

1st Grade EDM Support for Focus Strand: Numeration

Purpose of the GLE Strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk assessment/practice problems that could be used to assess the strand.
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

Power Lessons:

N-1: 1.1, 1.7, 1.8, 1.10, 1.11, 2.1, 2.1, 2.3, 2.4, 3.5, 3.10, 4.10, 5.1, 5.2

N-2: 1.6,

N-5: 8.7, 9.6

N-6: 2.11, 2.12, 3.6, 3.14, 5.9

N-7: 8.6

N-8: 2.7; 3.3

N-9: 3.1, 3.2, 3.4

N-10: 6.3, 6.4, 6.5

Projects:

Project 3: *Pumpkin Math* (N-1)

Project 5: *Apple Math* (N-1)

Project 6: *Celebrate Hundredth Day* (N-1 & N-3)

Games:

Monster Squeeze (N-1; Unit 1)
Penny-Dice Game (N-1; Unit 1)
Bunny Hop (N-6; Unit 1)
Top-I (N-2. Unit 1)
Rolling for 50 (N-1 Unit 2)
Penny Grab (N-1; Unit 2)
Penny Plate (N-1; Unit 2)
High Roller (N-6; Unit2)
Coin Top-It (N-1, N-8; Unit 2)
Dime-Nickel-Penny Grab (N-1&8; Unit 3)
The Digit Game (N-1; Unit 5)
Guess My 2-digit Number (N-2; Unit 5)
Base Ten Exchange (N-1; Unit 5)
Top-It with Relation Symbols (N-2; Unit 5)
Difference Game (N-6; Unit 5)
Number Grid Game (N-6; Unit 9)

Open Response Items: (Assessment Handbook):

Unit 1: *Counting Buttons (N-1 & N-8)*
 Unit 2: *Counting Coins (N8)*
 Unit 3: *The Bike Shop (N7)*
 Unit 5: *Making Numbers (N1 & N6)*
 Unit 6: *Necklace Patterns (N6)*

Assessment Assistant:

Everyday Math Grade1 Goals:

Numeration:

Goal 1:Rote Counting
Goal 2:Rational Counting
Goal 3: Place Value and Notation
Goal 4: Meanings and Use of Fractions
Goal 5: Number Theory
Goal 6: Equivalent Names for Whole Numbers
Goal 7: Comparing and Ordering Numbers

Minute Math +

Basic Routines p. 3, 6, 7, 9, 11-12, 14, 23, and 24; Counting p. 33, 36, 37, 38, 44, and, 45

Reinforcement Suggestions from Maintaining Concepts and Skills in Differentiation Handbook

N - 1

- Have children trace numbers in *Anno's Counting Book*. See the Readiness activity in Lesson 1.4. (Unit 1)
- Have children match number cards with tally cards. See the Readiness activity in Lesson 1.8. (Unit 1)
- Have children count pennies to practice counting by 1's. (Unit 2)
- continue to practice counting by 1's on the number grid. (Unit 3)
- Have children sort dominos according to the total number of dots. (Unit 4)
- Have children name numbers before and after 2-digit numbers. See the Readiness activity in Lesson 4.10. (Unit 4)
- Have children play the *Digit Game* and *Base-10 Exchange Game*. (Unit 6)
- Have children identify and write numbers to 99. See the Readiness activity in lesson 5.1. (Unit 5)
- Have children sequence number cards. See the Readiness activity in Lesson 6.11 (Unit 6)

N - 2

- Have children play *Top-It* varying the range of numbers and difficulty as appropriate. (Unit 1) (Unit 2) (Unit 3)
- Have children play *Monster Squeeze* varying the range of numbers as appropriate. (Unit 1)
- Have children compare sets of counters. See the Readiness activity in Lesson 1.10. (Unit 1)
- Have children play *Domino Top-It*. (Unit 3) (Unit 4)
- Have children play *Penny Grab* for different amounts of pennies, for example 30 pennies. (Unit 8)

N – 5

- Have children match fractions to circles divided into fractional parts. See the Readiness activity in Lesson 9.7. (Unit 9)

N – 6

- Have children play *High Roller* for addition. (Unit 2)
- Have children play *Domino Top-It* and *Penny Grab* to practice finding sums. (Unit 3) (Unit 8)
- Have children play *Shaker Addition Top-It*. (Unit 4)
- Have children play *Penny Plate*. (Unit 6)
- Have children use dominoes to model parts-and-total situations. (Unit 8)
- Have children play *Before and After* to model change situations. (Unit 8)
- Have children use counters and situation diagrams to model number stories. See the Readiness activity in Lesson 8.4. (Unit 8)
- Have children write number stories and use the situation diagrams for number stories master on page 135 of the Differentiation Handbook to complete situation diagrams for number stories. (Unit 8)
- Have children tell and solve number stories using animal-length cards. See the Readiness activity in Lesson 10.1. (Unit 10)

N – 8

- Have children count forward and backwards on the number grid by 2's, 5's, and 10's. If you have already not done so, consider indicating these counts on the number line; for example, draw circles around counts by 2's, squares around counts by 5's, and triangles around counts by 10's. (Unit 1)
- Have children, on the number grid, lightly shade counts by 2 in one color, counts by 5, in another color, and counts by 10 in both colors. (Unit 1)
- Make a tally of the number of children whenever you do a class count, such as a lunch count. (Unit 1)
- Have children count nickels to practice counting by 5's. (Unit 2)
- Have children place nickels on the number grid at intervals of 5; for example the first nickel goes on 5, the second on 10, the third on 15, and so on. Children move along the number grid and point to the nickels as they count. (Unit 2)
- Have children play *Top-It* and record the number on their card in tallies for each round to practice counting by 5's. (Unit 2)
- Have children play *Coin Top-it* for counting by 5's to find the value of combinations of pennies and nickels. (Unit 2)

- Have children do interrupted skip counts. See the Readiness activity in Lesson 3.3. (Unit 3)
- Continue to practice counts by 2's, 5's, and 10's on the number grid. (Unit 3)
- Have children do stop-and-start counting by 10's, 5's, and 1's to help with counting coin combinations. (Unit 3)
- Have children use base-10 blocks by skip counting on a calculator . See the Readiness activity in Lesson 8.3. (Unit 8)
- Have children count collections of coins to practice counting y 1's, 5's, and 10's. (Unit 10)

N – 10

- Have children write fact families for dice rolls. See the Readiness activity in Lesson 6.4. (Unit 6)
- Have children match fact families to match dominos. (Unit 6)