

created by Whitney Shaddock, the first grade roundup

12 DIGITAL materials

GUIDED MATH WORKSHOP

With Mrs. Sheppard, she@sheppards.com

WEEK 7: NUMBERS CAN BE GROUPED FOR COUNTING.

	LAUNCH	MEET WITH ME	AT MY SEAT	TECHNOLOGY	HANDS ON
MONDAY I CAN FIND GROUPS TO SKIP COUNT	MIND LESSON (5 MIN) : Read <i>The Groups of Math</i> , by Greg Tang. I usually put this on my ELMO projector with a clear view on top of the book so we can circle to show the groups kids counted. You can also scan the pages and save as a pdf to put up on your interactive board to write over. I cannot include those here for copyright reasons! Just do a few pages of this and leave it in the hands on station for kids to explore and find groups to count if they finish early. Start the "I can count in groups" chart!	BRAIN BREAK (5 MIN) : Count by 5's Video: https://www.youtube.com/watch?v=UjKwGd3Qm0g	MATH TALK (10 MIN) : Continue <i>Groups of Math</i> pages. Reinforce the ideas you recorded on the "groups" anchor chart (an example is shown in the chart's template resource: http://bit.ly/mathcharts3)	HANDS ON (20 MIN) : Model Roll It Build It Break It as a whole group. During the week, this can be differentiated by having or extending the number of times kids roll before breaking. Handout included.	STANDARDS : SMP 8, IDA.C.6, IMET.C.5
TUESDAY I CAN MAKE GROUPS TO SOLVE.	MATERIALS : groups chart LAUNCH : Review chart. Read problem and ask launch questions. STANDARD : (IDA.A.)	LOW : Share strategies from yesterday. Make sense of the problem one sentence at a time with manipulatives while you conference and observe.	PROBLEM TYPE : MLT (3,5), (6,5) Kids add 10's to 10's (10,10)	ROLL BUILD, BREAK : MATERIALS: Glue sticks, paper, 12 dice and partners. cubes DIRECTIONS : Students roll 10 times, 10 times, then more rolls. After each roll, break into groups of 10's, draw your groups and count the total.	
WEDNESDAY I CAN MAKE GROUPS TO SOLVE.	MATERIALS : groups chart LAUNCH : Review chart. Read problem and ask launch questions. STANDARD : (IDA.A.)	Above : They bring their own mysteries to solve. Use tape to connect with students as they work.	Record : Record strategies as they work.		
THURSDAY I CAN COUNT THE NUMBER OF GROUPS.	MATERIALS : groups chart LAUNCH : Review chart. Read problem and ask launch questions. STANDARD : (IDA.A.)				
FRIDAY I CAN DECOMPOSE NUMBERS INTO TENS AND ONES.	MATH WALL (20 MIN) : A COUNTING COLLECTIONS: group or representative hundreds, tens and ones ready, they can start at assessments and handouts. SHARE TIME (20 MIN) : Share whole group to see (some				

Name _____ Date _____

ROLL it! BUILD it! BREAK it!

Roll the die, write the number in a box. Add the number to make your unit cube train. Repeat 10 times. After you've rolled 10 numbers, break the train into groups of 10's, draw your groups and count the total.

ROUND 1:

- ROLL IT! (Die rolls: 3, 1, 3, 3, 2, 3, 6, 5, 1, 4)
- BUILD IT! BREAK IT! (Train: ||| | x 31; Total: 10, 20, 30, 31)
- COUNT IT! (Total: 31)
- ROLL IT! (Die rolls: 6, 2, 3, 4, 2, 5, 2, 5, 4, 3)
- BUILD IT! BREAK IT! (Train: ||| | x 36; Total: 10, 20, 30, 36)
- COUNT IT! (Total: 36)

ROUND 2:

- ROLL IT! (Die rolls: 5, 2, 3, 4, 2, 5, 2, 5, 4, 3)
- BUILD IT! BREAK IT! (Train: ||| | x 33; Total: 10, 20, 30, 33)
- COUNT IT! (Total: 33)
- ROLL IT! (Die rolls: 4, 4, 1, 4, 2, 1, 3, 3, 2, 4)
- BUILD IT! BREAK IT! (Train: ||| | x 38; Total: 10, 20, 30, 38)
- COUNT IT! (Total: 38)

WHAT IS GUIDED MATH WORKSHOP?

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Math instruction has changed so much over the last 20 years. We've gone from direct instruction and modeling, to hands-on learning, to problem-solving heavy curriculums. But truth is that it's not all or nothing. There are good elements of each of these. So, a balanced approach to math instruction is best. There are 6 key components to Guided Math Workshop.

WHOLE GROUP LESSONS

On Mondays, the teacher will introduce the goal for the week through a trade book or video. Ideas will be charted together. Then, students will participate in a whole class math talk that ties to the weekly goal. The teacher will model correct math notation and students will be exposed to a variety of math problem solving strategies from all levels in the classroom. Finally, the teacher will introduce and model the hands on game or activity for this week. If needed, students can practice the game in partners or groups.

On Fridays, students will do a spiral review of on grade level math skills as a whole class (math wall). Then, students will break off into partners to do counting collections. During this time, the teacher can pull counting intervention groups or pull individual students to assess.

