> TE, pg. 5A<br>Be sure the Number Line and Hundred Chart are visible to students to use as a tool for solving problems.<br><i>How did you think about the problem to come up with that answer?</i><br><i>Did anyone think about it another way?</i>  |
| LAUNCH<br><br>Materials:<br>• For each child –<br>2-color counters   | <b>Getting Started:</b> Modeling Addition Stories: TE, pg.5A.<br><b>Option:</b> Extend situations to include:<br>1.) Subtraction -"If there are 4 children in all and one is called to the office, how many are left?" or<br>2.) Adding on/change unknown problems: I have 3 marbles. My friend gave me some more marbles. Now I have 5 marbles. How many marbles did my friend give me?   |
| EXPLORE<br><br>Materials:<br>• For partners -<br>6 counters, small brown paper bag, paper, markers for each pair | <b>Introduce Activity:</b> Intervention Strategies Book;<br><b>Skill 14 pg. IS94 only: "Alternative Teaching Strategy":</b><br>Students work in pairs on <b>Skill 14</b> .<br><br><b>Note:</b> While 6 color counters may be an appropriate number for most students, you may increase or decrease the number to better suit individual learning needs.<br>Students may or may not (depending on instructional levels) record number sentences on blank paper.<br><br><b>Optional: Teach and Practice:</b> TE, pg.5-6, Workbook, pg. 5-6.<br>Continue using counters for additional support. |
| SUMMARIZE  | <b>Talk About It – Reasoning:</b> TE, pg. 5 Revisit the lesson's objective, connecting their discussion/sharing with the purpose of the lesson.  |
| Homework   | <b>Suggestion:</b> Family Involvement Activities; pg. FA 3   |

**MODULE 1: ADDITION AND SUBTRACTION CONCEPTS**  
**Chapter 1: Addition Concepts**

**DAY 3: LESSON 1.3**  
**TE pages 7-8, & 7A**

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| <b>LESSON FOCUS:</b>  | <b>Add with Pictures</b>  |
| <b>CALIFORNIA STANDARD:</b>   | <b>Number Sense: 2.5</b> Show the meaning of addition and subtraction.  |
| <b>Purpose of Lesson:</b>   | To use pictures to describe addition situations and find sums.  |
| <b>ROUTINE Materials:</b><br><ul style="list-style-type: none"> <li>• For each student - 6 counters, cubes</li> <li>• For whole class - Hundred chart, number line</li> </ul> | <p><b>Suggestion - Quick Review:</b> TE, pg. 7.<br/>                     Use Calendar, Number Line, Hundred Chart, and Choral Counting.</p> <p><b>P.O.D.:</b> TE, pg. 7A<br/>                     Be sure the Number Line and Hundred Chart are visible to students to use as a tool for solving problems. Have connecting cubes available (not required) for each student to use as they solve the problem.</p> <p><i>How did you think about the problem to come up with that answer?</i><br/> <i>Did anyone think about it another way?</i><br/> <i>Explain how you got your answer.</i></p>   |
| <b>LAUNCH Materials:</b><br><ul style="list-style-type: none"> <li>• For partners – 6 12 connecting cubes, 6 each of 2 colors, number cube</li> </ul>                         | <p>Students work in pairs on <b>Modeling Addition Sentences With Connecting Cubes, 7A.</b></p> <ul style="list-style-type: none"> <li>• Hold up a train showing 6 or fewer connecting cubes.</li> <li>• Ask children to tell you how many cubes.</li> <li>• Have them trace the numeral in the air and continue with other numbers.</li> <li>• Distribute the number cubes and connecting cubes to partners. The first child rolls the number cube and makes a train with that many connecting cubes using only one color.</li> <li>• The second child rolls and does the same using the other color. Children tell a number story using amounts equivalent to the quantity in their trains. Students solve the problem.</li> <li>• Ask some of the children to share their number stories with the class.</li> </ul> |
| <b>EXPLORE</b>  | <p><b>Teach and Practice:</b> TE, pg.7-8, Workbook, pg. 7-8.<br/>                     Pose some of the problems orally.<br/>                     Instead of saying, "<i>four plus two equals,</i>" use language that expresses action. For example, "There are five balls and I'm giving you one more."<br/>                     Putting action into a problem gives access to more students. When possible, you pair natural language with mathematical terms.</p> <p>Write <math>5 = 3 + 2</math> on the board.<br/>                     Ask students if this tells the same story as <math>3 + 2 = 5</math>.</p>   |

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|           | <p>The concept is the meaning of the equal sign (many students believe that the meaning of = is “and the answer is.” This is obviously incorrect. What is on one side of the equal sign is the same quantity as that on the other side of the equal sign.)</p> <p><i>How do you know that <math>5 = 3 + 2</math> tells the same story as <math>3 + 2 = 5</math>?</i></p> <p>Continue using counters for additional support.</p> <p><u>Possible observations:</u><br/> <i>Does the child know how many more without counting?</i><br/> <i>Does the child know the answer to one/two more without counting (can count on)?</i><br/> <i>Do they know when they make a mistake?</i></p> <p><u>Math Background:</u></p> <ul style="list-style-type: none"> <li>• The pictures in this lesson show the part-part-whole connection. The parts are not the same. Example: <i>I have 5 red marbles and 8 blue marbles. How many marbles do I have?</i></li> <li>• Also, it is important that children understand that the equal symbol means, “is the same as.” This will help avoid misconceptions about the equal sign.</li> </ul> <p><b>Optional:</b> Give students the choice to practice either Skill 13 or Skill 14 from Days 1 and 2, <b>IS 90 &amp; 94.</b></p> |
| SUMMARIZE | <p><b>Discuss and Write:</b> TE, pg. 8.<br/>         Connect the purpose of the lesson with the students’ discussions.</p>   |
| Homework  | <p><b>Suggestion:</b> Practice Master 1.3</p>  |

