Sample Pages from

Teacher Created Materials

Created *by* Teachers *for* Teachers and Students

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For correlations to state standards, please visit
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Focused Mathematics Booster Pack—Level 1

This sample includes the following:

Level 1

Focused Mathematics

Booster Pack

Management Guide

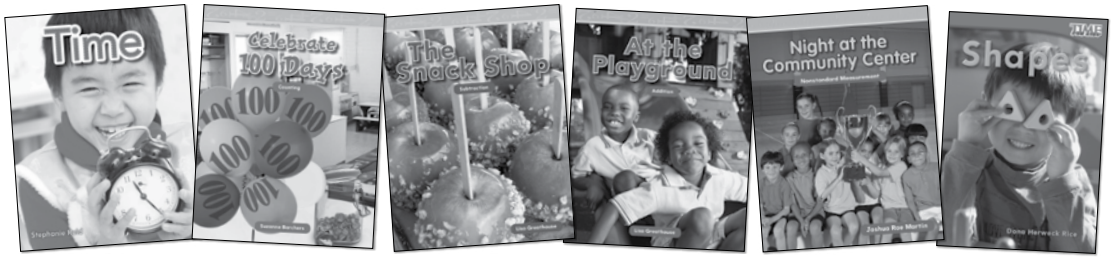
Teacher Created Materials
PUBLISHING

Table of Contents

Kit Components

High-Interest Books (six copies of six titles)

Books feature various, high-interest topics across content areas.

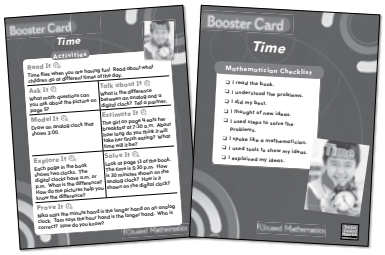


Overview Cards

Overview cards include a book summary, mathematics objective, reading levels, mathematics vocabulary, and cross-content connections.

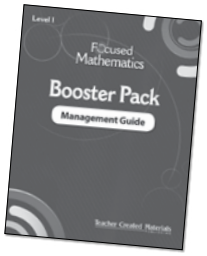
Booster Cards

Activities engage students in real-world mathematics and require students to demonstrate mathematical practices and processes.



Management Guide

The Management Guide includes a brief overview of the research, standards correlations, and instructional options and suggestions. Resources include student activity sheets, reproducible manipulatives, and rubrics.



Digital and Audio Resources

PDFs of the books, Booster Cards, Response pages, as well as professional audio recordings of the books are included. A complete list of available resources is listed on page 39.

Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. The *Focused Mathematics: Booster Pack* series is designed to be flexible and can be used in tandem with a core curriculum and a teacher's preferred instructional framework, such as Guided Math.

Pacing

Teachers should customize pacing according to student need. Each Booster Card includes 100 minutes of activities for a total of 600 minutes. Teachers may assign specific activities to meet instructional objectives or allow students to choose activities. Students may complete one activity or several activities to match the time available and their instructional needs.

Activity	Approximate Time
Read It	30 min.
Ask It	5 min.
Talk about It	5 min.
Model It	10 min.
Estimate It	5 min.
Explore It	20 min.
Solve It	15 min.
Prove It	10 min.

Instructional Setting Options

Whole-Class Instruction

Whole-class instruction is best suited for introducing each text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and objectives. In this setting, every student engages with the same text at the same time. PDFs of the books are available in the Digital and Audio Resources and are great for displaying to the whole class for a shared-literacy experience.

Small-Group Instruction

Instructional frameworks, such as Guided Math, support teachers who want to work with a specific group of students on a targeted comprehension or content skill. During small-group instruction, the teacher works with a select group of students with similar instructional needs. Students may sit with the teacher, either at a table or on the carpet. This setting promotes a sense of teamwork and collaboration and encourages participation in mathematical discussions. Working with students in small groups is also a great opportunity for teachers to informally assess student progress and make anecdotal notes.