MINI-LESSONS

On Tuesdays through Thursdays, the teacher will give a mini-lesson related to the week's goal. The teacher will also launch the story problem (math mystery) that students will be solving during the independent time.

MEET WITH ME

After at my seat time, students will rotate to meet with the teacher. During this time, they will finish up their math mystery while the teacher conferences with students. Then, the teacher will guide the students in a small group share time where they will share their strategies they used to solve problems and the teacher will help model correct notation for kids.

AT MY SEAT

Students will work independently on the math mystery that was launched for the day. They will work through as many levels of numbers as possible during their independent time.

TECHNOLOGY

Students will work independently at a technology station (laptop or iPad). They will practice math skills related to this week's goal. See the lesson plans for suggested apps and websites.

HANDS ON

Students will work in partners or small groups on the hands on activity or game that was modeled on Monday.

1ST GRADE GUIDED MATH WORKSHOP WEEKLY GOALS

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1 & 2	We are all mathematicians.
3	Numbers can be joined and separated.
4	Mathematicians model with math.
5	We can show ways to make ten.
6	Mathematicians have friendly conversations.
7	Numbers can be grouped for counting.
8	Numbers can be compared.
9	Measurements can be compared.
10	Shapes have defining attributes.
11	Numbers can be decomposed to make 10.
12	Making a ten can be useful.
13	We can tell time to the hour.
14	We can use groups of tens to add.
15	We can use groups of tens to subtract.
16	Sets can be shared.
17	We can identify and describe shapes.
18	Shapes can be partitioned into halves and quarters.

19	We can solve a problem in multiple ways.
20	Mathematicians use efficient strategies.
21	We can add fluently.
22	We can subtract fluently.
23	Objects can be measured in units.
24	Time can be measured to the half hour.
25	Mathematicians attend to precision.
26	Data can be organized, represented and interpreted.
27	Mathematicians look for and use structure.
28	We can use related facts to add and subtract.
29	Composing is useful.
30	Shapes can be composed into new shapes.
31	Decomposing is useful.
32	Shapes can be decomposed into more shapes.
33	Unit size changes an object's measurement.
34	Data can be represented in many ways.
35 & 36	Final Assessments & Activities

DAYS 1-10 SET UP GUIDED MATH WORKSHOP ROUTINES

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GUIDED MATH <i>workshop</i>	
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WEEK 1: WE ARE ALL MATHEMATICIANS	
THE FIRST 10 DAYS	
MONDAY I AM A MATHEMATICIAN	MATERIALS: decuts (bus, car, foot, school, van), butcher paper (or use the graph in "week 1 powerpoint") BEFORE LESSON: Prepare the class "How We Go Home" graph on butcher paper. Make the decuts. LESSON: "Mathematicians use numbers to solve problems. We have a problem. We need to know how you will get home today. Let's think like mathematicians to solve this problem. How can we find out how everyone is going home?" (ask, look at forms) Collect data as a group by having students tell you how they are going home and then getting the correct decut. They will write their name on the decut. How will we know how many people are going home on a? (count them.) Collect the decuts and graph them as you count. Have students answer questions like "How many?" "Which is most/least?" "How many more/fewer?" STANDARDS: SMP 3, IM.D.4
TUESDAY I CAN USE TOOLS APPROPRIATELY.	MATERIALS: Block City by Robert Louis Stevenson, various manipulatives, SMP 5 chart LESSON: Read Block City. Talk about how the boy uses the blocks. Is he using them as a tool or a toy or both? How do you know? After reading, chart ideas on ways to use manipulatives as math tools or toys. Talk about and understand the difference and that mathematicians use manipulatives as tools to help them solve problems. Put a different manipulative tub at each table group. Rotate students through each table station, giving them a chance to practice exploring and using the manipulatives as tools to solve a problem. Walk around asking, "How are you using the tool to solve a problem?" "Come back together as a whole group and add any more." STANDARDS: SMP 5
WEDNESDAY I CAN FIND NUMBERS AROUND ME	MATERIALS: numbers around me pdf file, numbers around me chart WARMUP: Choral count to 50 by ones, tens, and fives. Use the numbers around me chart. LESSON: "Mathematicians use numbers to solve problems. We have a problem. We need to know how many are there?" (quantity) tell how many, identify house numbers? Chart each place you see numbers and why they are there as you go. Go on a walk around the school to look for numbers. Talk about the same questions again "Where are they? Why are they there?" When you get back to the room, students will draw a picture of a place where they saw the numbers and will write where they saw the numbers. STANDARDS: IM.B.1.A
THURSDAY I CAN COUNT A SET FOR A PURPOSE.	MATERIALS: Anno's Counting Book by Mitsumasa Anno, Counting printable, things we count chart WARMUP: Count around the circle (sit in a circle and each person counts one number) to 50 by ones, tens, and fives. Use a brain break video for this if you want: www.youtube.com/watch?v=7NkAtyAOE LESSON: Read Anno's Counting Book. Stop at each page and have the kids count the set. Ask why we are counting? (to tell how many) After reading, make a list of "Things We Count." Students will fill out the "I can count a set of" printable and illustrate with the set of things they counted. Example: "I can count a set of 12 cars" with a picture of 12 cars. Bind together as a class book. Remind that we count to tell how many. STANDARDS: IM.B.1.A
FRIDAY I CAN TELL WHAT CAN HAPPEN TO MY SET.	MATERIALS: Ten Black Dots by Donald Crews, What can happen to my set chart. WARMUP: Choral count to 50 by ones, tens, and fives. Use a video if you want: www.youtube.com/watch?v=7NkAtyAOE Using the book Ten Black Dots show dot images for 3 seconds only (use the pages out of order). How many black dots did you see? How do you know? Find digital dot image slides here: bit.ly/mathdotslides LESSON: Review what a set is from yesterday and chart it as "stuff I have." Then, brainstorm a list of things that can happen to our stuff: (get bigger, lose some, break it, steal it, get more, sort it, put in groups.) Chart these ideas. Using a handful of manipulatives, have students model out each of the things that can happen to the set with their manipulatives and show a table partner their ideas. STANDARDS: SMP 1

