Grade 1 MATH Spring STAAR[®] Sprint



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Introduction and Implementation – Bridge Resource

Thank you for purchasing an instructional product from Amara 4 Education.

This introduction is intended to:

- Enhance teacher understanding on the overall design of the daily resource
- Detail recommended implementation processes to increase student performance
- Provide strategies for efficient and effective pedagogy to heighten student numeracy in the classroom

Bridge Resource Design: Fall and Spring Semester

Both the fall and spring semester Bridge Resources consist of eighty (80) daily learning opportunities with a detailed answer key located at the end of the 80 exercises. These two resources provide a simultaneous review of content as well as a daily opportunity for students to solve application word problems. The grade level is indicated by a series of triangles, dots, circles or stars in the learning opportunity header. These symbols are used in lieu of numbers to reduce self-esteem issues of children receiving special education services working in a below grade level Bridge Resource.

The Bridge Resource has a two-fold objective - build grade level numeracy and support the daily core lessons as well as rectify prior grade level numeracy skill gaps. The Bridge Resource is specifically designed for students to acquire rudimentary mathematical operational skills from both a conceptual and physical mathematics perspective. Each of the 80 Learning Opportunities is divided into three sections:

- PART 1 -- Numeracy Development
- PART 2 -- Application Practice
- PART 3 -- Reflection and Conceptual Understanding.

The daily learning opportunities are designed to sequentially build and provide a spiral review. Students are exposed to skills and concepts prior to engaging in the associated application process on a daily opportunity and are provided repeated practice on specific skills to ensure verification of mastery.

A <u>Skill Support Package</u> is also available for purchase at each grade level. These resource skill packets contain specific numeracy skills (and solutions) that provide additional practice as well as pre-requisite skill building practice in key numeracy areas.

Bridge Resource Implementation

The implementation and consistent daily use are key aspects to the overall performance of any system. A Bridge Resource is not an exception to this thinking. In addition to the core lesson, it is paramount that a daily learning opportunity be a structural and consistent part of the daily ninety (90) minute math block. Students master skills and applications if sufficient practice is provided. Conversely, students will not master skills that are not adequately practiced.

It is important to note that effective implementation of a Bridge Resource usually requires more time at the beginning of the semester to set up and establish efficient routines and clearly communicate teacher expectations. However, as students are consistently engaged in the daily process, the time required for a student to complete a single daily learning opportunity is significantly lessened within a few weeks

Introduction and Implementation – Bridge Resource

of implementation. With any pedagogy or instructional resource, the teacher must guide and hold students accountable to ensure quality engagement each day.

Prior to implementation, it is advisable and frequently less expensive for a local reproduction company to copy all 80 learning opportunities pages and secure the pages with a plastic binder that allows a 'daily student resource' to lie flat on a desk when fully opened. It is also recommended that the pages be reproduced on single-sided sheets. Doing so will allow students to use the corresponding blank page to neatly show their work in an organized manner – as conveyed by the classroom teacher.

When each student is provided their own bound Bridge Resource, a running record is created so each child's work history can be reviewed by a teacher, administrator or parent to provide documentation of a student's daily progress over time. Individually bound Bridge Resources also afford time efficiency in a teacher's daily routines since he or she is not required to make Xerox copies each day or distribute and collect papers. Students readily retrieve their bound Bridge Resource from their desk and independently engage that day's learning opportunity.

The **implementation recommendations** listed below are intended to maximize student learning and academic performance using an Amara Bridge Resource.

- 1. It is highly recommended that the teacher solves the learning opportunity for that day in advance, so they are aptly prepared for the exercise solutions and any pedagogical points to emphasize on each exercise. Therefore, the teacher must also have an assigned booklet.
- 2. When students are first introduced to this resource, teachers should model their expectations on the quality and specific organizational structure of student daily work. The primary grade level teacher may model these expectations with a guided practice for at <u>least</u> 8 to 10 separate learning opportunities. At that point, students may work independently via a structured setting complete a numbered exercise in accordance with teacher expectations stop and check the problem together. A deliberate and clearly modeled implementation process ensures high quality, accountable student work.
- 3. An effective means to accomplish this task is to require students to draw a rectangular grid on the corresponding blank page and show their computations for each numbered learning opportunity exercise in one of the grid's boxes.
- 4. Once the students begin to work through each of the problems, the teacher should continue to monitor the completion of problems by:
 - Stamping or 'marking with a check' that the problem(s) are/is correct.
 - Providing corrective feedback on those that are incorrect. If a student has made a computational error, have them check the problem and complete again, correctly.
 - Annotating in his/her own teacher booklet any conceptual or computational issues students may be struggling with due to lack of understanding. This assists the teacher to determine specific exercises that must be modeled and reviewed. Also, refer to the <u>Skill</u> <u>Support Package</u> or to the Formative Loop Resource Library to select appropriate skill practice and direction.
- 5. This resource and process serves as a daily diagnostic tool. If the teacher observes students incorrectly answer a specific skill or application, it is a clear indicator of a lack of skill or application mastery/retention. A short mini-lesson or spaced repetition instruction for three or four days invariably remedies a previous skill deficiency.
- 6. Upon completion of your allotted time for a learning opportunity, teacher may decide to guide students through a think-aloud of 1 or 2 problems that were challenging for the majority of students.

Introduction and Implementation – Bridge Resource

Recommendations on Numeracy Development

The 80 Learning Opportunities can be completed in less than 15 minutes each day <u>with</u> heightened student numeracy in basic fundamental operations. One of the most important numeracy aspects that an elementary student must master to automaticity is the basic math fact operations in addition and subtraction. The vast majority of operations involved in elementary arithmetic is highly dependent upon a student's ability to efficiently apply math fact knowledge. Fortunately, nearly all primary-aged grade level students can master their basic addition and subtraction operations during first and second grades, but an effective procedure must be securely in place.

A highly recommended and inexpensive daily numeracy program that assists students in learning and mastering <u>both</u> math fact and processing math skills is *Formative Loop*. This numeracy program requires a daily 5 minute paper-pencil <u>written</u> assessment and the program digitally tracks each student's progress. The *Formative Loop* numeracy program is individualized for each student, but a teacher can account for each student's progress in real time. The *Formative Loop* numeracy program also possesses a math fact sequence mastery in manageable chunks of daily exposure until the student is adequately prepared to successfully complete mixed addition (or, subtraction, multiplication, or division) one-digit facts. Finally, *Formative Loop* offers a skill resource library that assists the classroom teacher with skill practice on almost any mathematical topic readily available for immediate download.

In order to aid students in mastering math fact operations and processing skills, specific numeracy skills are presented within the daily learning opportunities. Those support skill sheets are also included for extra practice as needed in a grade level *Skill Support Package* available for purchase on the Amara 4 Education website. Additionally, Amara offers free downloadable math incentives that are singularly designed to intrinsically motivate students to master their math facts. The website also provides free downloadable white papers on various instructional pedagogy.

If any educator has constructive criticism on what we can do better, please contact us at the email address on the front cover. We appreciate any and all feedback that our team of teachers and administrators can use to better serve the needs of our students.

Thank you,

Amara

Fall and Spring Bridge Resource - Table of Contents		
Section 1	Daily Learning Opportunities (01 – 80)	
Section 2	Daily Learning Opportunities (01 – 80) Answer Key	





Mathematics

for STAAR

Spring Semester

80 Daily Learning Opportunities

Student Name:

Teacher Name:









— PART 3: Reflection and Conceptual Understanding —



Complete the addition equation.









Complete the addition equation.





– PART 2: Application Practice –







PART 2: Application Practice





Write the subtraction equation.





c.) four: _____ h.) three:_____

a.) ten: _____ i.) eight: _____

e.) nine:____ j.) zero:____

equations are <u>equal</u> .	
1+4=3+	
1+1=+0	

PART 3: Reflection and Conceptual Understanding —

Is the subtraction below correct? Ring "Yes" or "No."





Is the subtraction below correct? Ring "Yes" or "No."





YES NO

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• PART 2: Application Practice -



— PART 3: Reflection and Conceptual Understanding —

4 + 3 = 7 is an addition equation with addends of 4 and 3.

Make a **<u>new</u>** addition equation using the same addends of 4 and 3.





— PART 3: Reflection and Conceptual Understanding —

nineteen

seventeen

sixteen

An addition equation can be written like this: 4 + 7 = 11Are both YES An addition equation can be written like this: 7 + 4 = 11

18

19

20

Standard

form

Ones



- PART 2: Application Practice —



5 is an **addition equation** with **addends** of 2 and 3.

Make a <u>**new**</u> addition equation using the same addends of 2 and 3.





PART 2: Application Practice —



5 + **3** = **8** is an **addition equation** with **addends** of 5 and 3.

Make a <u>new</u> addition equation using the same addends of 3 and 5.









— PART 2: Application Practice —



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Monday and Wednesday	y ?



Wednesday?



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What day is tomorrow?

What day was yesterday?



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Saturday and Monday?













PART 3: Reflection and Conceptual Understanding -

Today is Monday. What day is **tomorrow**?

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Today is Friday. What day is **tomorrow**?

Today is Tuesday. What day was **yesterday**?





PART 3: Reflection and Conceptual Understanding —

Today is Monday. What day was as **yesterday**?

Today is Thursday. What day is **tomorrow**? What day is **between** Monday and Wednesday?



John has two coins. The two coins add to 6ϕ . One coin is a penny (1 ϕ). What is the **name** and **value** of the other coin? *Ring* the correct answer.

Quarter – 25¢

Dime – 10¢

Penny – 1¢

Nickel – 5¢



<i>Ring</i> your answer.	fourty-two	fourty-to

forty-two

forty-too




Which answer is the correct spelling for 45?*Ring* your answer. fourty-fivefourty-5forty-5





— PART 3: Reflection and Conceptual Understanding

Using dots to <u>compare</u> (<, >, =) 8 and 5.

First, place <u>2 dots</u> by the <u>largest</u> number.

Second, place <u>1 dot</u> by the <u>smallest</u> number.

Third, *connect* the dots.



PART 3: Reflection and Conceptual Understanding —

Using dots to <u>compare</u> (<, >, =) 9 and 7.

First, place <u>2 dots</u> by the <u>largest</u> number.

Second, place <u>1 dot</u> by the <u>smallest</u> number.

Third, *connect* the dots.



– PART 3: Reflection and Conceptual Understanding –

5

Using dots to <u>compare</u> (<, >, =) 5 and 4.

First, place <u>2 dots</u> by the <u>largest</u> number.

Second, place <u>1 dot</u> by the <u>smallest</u> number.

Third, *connect* the dots.





Using dots to <u>compare</u> (<, >, =) 7 and 3.

First, place <u>2 dots</u> by the <u>largest</u> number.

Second, place 1 dot by the smallest number.