Workstations or Centers

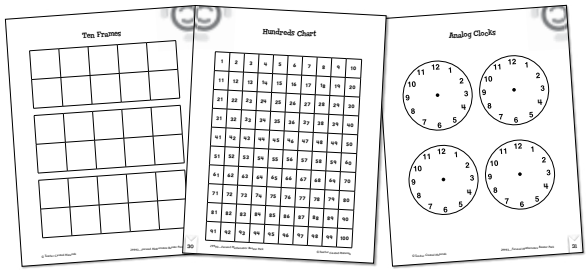
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary, while applying math concepts and process skills. When working within this instructional setting, it is important that procedures and expectations are clear and students are able to complete the activities with little to no teacher guidance so that teachers can spend time with small groups.

Strategies for Differentiating Booster Card Activities

Below-Level Learners

You may choose to support below-level learners with some or all of these suggestions:

- **Manipulatives:** Provide below-level learners with concrete or representational manipulatives to help them explore the mathematics concepts. PDFs of reproducible ten frames, a 120 chart, and analog clocks (pages 29–31) are available in the Digital and Audio Resources.



- **Total physical response:** Challenge students to create hand motions to represent new math vocabulary.

Above-Level Learners

You may choose to support above-level learners with some or all of these suggestions:

- **New Booster Cards:** Have students create Booster Cards for books in your classroom library.
- **Photo Collage:** Challenge students to take real-world math photos that match the topics learned about in the *Focused Mathematics: Booster Pack*.

English Language Learners

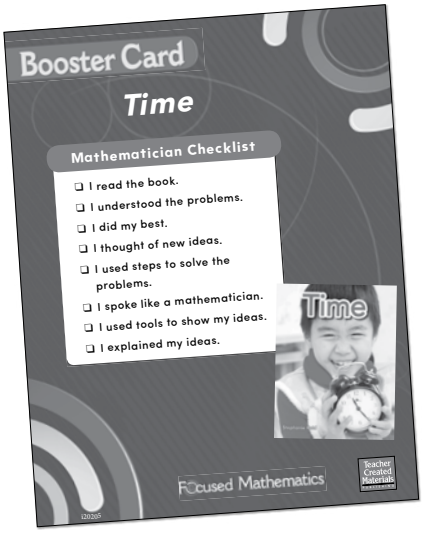
You may choose to support English language learners with some or all of these suggestions:

- **Professional Audio Recordings:** Model fluent reading by having English language learners listen to the professional audio recordings of the books that are available in the Digital and Audio Resources.
- **Sentence Frames:** Support language development and acquisition with sentence frames, such as the following: *This is a closed/open shape. This shape is a _____.*

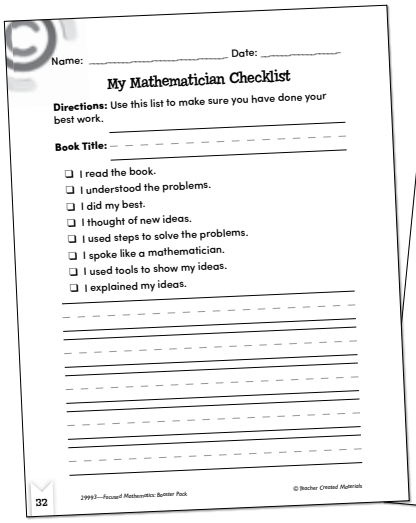
Assessing Responses

Each *Focused Mathematics: Booster Pack* offers multiple assessment opportunities. Teachers can gain insight into student learning through small-group observations and analysis of student responses to the Booster Card activities. These formal and informal assessments provide teachers with additional data to help make informed decisions about what to teach and how to teach it. An answer key is provided (pages 34–37) to help evaluate student responses.

The Mathematician Checklist on the back of the Booster Cards provides an opportunity for students to reflect on their work. Distribute copies of the *My Mathematician Checklist* activity sheet (page 32) to students to guide self-reflection. Use the *Mathematician Rubric* (page 33) to assess students' mathematical practices and processes. These rubrics may be used in conjunction with each other to guide conversation during teacher-student conferences.



▲ Use the Mathematician Checklist on each Booster Card as a quick reference while completing activities.


