

Daily Review & Quick Teach

2A

Mini Whiteboards Required

3	6	9	12	15
18	21	24	27	30

Count by 3s to 30.

3

6

9

12

15

18

21

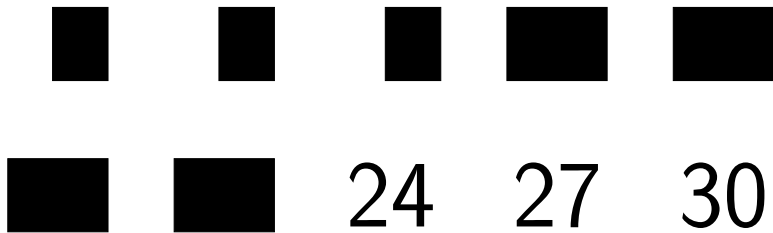
24

27

30

I want you to remember one more number.

Say after me. 15, 18, 21^

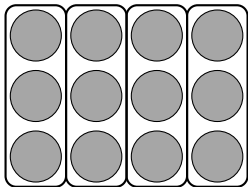


Count by 3s to 30.

3	6	9	12	15
18	21	24	27	30

Count by 3s to 30.

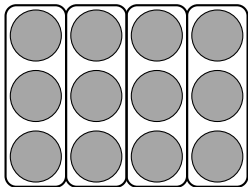
3, 6, 9, 12, 15, 18, 21, 24, 27, 30



$$4 \times 3 =$$

(Point to array)

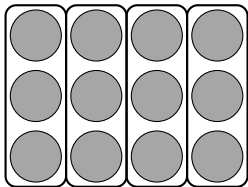
This array shows 4 groups of 3.



$$4 \times 3 =$$

Skip count by 3s as I point.

(Point to each column as students count)

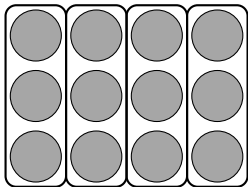


$$4 \times 3 =$$

Skip count by 3s as I point.

(Point to each column as students count)

3, 6, 9, 12



$$4 \times 3 = 12$$

(Point to each symbol as you say the fact)

4 times 3 equals 12.

What does 4 times 3 equal?~

Say the focus facts as I point.

$$4 \times 3 = 12$$

$$3 \times 4 = 12$$

Say the focus facts as I point.

4 times 3 equals 12, 3 times 4 equals 12

$$4 \times 3 = 12$$

$$3 \times 4 = 12$$

Say the focus facts as I point.

4 times 3 equals 12, 3 times 4 equals 12

$$4 \times 3 =$$

$$3 \times 4 =$$

Remember these facts.

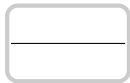
Read each number.

3,471

3,417

3,407

Prepare your board across.
(Model and Check)





(Point to top half of your board)

Write seven hundred and three here.



(Point to top half of your board)

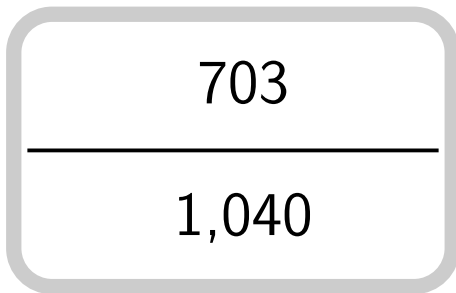
Write seven hundred and three here^

(Point to bottom half of your board)

Write one thousand and forty here^

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

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


$$\begin{array}{r} 703 \\ \hline 1,040 \end{array}$$

Boards down. Check it. Wipe it.

Th	H	T	O
2,	8	5	4

(Point to cue response, starting with ones)
Say the place value names for this chart.

Th	H	T	O
2,	8	5	4

(Point to cue response, starting with ones)

Say the place value names for this chart.

