LESSON 1 45 minutes

Understand Place-Value Relationships

What should I understand about the math?

- Place-value understanding is a fundamental skill particularly used in estimation, the algorithms for the four basic operations.
- Build on [illegible] e value to realize that the relationship between digits in a multi-digit number holds even as the number extends into millions.

Enlarged to match other text

PS

6.1.B: use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solu[illegible]n, and evalu[illegible] process and the reasonableness of the solution

Reduced size to fit

6.1.D: communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

What will students learn in this lesson?

PRIOR LEARNING FOR STUDENTS

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- understood that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
- u[illegible]the numbers 100, 200, 300, 400, 500, 60[illegible]d 900 refer to 1, 2, 3, 4, 5, 6, 7, 8, or 9 hundreds (and 0 tens and 0 ones).

two columns

Mathematical Standards in This Lesson

Deleted extra head

TEKS

6.8.B: model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes

6.8.C: write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

6.8.D: determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

ELPS

1F: derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition

3.C: use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text.

3.G: demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions

3.G: demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions

Learning Objective: Describe the value of a digit.

Language Objective: Show how to represent the value of a digit by connecting ideas about various representations.

FUTURE CONNECTIONS FOR STUDENTS

Deleted extra head

- will recognize that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right.
- will recognize that in a multi-digit whole number, a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left.

Manipulatives & Materials

Per student

Per group
- 12 Foam Base-Ten Flats
- 14 Foam Base-Ten Rods
- 10 Foam Base-Ten Units
- 1 Plastic Base-Ten Cube

HMH Ed
- Base 10 Blocks

Vocabulary

- place value
- period

Use the **WTL** routine within the lesson, where it makes sense to support all students.

What does this lesson look like in my classroom?

FIRST, launch the **Classcraft Essential Session** to teach the lesson.

HMH Classcraft
- Presentation Slides
- Interactive Tasks
- Teacher Notes
- Real-Time Data

TEACHERS present the session.

STUDENTS participate using books or devices.

45 minutes

Learning Goal: I can use a place-value chart to compare the values of different digits and justify the comparisons.

Get Ready	Learn	Assess
15 Learning Goal routine	5 Spark Your Learning: Three Reads routine 15 Task 1: 15 Task 2: 15 Task 3: Compare and Connect routine 5 Review Spark Your Learning	15 Quick Check routine 15 Learning Goal routine

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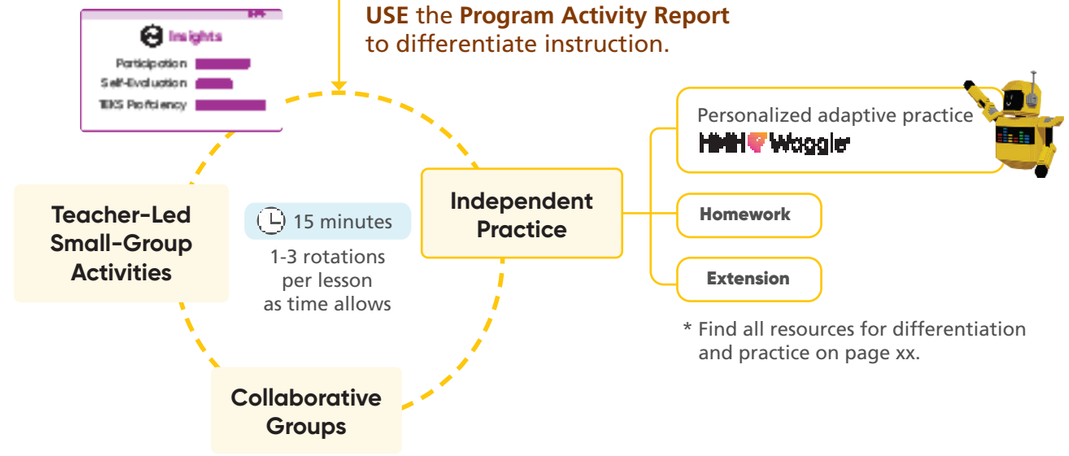
+ Turn & Talk routines

USE the **Program Activity Report** to differentiate instruction.