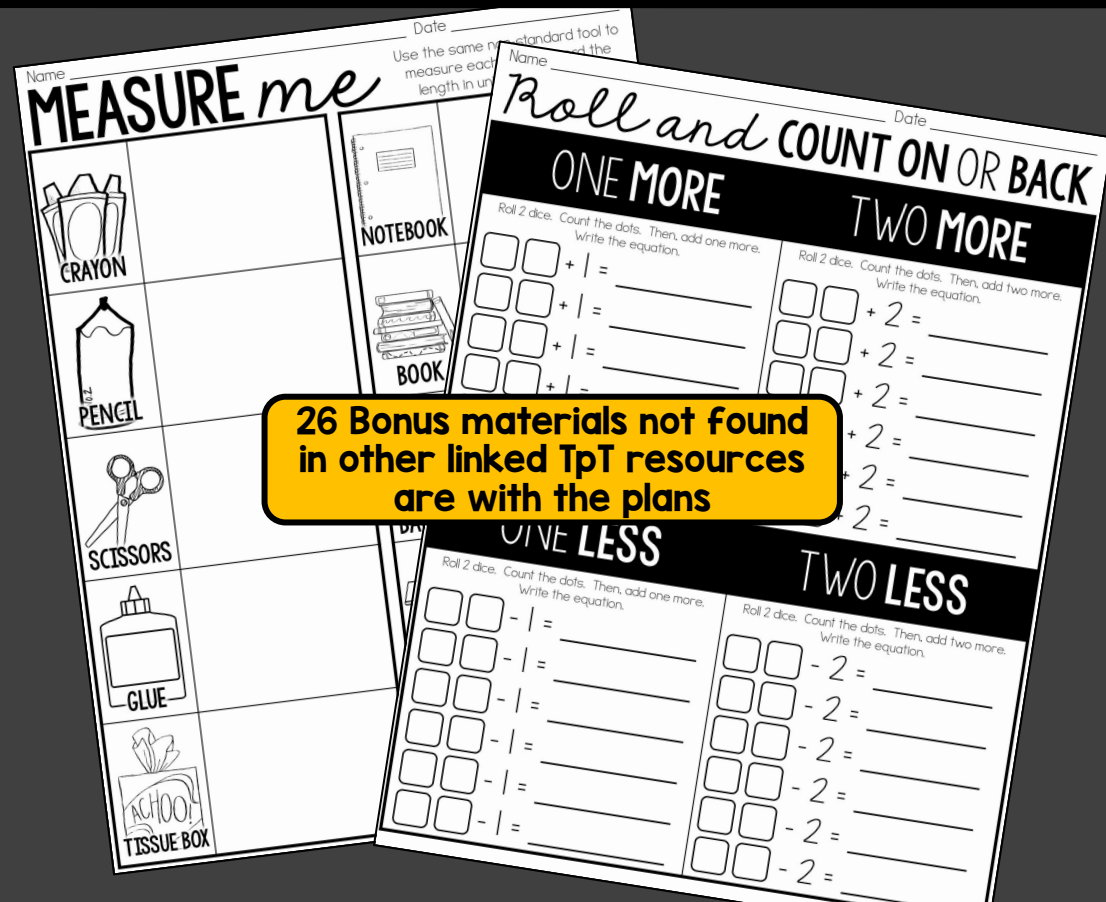
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WEEK 2: WE ARE ALL MATHEMATICIANS	
THE FIRST 10 DAYS	
MONDAY I CAN MAKE SENSE OF MATH STORIES.	MATERIALS: SMP 1 anchor chart, SRU story problem (0, 20, 8, (20, 3) (20, 0) LAUNCH: "Good mathematicians have 8 habits that they follow. We are going to learn about them this year and practice so we can become good mathematicians. First, good mathematicians make sense of math problems. That means they understand the story. They ask 3 questions to understand: 'Who is the story about?' 'What is the story about?' And 'What is happening to the set?'" Then you will read the problem, have them read it with you 2 times. Then ask them the 3 questions and have them answer. LESSON: Explain math workshop and the 4 at my seat station. Show students the 4 boxes of 4 problems and explain how you want them to work them (whether they do them in order or pick and choose which levels to do first). Then, send them to their seat to work independently for about 5-20 minutes. Walk around and observe and conference with students as you can. You will not be able to conference with every single kid. SHARE: Students will come to the carpet. Let 2-3 kids share their strategy. Ask, "Did they make sense of the problem? How do you know? How did they show us they understood?" STANDARDS: SMP 1, 1.OA.A
TUESDAY I CAN PERSEVERE	MATERIALS: SMP 1 anchor chart, JRU story problem (9, 0, (9, 6), 0, (0, 7) LAUNCH: Review the SMP from yesterday and add, "Good mathematicians make sense of the problem AND persevere to solve." Talk about what persevere means and add to your chart. Finish launching by reading the story problem and asking the same 3 questions as on Monday. LESSON: Explain the procedures for "At my seat." They will work independently for about 5-20 minutes. Walk around and observe and conference with students as you can. You will not be able to conference with every single kid. SHARE: Students will come to the carpet. Let 2-3 kids share their strategy. Ask, "Did they make sense of the problem? How do you know? How did they show us they understood?" STANDARDS: SMP 1, 1.OA.A
WEDNESDAY I CAN MAKE SENSE AND PERSEVERE TO SOLVE PROBLEMS.	MATERIALS: numbers around me pdf file, numbers around me chart WARMUP: Choral count to 50 by ones, tens, and fives. Use the numbers around me chart. LESSON: "Mathematicians use numbers to solve problems. We have a problem. We need to know how many are there?" (quantity) tell how many, identify house numbers? Chart each place you see numbers and why they are there as you go. Go on a walk around the school to look for numbers. Talk about the same questions again "Where are they? Why are they there?" When you get back to the room, students will draw a picture of a place where they saw the numbers and will write where they saw the numbers. STANDARDS: IM.B.1.A
THURSDAY I CAN COUNT A COLLECTION.	MATERIALS: tub of pencils, Counting Collections anchor chart, counting collections handout LESSON: "Our principal wants to know how many pencils we have in our room. How can we find out how many pencils we have? Count! How would I count this collection of pencils? Discuss ways to count the pencils. Use student suggestions to model strategies for counting the pencils (counting all, grouping and counting like groups.) Use the handout to model how to record how we counted and fill in the rest of the handout. Learn more about counting collections here: www.thefirstgraderoundup.com/2016/06/math-joke-counting-collections.html ANCHOR CHART: Fill out the "In Counting Collections I can..." chart throughout the lesson. ASSESSMENT: Students will fill in the Counting Collections blank 200's chart in 20 minutes. Or, use the counting collection interviews and work on finishing these during the first 9 days of school. STANDARDS: IM.B.1.A
FRIDAY I CAN COUNT A COLLECTION.	MATERIALS: counting collections anchor chart, counting collections tubs, counting collections handout. BEFORE LESSON: After using the assessment from yesterday, group kids into levels of counting (0-20, 20-50, 50-100, 100-200, 200-500). Pair them up within those groups. This will be their CC partner until the next assessment. Write down partners under the counting level categories. Make sure the counting collection tubs are set up and ready to go. Read more here: www.thefirstgraderoundup.com/2016/06/setting-up-counting-collections.html LESSON: Review the CC I can chart. Talk about the procedures. Call one set of partners at a time and assign them a counting spot. This is where they will meet every week. Have them quickly choose a counting tub, get a counting handout and go to their spot and begin counting. Continue with each set of partners. Then, walk around and monitor counting. Give them about 20 minutes to count. Then, go over clean up procedures and clean up. Come back as a whole group and share what procedures and routines you saw that worked and counting strategies you saw. STANDARDS: IM.B.1.A