Ones, tens, hundreds and thousands

Th	H	T	O
2,	8	5	4

How many tens in 2,854?~

Th	H	T	O
2,	8	5	4

How many tens in 2,854? ~ 5

Th	H	T	O
2,	8	5	4

What is the place value of the 8?~

Th	H	T	O
2,	8	5	4

What is the place value of the 8? ~ **Hundreds**

247 472 724

Write these numbers at the top of your whiteboard~
(Check)

247 472 724

Write these numbers at the top of your whiteboard~
(Check)

When I say go, order these numbers from **smallest to biggest**. What order?~

247 472 724

Write these numbers at the top of your whiteboard~
(Check)

When I say go, order these numbers from **smallest to biggest**. What order?~
Go.

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

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

~~247~~	~~472~~	~~724~~
247	472	724

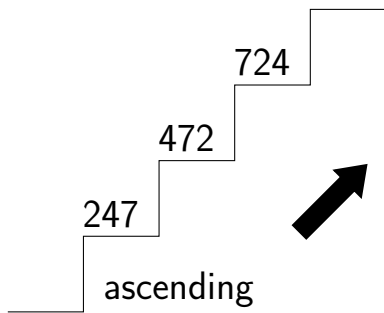
Boards down. Check it. Wipe it.

247 472 724

Numbers written from smallest to biggest are in ascending order.

Say after me. **A-scend-ing**~

Altogether. **Ascending**~



Remember, descend means climbing down. So, ascend means **climbing up**.
What does ascend mean?~

$$4 \times 3 =$$

$$3 \times 4 =$$

Say and complete the focus facts.

$$4 \times 3 = 12$$

$$3 \times 4 = 12$$

Say and complete the focus facts.

4 times 3 equals 12, 3 times 4 equals 12

$$3 \times 3 =$$

Say and complete this fact.

$$3 \times 3 = 9$$

Say and complete this fact,

3 times 3 equals 9

Let's double!

$$\begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$

Double 15?~

$$\begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$

Double 15? ~ 30

$$\begin{array}{r} 25 \\ + 25 \\ \hline 50 \end{array}$$

Double 25?~

$$\begin{array}{r} 25 \\ + 25 \\ \hline 50 \end{array}$$

Double 25? ~ 50

$$\begin{array}{r} 35 \\ + 35 \\ \hline 70 \end{array}$$

Double 35?~

$$\begin{array}{r} 35 \\ + 35 \\ \hline 70 \end{array}$$

Double 35? ~ 70

$$\begin{array}{r} 45 \\ + 45 \\ \hline 90 \end{array}$$

Double 45?~

$$\begin{array}{r} 45 \\ + 45 \\ \hline 90 \end{array}$$

Double 45? ~ 90

Let's recall those doubles!

(Read the text below only.)

$$\begin{array}{r} 15 \\ + 15 \\ \hline \end{array}$$

Double 15?~

(Read the text below only.)

$$\begin{array}{r} 15 \\ + 15 \\ \hline 30 \end{array}$$

Double 15? ~ 30

(Read the text below only.)

$$\begin{array}{r} 25 \\ + 25 \\ \hline \end{array}$$

Double 25?~

(Read the text below only.)

$$\begin{array}{r} 25 \\ + 25 \\ \hline 50 \end{array}$$

Double 25? ~ 50

(Read the text below only.)

$$\begin{array}{r} 35 \\ + 35 \\ \hline \end{array}$$

Double 35?~

(Read the text below only.)

$$\begin{array}{r} 35 \\ + 35 \\ \hline 70 \end{array}$$

Double 35? ~ 70

(Read the text below only.)

$$\begin{array}{r} 45 \\ + 45 \\ \hline \end{array}$$

Double 45?~

(Read the text below only.)

$$\begin{array}{r} 45 \\ + 45 \\ \hline 90 \end{array}$$

Double 45? ~ 90

$$\frac{5}{2}$$

$$\frac{1}{4}$$

$$\frac{3}{4}$$

Say the name of each fraction as I point.

$$\frac{5}{2}$$

$$\frac{1}{4}$$

$$\frac{3}{4}$$

Say the name of each fraction as I point.

5 halves, 1 quarter, 3 quarters.

$$\frac{2}{3}$$

$$\frac{1}{5}$$

$$\frac{2}{7}$$

When the bottom number of a fraction isn't 2 or 4, we use ordinal numbers.

$$\frac{2}{3}$$

$$\frac{1}{5}$$

$$\frac{2}{7}$$

When the bottom number of a fraction isn't 2 or 4, we use ordinal numbers.