Name: _____ Date: _____

My Mathematician Checklist

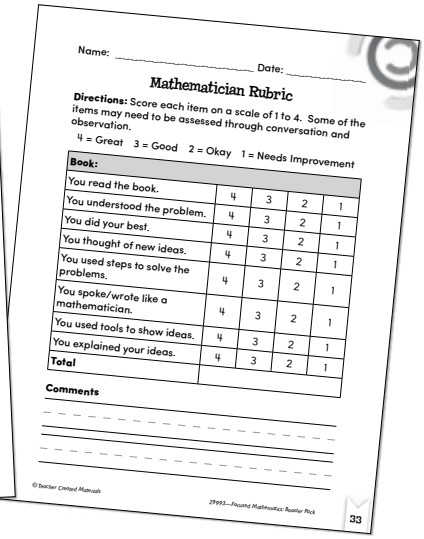
Directions: Use this list to make sure you have done your best work.

Book Title: _____

❑ I read the book.
❑ I understood the problems.
❑ I did my best.
❑ I thought of new ideas.
❑ I used steps to solve the problems.
❑ I spoke like a mathematician.
❑ I used tools to show my ideas.
❑ I explained my ideas.

32

▲ Distribute copies of the *My Mathematician Checklist* (page 32) to students as a way to encourage self-reflection and mathematical practices and processes.


Name: _____ Date: _____

Mathematician Rubric

Directions: Score each item on a scale of 1 to 4. Some of the items may need to be assessed through conversation and observation.

4 = Great 3 = Good 2 = Okay 1 = Needs Improvement

Book:				
You read the book.	4	3	2	1
You understood the problem.	4	3	2	1
You did your best.	4	3	2	1
You thought of new ideas.	4	3	2	1
You used steps to solve the problems.	4	3	2	1
You spoke/wrote like a mathematician.	4	3	2	1
You used tools to show ideas.	4	3	2	1
You explained your ideas.	4	3	2	1
Total				

Comments

33

▲ Complete the *Mathematician Rubric* (page 33) to give students feedback.

Book Summaries

Below are summaries of each book for teacher reference. This way, teachers can decide which books match the content that they would like to cover with their students. Also, teachers can use these summaries as a way to begin a group discussion with students about the books.

Time

Read about different children to find out what they do on a normal day. Practice reading and writing time.

Celebrate 100 Days

Are you learning how to count to 100? The students in this book are learning, too. Their teacher is helping them by celebrating their 100th day of school. They have fun counting all kinds of things in groups of 100.

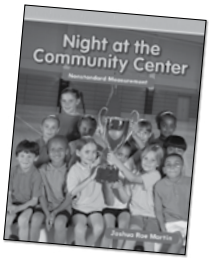
The Snack Shop

Do you play baseball? Do you like to watch other people play baseball? Baseball games are a lot of fun! Snack shops at baseball games are there in case people get hungry. As you read, use subtraction to help the shop owner keep track of sales.

At the Playground

Practice addition at the playground. Add two blue swings and three red swings to get five swings. Add slides, rings, jump ropes, basketballs, and more!

Night at the Community Center



You can do many exciting activities at a community center. You can play games, swim, and even learn how to cook. As you read, compare the sizes of tennis rackets, use cubes to measure the world's smallest snake, and more!

Shapes

Look for shapes all around you and in the pages of this book.

Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic informational text while leveling it to make the text accessible for all students. In this way, our content-area books provide rich informational reading experiences from which students can learn and be ready for the complexity of college-and-career level reading.

To preserve the authenticity of these reading experiences, it is crucial to maintain important academic and content vocabulary.

To support leveled instruction, new and challenging terms are used repeatedly and defined in the text to promote understanding and retention.

The measures in this chart are for reference only. Books in the *Focused Mathematics: Booster Pack* series were chosen to include a range of grade-appropriate reading levels to support grade-level mathematics standards. **Note:** Reading levels vary from program to program and do not correlate exactly.

Title of the Book	Lexile® Level	Guided Reading
Time	wordless book	wordless book
Celebrate 100 Days	350L	E
The Snack Shop	480L	K
At the Playground	350L	E
Night at the Community Center	400L	H
Shapes	60L	A

Name: _____ Date: _____

Booster Card Workspace A

Directions: Draw your answers in the box. Write your answers on the lines. Circle the activities you did.

