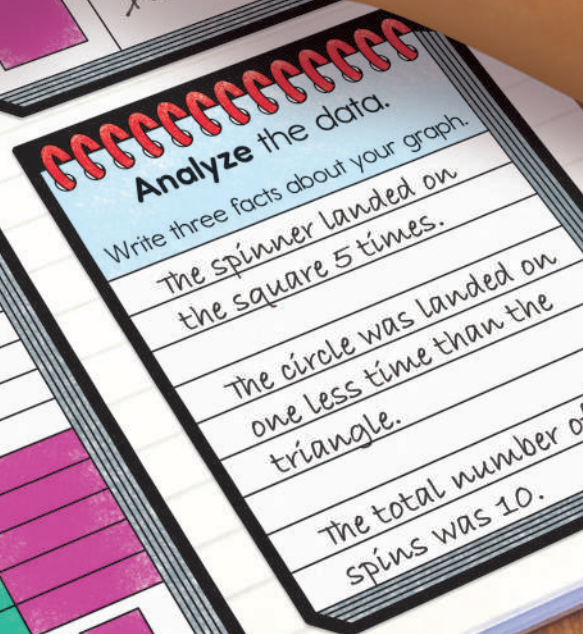
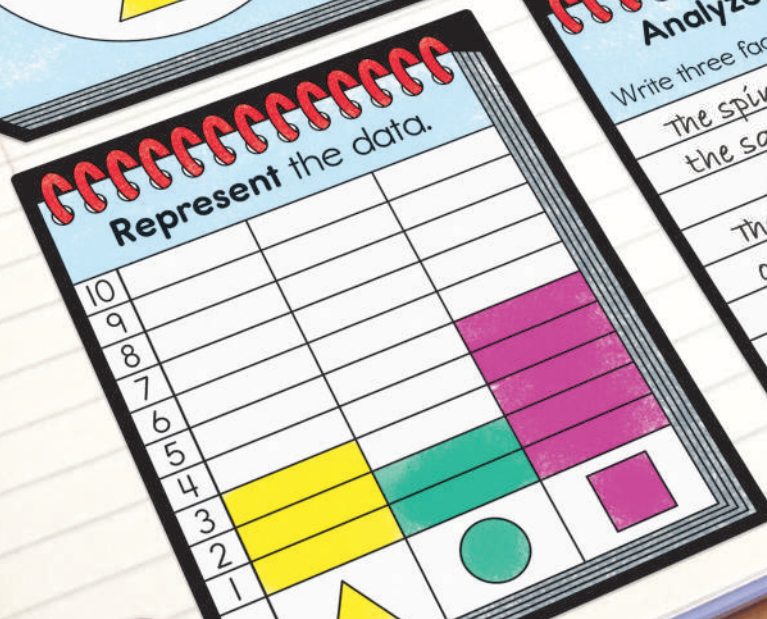
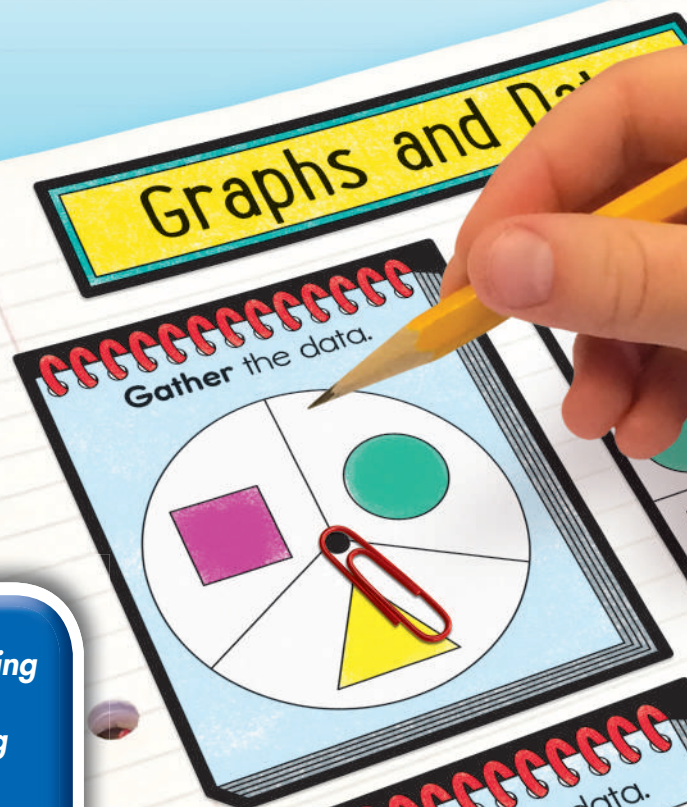