Repeat after me.

(Point to each fraction as you say)

2 thirds, 1 fifth, 2 sevenths,

$$\frac{3}{5}$$

$$\frac{8}{6}$$

$$\frac{1}{3}$$

Say the name of each fraction as I point.

$$\frac{3}{5}$$

$$\frac{8}{6}$$

$$\frac{1}{3}$$

Say the name of each fraction as I point.

3 fifths, 8 sixths, 1 third.

8 9

(Hand up)

What is the difference between 8 and 9? (Pause)~

8 9

(Hand up)

What is the difference between 8 and 9? (Pause) ~ 1

4 6

(Hand up)

What is the difference between 4 and 6? (Pause)~

4 6

(Hand up)

What is the difference between 4 and 6? (Pause) ~ 2

\$1 20c

When writing amounts of money, we include a symbol for either dollars or cents.

\$1 20c

(Point to \$1)

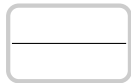
When writing a dollar amount, the dollar sign is written **before**. Where is the dollar sign written?~

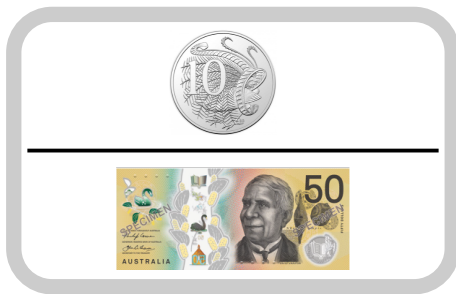
\$1 20c

(Point to 20c)

When writing an amount of cents, “c” is written **after**.
Where is “c” written?~

Prepare your boards across.
(Model and Check)

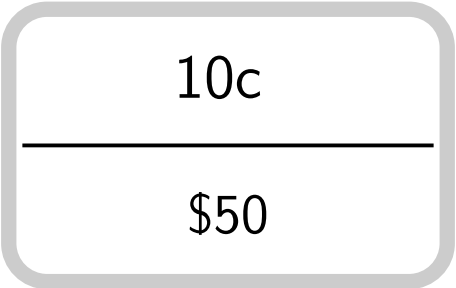




Write the value of each amount on your whiteboard.

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

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


$$\frac{10c}{\$50}$$

Boards down. Read it. Check it. Wipe it.

\$4.50

This amount has dollars and cents.

(Point to 4 and 50 as you say)

This is **4 dollars and 50 cents**. How much is it? ^

\$4.50

(Point to the decimal point)

This is the **decimal point**. What is it?~

\$4.50

The decimal point separates dollars from cents.
What does the decimal point do?~

\$4.50

(Point to 4)

The number before the decimal point shows **dollars**.
What does it show?~

\$4.50

(Point to 4)

The number before the decimal point shows **dollars**.

What does it show?~

How many dollars?~

\$4.50

(Point to 4)

The number before the decimal point shows **dollars**.
What does it show?~

How many dollars?~ **4**

\$4.50

(Point to 50)

The number after the decimal point shows **cents**.

What does it show?~

\$4.50

(Point to 50)

The number after the decimal point shows **cents**.

What does it show?~

How many cents?~

\$4.50

(Point to 50)

The number after the decimal point shows **cents**.

What does it show?~

How many cents?~ **50**

\$4.50

Altogether, this is 4 dollars and 50 cents.
How much altogether?~

$$3 \times 3 =$$

Say and complete this fact.