Book Title: _____

Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It

Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It

Name: _____ Date: _____

Booster Card Workspace B

Directions: Write your answers on the lines. Circle the activities you did.

Book Title: _____

Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It

Name: _____ Date: _____

Booster Card Workspace C

Directions: Draw your answers in the box. Circle the activities you did.

_____

Book Title: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_____

Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It

Name: _____ Date: _____

My Mathematician Checklist

Directions: Read the list. Write an X next to the things you did.

Book Title: _____

_____

- ❑ I read the book.
- ❑ I understood the problems.
- ❑ I did my best.
- ❑ I thought of new ideas.
- ❑ I used steps to solve the problems.
- ❑ I spoke like a mathematician.
- ❑ I used tools to show my ideas.
- ❑ I explained my ideas.

Name: _____ Date: _____

Mathematician Rubric

Directions: Score each item on a scale of 1 to 4. Some of the items may need to be assessed through conversation and observation.

4 = Great 3 = Good 2 = Okay 1 = Needs Improvement

Book:				
You read the book.	4	3	2	1
You understood the problem.	4	3	2	1
You did your best.	4	3	2	1
You thought of new ideas.	4	3	2	1
You used steps to solve the problems.	4	3	2	1
You spoke/wrote like a mathematician.	4	3	2	1
You used tools to show ideas.	4	3	2	1
You explained your ideas.	4	3	2	1
Total				

Comments

Answer Key *(cont.)*

The Snack Shop

Ask It
Responses will vary but may include, "If one of the boys takes off his hat, how many hats will still be on a head?"

Talk about It
Answers will vary. Student should respond with subtraction number sentences with 3 as the difference, such as 7 – 4 = 3.

Model It
Answers will vary but may include "take away" story such as, "There are 9 bags of animal crackers. I take 4 bags. There are 5 bags of animal crackers left."

Estimate It
2 snacks

Explore It
Students may use objects, pictures, equations, or number lines to solve subtraction problems.

pages 24–25 sidebar:

10 – 8 = 2
Two (2) snacks are left.

pages 26–27 sidebar:

6 – 3 = 3
Three (3) bottles of water are left.

Solve It
Drawings may vary but should show 8 crackers with 6 crossed out. 8 – 6 = 2

Prove It
Jack is correct. This is the idea of "shifting" on a number line. (9 + 1) – (5 + 1) gives the same distance as 9 – 5 since we have adjusted each term by the same amount. Justifications will vary but should show a shift.

At the Playground

Ask It
Responses will vary but may include, "How many more green balls are there than red balls?"

Talk about It
2 + 2 + 2 + 2 + 2 = 10

Model It
Answers will vary. Students should show combinations of 6 using fingers.

Estimate It
You need 2 more to make 10.

Explore It
pages 24–25 sidebar:

4 + 2 = 6
There are 6 balls in all.

pages 26–27 sidebar:

4 + 6 = 10
10 kids are playing tag.

Solve It
Answers will vary. Students should write number sentences with addends 0 to 5.

Prove It
0 + 9 = 9
1 + 8 = 9
2 + 7 = 9
3 + 6 = 9
4 + 5 = 9

Night at the Community Center

Ask It
Responses will vary but may include, "How many paper clips long is the snake?"

Overview Card

Focused Mathematics

The Snack Shop

Book Summary

Do you play baseball? Do you like to watch other people play baseball? Baseball games are a lot of fun! Snack shops at baseball games are there in case people get hungry.

Objective

Solve subtraction word problems and subtract within 10 (e.g., by using objects or drawings to represent the problem).