Second, place <u>1 dot</u> by the <u>smallest</u> number.



PART 3: Reflection and Conceptual Understanding

Ring <u>ALL</u> the ways we can say the clock time on the right.

two-thirty

two o'clock

2:30

half past 2

2:00









PART 3: Reflection and Conceptual Understanding

Using dots to <u>compare</u> (<, >, =) numbers that are EQUAL.

First, place 2 dots by BOTH numbers.

Second, *connect* the dots.







— PART 2: Application Practice ——



PART 3: Reflection and Conceptual Understanding -

Using dots to <u>compare</u>











— PART 2: Application Practice ——

5. Answer the questions on Mr. Gonzalez's students' favorite sports.				
Mr. Gonzalez's Students' Favorite Sports			 a.) <i>Find</i> the 'Number Total' for each 'Sport' in the table. b.) Which sport got the most votes? 	
Sport	Tally Votes	Number Total	c .) How many students chose both baseball	
Soccer	JHH III		and football?	
Football	HH HH		d .) How <u>many more</u> students like football than	
Baseball	111		soccer?	

PART 3: Reflection and Conceptual Understanding —





PART 2: Application Practice —



PART 3: Reflection and Conceptual Understanding —

Write the **fact family** for 2, 5 and 7.





7



– PART 2: Application Practice —

Answer the questions on first grade students' music choices.					
1 st Grade Students' Music Choices			 a.) <i>Find</i> the 'Number Total' for each type of music in the table. b.) Which music get the forward vetor? 		
Music	Tally Votes	Number Total	c .) What is the <u>difference</u> between Hip Hop and		
Country	HH1		Rock?		
Нір Нор	JHT IIII		d .) What is the <u>sum</u> for Rock and Country?		
Rock	HH				

PART 3: Reflection and Conceptual Understanding ——





– PART 2: Application Practice —



PART 3: Reflection and Conceptual Understanding —





Write the fact family

for 1, 8 and 9.



— PART 2: Application Practice —





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— PART 2: Application Practice —







— PART 2: Application Practice —

7. Answer the questions about 1 st grade students' at Public School 43 get to school.					
Morning Ride to School			 a.) Complete the "Number" column in the table. b.) Milestic the least sector sector between the least sector. 		
Vehicle	Tally Marks	Number	school?		
Bus	₩1 ₩1 ₩1		c .) What is the sum of Bus and Bicycle riders?		
Car	HH HH II				
Bicycle	HH HH		d .) What is the difference in Car and Bicycle riders?		

PART 3: Reflection and Conceptual Understanding -

Yes

No

A **fraction** must have <u>equal</u> parts.

"Is the shape a fraction?"

Yes

No





Yes

No



7. Answer the questions about 'Fun Things To Do.'						
Fun Things to do		do	a.) Each a is worth 2 votes. <i>Fill</i> in the column totals.			
4			b .) What two choices are equal?			
			 c.) What is the sum of ALL choices? d.) What is the difference of plays and movies' votes? 			
Movie	Play	Circus	e.) How many more votes did the Circus get than the Movies?			
	Answer Fur 4 Movie	Answer the quest Fun Things to 4 4 Movie Play	Answer the questions aboutFur Things to do4Image: Second			

PART 3: Reflection and Conceptual Understanding -





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30° C

40° C







50° C

60° C





— PART 3: Reflection and Conceptual Understanding -













— PART 3: Reflection and Conceptual Understanding -













— PART 3: Reflection and Conceptual Understanding –













– PART 3: Reflection and Conceptual Understanding –













— PART 3: *Reflection and Conceptual Understanding* — *Counting* backwards takes practice. *Complete* the number sequences below.

40, 30, 20,____, 0





– PART 3: Reflection and Conceptual Understanding –

Complete the number sequences below.



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10, 8, 6,____,



- PART 3: Reflection and Conceptual Understanding -

Complete the number sequences below.











PART 3: Reflection and Conceptual Understanding











PART 2: Application Practice —

5. Match: Clock and the correct time.		6. Joshua has 10 cents.	7. Compare: <, >, =
$ \begin{array}{c} $	twelve o'clock 12:00	His friend, Kim, has 7 cents.	21 >12
8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	twelve-thirty 12:30	How much more money does Joshua have than Kim?	30 \(40 \)
99 87 6 10 11 12 12 10 11 2 10 10 12 10 10 10 10 10 10 10 10 10 10 10 10 10	eleven-thirty 11:30		21 31

PART 3: Reflection and Conceptual Understanding —







PART 2: Application Practice —

5. Match: Clock and the correct time.		6. Joshua has 5 pencils.	7. Compare: <, >, =
9 9 3 8 4 7 6 5 10	ten o'clock 10:00	Greg has 6 pencils.	37 30
8 4 44	twelve o'clock 12:00	How many total pencils do Greg and Joshua have?	50 60
	eleven o'clock 11:00		25 25

PART 3: Reflection and Conceptual Understanding —









– PART 2: Application Practice —

5. Match: Clock and the correct time.		6. Bob has 12 marbles.	7. Compare: <, >, =
fi 10 10 10 10 10 10 10 10 10 10	ive o'clock 5:00	Kelly has only 3 marbles.	55 54
	ine o'clock 9:00	What is the <u><i>difference</i></u> in Bob's and Kelly's marbles?	61 61
Se	even o'clock 7:00		73 82

— PART 3: Reflection and Conceptual Understanding —

Which of the addition problems are correct? Ring "Yes" or "No."








– PART 2: Application Practice ——



— PART 3: Reflection and Conceptual Understanding —

Which of the addition problems are correct? Ring "Yes" or "No."



— PART 2: Application Practice —

4. Answer the questions on first grade students' Recess Choices.						
1 st G Rec	rade Studen cess Choice	ts' s	 a.) <i>Find</i> the 'Number Total' for each Recess Activity in the table. b.) Which activity got the fewest votes? 			
Recess Activity	Tally Votes	Number Total	c .) What is the <u>difference</u> between the Swings			
Swings	HHT HHT		and Slide?			
Carousel	HH IIII		d .) Find the <u>sum</u> for the Carousel and Slide?			
Slide	##1					

- PART 3: Reflection and Conceptual Understanding —

Write the addition equations *vertically* and *correctly* in the box.

16 + 1 = ?

Г

5 + 20= ?



— PART 2: Application Practice —

4. Answer the q	uestions on Be	etty's Toys.	
	Betty's Toys		 a.) Find the 'Number Total' for each Type of Toy in the table.
	1090		b .) Which Toy does Betty have the most?
Type of Toy	Tally Votes	Number Total	c .) How many more Books than Dolls does
Dolls	₩f		Betty own?
Board Games	HH HH		d .) Find the total of Board Games and Dolls?
Books	JHT JHT		

Write the addition equations <u>vertically</u> and <u>correctly</u> in the box.

30 + 4 = ?

Г



– PART 2: Application Practice —

4. Answer the questions about the bar graph on the different marbles that Priscilla owns.											
Pr	iscilla	's Mark	oles		a .) Which ty the leas	ype of marbles t and the most	does Priscilla have				
MARBLE	1	2	3	4	Least	=	Most =				
Red					b .) How ma	any more Clea	r Marbles does				
Steel					Priscilla own than Blue?						
Clear					c .) How m	anv total marb	les does Priscilla own?				
Blue					,	,					
			-								

Write the addition equations <u>vertically</u> and <u>correctly</u> in the box.

30 + 4 = ?

Г

Г



Even numbers can be separated in **two** <u>equal</u> groups. **Odd numbers** cannot. *Ring* **even** or **odd.**







Even numbers can be separated in **two** <u>equal</u> groups. **Odd numbers** cannot. *Ring* **even** or **odd.**







Even numbers can be separated in two equal groups. Odd numbers cannot. Ring even or odd. $2 - \frac{1}{5}$ even $5 = \frac{5}{5}$ even







_	PART 3:	Reflection and	Conceptual	Understanding -
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Grade 1

ANSWER KEY

80 Daily Learning Opportunities

Mathematics

Spring Semester



			0		
	SPRING	STAAR SPRINT	T - Solutions	01 - 04	
TOT TERSISTAAR		g			
		Learning Opportu	nity 01		
art 1 – Numeracy Development					TEK
1. a.) 6 b.) 3	c.) 6	d.) 10	e.) 6	f.) 8	1.3
2. 19; 22; 23; 24.					1.2C; 1.2
3. 20; 50; 60; 70.					1.5
Part 2 – Application Practice					
4. Check students' work for accuracy.					1.6
5. 3; 4 + 2 = <u>3</u> + 3					1.3D; 1.3F; 1.5
art 3 – Reflection and Conceptual Understa	anding				
Student Answers: $8-5=3$					1.3B; 1.3
		Learning Opportu	nity 02		
art 1 – Numeracy Development					TFK
$(1 - 3)^7$ b) (1	c) 9	d) 11	a) 5	f) 2	13
2. 30: 33: 34: 35.	c.) 5	u.) 11	e. , 5	1.) 2	1.3 1.2C: 1.2
3. 40; 50; 70; 80; 90					1.5
art 2 – Application Practice					
4. Check students' work for accuracy.					1.6
5. 3; 4 + <u>3</u> = 2 + 5					1.3D; 1.3F; 1.5I
Part 3 – Reflection and Conceptual Understa	anding				
Student Answers: 5; 5 + 4 = 9					1.3B; 1.3I
		Learning Opportu	nity 03		
Part 1 – Numeracy Development					TEK
1. a.) 10 b.) 12	c.) 2	d.) 13	e.) 6	f.) 7	1.3
2. 47; 50; 51; 52	-	-	-	-	1.2C; 1.2
3. 60; 70; 80; 90; 100; 110					1.5
Part 2 – Application Practice					
4. Check students' work for accuracy.					1.6B; 1.6l
5. 5; 4 + 2 = 1 + <u>5</u>					1.3D; 1.3F; 1.5
Part 3 – Reflection and Conceptual Underst	anding				
Student Answers: 3; 2; <u>3</u> + <u>4</u> + <u>2</u> = 9					1.3 B; 1.3
		Learning Opportu	nity 04		
Part 1 – Numeracv Development					ТЕК
1. a.) 14 b.) 16	c.) 1	d.) 12	e.) 5	f.) 8	13
	, -	,	, 0	, .	1.0