$$3 \times 3 = 9$$

Say and complete this fact,

3 times 3 equals 9

$$3 \times 4 =$$

$$4 \times 3 =$$

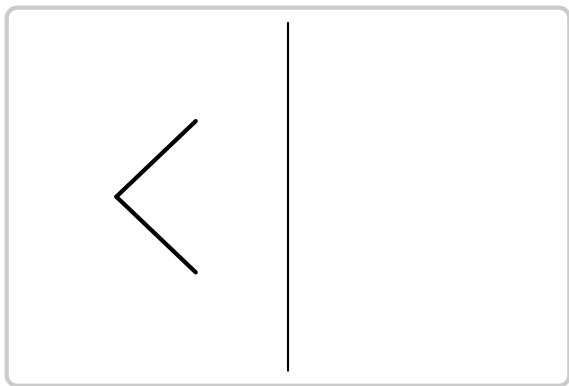
Say and complete the focus facts.

$$3 \times 4 = 12$$

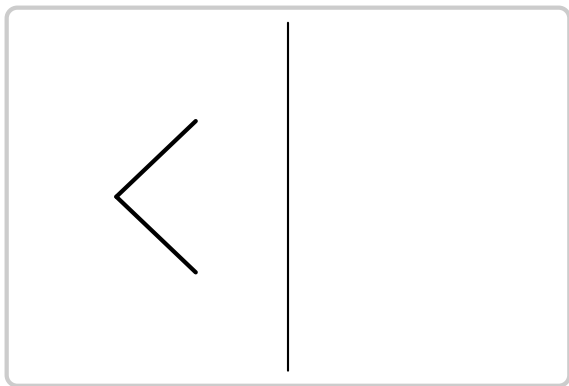
$$4 \times 3 = 12$$

Say and complete the focus facts.

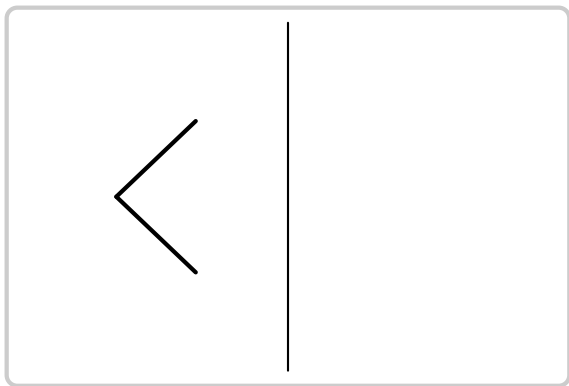
3 times 4 equals 12, 4 times 3 equals 12



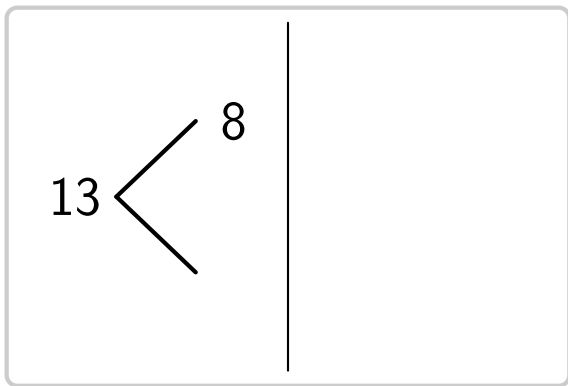
Prepare your boards as shown. (Check)



Write 13 as the total~ (Check)



Write 8 as the top part~ (Check)

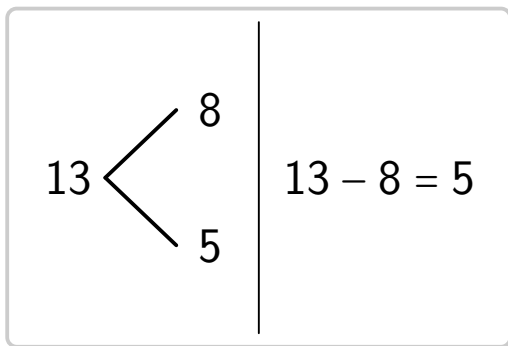


When I say go, write the problem, solve it, then complete the number bond.

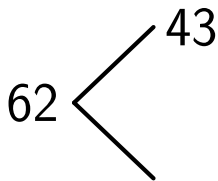
Go. (Check)

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

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



Boards down. Check it. Wipe it.