Whole Group Lessons

WEEKLY LESSON PLAN PAGES + BONUS PRINTABLES

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GUIDED MATH <i>workshop</i>					
WEEK 3: NUMBERS CAN BE JOINED & SEPARATED.					
	LAUNCH	MEET WITH ME	AT MY SEAT	TECHNOLOGY	HANDS ON
MONDAY I CAN COUNT ON TO SOLVE PROBLEMS.	MINT LESSON (15 MIN): Review the "what can happen to my set" chart. Talk about the terms "join" and "separate". Today we will talk about join. Read <i>Mission Addition</i> by Brian Cleary. (Video Link https://www.youtube.com/watch?v=208gq3wXw0) Use the anchor chart to add important things and vocab for joining numbers together (add, join, addition, plus, combine, and, sample equation, number gets bigger...) Find anchor chart templates here: bit.ly/mathcharts BRAIN BREAK (5 MIN): Counting on Video. https://youtube.com/watch?v=208gq3wXw0 MATH TALK (30 MIN): Math Talks, Number Sense bit.ly/2nOTJm Counting > Equations > C, 9, 1, 9, 3, 9, 5, 9, 7 BRAIN BREAK (5 MIN): Count to and count from 50. https://youtube.com/watch?v=HsktlyAOE HANDS ON (20 MIN): Model the "One More" game as a whole group. Model how to play and how to record their answers. They will play "One More," "Two More," and "One Less" this week. All are the same game, just adding two or taking away one instead. STANDARDS: SMP 1.OA.C.6, 1.NBT.A.1				
TUESDAY I CAN COUNT ON TO SOLVE PROBLEMS.	MATERIALS: plus anchor chart LAUNCH: Review plus chart. Read problem and ask launch questions.	LOW: Share strategies from yesterday. Make sense of the problem one sentence at a	PROBLEM TYPE: JRJ (02, 0) (02, 2) (04, 10) (26, 10) Find templates here: bit.ly/mathcharts	Some suggestions... DREAMBOX: Must be bought by the school or district. dreambox.com	ONE MORE (TUE): MATERIALS: 2 dice, recording sheet DIRECTIONS: Roll 2 dice. Add one more to the total.
Sample lesson plan for weeks 3-36					
THURSDAY I CAN COUNT BACK TO SOLVE PROBLEMS.	MATERIALS: minus anchor chart LAUNCH: Review the minus chart. Read the problem and ask launch questions. STANDARD: 1.OA.A.1	Conference with the students individually as needed. Observe & Record strategies. Share strategies as a group.	PROBLEM TYPE: GRU (02, 2) (02, 3) (04, 10) (3, 10) Find templates here: bit.ly/mathcharts	Two more (WED): Students play the same game, but add two more. ONE LESS (THURS): Students play the same, but take away one. Extend to two less if time.	
FRIDAY I CAN COUNT GROUPS TO SOLVE PROBLEMS.	MATH WALL (20 MIN): A spiral review of math skills. Find the bundle here: bit.ly/207qf3 COUNTING COLLECTIONS (40 MIN): This week, you will probably walk around and monitor to make sure students are on task and can successfully follow the counting collections routines and procedures. Later in the year, while kids count, pull a counting intervention group or assess individuals and their counting. You can find counting collections assessments and handouts here: bit.ly/countingcollectionspt SHARE TIME (20 MIN): Share strategies from counting collections or from math mysteries that you want the whole group to see (connect to this week's big idea, new strategies, etc.)				



