

Daily Review & Quick Teach

5A

Mini Whiteboards Required

(Point to the numbers as students count)

Start at 40 and count to 49.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

Let's do that again without a chart.

Start at 40 and count to 49~

Let's do that again without a chart.

Start at 40 and count to 49~

40, 41, 42, 43, 44, 45, 46, 47, 48, 49

We are going to practice saying the number after.
Say **after**~

The shaded number is 34.

What number?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number after 34 is **35**.

What is the number after 34?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the number after 94?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the number after 94? ~ 95

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the number after 7?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the number after 7? ~ 8

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

One more than is the same as the number after.

One more than 7 is 8.

What is one more than 7?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is one more than 25?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is one more than 25? ~ 26

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is one more than 84?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

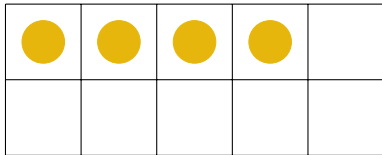
What is one more than 84? ~ 85

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

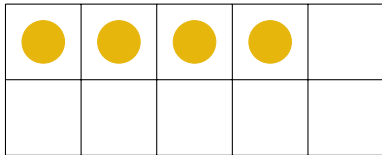
Great work!

The number after is the same as one more.

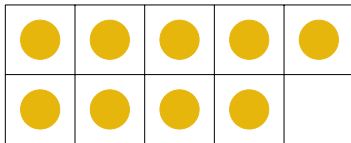
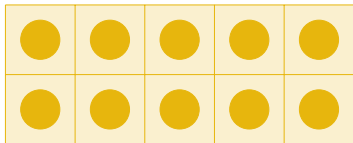
Say how many without counting.



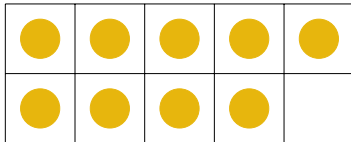
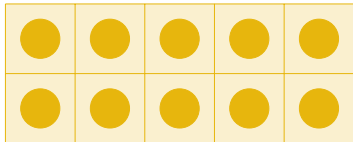
How many?~



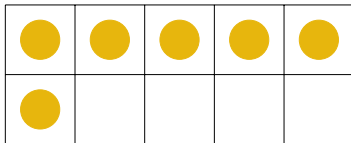
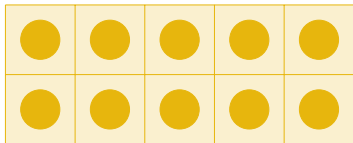
How many? ~ 4



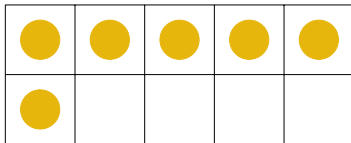
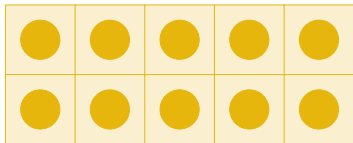
How many?~



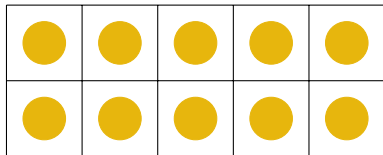
How many? ~ 19



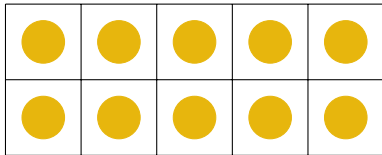
How many?~



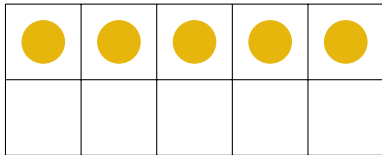
How many? ~ 16



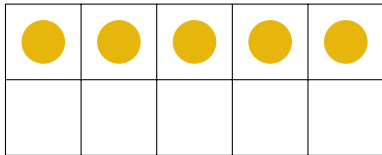
How many?~



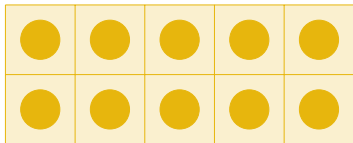
How many? ~ 10



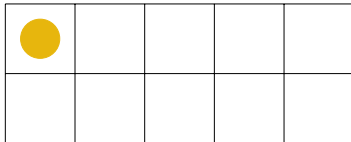
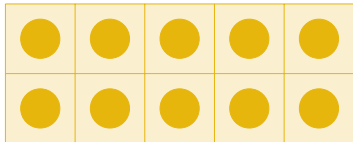
How many?~