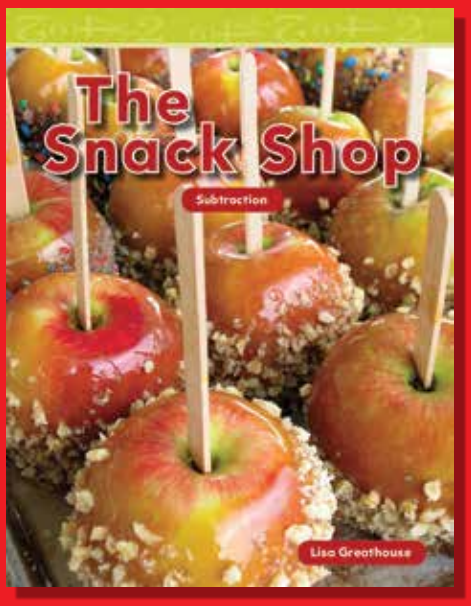
Mathematics Vocabulary

less part subtract take away whole

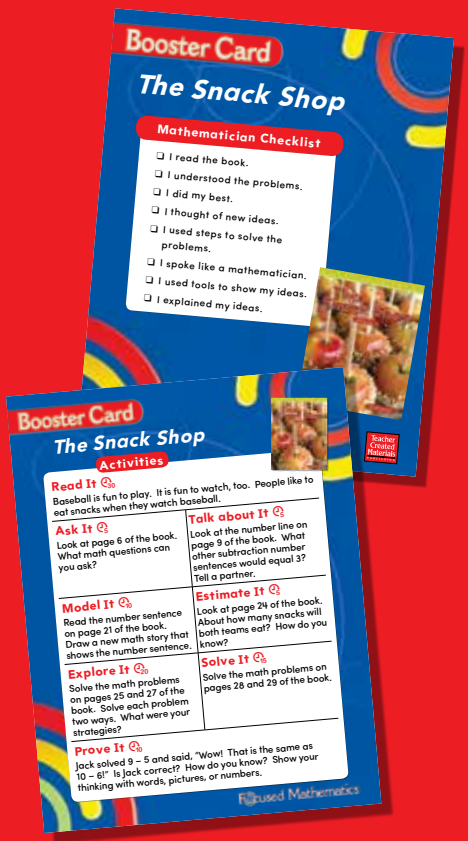
Cross-Content Connections

(Social Studies) Baseball was invented in 1839 in New York. That was over 100 years ago! Ask students to brainstorm other things that were invented over 100 years ago. Have them draw pictures to show how those things have changed from then to now.

(Art) Artists sometimes draw realistic pictures of snacks, such as fruit. They call these works of art still lifes. Have students create their own still-life pictures. Display some snacks and have students draw!



Reading Levels
Lexile®: 480L
Guided Reading: K



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TCM 30009 (i20261)

Teacher Created Materials
PUBLISHING

Booster Card

The Snack Shop

Activities

Read It 30

Baseball is fun to play. It is fun to watch, too. People like to eat snacks when they watch baseball.

Ask It 5

Look at page 6 of the book. What math questions can you ask?

Talk about It 5

Look at the number line on page 9 of the book. What other subtraction number sentences would equal 3? Tell a partner.

Model It 10

Read the number sentence on page 21 of the book. Draw a new math story that shows the number sentence.

Estimate It 5

Look at page 24 of the book. About how many snacks will both teams eat? How do you know?

Explore It 20

Solve the math problems on pages 25 and 27 of the book. Solve each problem two ways. What were your strategies?

Solve It 15

Solve the math problems on pages 28 and 29 of the book.

Prove It 10

Jack solved 9 – 5 and said, "Wow! That is the same as 10 – 6!" Is Jack correct? How do you know? Show your thinking with words, pictures, or numbers.

Booster Card

The Snack Shop

Mathematician Checklist

- ❑ I read the book.
- ❑ I understood the problems.
- ❑ I did my best.
- ❑ I thought of new ideas.
- ❑ I used steps to solve the problems.
- ❑ I spoke like a mathematician.
- ❑ I used tools to show my ideas.
- ❑ I explained my ideas.