# Interactive Notebooks

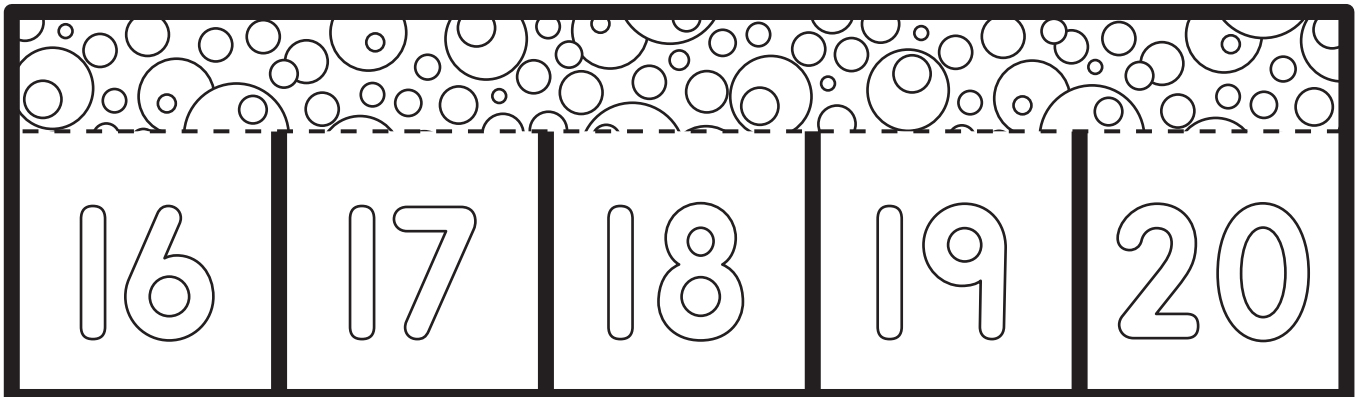
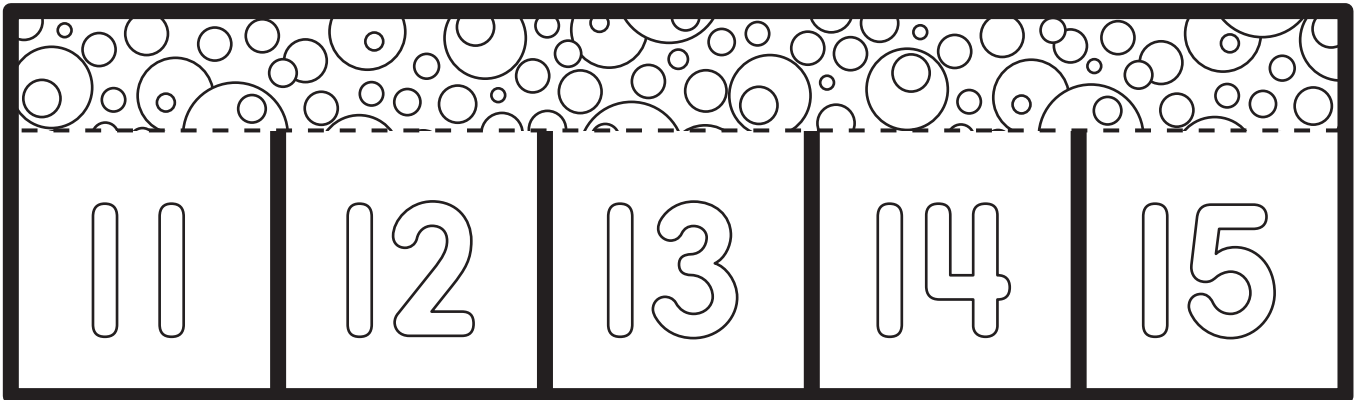
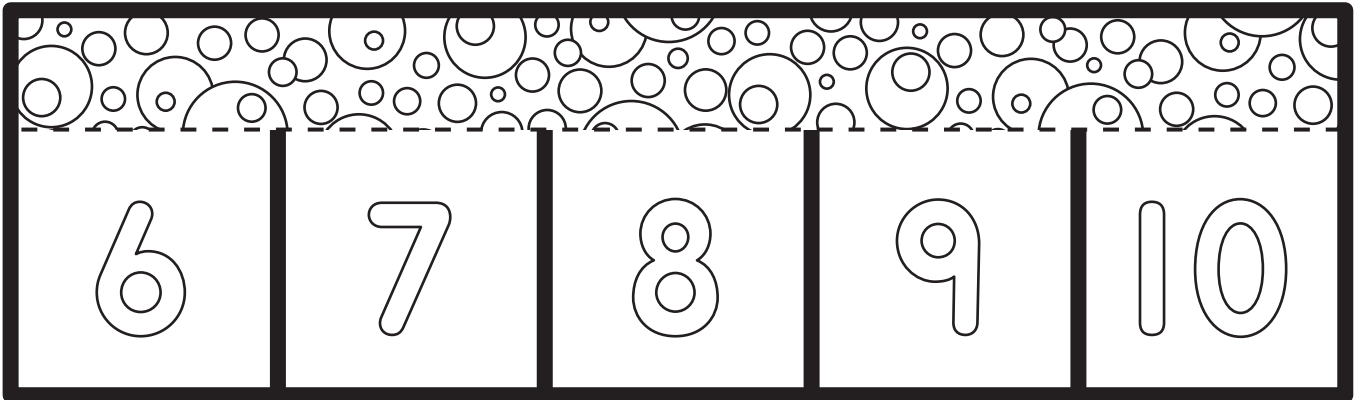
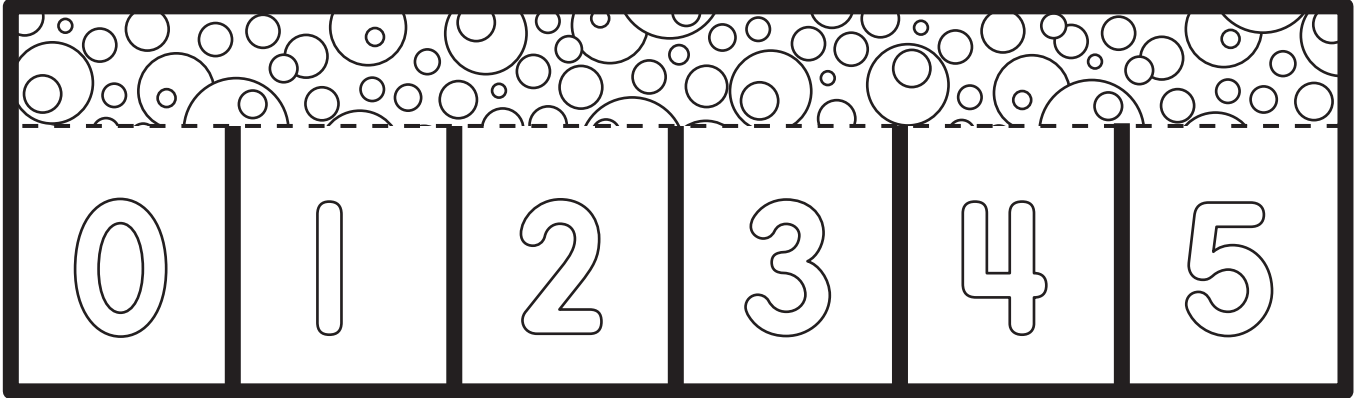
Grade  
**1**

