Unit 7 – Addition and Subtraction

TB: Textbook WB: Workbook EP: Extra Practice

Lesson	Objectives	Materials	Resources	Standards
Chapter 1 : Finding the Missing Number				**3 days**
7.1a Finding Parts and Wholes	• Find the missing part in an addition or subtraction equation. • Find the missing whole in a subtraction equation.	• Counters	TB: p. 8-11 WB: p. 7-8	NS 1.1 NS 2.1 NS 2.2 NS 2.3 AF 1.1 AF 1.2
7.1b Learning to Make 100	• Add numbers mentally to make 100. • Subtract numbers mentally from 100.	• Hundreds board	TB: p. 11-12 WB: p. 9-10	NS 1.1 NS 2.1 NS 2.2 AF 1.2
7.1c Practice A	• Practice.		TB: p. 13 EP: p. 103-104 Tests: p.1-4 Poster: Unit 7, 1 of 3	NS 1.1 NS 2.1 NS 2.2 NS 2.3 MR 1.1 AF 1.2
Chapter 2 : Methods for Mental Addition				**3 days**
7.2a Adding 2-Digit Numbers Mentally	• Add ones or tens to a 2-digit number. • Count on mentally.	• Number discs	TB: p. 14-15 WB: p. 11-12	NS 1.1 NS 2.1 NS 2.2 NS 2.3
7.2b Adding 3-Digit Numbers Mentally	• Add ones, tens or hundreds to a 3-digit number.	• Number discs	TB: p. 15 WB: p. 13-14	NS 1.1 NS 2.1 NS 2.2
7.2c Adding Two 2-digit Numbers Mentally	• Add two 2-digit numbers. • Add 99 or 98.	• Base-10 blocks • Number cubes • Number discs	TB: p. 15-16 WB: p. 15-17 EP: p. 105-106 Tests: p. 5-8 Poster: Unit 7, 2 of 3	NS 2.1 NS 2.2 NS 2.3

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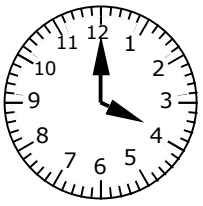
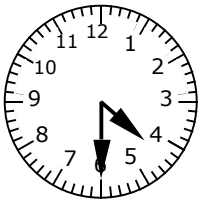
Lesson 11.1 Tell Time as Minutes After the Hour

Objectives	**California Standards**
• Tell time to each 5-minute interval. • Read digital time notations. • Tell time as minutes after, or minutes past the hour.	**MG 1.4**: Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
Materials • Small analog geared clocks • Large analog geared clock	**Vocabulary/Phrases** Minutes after (the hour) Minutes past (the hour)

Teaching Strategies		
Review reading a clock face	Provide each student with a small geared clock and use a large classroom geared clock while you demonstrate. Remind students which hand is the hour hand and which is the minute hand. Have students identify the meanings of the numbers around the clock. Set the time for 12:00 and move the minute hand all the way around the clock face. Ask students how far the hour hand moves when the minute hand goes all the way around. Tell the class that one hour passes as the minute hand goes around, and the hour changes to the next hour. Let students experiment with their clocks.	
Review telling time to the hour and the half-hour	Set the time on your geared clock to an hour, such as 4:00, and ask students for the time. Students have learned this as "4 o'clock" in *Primary Mathematics (Standards Edition) Grade 1*. Next, move the minute hand around half-way. Ask students how far around the clock face the hand moved, and ask them for the time. They have learned this is "half past 4". Call on students to set their clocks for given times on the hour or half-hour.	 
Activity	Have students identify the number of intervals between two numbers, by counting by the small notches on the clock face. Tell the class that when the minute hand moves from one small notch to the next it has moved 1 minute. There are 5 minutes between one number (represented by a larger notch) and the next. Start the minute hand at 12 and have the students count by 5 as you move it from number to number. Lead them to see that there are 60 minutes in an hour.	

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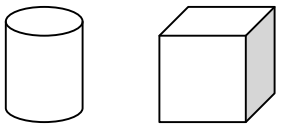
Lesson 14.1b Counting Faces, Vertices and Edges

Objectives	**California Standards**
• Identify flat and curved faces on 3-dimensional shapes. • Identify vertices and edges on 3-dimensional shapes.	**MG 2.1**: Describe and classify plane and solid geometrical shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges and vertices.
Materials • Cloth to use as blindfold • Models of cubes, rectangular and triangular prisms, cylinders, cones, pyramids and spheres	**Vocabulary/Phrases** Cone, Cube, Cylinder, Edge, Prism, Pyramid, Rectangular prism, Sphere, Vertex

Teaching Strategies		
Illustrate curved and flat faces	Show students a variety of 3-dimensional shapes, (including cones, cubes, cylinders, prisms, pyramids, rectangular prisms and spheres). Call on students to identify the shapes by name and the curved and/or flat faces on each. Ask them to tell you the number of faces that are curved and/or flat.	
Identify vertices and edges on solid shapes	Have students look at **Task 2, Textbook p. 119**. Point out a vertex and edge of a different object, such as prism. Ask students to count the vertices and edges on a variety of 3-dimensional shapes.	Textbook p. 119
Assess	Have students do **Tasks 2-9, Textbook p. 119-121**.	Textbook p. 119 2. 4, 6, 12 3. Yes 4. Faces are not the same. Textbook p. 120 5. 5 faces 6. 3, 0 7. 1 vertex 8. 1, 0 Textbook p. 121 9.(a) A, B (b) C, D, F, G, H (c) E (d) D
Activity	Divide students up into groups. Provide each group with a variety of 3-dimensional objects. Students take turns being blindfolded and trying to tell how many flat and curved faces there are on one of the objects. Ask students to identify the object based on the number of flat and curved faces it has. Next, ask students to take turns to identify the vertices and edges of an object while blindfolded. Have them count the number of each, and then identify the object.	
Practice	Workbook Exercise 2, p. 172-173	

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