1.	a.) 14	b.) 16	c.) 1	d.) 12	e.) 5	f.) 8	1.3D
2.	75; 77; 78; 79;	; 80					1.2C; 1.2F
3.	10; 15; 20; 30.	. 35					1.5B
<u>Part 2 -</u>	- Application Prac	tice					
4.	Check students' v	work for accuracy.					1.6B; 1.6D
5.	5; 4 + 2 = 1 + <u>5</u>						1.3D; 1.3F; 1.5E
Part 3	- Reflection and C	Conceptual Under	<u>standing</u>				
Stu	dent Answers: 5;	2; 1 <u>5</u> + <u>2</u> + <u>1</u> =	= 8				1.3B; 1.3D

for TEKS/STAAR	SPRING	STAAR SPRINT "Racing to Succe	- Solutions ss″	05 - 08	
		Learning Opportu	inity 05		
Part 1 – Numeracy Development					TEKS
1. a.) 17 b.) 15	c.) 9	d.) 10	e.) 4	f.) 9	1.3D
2. 87; 89; 90; 92; 93					1.2C; 1.2F
3. 30; 40; 50; 55					1.5B
Part 2 – Application Practice					
4. Check students' work for accuracy.					1.6B; 1.6D
5. 2; 2 + <u>2</u> = 3 + 1					1.3D; 1.3E; 1.5E
Part 3 – Reflection and Conceptual Underst	<u>andin</u> g				
Student Answers: $9 - 3 = 6$					1.3B; 1.3D
		Learning Opportu	nity 06		
Part 1 – Numeracy Development					TEKS
1. a.) 16 b.) 10	c.) 8	d.) 13	e.) 5	f.) 9	1.3D
2. 99; 101; 102; 103; 105					1.2C; 1.2F
3. 70; 85; 90; 95					1.5B
Part 2 – Application Practice					
4. a.) Given b.) 6	c.) 4	d.) 10	e.) 9	f.) 1	1.2A
5. $1 + 4 = 3 + 2$; $1 + 1 = 2 + 0$, 0	, , , ,			1.3D; 1.3F: 1.5E
Part 3 – Reflection and Conceptual Underst	anding				- , - ,
Student Answers: YES; $3-1=2$ (i.e. 2	= 2) Same num	ber of objects (baseba	alls) on each side of th	e equal sign.	1.3B; 1.5E
	,				
			m:4. 07		

	Learning	Opport	unity 08
--	----------	--------	----------

d.) 13

d.) 6

j.) 9

Student Answers: NO; 4 - 1 = 2 (i.e. 3 does not equal 2) Same number of objects are <u>not</u> on each side of the equal sign.

e.) 5

e.) 0

f.) 9

f.) 1

<u> Part 1 –</u>	<u>TEKS</u>						
1.	a.) 17	b.) 13	c.) 8	d.) 9	e.) 9	f.) 18	1.3D
2.	a.) Given	b.) 18					1.2C; 1.2F
3.	a.) Given	b.) <u>1</u> ten = <u>10</u>					1.2B
4.	4; 10; 12; 14						1.5B
<u>Part 2 –</u>	Application Praction	<u>ce</u>					
5. 11 = eleven; 12 = twelve; 13 = thirteen; 14 = fourteen; 15 = fifteen							1.2B
6. <u>3</u> Tens and <u>7</u> Ones = <u>37</u>							1.2C
<u>Part 3 –</u>	Reflection and Co	nceptual Understan	<u>ding</u>				
Stud	lent Answers: <u>3</u> + <u>4</u>	<u>4</u> = 7; NOTE: The o	rder of the addenc	ds MUST be switched	to indicate the	Commutative Property.	1.2A; 1.3C; 1.3D

1. a.) 15

4. a.) 4

g.) 3

2. 109; 110; 112; 113; 115

5. $5 + \underline{3} = 4 + 4;$ $\underline{2} + 6 = 7 + 1$

Part 3 – Reflection and Conceptual Understanding

3. 90; 105; 110; 115

Part 2 – Application Practice

b.) 10

b.) 10

h.) 7

c.) 8

c.) 5

i.) 8

1.3D

1.5B

1.2A

1.2C; 1.2F

1.3D; 1.3F; 1.5E

1.3B; 1.5E

"Racing to Success"

09 - 11



Learning Opportunity 09

<u>Part 1 -</u>	- Numeracy Develo	pment					<u>TEKS</u>
1.	a.) 13	b.) 12	c.) 9	d.) 8	e.) 9	f.) 14	1.3D
2.	a.) 21	b.) 20					1.2C
3.	a.) <u>7</u> ones = <u>7</u>	b.) <u>2</u> tens = <u>20</u>					1.2B
4.	8; 14; 16; 18						1.5B
<u>Part 2 -</u>	- Application Pract	ice					
5.	16 = sixteen; 17 =	seventeen; 18 =	eighteen; 19 =	nineteen; 20 = twenty			1.2A
6.	5 Tens and 5 Ones	6 = <u>55</u>					1.2B
<u>Part 3 -</u>	- Reflection and Co	onceptual Underst	anding				
Stu	dent Answers: YE	S ; The addends ca	n be switched wi	ith regard to the Commu	utative Property o	f Addition.	1.2A; 1.3C; 1.3D

Learning Opportunity 10

Part 1 – Numeracy Development								
1.	a.) 10	b.) 10	c.) 4	d.) 6	e.) 4	f.) 10	1.3D	
2.	a.) 42	b.) 59					1.2C	
3.	a.) <u>4</u> tens = <u>40</u>	b.) <u>9</u> ones = <u>9</u>					1.2B	
4.	12; 16; 20; 24						1.5B	
<u>Part 2 –</u>	Part 2 – Application Practice							
5.	30 = thirty; 40 = fo	orty; 50 = fifty; 6	0 = sixty; 70 = se	venty			1.2A	
6.	6. <u>5</u> Tens and <u>0</u> Ones = <u>50</u>							
<u>Part 3 –</u>								
Student Answers: $\underline{3} + \underline{2} = 5$; The addends must be switched in comparison with $2 + 3 = 5$.							1.2A; 1.3C; 1.3D	

Learning Opportunity 11

Part 1 – Numeracy Development								
1.	a.) 10	b.) 8	c.) 9	d.) 6	e.) 3	f.) 10	1.3D	
2.	a.) 80	b.) 67					1.2C	
3.	a.) <u>6</u> tens = <u>60</u>	b.) <u>0</u> ones = <u>0</u>					1.2B	
4.	12; 14; 18; 20;	22					1.5B	
<u> Part 2 –</u>	Application Pract	<u>ice</u>						
5.	$60 = sixty; 70 = set{interval}$	eventy; 80 = eigh	ty; 90 = ninety;	100 = hundred			1.2A	
6.	7 Tens and 0 Ones	6 = <u>70</u>					1.2B	
<u> Part 3 –</u>	Reflection and Co	onceptual Unders	tanding					
Stud	ent Answers: <u>3</u> +	$\underline{5} = 8$; The adder	nds must be switch	ed in comparison with	n 5 + 3 = 8.		1.2A; 1.3C; 1.3D	

"Racing to Success"

12 - 14

Learning Opportunity 12

Part 1 – Numeracy Development	TEKS
1. 1; 8	1.3D
2. 80; 77	1.2C
3. <u>7</u> tens = <u>70</u>	1.2B
4. 3; 2	1.3D
5. 30; 32	1.5B
6. 15	1.5C
7. Tues <u>day;</u> Wednes <u>day</u>	Vocab.
Part 2 – Application Practice	
8. Check students' work for accuracy	1.4A
9. John has 6 books; John has 3 coins.	1.5D
10. <u>7</u> Tens and <u>6</u> Ones = <u>76</u>	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 5 + 10 = 15	1.2A; 1.3D; 1.5C

Learning Opportunity 13

Part 1 – Numeracy Development	TEKS
1. 3; 12	1.3D
2. 94; 89	1.2C
3. <u>0</u> ones = <u>0</u>	1.2B
4. 4; 4; 1; 3	1.3D
5. 46; 50	1.5B
6. 20	1.5C
7. Tues <u>day;</u> <u>W</u> ednesd <u>ay</u>	Vocab.
Part 2 – Application Practice	
8. Check students' work for accuracy	1.4A
9. Sue has 4 cats; Sue has 2 dogs.	1.5D
10. <u>8</u> Tens and <u>2</u> Ones = <u>82</u>	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 10; 10 + 10 = 20	1.2A; 1.3D; 1.5C

Learning Opportunity 14

Part 1 – Numeracy Development	TEKS
1. 1; 1	1.3D
2. 99; 103	1.2C
3. <u>0</u> tens = <u>0</u>	1.2B
4. 4; 2; 2	1.5B
5. 25; 30	1.5C
6. Tuesday; Wednesday	Vocab.
Part 2 – Application Practice	
7. Check students' work for accuracy	1.4A
8. Jim earns 30¢. (3 x 10¢ = 30¢)	1.9A
9. <u>1</u> Hundred <u>0</u> Tens and <u>3</u> Ones = <u>103</u> ; NOTE: Relate to problem 2 and 3 above.	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 15; 10 + 15 = 25	1.2A; 1.3D; 1.5C

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"Racing to Success"

15 - 17

JFR.

for TEKS/STAAR

Learning Opportunity 15

<u> Part 1 –</u>	Numeracy Dev	relopment	<u>TEKS</u>
1.	4; 5		1.3D
2.	115; 108		1.2C
3.	<u>6</u> ones = <u>6</u>		1.2B
4.	3; 4; 3; 4		1.3D
5.	35; 25	NOTE: Use number line in Part 3 for visual, as needed.	1.5C
6.	Wednesday;	Thursday	Vocab.
<u> Part 2 –</u>	Application Pra	actice	
7.	Check students	' work for accuracy	1.4A
8.	5 ducks		1.5D
9.	<u>1</u> Hundred <u>1</u> Te	en and <u>5</u> Ones	1.2B
<u>Part 3 –</u>	Reflection and	Conceptual Understanding	
Stud	lent Answers:	15; 10 + 15 = 25	1.2A; 1.3D; 1.5C

Learning Opportunity 16

Part 1 – Numeracy Development	TEKS
1. 5	1.3D
2. 119; 110	1.2C
3. <u>1</u> ten = <u>10</u>	1.2B
4. 1; 1; 4; 1; 4; 4	1.3D
5. Tuesday; Thursday	Vocab.
6. 35; 30 NOTE: Use number line in Part 3 for visual, as needed.	1.5C
Part 2 – Application Practice	
7. Check students' work for accuracy	1.4A
8. 6 pencils	1.5D
9. <u>1</u> Hundred <u>2</u> Tens and <u>0</u> Ones	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 20; 10 + 20 = 30	1.2A; 1.3D; 1.5C

Learning Opportunity 17

Part 1 – Numeracy Development	TEKS
1. 2's: 6, 8, 12, 14 5's: 10; 20; 25; 35 10's: 20; 30; 50; 60	1.5B; 1.5F
2. 4	1.3D
3. Tuesday; Thursday; Friday	Vocab
4. 55; 60	1.5C
5. 5; 10	1.5C
Part 2 – Application Practice	
6. Check students' work for accuracy	1.3D; 1.4A; 1.4B
7. <u>C</u> = baseball hat. NOTE: Focus on wants versus needs.	1.9B
8. <u>1</u> Hundred <u>0</u> Tens and <u>1</u> Ones	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Tuesday; Friday; Tuesday .	Vocab