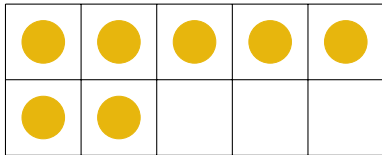
How many? ~ 5



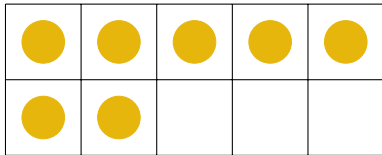
How many?~



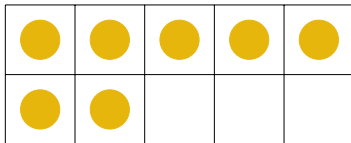
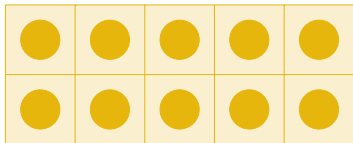
How many? ~ 11



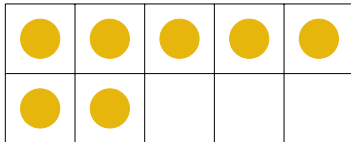
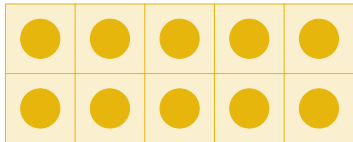
How many?~



How many? ~ 7



How many?~

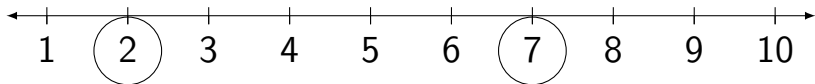


How many? ~ 17

”

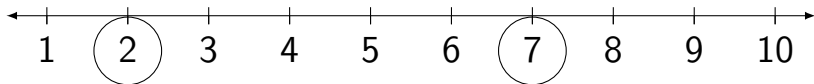
You are doing a great job at finding the smaller number using a number line.

You are doing a great job at finding the smaller number using a number line.



Which circled number is smaller?~

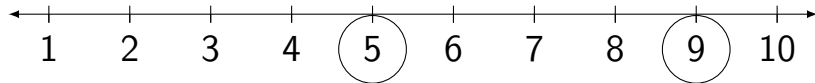
You are doing a great job at finding the smaller number using a number line.



Which circled number is smaller? ~ 2

It's now time to find the smaller number without a number line!

(Click to remove number line)



It's now time to find the smaller number without a number line!

(Click to remove number line)

9 5

(Hand up)

Which is smaller, 9 or 5? (Pause)~

9 5

(Hand up)

Which is smaller, 9 or 5? (Pause)~ 5

3

4

(Hand up)

Which is smaller, 3 or 4? (Pause)~

3 4

(Hand up)

Which is smaller, 3 or 4? (Pause)~ 3

7 4

(Hand up)

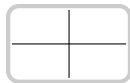
Which is smaller, 7 or 4? (Pause)~

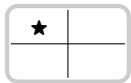
7 4

(Hand up)

Which is smaller, 7 or 4? (Pause)~ 4

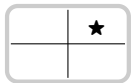
Let's prepare our boards, across and down~
(Model and Check)





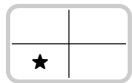
(With whiteboard facing students, touch top left)

Write fourteen here. (Check)

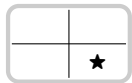


(With whiteboard facing students, touch top right)

Write nineteen here. (Check)



(With whiteboard facing students, touch bottom left)
Write eleven here. (Check)



(With whiteboard facing students, touch bottom right)
Write twelve here. (Check)

3, 2, 1, Chin it! (Click to reveal answer)

3, 2, 1, **Chin it!** (Click to reveal answer)

14	19
11	12

Boards down. Check it. Wipe it.