12 DIGITAL ACTIVITIES AND MATERIALS

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how we go home * numbers around me * 3D faces math talk * finding bingo digital book *
add fluently * subtract fluently * clock math talk * composing tens and ones (*shown left*) *
shape pictures * cupcake crisis * decomposing pattern blocks (*shown right*) * story
problem equations review

I can compose numbers
into tens and ones.

$$\begin{array}{r} 69 \\ + 23 \\ \hline \end{array}$$

TENS

ONES

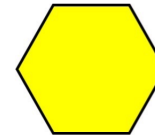


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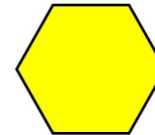
Some PDF slideshows

HOW CAN I DECOMPOSE THIS USING....

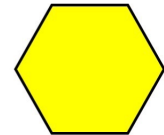
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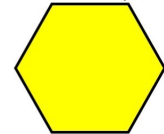
3 shapes



--- shapes



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Some powerpoints

DIGITAL & PRINTABLE ROTATION BOARDS

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GUIDED MATH *workshop*

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ROTATIONS

1	M Meet With Me	A At My Seat	H Hands- On	T Tech Time
2	A At My Seat	M Meet With Me	A At My Seat	H Hands- On
3	T Tech Time	H Hands- On	M Meet With Me	A At My Seat
4	H Hands- On	T Tech Time	T Tech Time	M Meet With Me

Digital and pdf rotation boards are included. The digital boards are explained on the next page.

The pdf rotation boards can be shown on your interactive white board or printed as a poster size to hang. Or, just use this as a guide to create your own board!

Detailed explanations on why I organized the board the way I did are included, plus two different rotation options.

EDITABLE DIGITAL ROTATION BOARDS

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These digital boards are a separate GMW Rotations PowerPoint File with a timer so that you just have to start the slideshow and everything else plays automatically! The slides will change after the timer goes off and show the next rotation kids need to go to!

GUIDED MATH *workshop* **LAUNCH**

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Type math mystery here

WHO? WHAT'S THE SET? WHAT'S HAPPENING?

GUIDED MATH *workshop* **ROTATIONS**

#1

M Meet With Me	A At My Seat	H Hands-On	T Tech Time

Edit the math problem and names in the rotation boxes.

Slides Included

LAUNCH > ROTATION #1 (chimes then 15 minute timer) > ROTATION #2 (chimes then 15 minute timer) > ROTATION #3 (chimes then 15 minute timer) > ROTATION #4 (chimes then 15 minute timer) > REFLECT

13 TEACHER SUPPORT DOCUMENTS

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MEET WITH ME PLAN

The Meet With Me structure is basically the same each week. What's changing is the problem as they progress. You'll want to keep anecdotal records and observations. Find the Form I basic plans to use for each group.

BELOW GROUP

These students are meeting with you before they work at My Seat. You'll go over the math. Act it out, use manipulatives, talk about the language. Bring in actual apples if the math mystery do to do scaffold ELLs and struggling mathematicians.

Once they understand the problem, they can use their dry erase boards to begin to solve. They needed and simplify the problem to help them understand if needed. Let's use 3:2 as an example. Show me 3 apples on your board. Let them decide if they draw apples, tally marks, numbers, everyone has 3 apples. Say, Let's count our apples together 1, 2, 3! Make sure students are going to the store to get 2 more apples. Show me 2 MORE apples on your board. Stop and apples do I have now? Observe and see what they do. Record their strategies (count all, one-to-one). Let them share how many apples they got and share their strategies. If needed, boards just like above.

If you have time before you switch, have them start the first level of problems at your board independent strategies.