# MATH



- Ideal for organizing information and applying learning
- Perfect for addressing the needs of individual learners
- Includes step-by-step instructions for each page
- Great for introducing new math topics

# Reading and Writing Numbers



# Using a Hundreds Chart

Each student will need a blank copy of a hundreds chart to complete the left-hand side of the notebook page.

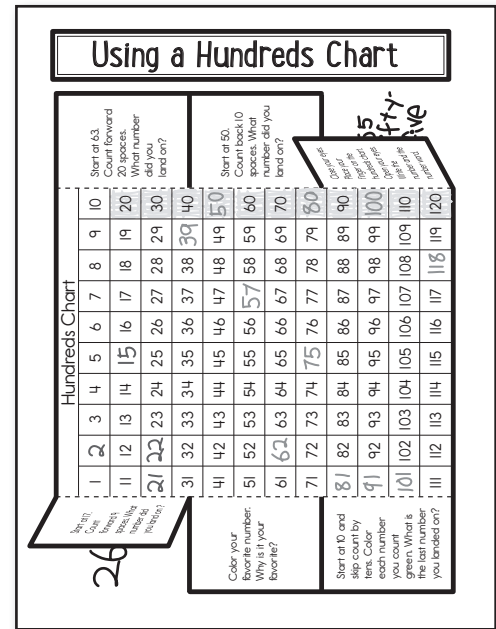
## Introduction

Display a hundreds chart. Ask students to tell you what patterns they see on the hundreds chart. A possible answer may be that all of the numbers in the last column end in zero. Model examples of how to use a hundreds chart such as counting forward to add on to a given number or counting backward to subtract from a given number. Encourage students to use a hundreds chart as a resource tool for solving math problems.

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Using a Hundreds Chart pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the hundreds chart piece. Cut on the solid lines to create three flaps on each side. Apply glue to the back of the center section and attach it vertically to the page.
4. Count to fill in the missing numbers on the hundreds chart.
5. Read and complete the activities on each flap. Write the answers for the activities under the flaps.



## Reflect on Learning

To complete the left-hand page, provide each student with a copy of a blank hundreds chart. Have students fill in the charts. Then, say the following clues and have students color the number for each clue: *One more than 23, one less than 29, ten more than 36, one less than 60, one more than 52, one less than 65, one more than 67, ten more than 65, ten less than 86, and one less than 78.* The correct answers will create a smiling face on the hundreds chart. Have students glue their hundreds charts onto their pages.