The first number is (Pointing to its digits) 54.
What is the first number?~

54

59

39

29

The first number is (Pointing to its digits) 54.
What is the first number?~

Your turn. Read each number^
(Point to each digit as students read the numbers)

54

59

39

29

I will say a number and you will write it.
The number is **sixty-three**. What number?~

I will say a number and you will write it.
The number is **sixty-three**. What number?~

Write the tens part of sixty-three~ (Check)

I will say a number and you will write it.
The number is **sixty-three**. What number?~

Write the tens part of sixty-three~ (Check)

Finish the number by writing the ones part of
sixty-three~ (Check)

3, 2, 1, **Chin it!** (Click to reveal answer)

3, 2, 1, **Chin it!** (Click to reveal answer)

63

Boards down. Check it.

3, 2, 1, **Chin it!** (Click to reveal answer)

63

Boards down. Check it.

What number did you write?~

3, 2, 1, **Chin it!** (Click to reveal answer)

63

Boards down. Check it.

What number did you write?~ **63**

3, 2, 1, **Chin it!** (Click to reveal answer)

63

Boards down. Check it.

What number did you write?~ **63**

Great! Wipe it.

Start at 13 and count back to 0~
(Signal for each number)

On my signal, say the number before.

On my signal, say the number before.

Thirteeeeen~

On my signal, say the number before.

Thirteeeeen~ 12

On my signal, say the number before.

Thirteeeeen~ 12

Seveeeeen~

On my signal, say the number before.

Thirteeeeen~ 12

Seveeeeen~ 6

On my signal, say the number before.

Thirteeeeen~ 12

Seveeeeen~ 6

Teeeeen~

On my signal, say the number before.

Thirteeeeen~ 12

Seveeeeen~ 6

Teeeeen~ 9

Today we are learning how count back 2 using our hands.



My turn first.

Using my hands, I will get 5 ready then count back 2.

Watching.

(Steps on following slide)

(Make a fist with a grabbing motion as you say)

Fiiiiive

(Start at thumb, point and count back) **4, 3.**



Your turn.

Hold 5 and get it ready~
Count back 2~



Your turn.

Hold 5 and get it ready~

Count back 2~ 4, 3



New problem.

Hold 4 and get it ready~

Count back 2~



New problem.

Hold 4 and get it ready~

Count back 2~ 3, 2

Great job counting back two!

Let's count back one or two.



New problem.

Hold 5 and get it ready~

Count back 1~



New problem.

Hold 5 and get it ready~

Count back 1~ 4



New problem.

Hold 10 and get it ready~

Count back 2~



New problem.

Hold 10 and get it ready~

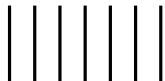
Count back 2~ 9, 8

Last year you learnt about **take away**. What did you learn about?~

I will tell you a take away story. Listening.

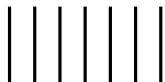
I had 7 candles. (Click to show 7 candles)

I had 7 candles. (Click to show 7 candles)



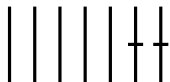
I had 7 candles. (Click to show 7 candles)

I take away 2 candles. (Click to show the subtraction of 2 candles)



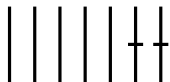
I had 7 candles. (Click to show 7 candles)

I take away 2 candles. (Click to show the subtraction of 2 candles)



I had 7 candles. (Click to show 7 candles)

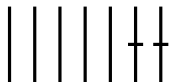
I take away 2 candles. (Click to show the subtraction of 2 candles)



How many candles did I start with?~

I had 7 candles. (Click to show 7 candles)