* Find all resources for differentiation and practice on page xx.

LESSON 1 45 minutes

Graph Linear Equations, Inequalities, and Systems in Two Variables

Smaller font size and leading for longer title so they will never go to 3 lines

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- Build on a prior understanding of place value to realize that the relationship between digits in a multi-digit number holds even as the number extends into millions.

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6.1.B: use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

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Mathematical Standards in This Lesson

TEKS

6.8.B: model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes

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45 minutes

Learning Goal: I can use a place-value chart to compare the values of different digits and justify the comparisons.

Get Ready
- 15 Learning Goal routine

Learn
- 5 **Spark Your Learning: Three Reads** routine
- 15 **Task 1: Collect and Display** routine
- 15 **Task 2: Compare and Connect** routine
- 15 **Task 3: Compare and Connect** routine
- 5 Review **Spark Your Learning**

Assess
- 15 Quick Check routine
- 15 Learning Goal routine

+ Turn & Talk routines

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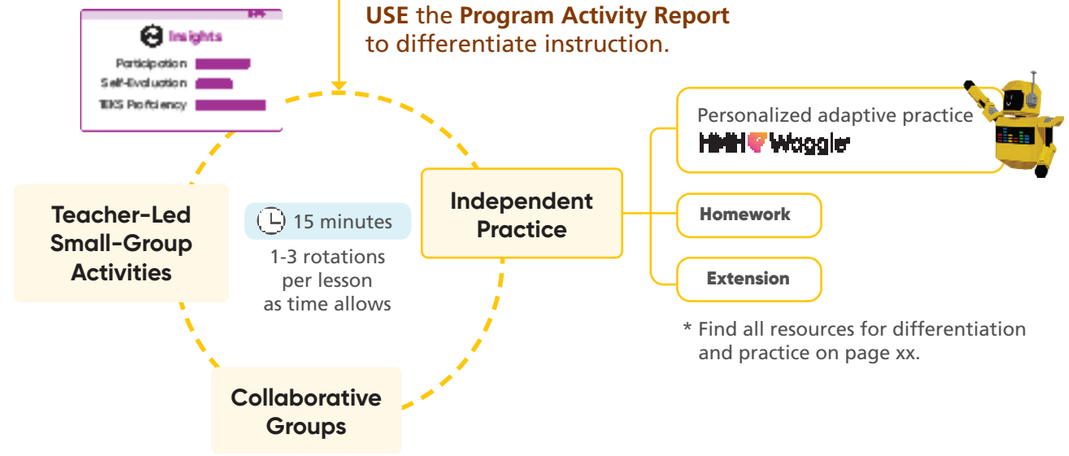

* Find all resources for differentiation and practice on page xx.

LESSON 1 PROBLEM SOLVING 45 minutes The version with Problem Solving

Understand Place-Value Relationships

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Mathematical Standards in This Lesson

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Get Ready
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- 15 **Task 2: Compare and Connect** routine
- 15 **Task 3: Compare and Connect** routine
- 5 Review **Spark Your Learning**

Assess
- 15 Quick Check routine
- 15 Learning Goal routine

+ Turn & Talk routines

USE the **Program Activity Report** to differentiate instruction.

Teacher-Led Small-Group Activities

15 minutes
1-3 rotations per lesson as time allows

Independent Practice
- Personalized adaptive practice — HMH Waggle
- Homework
- Extension

Collaborative Groups

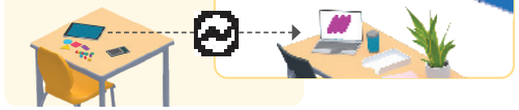
* Find all resources for differentiation and practice on page xx.

Begin Essential Session

45 minutes

STUDENTS
Use books and/or devices. Devices generate insights.