This number bond also has a missing part.

$$\begin{array}{r} 62 \\ \swarrow \searrow \\ 43 \end{array}$$
$$\begin{array}{r} 62 \\ - 43 \\ \hline \end{array}$$

The numbers are bigger, so the problem is written
(Gesture to the vertical problem) **vertically**.

$$\begin{array}{r} 2 \\ 43 \end{array}$$
$$\begin{array}{r} 62 \\ - 43 \\ \hline \end{array}$$

Read the problem that finds the missing part.

$$\begin{array}{r} 62 \\ - 43 \\ \hline \end{array}$$

Read the problem that finds the missing part.

62 minus 43 equals

$$\begin{array}{r} 249 \\ - 124 \\ \hline \end{array}$$

When we solve subtraction problems, we start by deciding whether we have enough to subtract.

$$\begin{array}{r} 249 \\ - 124 \\ \hline \end{array}$$

If we have enough to subtract, we say “Yes, do it!”
What do we say?~

$$\begin{array}{r} 249 \\ - 124 \\ \hline \end{array}$$

(Point to ones problem as you say)

9 minus 4, do we have enough?~

$$\begin{array}{r} 249 \\ - 124 \\ \hline \end{array}$$

(Point to ones problem as you say)

9 minus 4, do we have enough?~ **Yes, do it!**

$$\begin{array}{r} 236 \\ - 139 \\ \hline \end{array}$$

If we **don't** have enough to subtract, we say “**No, regroup!**” What do we say?~

$$\begin{array}{r} 236 \\ - 139 \\ \hline \end{array}$$

(Point to ones problem as you say)
6 minus 9, do we have enough?~

$$\begin{array}{r} 236 \\ - 139 \\ \hline \end{array}$$

(Point to ones problem as you say)

6 minus 9, do we have enough?~ **No, regroup!**

$$\begin{array}{r} 5 \ 11 \\ 8 \ ~~6~~ \ ~~1~~ \\ - \ 2 \ 5 \ 8 \\ \hline \end{array}$$

When we regroup in a subtraction problem we do:
(Point to tens column then ones column as you say)

1 less, 10 more

What do we do?~



4 7 3

Let's regroup the tens in the number 473.



4 7 3

(Point to 7)

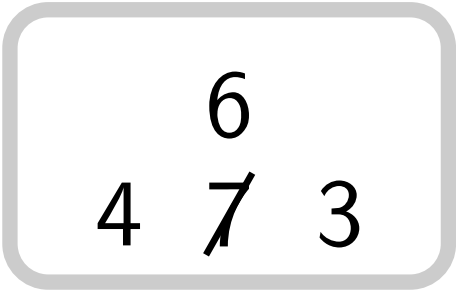
1 less, how many left?~



4 ~~7~~ 3

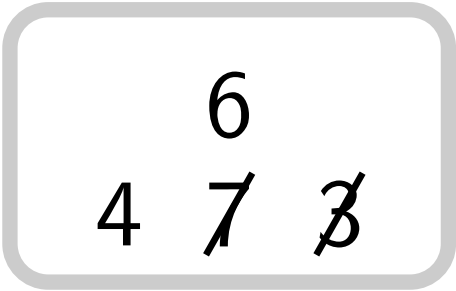
(Point to 7)

1 less, how many left?~



6
4 ~~7~~ 3

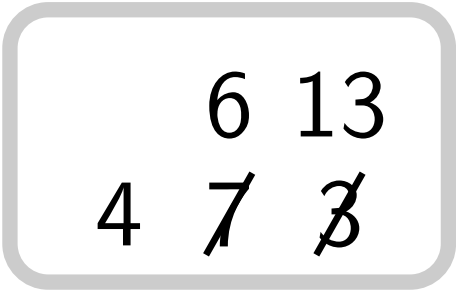
(Point to 3)
10 more, how many
now?~



4 7 3

6

(Point to 3)
10 more, how many
now?~



4 6 13
~~7~~ ~~3~~

We still have 473. It has just been regrouped.

Say **regrouped**~

$$3 \times 3 =$$

Say and complete this fact.

$$3 \times 3 = 9$$

Say and complete this fact,

3 times 3 equals 9

$$3 \times 4 =$$

$$4 \times 3 =$$

Say and complete the focus facts.