# Using a Hundreds Chart

Hundreds Chart

1		3	4	5	6	7	8	9	10
11	12	13	14		16	17	18	19	20
		23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38		40
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56		58	59	60
61		63	64	65	66	67	68	69	70
71	72	73	74		76	77	78	79	
	82	83	84	85	86	87	88	89	90
	92	93	94	95	96	97	98	99	
	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117		119	120

Start at 17.  
Count  
forward 9  
spaces. What  
number did  
you land on?

Start at 63.  
Count forward  
20 spaces.  
What number  
did you  
land on?

Color your  
favorite number.  
Why is it your  
favorite?

Start at 50.  
Count back 10  
spaces. What  
number did you  
land on?

Start at 10 and  
skip count by  
tens. Color  
each number  
you count  
green. What is  
the last number  
you landed on?

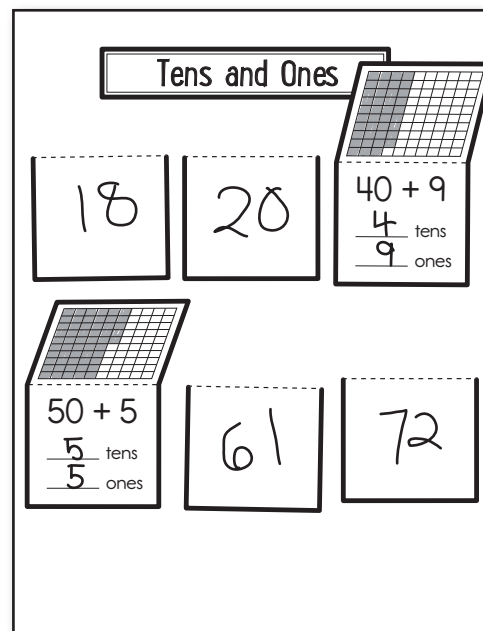
Close your eyes.  
Place your  
finger on the  
hundreds chart.  
Open your eyes.  
Write the  
number and the  
number word.

# Tens and Ones

Each student will need between 11 and 19 straws and a rubber band to complete the introduction activity.

## Introduction

Ask students to share what they know about tens and ones. Explain that there are 10 ones in a ten. Ask students to think of things that come in tens such as fingers and toes. Demonstrate grouping by tens and adding on ones by bundling straws. Distribute between 11 and 19 straws to each student and have them count the number of straws. Have students count 10 straws and bind them with a rubber band. Now, have them count the straws again. Ask students if they counted differently with and without the straws bundled and which way was easier. Explain how tens and ones are added together to make two-digit numbers.



## Creating the Notebook Page

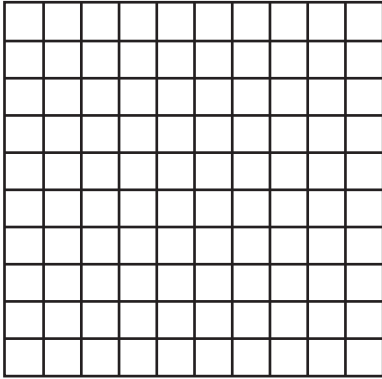
Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Tens and Ones pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the flaps. Fold them on the dashed lines. Apply glue to the back of the bottom section of each piece and attach it to the page.
4. On each flap, color the hundredths block with the correct tens and ones. Next, count the tens and ones to complete the bottom section of the flap. Finally, write the correct number on the top of each flap (49, 20, 55, 72, 18, 61).

## Reflect on Learning

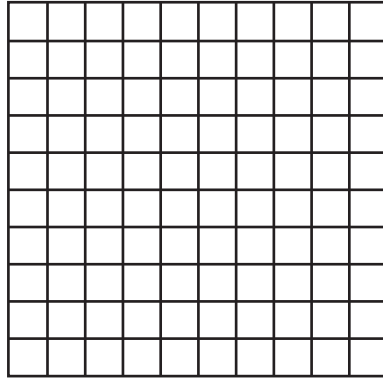
To complete the left-hand page, have each student write a reflection to answer the following prompt: *How does counting and grouping by tens make counting easier?* Students should draw pictures or use words to explain their reasoning.