TEACHERS
Launch the lesson with Classcraft from Ed.



Get Ready

Learning Goal

Student Edition p. 7

anchor

STUDENT CONTENT

I can draw pictures to represent the numbers 1 and 2.

Choose how well you understand this learning goal:

- **I don't understand.**
- **I need more practice.**
- **I've got it.**

TEACHER GUIDE

START the session by using the **Learning Goal** routine to assess children's confidence with the lesson objective.

1. Read aloud the **I Can** statement. Give children time to think about what the statement means.
2. Clarify the meaning of *represent* to help with understanding.
3. Children will individually assess their content knowledge based on the **I Can** statement.
4. Review children's responses to see how well they understand today's learning.
5. Tell children they will revisit the **I Can** statement at the end of the session.

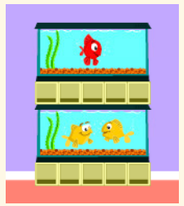
Learn

Spark Your Learning

Manipulatives/Tools

Student Edition p. 7

STUDENT CONTENT



At the pet store, Brittany sees a red fish in the top fish tank. Then she sees some yellow fish in the bottom fish tank. How many red fish are there? How many yellow fish are there? Show the number of fish using objects. Say the number.

Show your thinking.

TEACHER GUIDE

FIRST, review the problem and the **Spark Discussions** table on the following page. This prepares you to know what children are asked to do and what they might do when solving the problem.

NOW, use the **Three Reads** routine to support children in understanding the problem.

1. **First Read:** Children read or listen to the problem with a focus on the context of the problem. Discuss the problem with children to be sure they understand the context.

   ASK What is the problem about? Possible answer: red fish and yellow fish in a fish tank

TEACHER GUIDE, *CONTINUED*

2. **Second Read:** Reread the problem with a focus on what the quantities represent.

   ASK What numbers are important? Why are they important? 1, 2; Possible answer: 1 red fish and 2 yellow fish

3. **Third Read:** Reread the problem for the third time with a focus on the question being asked: *How many red fish are there? How many yellow fish are there?*

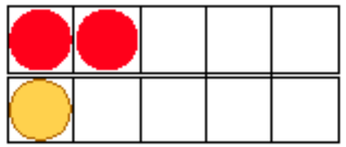
   Have children brainstorm possible strategies and engage in independent think time before solving the problem.

NEXT, have children solve the problem. As children solve the problem, monitor their responses and use the **Spark Discussions** table to provide common-error support and to encourage children who used correct strategies to share their thinking.

Spark Discussions

Make sure the number of counters matches the number in each group. Read each sentence in the story slowly, and ask children to place the counters in the frames as you read about each fish.

Addressing Common Errors Children might match each number to the incorrect group by mixing up the red fish and the yellow fish. Use the scripting to provide support for this error.



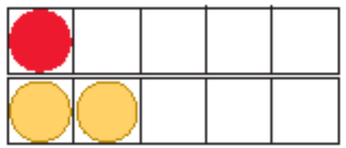
ASK What color counter will you use to show the red fish? Red

ASK How many red counters will you need to show the red fish? 1

ASK What color counter will you use to show the yellow fish? Yellow

ASK How many yellow counters will you need to show the yellow fish? 2

Deepening Student Thinking If children create a group of one red counter in the top five frame and a group of two yellow counters in the bottom five frame correctly, then use the scripting to help them explain their thinking.



ASK What math questions could you ask about the problem? Possible answer: How can I count to 1 and 2? How are the two groups of fish different?

ASK How did you know how many counters you needed to show the red fish? Possible answer: There is 1 red fish in the top fish tank, so I showed 1 red counter.

ASK How did you know how many counters you needed to show the yellow fish? Possible answer: There are 2 yellow fish in the bottom fish tank, so I showed 2 yellow counters.

Learn | Essential Session

Spark Your Learning, *continued*

STUDENT CONTENT

Turn & Talk

How can you use counters to represent the number of fish?