I take away 2 candles. (Click to show the subtraction of 2 candles)



How many candles did I start with? ~ 7

I had 7 candles. (Click to show 7 candles)

I take away 2 candles. (Click to show the subtraction of 2 candles)

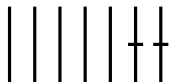


How many candles did I start with? ~ 7

How many candles did I take away? ~

I had 7 candles. (Click to show 7 candles)

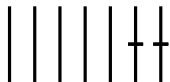
I take away 2 candles. (Click to show the subtraction of 2 candles)



How many candles did I start with? ~ 7

How many candles did I take away? ~ 2

There are 5 candles left.



There are 5 candles left.
How many candles left?~

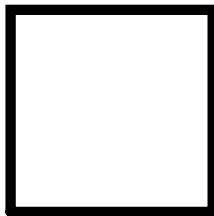


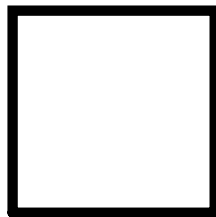
There are 5 candles left.
How many candles left? ~ 5



This year, we will take away big numbers. Drawing lots and lots of pictures would take too long so we use symbols.

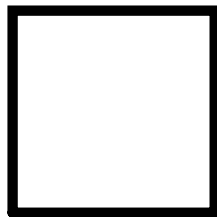
You know these two symbols.





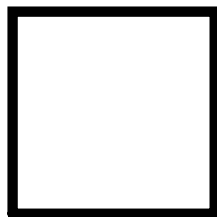
(Point to equals)

What does equals mean?~



(Point to equals)

What does equals mean? ~ The same as

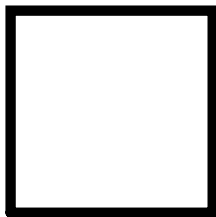


(Point to equals)

What does equals mean?~ The same as

(Point to box)

What does box mean?~



(Point to equals)

What does equals mean? ~ The same as

(Point to box)

What does box mean? ~ How many



This symbol is **minus**. What symbol?~



This symbol is **minus**. What symbol?~

Minus means **take away**. What does minus mean?~

Let's solve a take away problem using symbols and pictures.

My turn to read the problem^

(Point to each symbol as you say '9 minus 3 equals how many?')

$$9 - 3 = \square$$

Read the problem with me^

(Point to each symbol as all say '9 minus 3 equals how many?')

$$9 - 3 = \square$$

Read the problem with me.

(Point to each symbol as all say '9 minus 3 equals how many?')

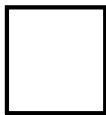
$$9 - 3 = \square$$

Let's solve this problem on the slides.

$$9 - 3 = \square$$

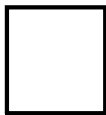
We draw 9 lines,
(Click to show lines)

$$9 - 3 = \square$$



We draw 9 lines, then take away 3.
(Click to cross out 3 lines)

$$9 - 3 = \square$$



We draw 9 lines, then take away 3.
(Click to cross out 3 lines)

$$9 - 3 = \square$$



(Swipe finger under left side of equation as you say)

Let's see how many uncrossed lines on this side of equals.

Count with me as I point ^

$$9 - 3 = \square$$



(Swipe finger under left side of equation as you ask)
How many on this side of equals?~

$$9 - 3 = \square$$



(Swipe finger under left side of equation as you ask)

How many on this side of equals? ~ 6

$$9 - 3 = \square$$

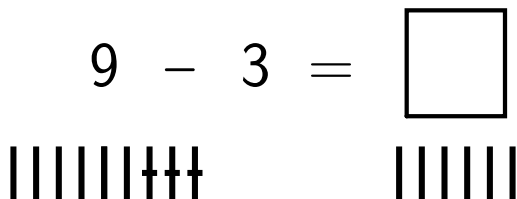


Both sides of equals have to be the same, so how many lines do we need (Point to right side) here?~