# Tens and Ones



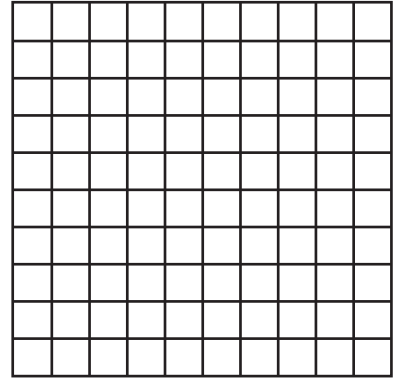
$$40 + 9$$

\_\_\_\_\_ tens  
\_\_\_\_\_ ones



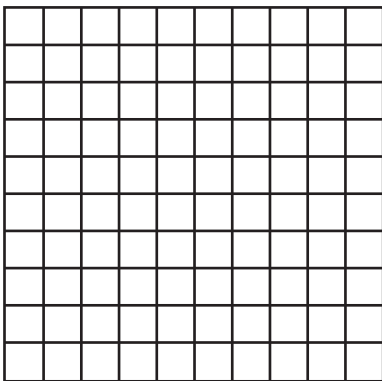
$$20 + 0$$

\_\_\_\_\_ tens  
\_\_\_\_\_ ones



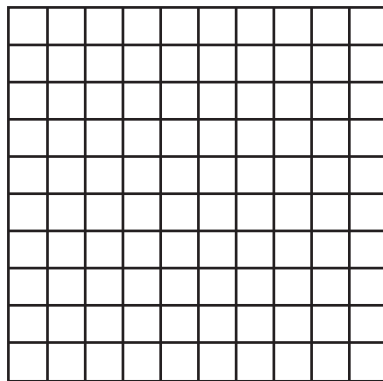
$$50 + 5$$

\_\_\_\_\_ tens  
\_\_\_\_\_ ones



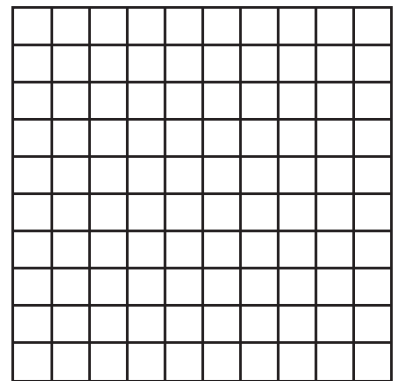
$$70 + 2$$

\_\_\_\_\_ tens  
\_\_\_\_\_ ones



$$10 + 8$$

\_\_\_\_\_ tens  
\_\_\_\_\_ ones



$$60 + 1$$

\_\_\_\_\_ tens  
\_\_\_\_\_ ones

# Two-Digit Place Value

## Introduction

Draw a T-chart on the board. Label the left side *Tens* and the right side *Ones*. Write the number 14 in the chart, placing the 1 in the *Tens* column and the 4 in the *Ones* column. Explain that the 1 is written in the tens column because there is 1 ten in the number 14. Explain that the 4 is written in the ones column because there are 4 ones in the number 14. Provide examples in the chart of single-digit numbers and two-digit numbers with no ones. Then, say a number and have a volunteer come to the board and write it correctly in the T-chart. Repeat the activity as time allows.

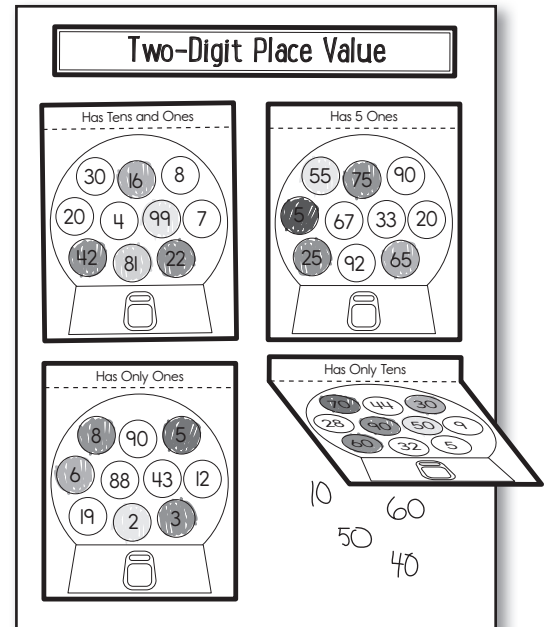
## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Two-Digit Place Value pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the gum ball machine flaps. Apply glue to the back of the top section of each flap and attach it to the page.
4. Color the gum balls on each flap according to the title. For example, the *Has Tens and Ones* flap should have the 16, 42, 22, 81, and 99 gum balls colored.
5. Under each flap, write more numbers that follow the rule on the flap.

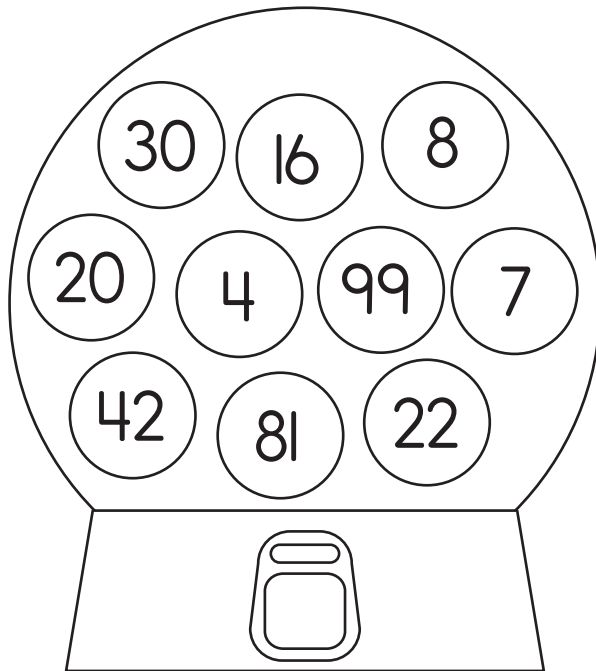
## Reflect on Learning

To complete the left-hand page, have each student write a reflection to answer the following prompt: *Why is it important to understand place value when working with numbers?* Students should draw pictures or use words to explain their reasoning.