Possible answer: I use one counter for each fish.

TEACHER GUIDE

FINALLY, have children complete the **Turn & Talk** routine.

Have children share their solutions with their partners. Ask them to explain to each other how they found the solution and how the counters can represent the number of fish.

TEACHING STRATEGY

Emergent Bilinguals: Supporting All Language Learners

Sentence frames can be used to support children as they speak. Sentence frames help children understand the vocabulary you are teaching. As children become more comfortable with speaking, they might only need a sentence starter when speaking.

Use the Supporting All Language Learners chart to let students choose the language scaffolding that they need.

Language Proficiency Level	Scaffolding Examples
Substantial Use sentence frames to help children explain how to represent and say 1 and 2.	There is/are _____ red fish in the top fish tank. There is/are _____ yellow fish in the bottom fish tank.
Moderate Use sentence frames to help children explain how to represent and say 1 and 2.	There is/are _____ red fish in the top fish tank, so I showed _____ red counter(s) in the top fish tank. There is/are _____ yellow fish in the bottom fish tank, so I showed _____ yellow counter(s) in the bottom fish tank.
Light Use sentence starters to help children explain how to represent and say 1 and 2.	I showed _____ red counter(s) in the top fish tank because _____ . I showed _____ yellow counter(s) in the bottom fish tank because _____ .

Learn | Essential Session

Task 1

Student Edition p. 8

STUDENT CONTENT

PROBLEM SOLVING

PS **Use a Problem-Solving Model:** There is a gray kitten at the pet store. Use a counter for each kitten. Say each number as you place the counters.

PS **Analyze:** What information do you have? What are you trying to figure out?
I know the shape of each kite and the dimensions. I also know that Makani wants

PS **Plan:** What information do you have? What are you trying to figure out?
I know the shape of each kite and the dimensions. I also know that Makani wants

PS **Solve:** What information do you have? What are you trying to figure out?
I know the shape of each kite and the dimensions. I also know that Makani wants

PS **Justify:** What information do you have? What are you trying to figure out?
I know the shape of each kite and the dimensions. I also know that Makani wants

PS **Evaluate Process:** What information do you have? What are you trying to figure?
I know the shape of each kite and the dimensions. I also know that Makani wants

VOCABULARY

One is a single object, or 1.

TEACHER GUIDE

PS Have students use the **Process Standard: Use a Problem-Solving Model** to solve a problem in this task.

START the task by making sure children understand the problem.

Have children listen as you read the story aloud. Explain that you can represent numbers by acting out the story and drawing to show the story. Explain to children that they can use the number *one* to tell how many objects are in a group. Show children *one* by holding up one finger.

NOW, have children solve the problem.

ASK How many gray kittens are sitting in the pet bed? 1

ASK How many counters should you use to show the gray kitten? 1

WHAT number did you say? one

THEN, have children use the **Stronger and Clearer Each Time** routine to discuss their thinking.

Have children think about their reasoning for filling in the first square by showing one counter and any questions about it. Then have children work in pairs and share their thinking. Remind children to ask questions of each other that focus on describing their thinking, especially related to representing and saying the number one, and to then use insights from the discussion to refine their answers or reasoning.

TEACHING STRATEGY

UDL Support: Engagement

Relate the concept of the number one to real-world situations.

ASK *What is something you know that represents 1?* Children may say they have 1 head, 1 bed, or 1 sister or brother.

Learn | Essential Session

Task 1, *continued*

STUDENT CONTENT

Turn & Talk **How can you use counters to show the number one?**
Possible answer: I use one counter.

TEACHER GUIDE

FINALLY, have children use the **Turn & Talk** routine. Encourage children to share their work. Listen to children's reasonings to ensure they understand how to correctly represent the number one.

TEACHING STRATEGY
Emergent Bilinguals

Say the vocabulary word one aloud to the class while pointing to the gray kitten. Have children repeat after you.