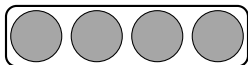
$$3 \times 4 = 12$$

$$4 \times 3 = 12$$

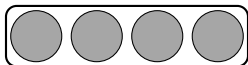
Say and complete the focus facts.

3 times 4 equals 12, 4 times 3 equals 12

All multiplication problems with a 1 in them can be answered by thinking of 1 group.



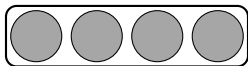
All multiplication problems with a 1 in them can be answered by thinking of 1 group.



Your turn.

1 group of 4 =

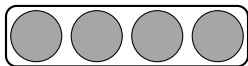
All multiplication problems with a 1 in them can be answered by thinking of 1 group.



Your turn.

1 group of 4 = 4

All multiplication problems with a 1 in them can be answered by thinking of 1 group.

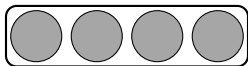


Your turn.

1 group of 4 = 4

So, $1 \times 4 =$

All multiplication problems with a 1 in them can be answered by thinking of 1 group.

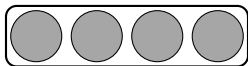


Your turn.

1 group of 4 = 4

So, $1 \times 4 = 4$

All multiplication problems with a 1 in them can be answered by thinking of 1 group.



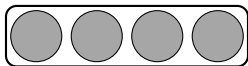
Your turn.

1 group of 4 = 4

So, $1 \times 4 = 4$

So, $4 \times 1 =$

All multiplication problems with a 1 in them can be answered by thinking of 1 group.



Your turn.

1 group of 4 = 4

So, $1 \times 4 = 4$

So, $4 \times 1 = 4$

When we multiply by 1, the number doesn't change.
Say and complete each fact.
(Click to reveal answer after students say each fact)

$$6 \times 1 =$$

When we multiply by 1, the number doesn't change.
Say and complete each fact.
(Click to reveal answer after students say each fact)

$$6 \times 1 = 6$$

When we multiply by 1, the number doesn't change.
Say and complete each fact.
(Click to reveal answer after students say each fact)

$$6 \times 1 = 6$$

$$1 \times 7 =$$

When we multiply by 1, the number doesn't change.
Say and complete each fact.
(Click to reveal answer after students say each fact)

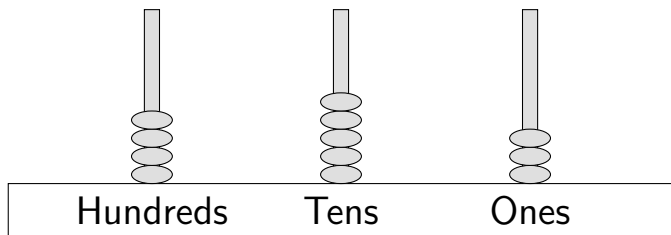
$$6 \times 1 = 6$$

$$1 \times 7 = 7$$

Time to solve a problem!

(Click, then provide 45-60 seconds for students to solve.)

Lili used some beads to show a number.



What number is being shown?

A. 354

B. 435

C. 453

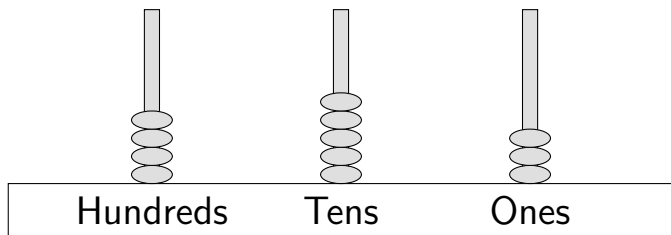
D. 543

3, 2, 1, Chin it!

Click to next slide to reveal the answer. Then choose an action based on the class result:

- 80% or more correct: State the answer.
- Less than 80% correct: Model the solution.

Lili used some beads to show a number.



What number is being shown?