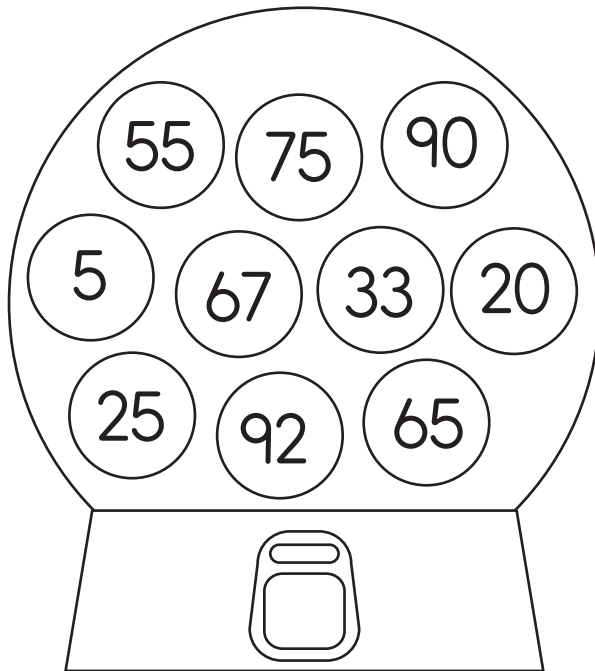


# Two-Digit Place Value

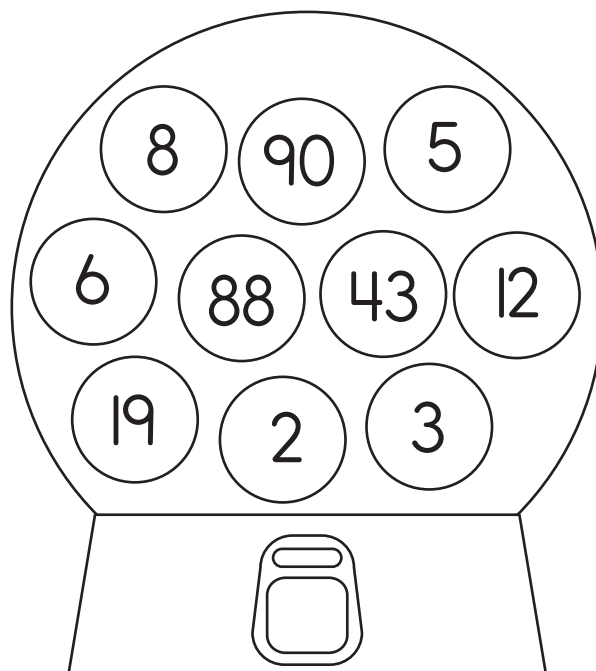
Has Tens and Ones



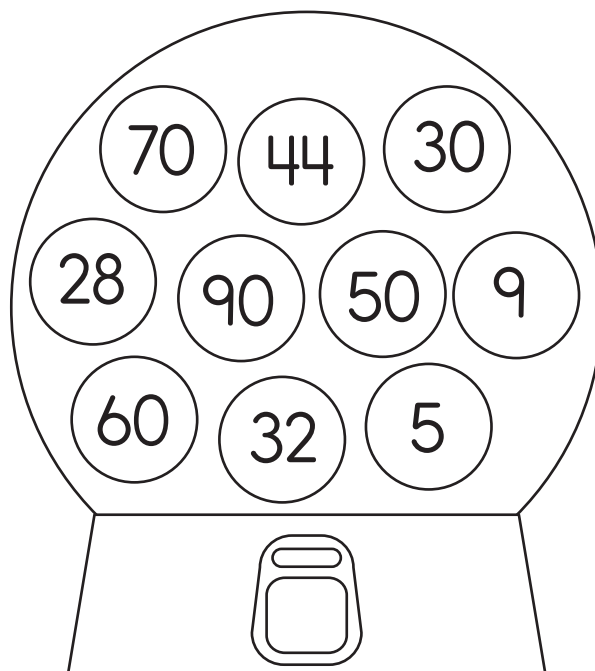
Has 5 Ones



Has Only Ones



Has Only Tens





# Adding and Subtracting Ten

## Introduction

Display a hundreds chart. Point out a number on the chart. Have students observe the numbers directly above and below the number you are pointing to. Explain that if you move 10 spaces backward on the hundreds chart, you will subtract 10 from the number you started with. Explain that if you move 10 spaces forward on the chart, you will add 10 to the number you began with. Discuss how the tens place increases by one when moving ahead 10 spaces or decreases by one when moving back 10 spaces. Provide each student with a hundreds chart. Students should practice adding and subtracting 10 from various numbers on their charts.