Depth of Knowledge Leveled Questions

If time allows, use these questions to progress children through different levels of understanding.

Level 1: Recall

How can you use counters to show a number?

I count out counters until I reach the number I want to show.

Level 2: Basic Application of Skills & Concepts

How do you know how many counters to use?

I use one counter for each kitten I see.

Level 3: Strategic Thinking and Complex Reasoning

How do you know what group shows one?

I can count each kitten in a group to know which group has one.

Students get opportunities to work in Depth of Knowledge 4 in the Module Project.

Learn | Essential Session

Task 2

Student Edition p. 9

STUDENT CONTENT

PS **Reason:** There are orange kittens sleeping at the pet store. Use a counter for each kitten. Say each number as you place the counters.

VOCABULARY
Two is one more than 1, 1 less than 3, or 2.

TEACHER GUIDE

CONSIDER using the **Words to Learn** routine for **two** when children need to describe their thinking. Or if there are EB children in your class, you may use the routine before instruction begins.

START the task by making sure children understand the problem.

PS Next, have children use the **Process Standard: Reason.**

Have children listen as you read the story aloud. Explain that you can represent numbers by acting out the story and drawing to show the story. Explain to children that they can use the number two to tell how many objects are in a group. Show children two by holding up two fingers.

NOW, have children solve the problem.

ASK How many orange kittens are sleeping in the pet bed? 2

ASK How many counters should you use to show the orange kittens? 2

WHAT numbers did you say? one, two

THEN have children use the **Collect and Display** routine to discuss their thinking.
During pair/group work, circulate and listen to the children's discussion about filling in the first square. Write common or important words, phrases, sketches, or diagrams such as one and two on a visual display for children to see. Refer back to the display during whole-class discussion to help children communicate ideas more precisely.

TEACHING STRATEGY
Common Error

Children may not make a connection between the number word and number of counters. Provide brief individual work, saying the number, pointing to it, helping children show the number of counters, and having them repeat the number.

Task 2, *continued*

STUDENT CONTENT

Turn & Talk **How can you show the number two?**
Possible answer: I use two counter. I draw two circles.

TEACHER GUIDE

FINALLY, have children use the **Turn & Talk** routine. Encourage children to share their work. Remind children that they can use objects, drawings, or even their fingers to represent the number two.

TEACHING STRATEGY
UDL Support: Representation

Remind children what they already know about the numbers 1 and 2. Use the following sentence starters: *Remember, 1 means _____ 2 means _____ .*

Task 3

Student Edition p. 10

STUDENT CONTENT

PS **Attend to Precision:** One puppy is drinking some water.

Draw the puppy. Use a counter for the puppy. Show the number.

Check children's work.

TEACHER GUIDE

START the task by making sure children understand the problem.

PS Next, have children use the **Process Standard: Attend to Precision.**
Have children listen as you read the story aloud. As a class, discuss how to represent *one* with an object and with a number.

NOW, have children solve the problem.

ASK How many puppies are drinking water? 1

ASK How can you represent the number of puppies drinking water? I can draw one counter and trace the number 1.

THEN, use the **Discussion Supports** routine to help children discuss their thinking.
Provide time for children within groups to check in with one another to ensure everyone can explain or justify their approach to representing *one*. Then call on a variety of children from each group so children become comfortable with preparing to share their thinking about different ways to show *one*.

Defend: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus et.

TEACHING STRATEGY
Emergent Bilinguals

Have children repeat the choral count their peers say: 1, 2. Ask children to represent what number their partner says.

Task 3, *continued*

STUDENT CONTENT

Turn & Talk **How do you know how many counters you need to use?**
Possible answer: I think about how many puppies are drinking water. I can use one counter for one puppy.

TEACHER GUIDE

FINALLY, have children use the **Turn & Talk** routine. Encourage children to share their work with their partner. Have them explain how they decided how many counters they needed to draw.

TEACHING STRATEGY
UDL Support: Action & Expression

Allow children to share their thinking about the numbers 1 and 2 by speaking, drawing, using manipulatives, or acting out the problem.

