G1-M1-Topic F

G1-M1-L21: For the application problem - Reinforce counting on from the biggest addend by using a more extreme example, e.g. instead of 3 and 4 as the parts use 2 and 8.

G1-M1-L22: Consider altering the fluency activities. There's no need for students to count by twos to 20 until they're working with numbers to 20 on a conceptual level. Students should do doubles & doubles + 1 fluency on this day.

G1-M1-L23: Consolidate this lesson with lesson 22. Both lessons are not necessary.

G1-M1-L24: This lesson is more of an activity than it is a learning session…*Build Fluency with facts to 10* could be better addressed through fluency over the course of several weeks. The *Related Fact Ladders* could be done as a piecemeal fluency activity.

G1-M1-L21 Subset

Add

1		+		=
2	1	+	1	=
3		+		=
4	2	+	2	=
5		+		=
6	3	+	3	=
7		+		=
8	4	+	4	=
9		+		=
10	5	+	5	=

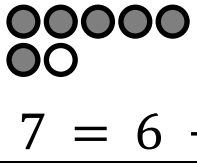
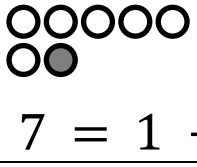
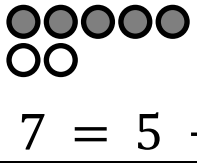
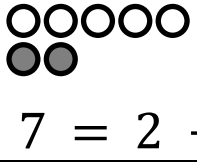
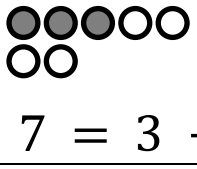
G1-M1-L22 Subset

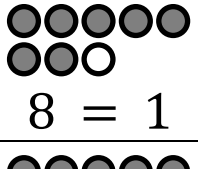
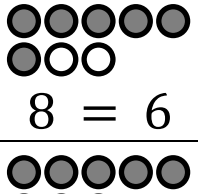
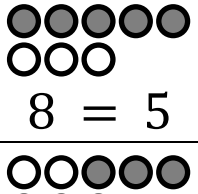
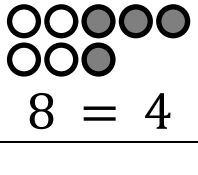
Write the missing number.

1	$0 + 0 = \_\_\_\_\_$
2	$1 + 1 = \_\_\_\_\_$
3	$1 + 2 = \_\_\_\_\_$
4	$2 + 2 = \_\_\_\_\_$
5	$2 + 3 = \_\_\_\_\_$
6	$3 + 3 = \_\_\_\_\_$
7	$3 + 4 = \_\_\_\_\_$
8	$5 + 5 = \_\_\_\_\_$
9	$4 + 4 = \_\_\_\_\_$
10	$4 + 5 = \_\_\_\_\_$
11	$5 + 1 = \_\_\_\_\_$
12	$5 + 2 = \_\_\_\_\_$
13	$5 + 3 = \_\_\_\_\_$
14	$6 + 2 = \_\_\_\_\_$
15	$6 + 3 = \_\_\_\_\_$
16	$6 + 4 = \_\_\_\_\_$

G1-M1-L23 Subset

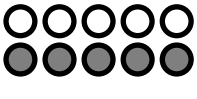
Write the missing number.

1	 $7 = 6 +$ ☐
2	 $7 = 1 +$ ☐
3	 $7 = 5 +$ ☐
4	 $7 = 2 +$ ☐
5	 $7 = 3 +$ ☐

1	 $8 = 1 +$ ☐
2	 $8 = 6 +$ ☐
3	 $8 = 5 +$ ☐
4	 $8 = 4 +$ ☐

1	 $9 = 8 +$ ☐
2	 $9 = 2 +$ ☐
3	 $9 = 6 +$ ☐
4	 $9 = 4 +$ ☐
5	 $9 = 5 +$ ☐

1	 $10 = 1 +$ ☐
2	 $10 = 8 +$ ☐
3	 $10 = 3 +$ ☐
4	 $10 = 4 +$ ☐

5	 $10 = 5 +$ ☐

G1-M1-L24 Subset

Write the missing number.

1	$1 + 0 = \_\_\_\_\_$
2	$2 + 0 = \_\_\_\_\_$
3	$3 + 0 = \_\_\_\_\_$
4	$8 + 0 = \_\_\_\_\_$
5	$0 + 8 = \_\_\_\_\_$
6	$2 + 1 = \_\_\_\_\_$
7	$3 + 1 = \_\_\_\_\_$
8	$4 + 1 = \_\_\_\_\_$
9	$8 + 1 = \_\_\_\_\_$
10	$1 + 8 = \_\_\_\_\_$