"Racing to Success"

18 - 20

Learning Opportunity 18

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 6, 8, 10, 14, 16, 18 5's: 20; 25; 30; 35; 45 10's: 40; 50;	60; 70; 80; 100 1.5B; 1.5F
2. 4	1.3D; 1.5F
3. Monday; Wednesday; Thursday; Friday	Vocab
4. 65; 70	1.5C
5. 0; 5	1.5C
Part 2 – Application Practice	
6. 5ϕ ; 5ϕ ; $5\phi + 5\phi = 10\phi$	1.3D; 1.4A; 1.4B
7. 2 + 3 = 5	1.3D; 1.5C
8. 32; 50	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Wednesday; Monday; Thursday	. Vocab

Learning Opportunity 19

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 10, 12, 14, 16, 18, 22 5's: 30; 35; 40; 45; 55; 60 10's: 50; 60; 70; 80; 90; 110	1.5B; 1.5F
2. 2	1.3D; 1.5F
3. Thursday; Saturday; Sunday	Vocab
4. 95; 90	1.5C
5. 10; 15	1.5C
Part 2 – Application Practice	
6. $10\phi;$ $5\phi;$ $10\phi + 5\phi = 15\phi$	1.3D; 1.4A; 1.4B
7. $5 + 4 = 9$	1.3D; 1.5C
8. 44; 61	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Friday; Thursday; Wednesday	Vocab

Learning Opportunity 20

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 8, 14, 16, 18, 20, 22 5's: 10; 25; 35; 40; 45; 50 55; 10's: 60; 70; 80; 90; 100; 120	1.5B; 1.5F
2. 3	1.3D
3. Friday; Saturday; Sunday; Monday	Vocab
4. 100; 105	1.5C
5. 15; 20	1.5C
Part 2 – Application Practice	
6. 10ϕ ; 10ϕ ; $10\phi + 10\phi = 20\phi$	1.3D; 1.4A; 1.4B
7. 4 + 3 = 7	1.3D; 1.5C
8. 85	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Thursday; Monday; Wednesday .	Vocab

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Learning Opportunity 21

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 10, 16, 18, 20, 22, 24 5's: 25; 30; 40; 45; 50; 55 10's: 40; 70; 80; 90; 110	1.5B; 1.5F
2. 2	1.3D
3. Thursday; Saturday; Sunday; Monday	Vocab
4. 110; 120	1.5C
5. 5; 10	1.5C
Part 2 – Application Practice	
6. 10ϕ ; 1ϕ ; $10\phi + 1\phi = 11\phi$	1.3D; 1.4A; 1.4B
7. 0 + 3 = 3	1.3D; 1.5C
8. 99	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Saturday; Saturday; Sunday .	Vocab

Learning Opportunity 22

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 14, 20; 22; 24; 26; 28; 5's: 35; 50; 55; 60; 65	1.5B; 1.5F
2 . 2; 4; 2	1.3D
3. Check students' work for accuracy	Vocab
4. $1 + 3 = 4; 4 - 3 = 1$	1.3D
5. 10; 0; 5	1.1A; 1.1B; 1.3B
Part 2 – Application Practice	
6. 10ϕ ; 1ϕ ; 1ϕ ; 1ϕ ; $10\phi + 1\phi + 1\phi + 1\phi = \underline{13}\phi$	1.3D; 1.4A; 1.4B
7. $\underline{3} - 2 = \underline{1}$	1.1A; 1.1B; 1.3B
8. 112; 105	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: <u>20</u> - 10 = <u>10</u>	1.3D; 1.5C

Learning Opportunity 23

Part 1 – Numeracy Development	TEKS
1. 2's: 20; 24; 26; 28; 30; 32; 34 5's: 40; 60; 65; 70; 75; 80	1.5B; 1.5F
2. 9; 5; 4	1.3B; 1.3D
3. Check students' work for accuracy	Vocab
4. $\underline{4} + \underline{3} = \underline{7}; \underline{7} - \underline{4} = \underline{3}$	1.3D
5. 20; 15; 5	1.5C
Part 2 – Application Practice	
6. 5ϕ ; 1ϕ ; 10ϕ ; $5\phi + 1\phi + 10\phi = 16\phi$	1.3D; 1.4A; 1.4B
7. $4 - 1 = 3$	1.1A; 1.1B; 1.3B
8. 110; 107	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: <u>30</u> - 10 = <u>20</u>	1.3D; 1.5C

"Racing to Success"

24 - 26



Learning Opportunity 24

Part 1 – Numeracy Development	TEKS
1. 2's: 28, 30; 32; 34; 36; 38; 40 5's: 40; 60; 65; 70; 75;	1.5B; 1.5F
2. 5; 2; 1	1.3B; 1.3D
3. Check students' work for accuracy.	Vocab
4. $\underline{2} + \underline{3} = \underline{5};$ 5 - $\underline{3} = \underline{2};$ $\underline{5} - \underline{2} = \underline{3}$	1.3D
5. 15; 5; 20	1.5C
Part 2 – Application Practice	
6. 10ϕ ; 1ϕ ; 1ϕ ; 1ϕ ; $10\phi + 1\phi + 1\phi + 1\phi = \underline{13}\phi$	1.3D; 1.4A; 1.4C
7. $\underline{3} - \underline{2} = \underline{1}$	1.1A; 1.1B; 1.3B
8. 111; 105	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 25 – <u>10</u> = <u>15</u>	1.3D; 1.5C

Learning Opportunity 25

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 30, 36; 38; 40; 42; 44 5's: 80; 90; 95; 100; 105	1.5B; 1.5F
2. Given; 1; 0	1.3B; 1.3D
3. Check students' work for accuracy.	Vocab
4. $\underline{4} + \underline{2} = \underline{6};$ $\underline{6} - \underline{4} = \underline{2};$ $\underline{6} - \underline{2} = \underline{4}$	1.3D
5. 25; 10; 30	1.5C
Part 2 – Application Practice	
6. <u>30</u> ¢	1.3D; 1.4A; 1.4C
7. $6 - 2 = 4$	1.1A; 1.1B; 1.3B
8. 120; 100	1.2B
Part 3 – Reflection and Conceptual Understanding	
Student Answers: $35 - 10 = 25$	1.3D; 1.5C

Learning Opportunity 26

<u> Part 1 –</u>	Numeracy Development		<u>TEKS</u>
1.	2's: 38; 40; 42; 44; 46	5's: 90; 95; 100; 105; 110	1.5B; 1.5F
2.	1; 2; 2		1.3B; 1.3D
3.	Check students' work for accuracy		Vocab
4.	$\underline{4} + \underline{1} = \underline{5}; \underline{1} + \underline{4} = \underline{5}; \underline{5} - \underline{4} = \underline{1}$		1.3D
5.	35; 40; 25		1.5C
<u>Part 2 –</u>	Application Practice		
6.	<u>35</u> ¢		1.3D; 1.4A; 1.4C
7.	<u>4</u> + <u>5</u> = <u>9</u> shells		1.1A; 1.1B; 1.3B
8.	a.) Given b.) 9, 12, 14		1.2F
<u>Part 3 –</u>	Reflection and Conceptual Understan	nding	
Stud	dent Answers: <u>40</u> - <u>10</u> = <u>30</u>		1.3D; 1.5C

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Learning Opportunity 27

Part 1 – Numeracy Development		<u>TEKS</u>
1. 2's: 38, 40; 42; 44; 46; 48	5's: 90; 95; 100; 105; 110; 115	1.5B
2. 2; 1; 2		1.3B; 1.3D
3. Check students' work for accuracy.		1.2C
4. $\underline{5} + \underline{2} = \underline{7};$ $\underline{7} - \underline{5} = \underline{2};$ $\underline{7} - \underline{2} = \underline{5}$		1.3D
5. 35; 40; 25		1.5C
Part 2 – Application Practice		
6. 10¢; 10¢; 1¢; 1¢;	$10\phi + 10\phi + 1\phi + 1\phi = \underline{22}\phi$	1.3D; 1.4A; 1.4B
7. <u>2</u>		1.3B; 1.3C
8. a.) 18, 23, 28 b.) 26,	29, 30	1.2F
Part 3 – Reflection and Conceptual Understan	<u>nding</u>	
Student Answers: Tuesday, Saturda	y, Monday .	Vocab

Learning Opportunity 28

Part 1 – Numeracy Development	<u>TEKS</u>
1. 6, 7, 10 NOTE: Focus with students on two things: 1.) Vertical Number Line 2.) Multiples of 2 with ODD numbers.	1.2F; 1.5B
2. 5; 4; 5	1.3B; 1.3D
3. Check students' work for accuracy.	1.2F
4. $5 + 4 = 9;$ $4 + 5 = 9;$ $9 - 4 = 5$	1.3D
5. 50; 30; 40	1.5C
Part 2 – Application Practice	
6. 10ϕ ; 10ϕ ; 10ϕ ; 10ϕ ; 10ϕ ; $10\phi + 10\phi + 10\phi = 40\phi$ NOTE : Count dimes by TENS	1.3D; 1.4A; 1.4B
7. <u>9</u> Dots; <u>1</u> more dot to make 10; 9 + <u>1</u> = 10	1.3B; 1.3C
8. a.) 20, 30, 40 b.) 32, 33, 35	1.2F
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Sunday, Friday, Tuesday	Vocab

Learning Opportunity 29

Part 1 – Numeracy Development	<u>TEKS</u>
1. 3, 4, 6, 7, 10 NOTE: Focus with students on two things: 1.) Vertical Number Line 2.) Multiples of 2 with ODD numbers.	1.2F; 1.5B
2. Given; 1; 2	1.3B; 1.3D
3. Check students' work for accuracy	1.2F
4. 13; 5; 18	1.2D
5. 60; 40; 50	1.5C
Part 2 – Application Practice	
6. <u>20</u> ¢ NOTE: Count by 5's. 1.3D;	1.4A; 1.4B
7. <u>6</u> Dots; <u>4</u> more dots to make 10; 6 + <u>4</u> = 10	1.3B; 1.3C
8. 25, 28, 35	1.2F
9. Ring the desk and the pencil to complete her math.	1.9B
Part 3 – Reflection and Conceptual Understanding	
Student Answer: Nickel – 5¢; NOTE: Use coins to demonstrate. Write equation. 1¢ + Box = 6¢. Solve for missing addend. 1.2A; 1.3B;	1.4A; 1.4B

"Racing to Success"