TEACHING STRATEGY
ELPS

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Review Spark Your Learning

Student Edition p. 10

STUDENT CONTENT

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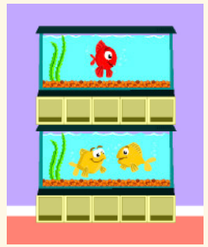


What comes before 2 when you count?

TEACHER GUIDE

NOW, review **Spark Your Learning**.
Allow children to work in pairs to discuss their answers. Encourage children to think about what comes after 1 when they count to help them understand what number comes before 2 when they count.

ASK What comes after 1 when you count? 2
Use the feedback from children's answers to inform your next steps in Differentiation and Practice.

TEACHING STRATEGY
Emergent Bilinguals

Have children use drawings or counters to act out the story problem and share the answer with their partner. This will help children identify what number comes before 2 when they count.

Learn | Essential Session

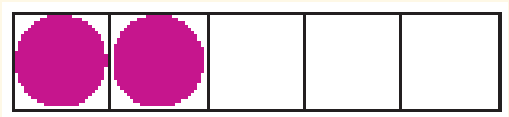
Assess

Quick Check

Student Edition p. 11

STUDENT CONTENT

1 Two puppies are playing in the yard.
Use a counter for each puppy.



Show the number.

2

TEACHER GUIDE

NOW, use the **Quick Check** to determine children's mastery of the lesson objectives.
To measure all children's mastery of the language objective, ask them to orally explain how to represent and count 1 and 2 using objects and precise vocabulary.
See the Language Development Resource Guide for a sample answer.

TEACHING STRATEGY
Emergent Bilinguals

Use similar scaffolds to those provided in the Emergent Bilinguals Teaching Strategy for Spark Your Learning for children to have appropriate speaking supports.

I showed _____ red counter(s) because_____ .

Learning Goal

STUDENT CONTENT

I can draw pictures to represent the numbers 1 and 2.

Choose how well you understand this learning goal:

- **I don't understand.**
- **I need more practice.**
- **I've got it.**

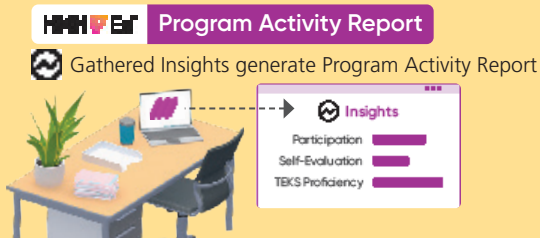
TEACHER GUIDE

FINALLY, use the **Learning Goal** routine to assess children's confidence with the lesson objective.

1. Share the **I Can** statement with children again. Ask children to assess their learning individually.
2. Review the class results and discuss how the data changed from the beginning of the session.
3. Use these results and other data from today to plan differentiated instruction and future learning.

End Essential Session

UP NEXT: Differentiation and Practice

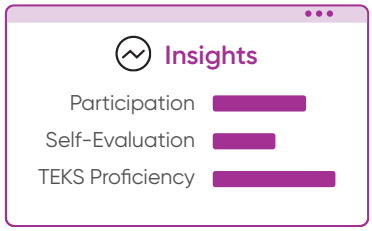


HMH Ed Reporting

Differentiation and Practice

How can I use data to help me differentiate my instruction and practice?

FIRST, use the Program Activity Report.



Review the data to determine a child's individual mastery of the Essential Session.

THEN, decide which children will best benefit from small-group instruction.

Work with additional groups as time allows. For children not currently working in teacher-led small-group activities, choose the best type of practice for them.