**MODULE 1: ADDITION AND SUBTRACTION CONCEPTS**  
**Chapter 1: Addition Concepts**

**DAY 4: LESSON 1.4**  
**TE pages 8, 8A, 9, 9A, 10A**

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| LESSON FOCUS:  | <b>Problem Solving: Write an Addition Sentence</b>   |
| CALIFORNIA STANDARD:   | <b>Number Sense 1.1</b> Count, read, and write whole numbers to 100.   |
| Purpose of Lesson:   | To solve problems by using an appropriate strategy such as <i>write an addition number sentence</i> .  |
| ROUTINE<br><br>Materials:<br>• Number line/Hundred chart               | <b>Suggestion - Quick Review:</b> TE, pg. 9.<br>Use Calendar, Number Line, Hundred Chart, and Choral Counting<br><i>or</i><br><b>P.O.D.:</b> TE, pg. 9A<br>Be sure the Number Line and Hundred Chart are visible to students to use as a tool for solving problems.<br><i>How did you think about the problem to come up with that answer?</i><br><i>Did anyone think about it another way?</i><br><i>How did you figure it out?</i><br><i>Explain how you got your answer.</i>  |
| LAUNCH   | <b>Getting Started: Language Arts Connection:</b> TE, pg 10A.<br>Do as a <i>whole class activity</i> to demonstrate the parts of an addition sentence and their meanings.<br>Ask students to make up a number story to go with $3 + 2 = 5$ ; For example, <i>John has 3 pieces of candy and Sue has 2 pieces. How many pieces of candy do they have all together?</i><br>Make sure to pose some problems that are written with the equal sign at the beginning: $5 = 2+3$ ("=" means "the same as," not just "the answer is"). |
| EXPLORE<br>Materials:<br>• For partners – paper, crayons, masking tape | TE, pg.8A; "Advanced Learners."<br>Students work in pairs on <b>Advanced Learners Activity</b> .<br><b>Ask:</b><br><i>Which number shows how many you had in all?</i><br><i>What part of your number sentence shows you added your pictures together?"</i>   |
| SUMMARIZE  | Select a few students to share their story problems with the class covering up the sum with their hand or a sticky note. They ask their classmates to figure out the answer and explain how they got their answer. <b>Make sure to highlight possible strategies that students use: count all, count on, recalled fact, derived facts.</b><br>Revisit the lesson's objective connecting their sharing with the purpose.  |
| Homework   | <b>Suggestion:</b> Practice Master 1.4   |

**MODULE 1: ADDITION AND SUBTRACTION CONCEPTS**  
**Chapter 1: Addition Concepts**

**DAY 5: LESSON 1.5**  
**TE pages 11A, 11-12, & 12A**

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| LESSON FOCUS:   | <b>Add 0</b>   |
| CALIFORNIA STANDARD:  | <b>Number Sense: 2.5</b> Show the meaning of addition and subtraction.   |
| Purpose of Lesson:  | To solve addition stories adding zero.   |
| ROUTINE<br>Materials:<br>• Number line,<br>hundred chart  | <b>Suggestion - Quick Review:</b> TE, pg. 11<br>Use Calendar, Number Line, Hundred Chart, and Choral Counting.   |
| LAUNCH<br>• Materials; Two color counters   | <b>Daily Routine:</b> TE, pg. 11A<br><b>Ask:</b> "What does zero mean?"  |
| EXPLORE<br><br>Materials:<br>For partners –<br>• Workmat 2<br>(p.TR 114)<br>• ten 2-color counters<br>• paper | <b>Advance Learners, TE 12A</b><br><ul style="list-style-type: none"> <li>• Students use the workmats and counters to pose problems to each other that involve adding 0 to a number.</li> <li>• Number sentences should be of two kinds: number + 0 = and 0 + number =</li> <li>• Model the activity and have children follow along.</li> <li>• Avoid providing arbitrary-sounding rules such as "<i>Whenever you add zero, you get the same number back.</i>"</li> </ul> It is always better to have a good discussion through a story problem and models. Then have children pose problems to each other. Invite them to make up stories to go with their number sentences.<br><br>Write on the board $5=0+5$<br>Ask: <i>Is this number sentence correct? Why or why not?</i><br>(Children will need many opportunities to understand what equality means. Showing that the equal sign can come at the beginning of a number sentence is important in their development of this concept).<br><br><b>Teach and Practice:</b> TE, pg.11-12, pose problems orally instead of using worksheets. Make up word problems for students that match TE 11-12. Ask students to model and write number sentences that match word problems. |
| SUMMARIZE   | Summarize understanding of zero concept.<br>Connect discussion with the purpose of the lesson  |
| Homework  | <b>Suggestion - Workbook,</b> pg. 11-12  |