30 - 32



Learning Opportunity 30

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 2, 4, 6, 8, 10	1.5B; 1.5F
2. 3; 5; 4	1.3B; 1.3D
3. Check students' work for accuracy.	1.2C
4. 16; 6; 20	1.2D
5. 80; 60; 70	1.5C
Part 2 – Application Practice	
6. Dime -10ϕ ; $1\phi + 10\phi = 11\phi$; Demonstrate with plastic coins $-$ tactile for students $-$ vary coins for similar word problems.	1.2A; 1.4A; 1.4B
7. <u>4</u> Dots; <u>6</u> more dots to make 10; 4 + <u>6</u> = 10	1.3B; 1.3C
8. a.) 27, 33, 36 b.) 43, 46, 56	1.2F
9. <u>B</u> = save	1.9C
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Ring forty-two. Fill in the blanks on spelling 'forty.' NOTE: Stress that forty does NOT have a 'u' in the work	d. 1.2C

Learning Opportunity 31

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 3, 7; NOTE: Recommend number line practice with 2's as odd numbers. Difficult for students at first, then they adapt.	1.5B; 1.5F
2. 4; 4; 3	1.3B; 1.3D
3. Check students' work for accuracy.	1.2C
4. 13; 3; 21	1.2D
5. 50; 40; 60	1.5C
Part 2 – Application Practice	
6. Nickel -5ϕ ; $10\phi + 5\phi = 15\phi$; Demonstrate with plastic coins – tactile for students – vary similar problems. 1.24	λ; 1.4A; 1.4B
7. <u>2</u> Dots; <u>8</u> more dots to make 10; 2 + <u>8</u> = 10	1.3B; 1.3C
8. a.) 24, 34, 42 b.) 45, 54, 55	1.2F
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Ring forty-five. Fill in the blanks on spelling. NOTE: Stress that forty does NOT have a 'u' in the word.	1.2C

Learning Opportunity 32

Part 1 – Numeracy Development	TEKS
1. 2's: 5; 7; 11	1.5B
2. 6; 4; 2	1.3B; 1.3D
3. Check students' work for accuracy.	1.2C
4. 20; 8; 29, 30	1.2D
5. 90; 80; 70	1.5C
Part 2 – Application Practice	
6. 6 – 4 = <u>2 pennies</u> . NOTE: Stress " <u>how many more</u> " means subtraction. Use plastic coins to demonstrate meaning.	1.2A; 1.4A; 1.4B
7. <u>1</u> Dot; <u>9</u> more dots to make 10; 1 + <u>9</u> = 10	1.3B; 1.3C
8. a.) 44, 55, 66 b.) 60, 62, 70	1.2F
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Learning a 'crutch' to compare numbers. Practice this technique. Works every time. (Equal: 2 dots each	– connect.) 1.2G



Learning Opportunity 34

Part 1	– Nu	mer	acy L	Develop	<u>ment</u>														<u>TE</u>	<u>KS</u>
1.	2'	' s: 9	9, 13;	NOTE:	Recom	nme	nd numb	ber lir	ie practi	ce with 2	's as odd n	umbers.	. Diffic	cult for stu	udents at fir	st, ther	n they adap	ot.	1.	5B
2.	3′	1;	15																1.	2D
3.	a.) 2			b.) 8			c.)	4		d.) 10								1.	3D
4.	A	.) Lir	ne C,	Line D	, Line I	Ξ		В.)	Line J,	Line H,	Line G							1	.7B; 1.	7C
Part 2	– Ap	plica	ation	Practic	<u>e</u>															
5.	<u>7</u> ;	2 -	+ 5 =	<u>7</u>												1	.1A; 1.2A;	1.3D; ⁻	1.3F; 1.	.5D
6.	3;	5;	6;	1														1	1.3B; 1	.3C
7.	a.)	40,	50,	60		I	b.) 34,	43,	44										1	.2F
Part 3	– <i>R</i> e	flect	tion a	nd Con	ceptua	Un	derstan	<u>ding</u>												
Stu	Ident	t Ans	swers	s: NOTI	E: Guide	e stu	udents th	nroug	h proce	ss. More	examples.	2 dots b	by larg	ger numb	er, 1 dot by	smalle	r, connect	dots	1	.2G

Learning Opportunity 35

<u> Part 1 –</u>	Numeracy Develop	ment		<u>TEKS</u>
1.	2's: 5, 9; NOTE:	: Recommend number line p	ractice with 2's as odd numbers. Difficu	It for students at first, then they adapt. 1.5B
2.	40; 18			1.2D
3.	a.) 6	b.) 12 c.) 8	d.) 14	1.3D
4.	A.) Line M, Line L,	, Line K B.) Line G, Line	J, Line H	1.7B; 1.7C
<u> Part 2 –</u>	Application Practic	<u>:e</u>		
5.	<u>5</u> ; 3 + 2 = <u>5</u>			1.1A; 1.2A; 1.3D; 1.3F; 1.5D
6.	2; 5; 7; 10	NOTE: Highly recommended	ed that the teacher use short mini-lesso	ns (mental math) each day until mastered. 1.3B; 1.3C
7.	a.) 10, 60, 70	b.) 15, 45, 7	5	1.2F
<u> Part 3 –</u>	Reflection and Con	<u>iceptual Understanding</u>		
Stud	lent Answers: NOT	E: Guide students through p	rocess. More examples. 2 dots by large	r number, 1 dot by smaller, connect dots 1.2G

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36 - 38

38

Learning Opportunity 36

<u>Part 1 – Numeracy De</u>	evelopment			TEKS
1. 2's: 9, 13; I	NOTE: Recommend	number line practice	with 2's as odd numbers. Difficult for students at f	rst, then they adapt. 1.5B
2. 50; 23				1.2D
3. a.) 10	b.) 16	c.) 20	d.) 18	1.3D
4. A.) Rectangl	e L, Rectangle M,	Rectangle K	B.) Line S, Line T, Line R	1.7B; 1.7C
Part 2 – Application F	Practice			
5. <u>7;</u> 5 + 2 = <u>7</u>				1.1A; 1.2A; 1.3D; 1.3F; 1.5D
6. 8; 6; 9;	5 NOTE: Highly r	ecommended that the	teacher use short mini-lessons (mental math) each	ch day until mastered. 1.3B; 1.3C
7. a.) 60, 70,	80 b.)	56, 65, 66		1.2F
Part 3 – Reflection an	d Conceptual Unde	<u>rstanding</u>		
Student Answers:	8 > 4; NOTE: Use t	the dots to press stude	ents to understand that one number is larger than	the other. 1.2G

Learning Opportunity 37

Part 1 – Numeracy Development							
1. 2's: 7, 13, 15; NOTE: Recommend number line practice with 2's as odd numbers. Difficult for students at first, then they adapt.							
2. 10; 19 2. $(1)^{-1}$	1.2D						
3. a.) 12 b.) 18 c.) 20 d.) 14	1.3D						
4. From top to bottom: 10:00, 4:00; 10:30; 4:30	1.7E						
Part 2 – Application Practice							
5. <u>2</u> ; 5 - 3 = <u>2</u> 1.1A; 1.2A; 1.3D; 1	.3F; 1.5D						
6. Given; 1; 3; 2; Given; 9; 7; 5 NOTE: The teacher can use short mini-lessons (mental math) each day until mastered. 1	.3B; 1.3C						
7. a.) Given b.) Given c.) 7 > 4 d.) 3 < 6	1.2G						
Part 3 – Reflection and Conceptual Understanding							
Student Answers: two-thirty; 2:30; half past 2 NOTE: Recommend using a plastic clock with class – mini-lessons.							

Learning Opportunity 38

Part 1 – Numeracy Development	<u>TEKS</u>
1. 2's: 11, 15, 17; NOTE: Recommend number line practice with 2's as odd numbers. Difficult for students at first, then they adapted as the student of the s	t. 1.5B
2. Pattern: square, circle, pentagon; Next two shapes: square, circle	K.2B; 1.6D
3. From top to bottom: 3:00, 5:30; 7:30; 11:30	1.7E
4. a.) Given b.) 4 c.) 2 d.) 10	1.3D
Part 2 – Application Practice	
5. <u>3</u> ; 6 - 3 = <u>3</u> 1.1A; 1.2A; 1.3E	; 1.3F; 1.5D
6. Given; 2; 9; 4; 5; 8; 10; 0 NOTE: The teacher can use short mini-lessons (mental math) each day until mastered	. 1.3B; 1.3C
7. a.) Given b.) 5 < 7 c.) 9 > 3 d.) 6 < 8	1.2G
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 9:30; half past 9; nine-thirty NOTE: Recommend using a plastic clock with class – mini-lessons.	1.7E

SPRING STAAR SPRINT - Solutions Tor TEKS/STAAR "Racing to Success" 39 - 41

Learning Opportunity 39

Part 1	- Numeracy Development	<u>TEKS</u>
1.	8 blocks long	1.7A; 1.7B
2.	Pattern: isosceles triangle, pentagon, right triangle; Next three shapes: right triangle, isosceles triangle, pentagon	K.2B; 1.6D
3.	From top to bottom: 5:00, 12:30; 2:30; 1:30	1.7E
4.	a.) 14 b.) 10 c.) 18 d.) 12	1.3D
Part 2 -	- Application Practice	
5.	$\underline{7}; 3+4=\underline{7}$ 1.1A; 1.2A; 1.3	3D; 1.3F; 1.5D
6.	4; 1; 8; 3; 7; 2; 9; 0 NOTE: The teacher can use short mini-lessons (mental math) each day until mastered.	1.3B; 1.3C
7.	a.) 11 > 9 b.) 8 > 6 c.) 10 < 13 d.) 7 < 9	1.2G
Part 3	- Reflection and Conceptual Understanding	
Stu	dent Answers: noon; 12 o'clock; 12:00; midnight; twelve NOTE: Explain that there are 24 hours in a day – 2 ~ 12 hour periods. Two times for 12 each dayfor 12 o'clock (noon and midnight)	. 1.7E

Learning Opportunity 40

Part 1 – Numeracy Development	<u>TEKS</u>				
1. 5 blocks long	1.7A; 1.7B				
2. Pattern: rhombus, pentagon, hexagon; Next three shapes: hexagon, rhombus, pentagon	K.2B; 1.6D				
3. From top to bottom: twelve o'clock, half past two; four-thirty; six o'clock	1.7E				
4. a.) 8 b.) 14 c.) 16 d.) 18	1.3D				
Part 2 – Application Practice					
5. <u>6</u> ; 3 + 3 = <u>6</u> 1.1A; 1.2A; 1.3	BD; 1.3F; 1.5D				
6. 6; 3; 9; 7; 8; 5; 2; 4 NOTE: The teacher can use short mini-lessons (mental math) each day until mastered.	1.3B; 1.3C				
7. a.) 13 < 16 b.) 19 > 11 c.) 10 < 12 d.) 21 > 20	1.2G				
Part 3 – Reflection and Conceptual Understanding					
Student Answers: 6 = 6 NOTE: Practice using dots. Many students will NOT need the 'crutch' within 8 to 16 repetitions. 1.					