There will be no sharing except for sharing strategies when you work together on dry erase strategies on Wednesday at the beginning about what they did on Tuesday during At My Seat. It is woven into doing the problem together on dry erase boards.

BUBBLE GROUP & ON GRADE LEVEL

These groups work at My Seat first and then Meet With Me. At the end of their At My Seat with their papers and continue to work. When you get to the table you will.

FIRST 5-MINUTES Conference with each individual student and record their strategies.

NEXT 10-MINUTES Share strategies. Choose 1 or 2 students to share the strategies they use through their strategy and show it to the group. The sharer is becoming the teacher and is other students are listening and analyzing the strategy being shared. If they share how the chord count how the friend did to practice counting or skip counting. Then, have the others using Star-Star-Wish. Stars are what they did well ("I like how you..."). Wishes are suggestions have. This anchor chart is included in the math anchor charts file <http://bit.ly/mathcharts>

WHO SHOULD SHARE? Choose students who are doing a strategy others need to see. Or choose that others are making and can learn from. Or choose students who are very close to progress need some help from the group to get there.

ABOVE GRADE LEVEL

This group is exactly the same as the bubble and on grade level group. The only difference is rotation board given in this packet where this group meets with me before at my seat. If it suggested schedule.

FIRST 5-10 MINUTES Let them start their at my seat work. Conference with students as they write down and start on the 3rd set of numbers first.

NEXT 5-7 MINUTES Share strategies. Do this the same way as with the other group. But you go back to their desks to finish the other sets of numbers. Give this group harder sets of numbers. I do this by dividing the back side of their math mystery paper into fourths-just 4 number sets in each box. You can give the whole group the same sets (and let them copy it) differentiate within the group. Sometimes I write two sets of number sets on the board and then I let each kid which 4 sets to do on the back. (Ex: Cooper, you do the red sets on the back)

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PROGRESSION OF PROBLEM SOLVING STRATEGIES

Here is the progression of strategies I use. This is the basic progression. Some kids may skip around depending on the number sets or skip on to other strategies and that is fine. This is to help you see where they are in the progression and what might come next to help you during conferencing and share time.

Examples of student thinking are in red. These are not the only options within these categories. I've used the 'base 10 understanding' strategies the most since base 10 understanding is the main goal in first grade.

ADDITION	SUBTRACTION	COMPARING
I don't understand.	I don't understand.	I don't understand.
I can draw pictures and count all. $\times \times \times \times \times \times$ $5 + 2 = 7$	I can draw pictures and count what's left. + $12 - 2 = 10$	I can draw pictures and match sets. 5 is 3 more than 2
I can draw pictures and count on or skip-count. $\times \times \times \times \times \times$ 5 6,7 5+2=7	I can draw pictures and count back. + $12 - 2 = 10$ 10 12	I can count back or count up with or without pictures. (5) 4,3,2 5 is 3 more than 2. (2) 3,4,5 2 is 3 fewer than 5.
I can count on with numbers and pictures. 5 x x 6,7 5+2=7	I can count back with numbers. (2) 11,10 $12 - 2 = 10$	I can count back or count up with notation. (5) 4,3,2 5+3=2 (2) 3,4,5 2+3=5
I can decompose to make a 10. $9 + 3 = ?$ 12 $9 + 1 = 10 \rightarrow 2 \rightarrow 12$	I can decompose to make a 10. $12 - 3 = ?$ 12 2 1 $12 - 2 = 10 \rightarrow 1 \rightarrow 9$	
I can use base 10 pictures with the story equation. $34 + 42 = 76$	I can use base 10 pictures with the story equation. + ... $76 - 34 = 42$	I can match tens and ones with the story equation. ... 53-21=32 ...
I can use base 10 pictures with notation and count 10s then ones. OR $30 + 40 = 70$ $34 + 10 \rightarrow 44 + 10 \rightarrow$ $4 + 2 = 6$ $54 + 10 \rightarrow 64 + 10 \rightarrow$ $70 + 6 = 76$ $74 + 2 \rightarrow 76$	I can use base 10 pictures with notation. + ... OR + ... $70 + 30 = 40$ $76 - 30 = 46$ $6 + 4 = 2$ $46 + 4 = 42$ $40 + 2 = 42$	I can match tens and ones with notation. ... 50-20=30 3-1=2 30+2=32 OR 53-20=33-1=32
I can decompose tens and ones and write my notation. 34 42 $30+40 \rightarrow 70 + (4+2) \rightarrow 76$ $30 + 4$ $40 + 2$	I can decompose tens and ones and write my notation. 76 34 OR 76 34 76 30 4 $30 + 4$ notation same as above for each	I can decompose tens and ones and write my notation. Strategy will look like addition or subtraction depending on student preference.
I can use an invented algorithm without models. $34 + 40 \rightarrow 74 + 2 \rightarrow 76$	I can use an invented algorithm without models. $76 - 30 \rightarrow 46 + 4 \rightarrow 42$	I can use an invented algorithm without models. =see - or + algorithms for examples

- Year at a glance
- CC Standards (year long & quarterly)
- Resource links
- Assessing & forming small groups
- Rotation boards
- Digital rotation boards
- Meet with me plans (*shown left*)
- Math problem types
- Multi-step math problems
- Number choice progressions for +/-
- Progression of problem solving strategies (*shown right*)
- Star-star-wish routine
- Moving kids to more efficient strategies

54 ADDITIONAL TPT RESOURCES ARE INCLUDED

created by Whitney Shaddock, the first grade roundup

MATH PRACTICE standards

© Whitney Shaddock

1 MAKE SENSE of the problem and PERSEVERE in solving it.

I CAN...

who? what's happening?

