


## Teacher Directions

## Math Tasks:

I give my students a math task once a week. The common core really focuses on student thinking and going deeper. Not all of the information is given in each task and that is on purpose. For example: If the students need to figure out how many legs they counted at the zoo, they first need to make an estimate of how many of each animal they saw. The teacher does not tell them how many animals, but guides them in their thinking. For example if a student says (thinking they are hilarious of course) "I saw a million hippos at the zoo!", the teacher can say: "Would you really see that many? Ok well as long as you do the math right, the number is up to you."

The students can work in partners or groups to complete the task. Try not to give them too much help or information. Remember: the new core is trying to get them to become independent and deep thinkers. Below are some guiding questions you can ask. When finished, have students share their thinking and their work.

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Is there another way you can do that?
How do you know?
What have you discovered?
What other choices do you have?
How are these similar?
How are these different?
Where can you find that answer? What do you find
difficult or challenging?
Describe...... Explain...... Tell........
Restate-"Can you tell me what he said?"
```


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## Exit Tickets

At the end of a lesson, I pass out an exit ticket. Using exit tickets is a quick and effective way to assess learning. I usually grade them either as my students walk out the door for recess or after school. If I grade them before recess and a student's work is incorrect, I send the student back to his/her desk to complete the exit ticket accurately before going to recess. If I grade them after school, I make a list of students who need to be in my re-teaching group.

## I Cans....

These are the objectives for NBT I that are to be displayed and talked about throughout the unit. They are colorful and in kid friendly terms.

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- Ty loves chocolate chip cookies! Each day he eats some cookies. How many cookies does he eat in one week?


Extension: Ty also loves oatmeal raisin cookies! If he eats some of those every day, how many oatmeal raisin cookies does he eat in I week? In 2 weeks? In 3 weeks?


## chew toys

- Rocky loves to chew on socks, dog bones, shoes and toys. Rocky's owner Stephanie finds a big pile of things that he has chewed and counts everything to see what Rocky has chewed the most of. How many of each item did Rocky chew last week? How many items did he chew altogether?


Extension: Rocky also likes to chase cats. He loves to chase all the cats in the neighborhood. How many cats did Rocky chase last week?

## Fishing

- Amanda is going fishing with her friends. They each catch several fish. How many fish does each person catch? How many fish do they catch altogeth-


Extension: If Amanda and her friends catch the same amount of fish the next day, how many fish did they catch during both days?

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## Monster <br> Math

## ■

Ted and Zed are friends. They like to play counting games with each other. Ted picks a number for Zed to start counting from up to 120 . How many different ways could Zed count from that number up to I20? Remember to show your work. (Hint: think skip counting)

Extension: Now it's Zed's turn! He picks a number for
Ted and lets him start counting! How many different ways can Ted count from that number to 120 ? Remember to show your work.



Fighting Friends
Lonnie and Pam are fighting. Lonnie says the only way to count from I to 120 is to - start at I. Pam says that there are many ways to count to 120. Who is right? How do you know? Show your work below.







Extension: Which way is faster to skip count from I to 120: fives or tens?
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## EXIT TICKET 1.NBT. 1

Solve

1. Find the total number of flowers.

2. Find the total number of pencils.

3. Find the total number of kittens


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## EXIT TICKET 1.NBT. 1 KEY

Solve
I. Find the total number of flowers.

$\begin{array}{lll}10 & 15 & 20\end{array}$
2. Find the total number of pencils.


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3. Find the total number of kittens


$\qquad$

## EXIT TICKET 1.NBT. 1

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Solve.