Learning Opportunity 41

<u> Part 1 –</u>	Numeracy Develop	<u>ment</u>					<u>TEKS</u>	
1.	4: addend;	5: addend	9:	sum – answer in an addit	ion equation.		Vocab.	
2.	From top to bottom	: 3 o'clock,	nine-thirty;	half past seven			1.7E	
3.	a.) 8	b.) 14	c.)	16			1.3D	
4.	10 blocks long; NO	TE: Young st	udents ofter	n have difficulty with this t	type of problem whe	n measuring from an ir	ntermediate point. 1.7A; 1.7B	
<u> Part 2 –</u>	Application Practic	e						
5.	a.) Label/Fill in the	totals: Cola:	<u>9;</u> Orange	Juice: <u>7;</u> Milk: Given;	b.) 7 + 5 = <u>12</u>	c.) 9-5= <u>4</u>	1.3D; 1.3F; 1.5D; 1.8C	
6.	18 > 15	13 < 14	c.)	20 > 17			1.2G	
Part 3 – Reflection and Conceptual Understanding								
Stud	lent Answers: 8 > 7	; 4	= 4;	6 < 9			1.2G	



SPRING STAAR SPRINT - Solutions 46 - 49 "Racing to Success" for TEKS/STAAR Learning Opportunity 46 Part 1 – Numeracy Development TEKS 1. a.) 3; **b.)** 1 1.6H 2. From top to bottom: Cylinder; Triangular Prism; **Rectangular Prism** 1.6E **3.** 35 < 37 51 > 49 40 = 401.2G **4.** 19; 30; 45; 25; 20 1.3D; 1.5C 15: 25; Part 2 – Application Practice 5. a.) 5 goals = Team Blue; 2 goals = Team Green 1.3D; 1.3F; 1.5D; 1.8C b.) 3 goals c.) 9 goals Part 3 – Reflection and Conceptual Understanding Student Answers: Yes: No: Yes: No 1.6H Learning Opportunity 47 Part 1 – Numeracy Development TEKS 1.6H **1. a.)** ³/₄; **b.)** ½ 1.6E 2. From top to bottom: Triangular Prism; Sphere; Cube 3. 29 = 29 45 < 55 71 > 67 1.2G 20; 9 1.2D; 1.5B 4. **5.** 20; 60; 35; 65; 50 1.3D; 1.5C Part 2 – Application Practice **6. a.)** Most = Chocolate; Fewest = Vanilla **b.)** 16 Votes: 2 + 8 + 6 = <u>16</u> c.) 4 votes: 6 − 2 = <u>4</u> 1.3D; 1.3F; 1.5D; 1.8C Part 3 - Reflection and Conceptual Understanding Student Answers: No; Yes: Yes: No 1.6H Learning Opportunity 48 Part 1 – Numeracy Development TEKS 4/4; 1.6H 1. 1/2 1.6E 2. From top to bottom: Sphere; Cube; Triangular Pyramid 56 < 66 76 > 67 82 > 80 1.2G 3. 4. 25: 1.2D: 1.5B 11 5. 75: 60 1.3D; 1.5C 1.3D; 1.5C 6. 15; 10 Part 2 – Application Practice **7. a.)** 15; 17; 10 **b.)** Bicycle **c.)** 4 votes: 15 + 10 = <u>25</u> **d.)** 17 – 10 = 7 1.3D; 1.3F; 1.5D; 1.8C Part 3 – Reflection and Conceptual Understanding Student Answers: No; 1.6H Yes; No; Yes Learning Opportunity 49 Part 1 – Numeracy Development TEKS 1. $1/_{2}$ 3/4 1.6H 2. From top to bottom: Cube; Triangular Pyramid; **Triangular Prism** 1.6E 77 = 77 81 > 79 80 < 90 1.2G 3. 4. 20. 13 1.2D; 1.5B 85: 80 1.3D; 1.5C 5. 1.3D 6. 16; 13 Part 2 – Application Practice **b.**) Play, Movie **c.**) 18 votes: 4 + 4 + 10 = 18 **d.**) 0 votes; 4 - 4 = 0 **e.**) 6 votes; 10 - 4 = 6 **1.5D; 1.8C 7. a.)** Given; 4; 10 Part 3 - Reflection and Conceptual Understanding Student Answers: Given; Prism; Pyramid; NOTE: Show examples of pyramids and prisms 1.6E

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"Racing to Success"

50 - 52

Learning Opportunity 50

Part 1 – Numeracy Development										
1.	² / ₄ ;	³ / ₃ NO	FE: 1.b.) is	equal to 1 whole. Ex. A pie that is div	ided into thirds, but not eaten – ready to take pieces.	1.6H				
2.	From top	to bottom	: Cone;	Rectangular Prism;	Rectangular Pyramid	1.6E				
3.	82 = 82		89 < 99	111 > 101		1.2G				
4.	35;	15				1.2D; 1.5B				
5.	100;	90				1.3D; 1.5C				
6.	20;	15				1.3D				
<u> Part 2 -</u>	Applicati	on Practic	e							
7.	Given;	square;	circle			1.6E				
8.	5:30					1.1A; 1.7A; 1.7E				
9.	50°C					1.7A				
<u>Part 3 -</u>	Part 3 – Reflection and Conceptual Understanding									
Stu	dent Answ	ers: prism	ו;	prism; (Does not converge to ONE po	int) pyramid	1.6E				

Learning Opportunity 51

<u> Part 1 –</u>	Numerac	y Developr	<u>nent</u>				<u>TEKS</u>		
1.	¹ / ₅ ;	² / ₃					1.6H		
2.	From top	to bottom:	Rectangular Pyram	nid;	Triangular Pyramid;	Cylinder	1.6E		
3.	92 > 29		98 > 96	110 < 120	0		1.2G		
4.	50;	15					1.2D; 1.5B		
5.	120;	110					1.3D; 1.5C		
6.	21;	13					1.3D		
<u> Part 2 –</u>	Applicatio	on Practice	2						
7.	triangle;	circle;	square				1.6E		
8.	2:00						1.1A; 1.7A; 1.7E		
9.	40°C						1.7A		
<u>Part 3 –</u>	Part 3 – Reflection and Conceptual Understanding								
Stud	Student Answers: second clock from the left (12:30)1.7E								

Learning Opportunity 52

Part 1 – Numeracy Development									
1.	²/ ₆ ;	² / ₄				1.6H			
2.	From top	o to bottom:	Cylinder;	Triangular Prism;	Rectangular Pyramid	1.6E			
3.	101 = 10	01	109 > 104	112 < 115		1.2G			
4.	55;	17				1.2D; 1.5B			
5.	115;	100				1.3D; 1.5C			
6.	25;	20				1.3D			
<u>Part 2 –</u>	Applicati	on Practice	2						
7.	triangle;	square;	rectangle			1.6E			
8.	2:30					1.1A; 1.7A; 1.7E			
9.	60°C					1.7A			
<u>Part 3 –</u>	Part 3 – Reflection and Conceptual Understanding								
Stuc	Student Answers: last clock on the right (10:30) 1.7E								

"Racing to Success"

53 - 55

55

Learning Opportunity 53

<u> Part 1 -</u>	- Nume	eracy Develo	pment		<u>TEKS</u>			
1.	Give	n;	Vertices: <u>8</u> ;	Faces: <u>6</u> ;	Edges: 12	. 1.6E		
2.	Che	ck Student W	ork For Accurac	ÿ		1.6H		
3.	35;	19				1.2D; 1.5B	3	
4.	30;	25				1.3D; 1.5A	۱.	
<u> Part 2 -</u>	- Appli	cation Practi	ice					
5.	Giver	n; 2 squar	es; 2 ti	riangles		1.6B		
6.	1:00					1.1A; 1.7A; 1.7E		
7.	20¢					1.9A		
<u> Part 3 -</u>	Part 3 – Reflection and Conceptual Understanding							
Stu	dent A	nswers: Firs	t clock on the le	ft		1.7E		

Learning Opportunity 54

Part 1 – Numeracy Development	<u>TEKS</u>
1. Given; Vertices: <u>4;</u> Faces: <u>4</u> ; Edges: <u>6</u>	. 1.6E
2. Check Student Work For Accuracy	1.6H
3. 45; 21	1.2D; 1.5B
4. 25; 20	1.3D; 1.5A
Part 2 – Application Practice	
5. triangle and trapezoid; 2 rectangles; 2 triangles	1.6B
6. 3:30	1.1A; 1.7A; 1.7E
7. 45°C	1.7A
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Third clock from the left	1.7E

Learning Opportunity 55

Part 1 – Numeracy Development	TEKS					
1. Given; Vertices: <u>8;</u> Faces: <u>6</u> ; Edges: <u>12</u> .	1.6E					
2. Check Student Work For Accuracy	1.6H					
3. 75; 23	1.2D; 1.5B					
4. 16; 12	1.3D; 1.5A					
Part 2 – Application Practice						
5. 2 triangles; 2 semicircles; 2 rectangles	1.6B					
6. 7:30	1.1A; 1.7A; 1.7E					
7. <u>A</u> = spend	1.9C					
Part 3 – Reflection and Conceptual Understanding						
Student Answers: Second clock from the left 1.7E						

SPRING STAAR SPRINT - Solutions Tor TEKS/STAAR "Racing to Success" 56 - 58

Learning Opportunity 56

<u>Part 1 –</u>	Numeracy De	<u>velopment</u>									TEKS
1.	Vertices: <u>8</u> ;	Faces: <u>6</u> ;	Edges: 1	<u>2;</u> Ve	ertices: <u>4</u>	Faces	: <u>4;</u>	Edges: <u>6</u>			1.6E
2.	Check Stude	nt Work For A	Accuracy	NOTE: Stress th	nat when	he nume	erator	(2 in this cas	e) equals the denon	ninator = 1 whole.	1.6G; 1.6H
3.	Top Row: 6;	1;	6;	Bottom Row	:7; `1	2;	1				1.3D
<u>Part 2 –</u>	Application P	ractice									
4.	2 trapezoids;	2 sem	icircles;	2 triangles							1.6F
5.	5. Check Students Work For Accuracy 1.1A; 1.4A; 1							A; 1.4A; 1.4C			
6.	6 Blocks Tall										1.7B; 1.7D
Part 3 – Reflection and Conceptual Understanding											
Stuc	Student Answers: 10; 2 NOTE: Mini-lessons of practice on the white board, and students rapidly become adept. 1.5A; 1.5B; 1.5							A; 1.5B; 1.5C			