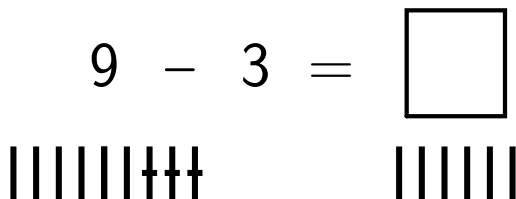
$$9 - 3 = \square$$



Both sides of equals have to be the same, so how many lines do we need (Point to right side) here? ~ 6
(Click to show lines)

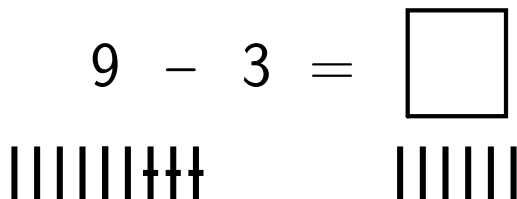
$$9 - 3 = \square$$


Both sides of equals have to be the same, so how many lines do we need (Point to right side) here? ~ 6
(Click to show lines)

$$9 - 3 = \square$$


(Point to the box)

What number goes in the box?~

$$9 - 3 = \square$$


(Point to the box)

What number goes in the box? ~ 6

(Click to show 6)

$$9 - 3 = \boxed{6}$$


(Point to the box)

What number goes in the box? ~ 6

(Click to show 6)

$$9 - 3 = \boxed{6}$$



My turn to read the fact^

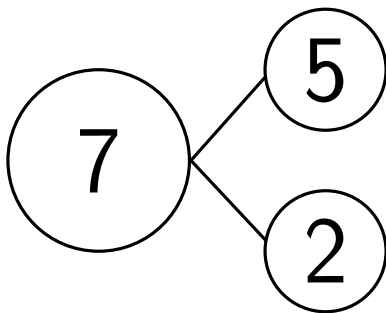
(Point to symbols as you say '9 minus 3 equals 6')

$$9 - 3 = \boxed{6}$$



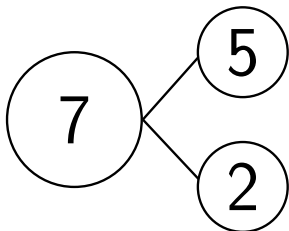
Read the fact with me^

(Point to symbols as all say '9 minus 3 equals 6')



Let's show how the two parts come together. Fists ready.

(Steps on following slide)



(Right fist up)

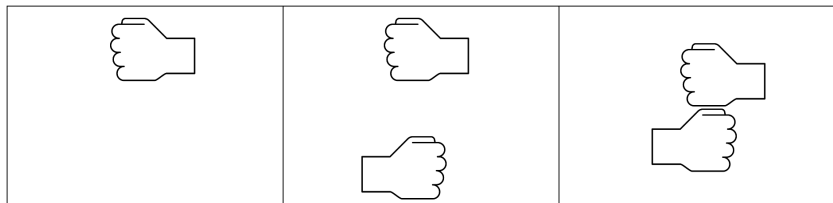
5

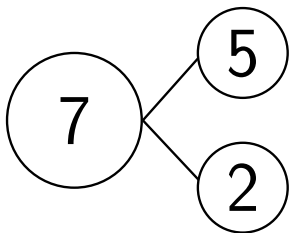
(Left fist down)

plus 2

(Fists together)

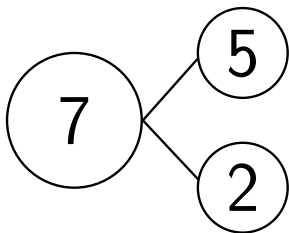
equals 7





My turn to write the fact. Watching.

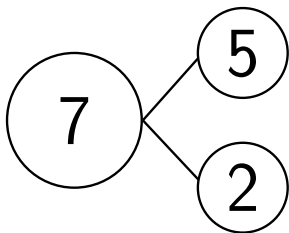
(Click to reveal fact components. Point to number bond and new component as you say it.)



My turn to write the fact. Watching.