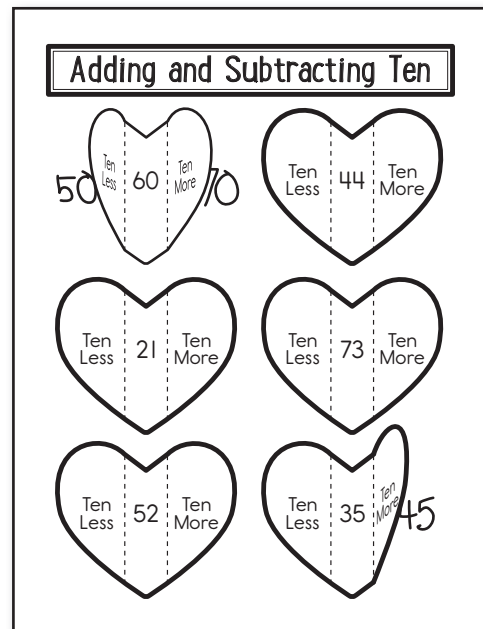
## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

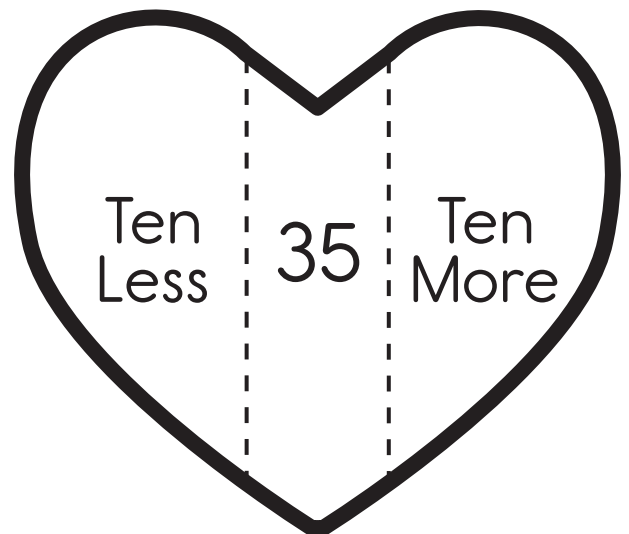
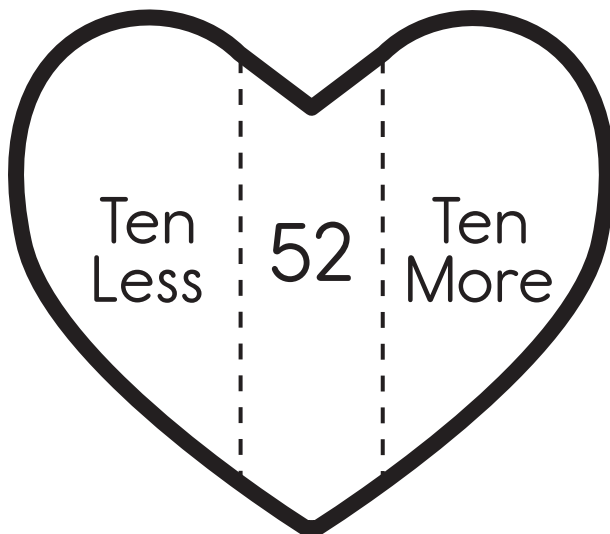
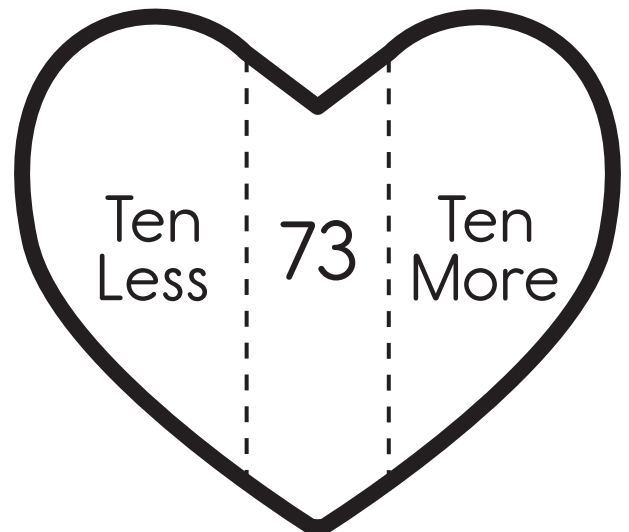
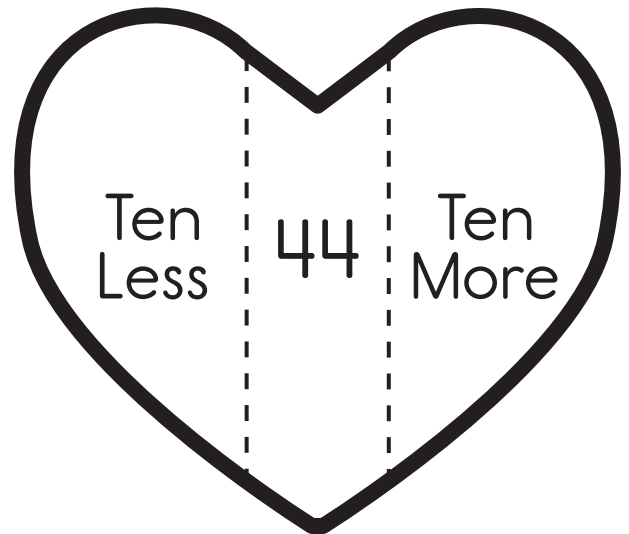
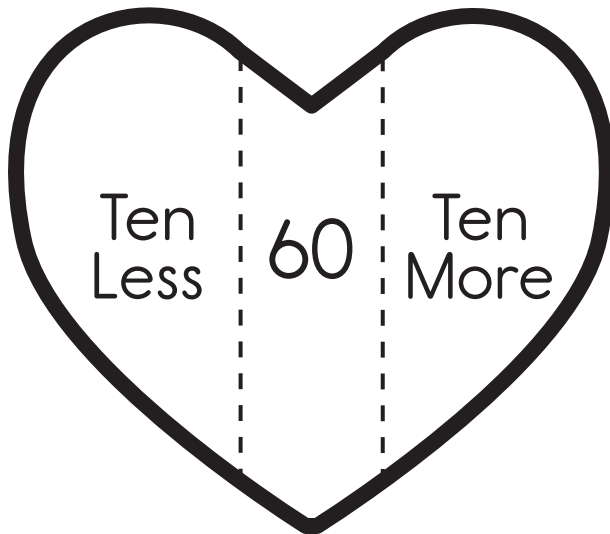
1. Add a Table of Contents entry for the Adding and Subtracting Ten pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the heart flaps. Apply glue to the back of the center section of each heart and attach it to the page.
4. For each flap, look at the number in the center of the heart. Write the number that is 10 more under the flap on the right. Then, write the number that is 10 less under the flap on the left.