Learning Opportunity 57

Part 1 – Numeracy Development	<u>TEKS</u>
1. Vertices: <u>1</u> ; Faces: <u>1</u> ; Edges: <u>1</u> ; Vertices: <u>0</u> ; Faces: <u>0</u> ; Edges: <u>0</u> ; Vertices: <u>0</u> ; Faces: <u>2</u> ; E	dges: <u>2</u> 1.6E
2. Check Student Work For Accuracy	. 1.6G; 1.6H
3. Top Row: 1; 3; Bottom Row: 2; `5;	1.3B; 1.3D
Part 2 – Application Practice	
4. Top Down – Three-fourths of the square; half of a circle; fourth of the rectangle	1.6G
5. a.) Check Students Work For Accuracy – dime and nickel; b.) 15 cents	1.1A; 1.3D; 1.4A; 1.4C; 1.5D
6. 5¢	1.9A
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 30; 6 NOTE: Mini-lessons of practice on the white board, and students rapidly become adept.	1.5A; 1.5B; 1.5C

Learning Opportunity 58

Part 1 – Numeracy Development	<u>TEKS</u>					
1. Vertices: <u>5;</u> Faces: <u>5;</u> Edges: <u>8;</u> Vertices: <u>0;</u> Faces: <u>2</u> ; Edges: <u>2</u> .	1.6E					
2. Check Student Work For Accuracy	1.6G 1.6H					
3. Top Row: 10; 2; Bottom Row: 3; `1;	1.3B; 1.3D					
Part 2 – Application Practice						
4. 2 pentagons; 2 quarter circles; 1 semicircle and 1 quarter circle	1.6G					
5. Nickel and Quarter	1.1A; 1.4A; 1.4C					
6. 5 Blocks Tall	1.7B; 1.7D					
Part 3 – Reflection and Conceptual Understanding						
Student Answers: 20; 4 NOTE: Mini-lessons of practice on the white board, and students rapidly become adept.	1.5A; 1.5B; 1.5C					

"Racing to Success"

59 - 61

61

Learning Opportunity 59

<u>Part 1 –</u>	– Numeracy Development	<u>TEKS</u>
1.	Vertices: <u>0;</u> Faces: <u>0;</u> Edges: <u>0;</u> Vertices: <u>0;</u> Faces: <u>2</u> ; Edges: <u>2</u> ; Vertices: <u>1</u> ; Faces: <u>1</u> ; Edges: <u>1</u>	1.6E
2.	Check Student Work For Accuracy NOTE: Stress that when the numerator (2 in this case) equals the denominator = 1 whole.	1.6G; 1.6H
3.	Top Row: 2; 8; Bottom Row: 2; 5; 1.3	3; 1.3D; 1.5E
<u> Part 2 –</u>	– Application Practice	
4.	From Top Down: Third of a triangle; Half of a square; Quarter of a rectangle	1.6G
5.	a.) two dimes and a nickel should be ringed. b.) 25¢ 1.1A; 1.3D; 1.4A	; 1.4C; 1.5D
6.	Given; 2; 8; 4	1.3D
<u>Part 3 –</u>	– Reflection and Conceptual Understanding	
Stud	ident Answers: 30; 8 NOTE: Mini-lessons of practice on the white board, and students rapidly become adept. 1.5/	A; 1.5B; 1.5C

Learning Opportunity 60

Part 1 – Numeracy Development	TEKS
1. Check student Work for Accuracy	vocab.
2. Line C; Line A; Line B	. 1.7C
3. Check Student Work for Accuracy	1.2C
4. Check Student Work for Accuracy	1.6H
5. Top Row: 4; 5; Bottom Row: 3; 3;	1.3B; 1.3D; 1.5E
Part 2 – Application Practice	
6. Top Down – Fourth of a square; Half of a rectangle; Third of a triangle	1.6G
7. a.) Check Students Work For Accuracy	1.6G; 1.6H
8. 6; 8; 2; 10	1.3D
Part 3 – Reflection and Conceptual Understanding	
Student Answers: Shade 1 set of 1 smiley face; 1 face in each group; 1	1.3D; 2.3D

Learning Opportunity 61

<u> Part 1 – </u>	Numeracy Development	<u>TEKS</u>
1.	Check student Work for Accuracy	vocab.
2.	Line F; Line H; Line G	. 1.7C
3.	Check Student Work for Accuracy	1.2C
4.	Check Student Work for Accuracy	1.6H
5.	Top Row: 5; 5; Bottom Row: 6; 1;	1.3B; 1.3D; 1.5E
<u>Part 2 – .</u>	Application Practice	
6.	Top Down – Quarter of a rectangle; Two-thirds of triangle; A whole circle	1.6G
7.	a.) Check Students Work For Accuracy	1.6G; 1.6H
8.	4; 12; 8; 14	1.3D
<u>Part 3 –</u>	Reflection and Conceptual Understanding	
Stud	ent Answers: Shade 1 set of 2 birds; 2 birds in each group; 2	1.3D; 2.3D

"Racing to Success"



Learning Opportunity 62							
Part 1 – Numeracy Development	TEKS						
1. Check student Work for Accuracy	vocab.						
2. Rectangle A; Rectangle C; Rectangle B	. 1.7C						
3. Check Student Work for Accuracy	1.2C						
4. Check Student Work for Accuracy	1.6H						
5. Top Row: 6; 9; Bottom Row: 8; 2;	1.3B; 1.3D; 1.5E						
Part 2 – Application Practice							
6. Top Down – One quarter of a circle; Three fourths of a circle; Two fourths of a circle	1.6G						
7. a.) Check Students Work For Accuracy	1.6G; 1.6H						
8. 10; 16; 12; 18	1.3D						
Part 3 – Reflection and Conceptual Understanding							
Student Answers: Shade 1 set of 3 stars; 3 stars in each group; 3	1.3D; 2.3D						

Learning Opportunity 63

Part 1 – Numeracy Development	<u>TEKS</u>
1. Check student Work for Accuracy	vocab.
2. Rectangle Y; Rectangle Z; Rectangle X	. 1.7C
3. Check Student Work for Accuracy	1.2C
4. 7; 9; 13; 15	1.2F; 1.5B
Part 2 – Application Practice	
5. Top Down – eight-thirty – 8:30; seven-thirty – 7:30; half-past six – 6:30	1.7E
6. a.) Check Students Work For Accuracy	1.6G; 1.6H
7. Given; 26 > 22; 15 = 15	1.2G
Part 3 – Reflection and Conceptual Understanding	
Student Answers: 2	1.3D; 2.3D

Learning Opportunity 64

<u> Part 1 –</u>	Numerac	y Develo	pment							TEKS
1.	15;	19								1.5G
2.	Vertices:	<u>8;</u>	Faces:	<u>6;</u>	Edges: <u>12</u>					1.6E
3.	Check St	tudent W	ork for Acc	uracy						1.2C
4.	25; 30; 4	0; 45								1.2F; 1.5B
<u> Part 2 –</u>	Applicatio	on Practi	ice							
5.	Top Dowr	n – elevei	n-thirty – 1	1:30;	twel	ve o'clock – 12	2:00;	twelve-thirty	- 12:30	1.7E
6.	3¢; 10-	7 = <u>3¢</u>								1.1A; 1.3D; 1.4B; 1.5D
7.	Given;	30 < 40	;	21 < 31						1.2G
<u> Part 3 –</u>	Reflection	n and Co	nceptual U	Inderstand	<u>ling</u>					
Stud	lent Answ	ers: 1								1.3D; 2.3D



 5. a.) Given;
 8;
 4
 b.) Red;
 Blue
 c.)
 12 (8 + 4)

 Part 3 – Reflection and Conceptual Understanding

Student Answers: No; Yes; Yes; No NOTE:

NOTE: Right justify numbers to ensure place value is consistent.

Learning Opportunity 68

<u>Part 1 -</u>	- Numeracy Develo	opment					<u>TEKS</u>
1.	20; 29						1.5G
2.	2; 2; 2;	3; 3; 3;	1; 1; 1;		4; 4; 4		1.3D; 2.3D
3.	8; 6; 4; 3						1.2F; 1.5B
<u> Part 2 -</u>	- Application Pract	ice					
4.	a.) 10; 9; 5	b.) SI	de		c.) 5 (10 - 5)	d.) 14 (9 + 5)	1.1A; 1.3D; 1.3F; 1.5D; 1.8C
<u>Part 3 -</u>	- Reflection and Co	onceptual Underst	anding				
Student Answers: Check Student Work for Accuracy. NO					Right justify numbers to e	nsure place value is co	nsistent. 1.5E; 1.5G

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1.5E; 1.5G
"Racing to Success"

69 - 71



Learning Opportunity 69

<u>Part 1 –</u>	Numeracy Development		TEKS
1.	35; 26		1.5G
2.	3; 3; 3; 4; 4; 4 5; 5; 5;	2; 2; 2	1.3D; 2.3D
3.	30; 20; 10; 5		1.2F; 1.5A; 1.5B
<u> Part 2 –</u>	Application Practice		
4.	a.) 5; 10; 12 b.) Books c.) 7	7 (12-5) d.) 15 (5+10) 1	.1A; 1.3D; 1.3F; 1.5D; 1.8C
<u> Part 3 –</u>	Reflection and Conceptual Understanding		
Stud	ent Answers: Check Student Work for Accuracy. NOTE	Highly Recommended that teacher stress the place value right justification of digits – one is added to a one; ten	e reason for 1.5E; 1.5G is added to a ten.