(Click to reveal fact components. Point to number bond and new component as you say it.)

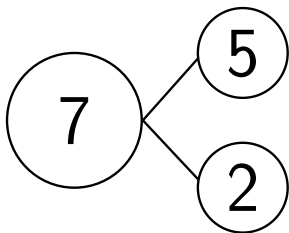
5



My turn to write the fact. Watching.

(Click to reveal fact components. Point to number bond and new component as you say it.)

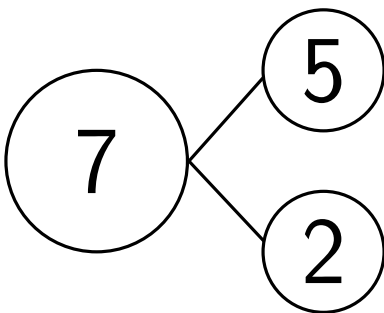
$$5 + 2$$



My turn to write the fact. Watching.

(Click to reveal fact components. Point to number bond and new component as you say it.)

$$5 + 2 = 7$$



Your turn.

Write the addition fact for 5 plus 2 on your whiteboard.

3, 2, 1, **Chin it!** (Click to reveal answer)

3, 2, 1, **Chin it!** (Click to reveal answer)

$$5 + 2 = 7$$

Boards down. Check it.

3, 2, 1, Chin it! (Click to reveal answer)

$$5 + 2 = 7$$

Boards down. Check it.

Point to your whiteboard as you read the fact.

3, 2, 1, Chin it! (Click to reveal answer)

$$5 + 2 = 7$$

Boards down. Check it.

Point to your whiteboard as you read the fact.

Great job. Wipe it.

Read the problem.

(Point to each symbol as all say '5 plus 0 equals how many?')

$$5 + 0 = \square$$

Let's draw the lines for this problem.

$$\begin{array}{ccccccc} 5 & + & 0 & = & \square \\ ||||| & & & & ||||| \end{array}$$

What is 5 plus 0?~

$$\begin{array}{ccccccc} 5 & + & 0 & = & \square \\ ||||| & & & & ||||| \end{array}$$

What is 5 plus 0? ~ 5
(Click to show 5)

$$\begin{array}{ccccccc} 5 & + & 0 & = & \boxed{5} \\ ||||| & & & & ||||| \end{array}$$

What is 5 plus 0? ~ 5
(Click to show 5)

$$\begin{array}{ccccccc} 5 & + & 0 & = & \boxed{5} \\ ||||| & & & & ||||| \end{array}$$

Read the fact^

(Point to symbols as all say '5 plus 0 equals 5')

$$\begin{array}{ccccccc} 5 & + & 0 & = & \boxed{5} \\ ||||| & & & & ||||| \end{array}$$

That's right. When we add zero to a number we add nothing, so the answer is the just that number!

I will solve this problem using counting on.

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

(Hold 6 and get it ready)

(Count on, starting with your thumb: 7, 8)

I will solve this problem using counting on.

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

(Hold 6 and get it ready)

(Count on, starting with your thumb: 7, 8)

What is the answer?~

I will solve this problem using counting on.

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

(Hold 6 and get it ready)

(Count on, starting with your thumb: 7, 8)

What is the answer? ~ 8

I will solve this problem using counting on.

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

(Hold 6 and get it ready)

(Count on, starting with your thumb: 7, 8)

What is the answer? ~ 8

Say the fact ^

(Students read fact as you point)

You will solve four problems.

Remember to hold the first number and get it ready, then count on.

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask "What is the answer?" Click to reveal answer.)

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask "What is the answer?" Click to reveal answer.)

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask "What is the answer?" Click to reveal answer.)

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask "What is the answer?" Click to reveal answer.)

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask “What is the answer?” Click to reveal answer.)

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

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$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array}$$

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$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

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$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

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$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline 11 \end{array}$$

Time for our lesson. Let's get ready!

(Continue with Lesson 5A from your Teacher Lesson Book)