## Reflect on Learning

To complete the left-hand page, have students draw four hearts and then write a number in the center of each one. Have students exchange notebooks with partners and add 10 to and subtract 10 from the number in each heart. After returning the notebooks, have students use hundred charts to check their partners' work.



# Adding and Subtracting Ten



# Comparing Numbers

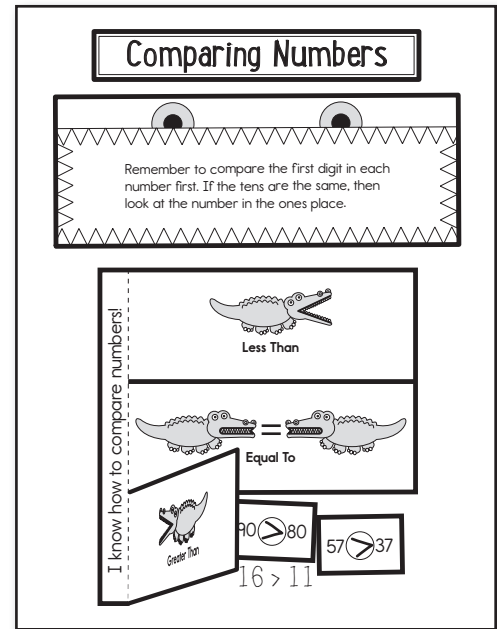
## Introduction

Write the numbers 40 and 55 on the board. Ask students to tell you what they know about the two numbers. Ask which is the greater number. Explain that when comparing numbers, they should look at the number in the tens place first. The number with the greater digit in the tens place is the greater number. Then, write 45 and 48 on the board. Explain that if the tens are the same, then they should look at the number in the ones place. Review the *less than*, *greater than*, and *equal to* symbols. Demonstrate how to use them to compare two numbers.

## Creating the Notebook Page

Guide students through the following steps to complete the right-hand page in their notebooks.

1. Add a Table of Contents entry for the Comparing Numbers pages.
2. Cut out the title and glue it to the top of the page.
3. Cut out the *Remember to compare* piece and glue it below the title.
4. Cut out the flap book. Cut on the solid lines to create three flaps. Apply glue to the back of the left section and attach it to the page.
5. Complete the number cards by writing  $>$ ,  $<$ , or  $=$  to compare the numbers on each card. Cut out the cards. Sort and glue the cards under the correct flaps.
6. Write one more true number comparison under each flap.



## Reflect on Learning

To complete the left-hand page, write two numbers on the board. Have students copy the numbers and compare them using the correct symbol. Then, have students use pictures and words to explain why the comparison is true.