I. What is the numeral for twenty-five?
A. 15
B. 25
C. 20
2. What is the numeral for sixty-eight?
A. 608
B. 86
C. 68
3. What is the numeral for seventeen?
A. 17
B. 71
C. 7
4. What is the numeral for thirty-two?
A. 32
B. 23
C. 30
5. What is the numeral for fifty-four?
A. 504
B. 45
C. 54


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B. 45
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## EXIT TICKET 1.NBT. 1

Solve.
I. What is the number name for 55 ?

A fifty-five
B. forty-five
C. five
2. What is the number name for 92 ?
A. twenty-nine
B. ninety-two
C. two
3. What is the number name for 109 ?
$A$ one hundred
$B$. one hundred nineteen
C. one hundred nine
4. How many dots are in the boxes?

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Solve
I. What is the number name for 55 ?

B. forty-five
C. five
2. What is the number name for 92 ?
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C. two
3. What is the number name for 109 ?
A. one hundred

4. How many dots are in the boxes?

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Look at what you are counting by. Then, start at the number below and fill in the boxes with the correct numbers.


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| I. Count <br> by I's: | 1 | 2 |  |  |
| :--- | :---: | :---: | :---: | :--- |
| 2. Count <br> by 2's: | 2 |  | 6 |  |
| 3. Count <br> by 5's: | 5 |  |  | 20 |
| 4. Count <br> by 10's: | 10 |  |  |  |

$\qquad$
EXIT TICKET 1.NBT. 1 KEY

## EXIT TICKET 1.NBT. 1 KEY

Look at what you are counting by. Then, start at the number below and fill in the boxes with the correct numbers.

| 1. Count <br> by l's: | 1 | 2 | 3 | 4 |
| :---: | :---: | :---: | :---: | :---: |
| 2. Count <br> by 2's: | 2 | 4 | 6 | 8 |
| 3. Count <br> by 5's: | 5 | 10 | 15 | 20 |
| 4. Count <br> by I0's: | 10 | 20 | 30 | 40 |

Look at what you are counting by. Then, start at the number below and fill in the boxes with the correct numbers.

| 1. Count <br> by I's: | 1 | 2 | 3 | 4 |
| :---: | :---: | :---: | :---: | :---: |
| 2. Count <br> by 2's: | 2 | 4 | 6 | 8 |
| 3. Count <br> by 5's: | 5 | 10 | 15 | 20 |
| 4. Count <br> by 10's: | 10 | 20 | 30 | 40 |

EXIT TICKET 1.NBT. 1
Finish the patterns below


| 4. Count <br> by 10 's: | 70 |  |  | 100 |
| :--- | :---: | :---: | :---: | :---: |


| 5. Count <br> by 3's: | 3 | 6 |  |  |
| :---: | :---: | :---: | :--- | :--- |


| 6. Count <br> by I's: | 110 |  |  |  |
| :---: | :---: | :--- | :--- | :--- |


| 7. Count <br> by 5's: | 105 | 110 |  |  |
| :---: | :---: | :---: | :---: | :--- |

EXIT TICKET 1.NBT. 1
Finish the patterns below

| I. Count <br> by I's: | 45 |  |  | 48 |
| :--- | :---: | :---: | :---: | :---: |
| 2.Count <br> by 2's: | 70 |  | 74 |  |


| 3. Count <br> by 5's: | 25 |  |  | 40 |
| :---: | :---: | :---: | :---: | :---: |


| 4. Count <br> by 10 's: | 70 |  |  | 100 |
| :--- | :---: | :---: | :---: | :---: |


| 5. Count <br> by 3's: | 3 | 6 |  |  |
| :---: | :---: | :---: | :--- | :--- |


| 6. Count <br> by l's: | 110 |  |  |  |
| :---: | :---: | :--- | :--- | :--- |



## EXIT TICKET 1.NBT. 1 KEY

 EXIT TICKET 1.NBT. 1 KEYFinish the patterns below


| 3. Count <br> by 5's: | 25 | 30 | 35 | 40 |
| :---: | :---: | :---: | :---: | :---: |


| 4. Count <br> by 10's: | 70 | 80 | 90 | 100 |
| :--- | :---: | :---: | :---: | :---: |


| 5. Count <br> by 3's: | 3 | 6 | 9 | 12 |
| :---: | :---: | :---: | :---: | :---: |


| 6. Count <br> by I's: | 110 | 111 | 112 | 113 |
| :---: | :---: | :---: | :---: | :---: |


| 7. Count <br> by 5's: | 105 | 110 | 115 | 120 |
| :---: | :---: | :---: | :---: | :---: |

Finish the patterns below

| I. Count <br> by l's: | 45 | 46 | 47 | 48 |
| :--- | :---: | :---: | :---: | :---: |
| 2.Count <br> by 2's: | 70 | 72 | 74 | 76 |


| 3. Count <br> by 5's: | 25 | 30 | 35 | 40 |
| :---: | :---: | :---: | :---: | :---: |


| 4. Count <br> by 10's: | 70 | 80 | 90 | 100 |
| :--- | :---: | :---: | :---: | :---: |


| 5. Count <br> by 3's: | 3 | 6 | 9 | 12 |
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| 7. Count <br> by 5's: | 105 | 110 | 115 | 120 |
| :---: | :---: | :---: | :---: | :---: |

## I can count to 120.



## 1.NBT. 1

I can count all the way up to 120 starting at any number!!"


I can find the number of objects in groups. 1.NBT. 1


I know there are 20 flowers becausel can count each one!


# i I can read and write numbers 

## up to 120. 1.NBT. 1

## 100 OID One hundred

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## Acknowledgements