Learning Opportunity 70

<u>Part 1 -</u>	- Numeracy	Developi	<u>ment</u>				<u>TEKS</u>
1.	17; 2	29					1.5G
2.	6; 6; 6;		7; 7; 7	5; 5; 5;	4; 4;	4	1.3D; 2.3D
3.	60; 40;	20					1.2F; 1.5A; 1.5B
Part 2 -	- Application	n Practico	<u>e</u>				
4.	a.) Least =	Blue;	Most = Clear	b.) 4 (4-0)	c.) 9	(2 + 3 + 4)	1.1A; 1.3D; 1.3F; 1.5D; 1.8C
Part 3 -	- Reflection a	and Con	ceptual Understand	ling			
Stu	dent Answer	's: Check	Student Work for Ad	ccuracy. NOTE:	Highly Re right just	commended that tead ification of digits – or	ther stress the place value reason for 1.5E; 1.5G ne is added to a one; ten is added to a ten

Learning Opportunity 71

<u>Part 1 – Numeracy De</u>	evelopment		TEKS
1. 17; 27			1.5G
2. 5; 5; 5;	10; 10; 10	8; 8; 8; 7; 7; 7	1.3D; 2.3D
3. 70; 60; 50	; 30		1.2F; 1.5A; 1.5B
Part 2 – Application F	Practice		
4. Check Studer	nt Number Line Work;	7 - e.g. (3 + 4)	1.1A; 1.3D; 1.3F; 1.5D
5. Given; 1;	5; 3		1.3D
6. Given;	4 = 4; Equal	5 = 4; NOT equal	1.3D; 1.5E
Part 3 – Reflection an	d Conceptual Underst	<u>anding</u>	
Student Answers:	Even; Odd	NOTE: Recommend using small number NOTE: Tactile method: Students use each hand. Then, they match the number is 'even'. If not the	2.7A ach hand. If the number is '2', they raise their index finger on he fingers. If there is a finger on each hand that matches, number is 'odd '

"Racing to Success"

72 - 74

Learning Opportunity 72

Part 1	– Numeracy D	<u>evelopment</u>		<u>TEKS</u>
1.	28; 3	6		1.5G
2.	2;	1;	5;	1.3D; 2.3D
3.	Check Stud	ent Work for Ac	curacy; 2; 1	1.3D; 2.3D; 1.6G
4.	100; 80;	60		1.2F; 1.5B
Part 2	- Application	Practice		
5.	Check Stude	ent Number Line	Work; 3 (5 - 2	2) 1.1A; 1.3D; 1.3F; 1.5D
6.	5; 2	; 6;	4	1.3C; 1.3D
7.	2 = 3; not e	qual	5 = 5; equal	6 = 6; equal 1.3D; 1.5E
Part 3	- Reflection a	nd Conceptual	<u>Understanding</u>	
Stu	dent Answers	: Odd	Even NOTE:	2.7A : Tactile method: Students use each hand. If the number is '2', they raise their index finger on each hand. Then, they match the fingers. If there is a finger on each hand that matches, the number is 'even.' If not, the number is 'odd.'

Learning Opportunity 73

<u> Part 1 –</u>	- Numeracy De	evelopment			<u>TEKS</u>
1.	19; 3	4			1.5G
2.	3;	4;	5;		1.3D; 2.3D
3.	Check Stude	ent Work for Ac	curacy; 3; 4		1.3D; 2.3D; 1.6G
4.	90; 70; 5	50			1.2F; 1.5B
<u> Part 2 –</u>	- Application F	Practice			
5.	Check Stude	nt Number Line	e Work; 5 (6 - 1)		1.1A; 1.3D; 1.3F; 1.5D
6.	4; 8;	6;	9		1.3C; 1.3D
7.	10 = 10; equ	al	8 = 7; not equal	6 = 6; equal	1.3D; 1.5E
<u>Part 3 -</u>	- Reflection an	nd Conceptual	Understanding		
Stue	dent Answers:	Even	Odd NOTE: 1	Factile method: Students use each hand. If each hand. Then, they match the fingers. If the number is 'even.' If not, the number is 'o	2.7A the number is '2', they raise their index finger on there is a finger on each hand that matches, odd.'

Learning Opportunity 74

<u>Part 1 –</u>	Numeracy D	evelopment		TEKS
1.	27; 3	9		1.5G
2.	2; 2	3; 3	5; 5	1.3D; 2.3D
3.	Check Stude	ent Work for Acc	curacy; 2; 5	1.3D; 2.3D; 1.6G
4.	20; 45; 4	55; 60		1.2F; 1.5B
<u>Part 2 –</u>	Application I	Practice		
5.	Check Stude	nt Number Line	Work; 6; (4 +	- 2) 1.1A; 1.3D; 1.3F; 1.5D
6.	10; 7;	4;	8	1.3C; 1.3D
7.	7 = 6; not ec	lual	10 = 10; equal	0 = 0; equal 1.3D; 1.5E
<u>Part 3 –</u>	Reflection ar	nd Conceptual	<u>Understanding</u>	
Stuc	lent Answers	: Odd	Even NOTE:	2.7A Tactile method: Students use each hand. If the number is '2', they raise their index finger o each hand. Then, they match the fingers. If there is a finger on each hand that matches, the number is 'even.' If not, the number is 'odd.'

"Racing to Success"



Learning Opportunity 75

<u> Part 1 –</u>	Numerac	y Devel	opment					<u>TEKS</u>
1.	10;	13						1.5G
2.	5; 5		6; 6		7; 7			1.3D; 2.3D
3.	Given, T	uesday,	Wednesda	y, Thursday	y, Friday, Saturo	day, Sunday		Vocab.
4.	1, 9, 13	, 15						1.2F; 1.5B
<u> Part 2 –</u>	Applicatio	on Prac	tice					
5.	Given;	fourth	1⁄4;	three-fou	urths: ³ / ₄ - Ch	neck student work for accuracy on	matching.	1.6G; 1.6H
6.	<u>B</u> = volu	nteer wo	ork					1.9D
7.	Pentago	n – 5 sia	ded figure;	Triangle	e – 3 vertices;	Hexagon – 6 sided figure;	circle – 0 vertices	1.6D
<u> Part 3 –</u>	Reflection	n and C	onceptual	Understan	<u>ding</u>			
Stuc	lent Answ	ers: (Ddd	Even	NOTE: Focus	s students' attention on number lin	e in problem 4. ODD NUMBERS.	2.7A

Learning Opportunity 76

<u> Part 1 –</u>	Numeracy Dev	/elopment					<u>TEKS</u>
1.	15; 10						1.5G
2.	8; 8	7; 7	9; 9	9			1.3D; 2.3D
3.	Monday, Tues	day, Given, Th	ursday, Friday	, Given, Sunday	y		Vocab.
4.	0, 8, 12, 14						1.2F; 1.5B
<u> Part 2 –</u>	Application Pr	ractice					
5.	a half: ½;	a quarte	r:¼; 1w	vhole: ³ / ₃ - Ch	neck student work for acc	curacy on matching.	1.6G; 1.6H
6.	4 Blocks tall						1.7B
7.	Octagon – 8 s	ided figure;	Trapezoid –	4 vertices;	Hexagon – 6 vertices;	circle – 0 sides	1.6D
<u> Part 3 –</u>	Reflection and	l Conceptual L	<u>Inderstanding</u>	1			
Stud	lent Answers:	Odd	Odd NC	DTE: Focus stu	dents' attention on numb	er line in problem 4. ODD NUMBER	S. 2.7A

Learning Opportunity 77

<u> Part 1 –</u>	Numeracy	/ Develop	<u>ment</u>			<u>TEKS</u>
1.	12;	18				1.5G
2.	Given		1	3	1.	3D; 2.3D
3.	Check st	udent worl	k for accuracy.			1.2C
4.	Monday,	Tuesday,	Wednesday, Given	, Friday	y, Saturday, Given	Vocab.
5.	4, 8, 12,	, 14			1	.2F; 1.5B
<u> Part 2 –</u>	Applicatio	on Practic	e			
6.	1 whole:	⁴ / ₄	a quarter: 1/4;		a half: ½; - Check student work for accuracy on matching. 1.	6G; 1.6H
7.	Check st	udent worl	k for accuracy.			1.6G
8.	Check st	udent worl	k for accuracy.			1.6D
<u> Part 3 –</u>	Reflection	n and Con	ceptual Understa	<u>nding</u>		
Stud	dent Answe	ers: Eve	n	Odd	NOTE: Focus students' attention on number line in problem 4. EVEN NUMBERS.	2.7A

"Racing to Success"

78 - 80



Learning Opportunity 78

<u> Part 1 -</u>	Numeracy	/ Dev	<u>elopment</u>		<u>TEKS</u>
1.	20;	12			1.5G
2.	1;	3;	2		1.3D; 2.3D
3.	Check St	uden	t Work for Accuracy		1.2C
4.	Check St	uden	t Work for Accuracy		1.4A
5.	Even Nu	mber	s: Ring; 4, 6 Odd N	umbers: X over: 3, 5	2.7A
<u> Part 2 -</u>	Applicatio	on Pr	<u>actice</u>		
6.	25 + 10 +	- 5 = -	40		1.3D; 1.3F; 1.4A; 1.4B; 1.4C
7.	Check St	uden	t Work for Accuracy	NOTE: Relate to half of numbers.	1.6G
8.	Check St	uden	t Work for Accuracy	NOTE: Relate to half of numbers.	1.6G
9.	Check St	uden	t Work for Accuracy		1.6D
<u>Part 3 -</u>	Reflection	n and	Conceptual Understa	<u>nding</u>	
Stu	dent Answe	ers:	Even	Odd	2.7A

Learning Opportunity 79

<u> Part 1 -</u>	- Numera	icy Devel	opment					<u>TEKS</u>
1.	25;	15						1.5G
2.	4;	5;	6					1.3D; 2.3D
3.	Check	Student V	Vork for Accuracy					1.2C
4.	Check	Student V	Vork for Accuracy					1.4A
5.	Even I	Numbers:	Ring; 2, 4, 6, 8	Odd Numbers: X over	r: 1, 3, 5, 7			2.7A
<u> Part 2 -</u>	- Applica	tion Prac	<u>tice</u>					
6.	10 + 10) + 5 = 25					1.3D; 1.3F; 1.4A	; 1.4B; 1.4C
7.	<u>C</u> = blc	od. NOT	E: This is an opportu	nity to explain why people	e give blood in case of er	mergencies when p	eople are injured.	1.9D
8.	Check	Student V	Vork for Accuracy	NOTE: Relate to half	of numbers.			1.6G
9.	Vertice	s: <u>8;</u>	Faces: <u>6</u> ;	Edges: <u>12</u> ;	Vertices: <u>4;</u>	Faces: <u>4</u> ;	Edges: <u>6</u>	1.6E
<u>Part 3 -</u>	- Reflecti	on and C	onceptual Understa	<u>nding</u>				
Stu	dent Ans	wers: E	ven	Odd				2.7A

Learning Opportunity 80

Part 1 – Numeracy Development				TEKS
1. 21; 12				1.5G
2. 6; 8; 7				1.3D; 2.3D
3. Check Student Work for Accuracy				1.2C
4. Check Student Work for Accuracy				1.4A
5. Even Numbers: Ring; 2, 4, 6, 8, 10	Odd Numbers: X over: 1, 3, 5, 7, 9			2.7A
Part 2 – Application Practice				
6. 10 + 10 + 10 = 30			1.3D; 1.3F; 1.4A	; 1.4B; 1.4C
7. Check Student Work for Accuracy	NOTE: Relate to half of numbers.			1.6G
8. Check Student Work for Accuracy	NOTE: Relate to half of numbers.			1.6G
9. Vertices: <u>5;</u> Faces: <u>5</u> ;	Edges: <u>8;</u> Vertices: <u>8;</u>	Faces: <u>6</u> ;	Edges: 12	1.6E
Part 3 – Reflection and Conceptual Unders	<u>tanding</u>			
Student Answers: Even	Odd			2.7A

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