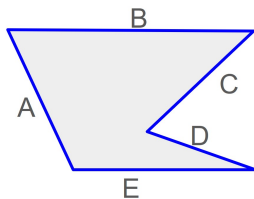
A. 354

B. 435

C. 453

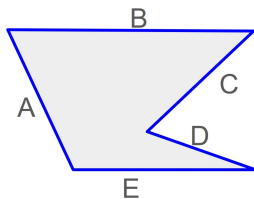
D. 543

Answer: C



(Hand up)

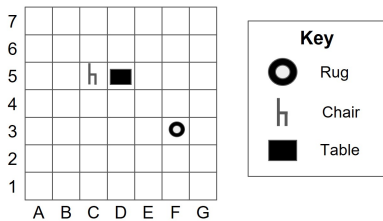
Which two sides are parallel? (Pause)~



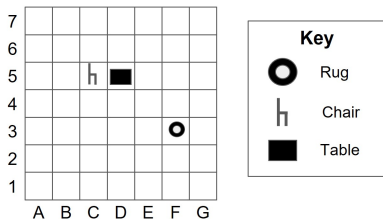
(Hand up)

Which two sides are parallel? (Pause)~

Sides B and E



Where is the rug?~



Where is the rug?~

F3

March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				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

(Hand up)

If today was the 13th of March, how many days until the circled date? (Pause)~

March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				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

(Hand up)

If today was the 13th of March, how many days until the circled date? (Pause)~

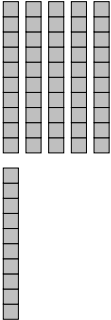
8 days

Time for Fluency Practice.

1. Put your whiteboard away.
2. Get your Student Workbook.

(Click to the next slide for oral rehearsal)

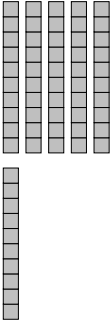
Say and complete these problems using place value.
(Point to numbers to cue student response)

Tens	Ones
	

$$6 \times 10 =$$

$$10 \times 6 =$$

Say and complete these problems using place value.
(Point to numbers to cue student response)

Tens	Ones
	

$$6 \times 10 = 60$$

$$10 \times 6 = 60$$

$$9 \times 2 =$$

$$9 \times 10 =$$

I will show you some problems and then ask: “Double or place value?”

- If the problem has a 2 in it, say “Double.”
- If the problem has a 10 in it, say “Place value.”

$$8 \times 2 =$$

Double or place value?~

$$8 \times 2 =$$

Double or place value? ~ Double

$$10 \times 7 =$$

Double or place value?~

$$10 \times 7 =$$

Double or place value? ~ Place value

$$10 \times 3 =$$

Double or place value?~

$$10 \times 3 =$$

Double or place value? ~ Place value

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$10 \times 4 =$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$10 \times 4 = 40$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$10 \times 4 = 40$$

$$2 \times 7 =$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$10 \times 4 = 40$$

$$2 \times 7 = 14$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$10 \times 4 = 40$$

$$2 \times 7 = 14$$

$$8 \times 2 =$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$10 \times 4 = 40$$

$$2 \times 7 = 14$$

$$8 \times 2 = 16$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$10 \times 4 = 40$$

$$2 \times 7 = 14$$

$$8 \times 2 = 16$$

$$5 \times 10 =$$

Use doubling or place value to help you solve the multiplication problems.

Say and complete each fact.

(Click to reveal answer after students say each fact)

$$10 \times 4 = 40$$

$$2 \times 7 = 14$$

$$8 \times 2 = 16$$

$$5 \times 10 = 50$$

$$4 \times 3 =$$

$$3 \times 4 =$$

Say and complete the focus facts.

$$4 \times 3 = 12$$

$$3 \times 4 = 12$$

Say and complete the focus facts.

4 times 3 equals 12, 3 times 4 equals 12

(Have a timer ready, out of sight of students)

1. Open your Student Workbook to 2A – Fluency Practice.
2. When I say go, you will complete as many problems as you can in 2 minutes.
3. Up Up, **Pencils Up**.
4. Go. (Start timer)

(Observe students' work, supporting them as needed. Stop students after two minutes.)

Time for our lesson. Let's get ready!

(Continue with Lesson 2A from your Teacher Lesson Book)