2 Reason ABSTRACTLY and QUANTITATIVELY.

$+$ $-$ $\times$ $\div$ $>$ $<$ $=$

I CAN...

Is it reasonable?

3 Construct a VIABLE ARGUMENT and CRITIQUE others.

I CAN...

explain why a strategy works

ask questions about

4 MODEL with math.

I CAN...

use tools

draw pictures

write notations

MATH PROBLEMS BUNDLE

© Whitney Shaddock

310 customizable templates

Math Mystery

4, 26

49, 11

51, 47

4, 37

23, 7

12, 11

20, 2

10, 10

AT MY SEAT

The vast majority of at my seat work are math word problems. For an explanation of problem types, see the "Math word problems" page in this preview. This lesson page packet gives you number suggestions and stories, but does NOT include premade math problem printables. This is because I suggest making your own using kid names from your classroom and making sure you are using numbers that are best for your students. This bundle has customizable math mysteries for every problem type and themed for each month separately. Any at my seat work that is not a math mystery will be included in the lesson plan packet.

HANDS ON ACTIVITIES

Many of the games used during the Hands On rotation are from these 2 resources. You can get them separately at the links provided or with the bundle mentioned above.

MATH GAMES for K-2

© Whitney Shaddock

3, 5, 2, 0

GAME OF COUPURE

DOUBLE COUPURE

15, 10, 5, 2, 1

7, 6, 5, 4, 3, 2, 1

10, 10, 10, 10, 10, 10, 10, 10, 10, 10

MATH PUZZLES BUNDLE

© Whitney Shaddock

44 DIFFERENTIATED PUZZLES

100, 42, 68, 55, 24

MATH CHARTS

© Whitney Shaddock

1st Grade

COMPOSE DECOMPOSE

62

60 + 2

62

60 + 2

or

11111

Square

triangle

MATH TALKS

K-2 bundle

© Whitney Shaddock

329 MATH TALKS

10, 10, 10, 10, 10, 10, 10, 10, 10, 10

MATH TALKS (MONDAYS)

The math talks for Mondays will be from this digital math talks curriculum. The number sets are included in the plans and you can certainly draw or write them out on your own.

If you want the slides premade and ready to teach, they are included in the bundle.

COUNTING

© Whitney Shaddock

collections K-2

Counting Collections

Collection

10, 10, 10, 10, 10, 10, 10, 10, 10, 10

Hundreds

Tens

Ones

COUNTING COLLECTIONS

All of the directions, assessments, handouts, organizational and set up materials are in this separate resource. You will find anything mentioned in this curriculum related to counting collections here.

MATH WALL

1st grade

© Whitney Shaddock

I can decompose a number.

tens

ones

BUNDLE

MATH WALL (FRIDAYS)

The math skill review time on Fridays called math wall is available as a separate digital (powerpoint) resource at the link provided. It is also included in the bundle mentioned above.

MINI-LESSONS ANCHOR CHARTS

Most materials used to introduce the week's goal are either trade books or anchor charts from these resources.

MANIPULATIVES & TRADEBOOKS USED IN THE PLANS

created by Whitney Shaddock, the first grade roundup

Manipulatives to keep on hand

Here is a list of the manipulatives that I keep on hand for either problem solving or hands-on games during Guided Math Workshop along with affiliate links.

Children's Mathematics, Cognitively Guided Instruction - amzn.to/2IZXOVz

Unifix Cubes (need a set of 200-300 per table/4 kids) - amzn.to/2xAzGE7

2-sided Counters (~25 per student) - amzn.to/2xCINUR

10 Decks of Cards (halved into red/black) - amzn.to/2xLTLqn

Pattern Blocks (one set per table) - amzn.to/2xArKTK

Wooden GeoBlocks - amzn.to/2xOIG83

Judy Clocks - amzn.to/2Du0wU6

3D shape blocks - amzn.to/2CKGe7y

Construction Hats - amzn.to/2LUlsnw

Construction signs - amzn.to/2LSictl

Materials for Counting Collections -

www.thefirstgraderoundup.com/2016/08/setting-up-counting-collections.html

Tradebooks used in lessons

A list of all of the trade books used in this curriculum along with affiliate links. Many can be found on youtube and sometimes youtube links are included in the lesson plans to watch.

Block City - amzn.to/2DqcVbl

Anno's Counting Book - amzn.to/2Dr7skB

Ten Black Dots - amzn.to/2DtLcXs

The Mission of Addition - amzn.to/2Dtfh9z

The Action of Subtraction - amzn.to/2zaOHdh

The Grapes of Math - amzn.to/2Dssob8

Alfie the Alligator - amzn.to/2E358AG

More or Less - amzn.to/2pFtJkW

The Greedy Triangle - amzn.to/2pRFmFH

Tally O'Malley - amzn.to/2QTYBKK

Duck! Rabbit! - amzn.to/2KbFQzF

Shape by Shape - amzn.to/2LZolUq

Mouse Shapes - amzn.to/2RGZBFu

TRY A SAMPLE FOR FREE!