ONGOING PRACTICE

Practice on Your Own

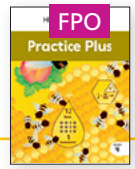
★ RECOMMENDED FOR ALL STUDENTS

LEVELED PRACTICE

Almost There	Activity Reteach
Extension	Challenge

HOMEWORK

Practice Plus



ONGOING PRACTICE

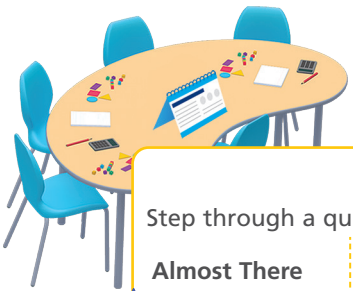
Personalized adaptive practice

HMH Waggle

Independent Practice

15 minutes

1-3 rotations per lesson as time allows



Teacher-Led Small-Group Activities

Step through a quick, focused mini-lesson.

Almost There ★ RECOMMENDED	Almost There: Represent 1 and 2
On Track	On Track: Represent 1 and 2
Ready for More	Ready for More: Represent 1 and 2

Collaborative Groups

Math Language Routine Activity

★ RECOMMENDED FOR ALL STUDENTS

✎ Practice on Your Own

Assign these problems to your students to solve independently.
Insights available from Assessment Report on Ed.

Student Edition p. 12

STUDENT CONTENT

1 PS **Attend to Precision:** One bird is in the sky.

Show a counter for each bird.
Make the number.

1

2 Two birds sit on a fence.

Show a counter for each bird.

Make the number.

2

Practice On Your Own, *continued*

Item Guide

Item #	DOK	TEKS	Aligns to
1	1	K.2.A	Task 1 and 3
2	1	K.2.A	Task 2

Make a one page version

★ RECOMMENDED FOR ALL STUDENTS

✎ Practice on Your Own

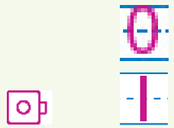
Assign these problems to your students to solve independently.
Insights available from Assessment Report on Ed.

Student Edition p. 12

STUDENT CONTENT

1 PS **Attend to Precision:** There is 1 duck in a pond. Choose the pond that shows one duck. How many ducks are there?

2 PS **Reason:** Use objects and numbers to show what you know about 0 and 1.



Practice On Your Own, *continued*

Item Guide

Item #	DOK	TEKS	Aligns to
1A	1	K.2.B	Task 2
1B	1	K.2.B	Task 1 and 3
2	2	K.2.C	Task 1, 2, and 3

★ RECOMMENDED FOR ALL STUDENTS

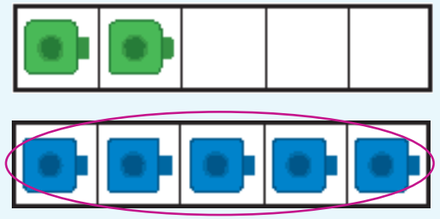
✎ Practice on Your Own

Assign these problems to your students to solve independently.
Insights available from Assessment Report on Ed.

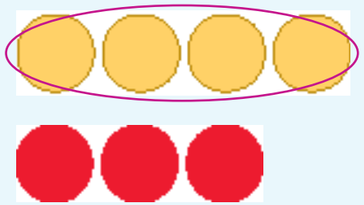
Student Edition p. 12

STUDENT CONTENT

1 SMP **Construct Arguments** Look at the group of green cubes. Look at the group of blue cubes. Which group has a greater number of cubes?



2 SMP **Model with Mathematics** Look at the group of yellow counters. Look at the group of red counters. Which group has a greater number of counters?



3 **Open Middle™** Choose a number from 1 to 5. Put a number next to each object. Draw a picture to show how many objects. Are there more markers or crayons? How do you know?

Check children's work.

Practice On Your Own, *continued*

Item Guide

Item #	DOK	TEKS	Aligns to
1	2	K.2.B	Task 1, 2, and 3
2	2	K.2.B	
3	2	K.2.C	

Rubric for Item 3

Points	Description
2	Child's response provides a complete and correct representation of one way to create a true statement.
1	Child's response provides a partially complete and correct representation of one way to create a true statement.
0	Child's response is incorrect, irrelevant, or not provided.