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The First 10 Days of Lessons

Click HERE

1ST GRADE MATH

© Whitney Shaddock

first 10 days

GUIDED MATH worksheet
WEEK 1: WE ARE ALL MATHEMATICIAN
THE FIRST 10 DAYS

MONDAY
I AM A MATHEMATICIAN

TUESDAY
I CAN USE TOOLS APPROPRIATELY

WEDNESDAY
I CAN COUNT NUMBERS AROUND ME

THURSDAY
I CAN COUNT A SET FOR A PURPOSE

NUMBERS AROUND ME

46TH AVE.

Numbers on a Street

FREE

FREQUENTLY ASKED QUESTIONS

thefirstgraderoundup.com

**Do these lessons
work for
homeschooling?**

Yes! I used the 2nd grade lesson plans with my son. Some whole group games need to be adapted, but it translates easily to homeschooling.

**How long do you
allot for Guided
Math Workshop?**

This curriculum is set up for about 1 hour 15 minutes total math time. It includes 15 minutes to launch, 15 minutes for each of the 4 rotations.

**Are assessments
included?**

The bundle includes the math quarterly assessment resource which has both quarterly assessments and checkups by standard.

WHAT OTHER TEACHERS ARE SAYING

thefirstgraderoundup.com

I use this resource during my math instruction. I love the attention to detail in the lesson plans and how it has the resources needed for each lesson. Great Product!!!

~Kathryn

This resource is very comprehensive. There is a LOT here, but it's great once you know what you're looking for. I used so much of this last year and my student's understanding of number relationships definitely improved. Highly recommend!

~Nicole

This curriculum has been a GAME CHANGER for math in first grade! The kids actually enjoy math time and understand the concepts. Our test scores had some of the highest growth in the school thanks to this!!

~Julie

ABOUT THE AUTHOR

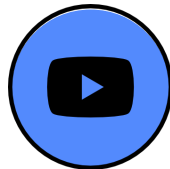
thefirstgraderoundup.com



Hey y'all! I'm Whitney Shaddock, the teacher author and blogger at the first grade roundup. I'm a National Board Certified teacher with my Masters Degree and have over 10 years of first grade experience in both high poverty and high wealth public schools. I've taught PreK Sunday School for over 17 years. I married my high school sweetheart in 2006. We were blessed with a beautiful boy in 2012 after years of infertility. In 2019, we adopted premie twins.

In 2011, I opened my TPT store. I love sharing real, practical resources I've tested and used in my own classroom. I am passionate about resources that align with the science of reading and full lesson plans and units to use in my classroom. Oh, and color coding is my love language! ☺

I love meeting new teachers, so let's connect!



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by Whimsy Clips ★ Following

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At-home learning with my child

My own purposes
e.g. decorate room, create new resource, plan lesson, track progress

Other

4

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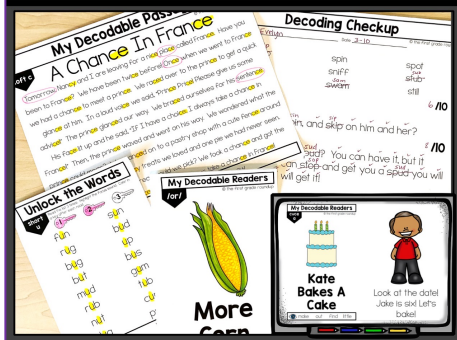


OTHER BESTSELLERS YOU'LL LOVE

thefirstgraderoundup.com

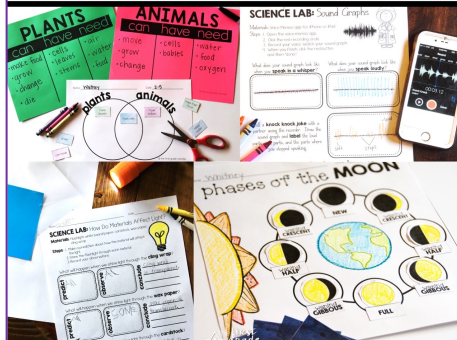
1ST GRADE DECODABLES

digital + printable texts
created by Whitney Shaddock, the first grade roundup



NEXT GEN SCIENCE BUNDLE

1st grade Units
created by Whitney Shaddock, the first grade roundup



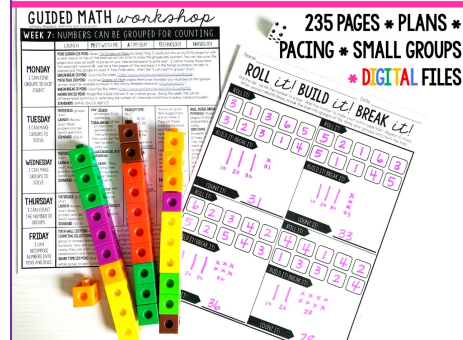
1ST GRADE PHONICS BUNDLE

a digital curriculum
created by Whitney Shaddock, the first grade roundup



GUIDED MATH WORKSHOP

1st Grade Lesson Plans
created by Whitney Shaddock, the first grade roundup



It pays to follow my store! All of my **NEW RESOURCES** are discounted up to half off for the first 48 hours. Follow my store to be the first to know when new resources are released.

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