Focused Mathematics

Teacher Created Materials PUBLISHING

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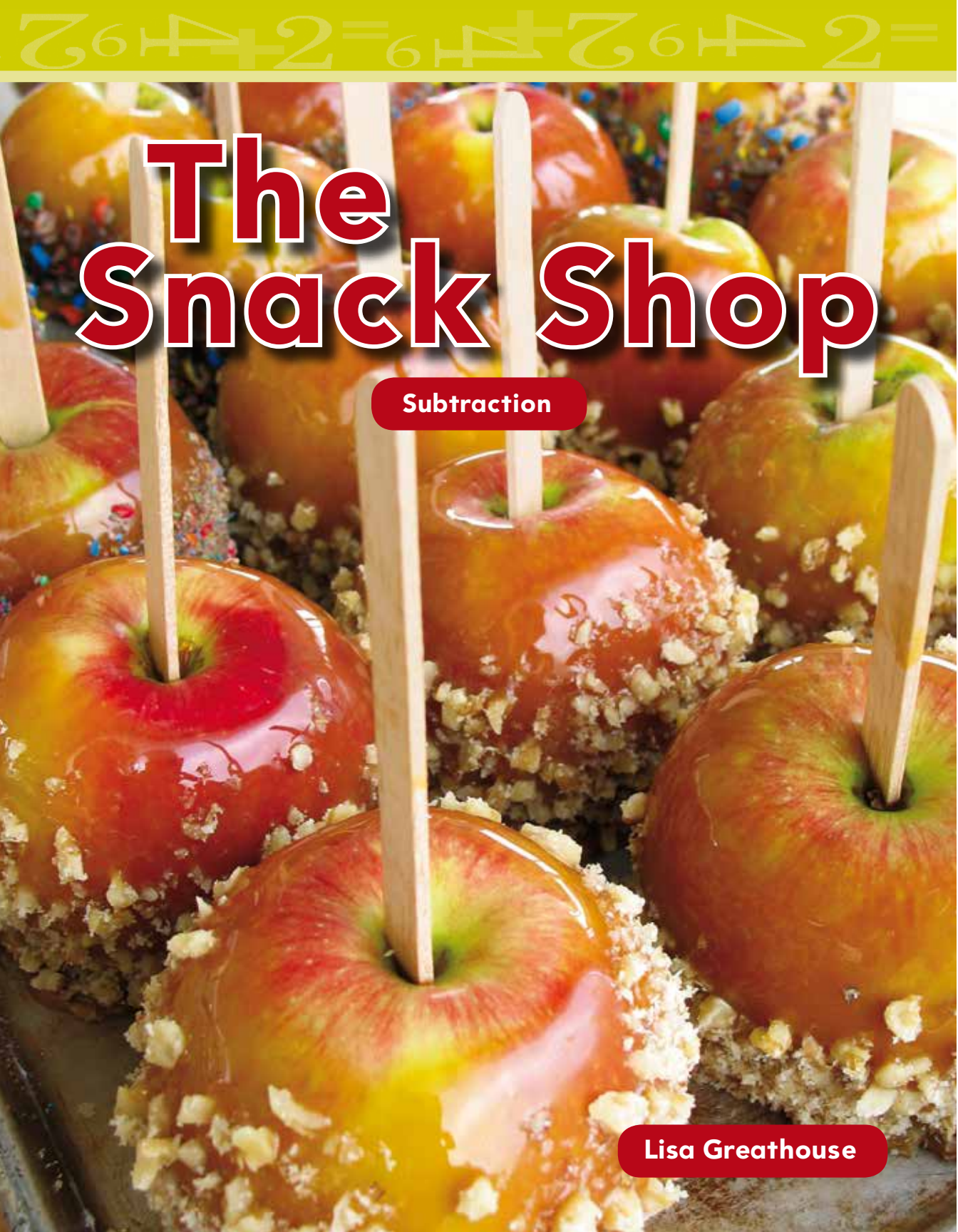
The Snack Shop
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Table of Contents

Do you like to eat snacks at a ball game?

You can go to the snack shop!

3 kids get in line.

1 kid goes to play.

Subtract!

3 – 1 = 2

3 **minus** 1 **equals** 2.

2 kids are **left.**

There are 5 bags of popcorn.

A girl buys 2 bags.

Subtract!

5 – 2 = 3

5 minus 2 equals 3.

3 bags are left.

There are 4 lollipops.

3 lollipops are sold.

Subtract!

4 – 3 = 1

4 minus 3 equals 1.

1 lollipop is left.

There are
6 hot dogs.

Kids buy 4 hot dogs.

Subtract!

6 – 4 = 2

6 minus 4 equals 2.

2 hot dogs are left.

There are
7 snack bars.

5 bars are sold.

Subtract!

$7 - 5 = 2$

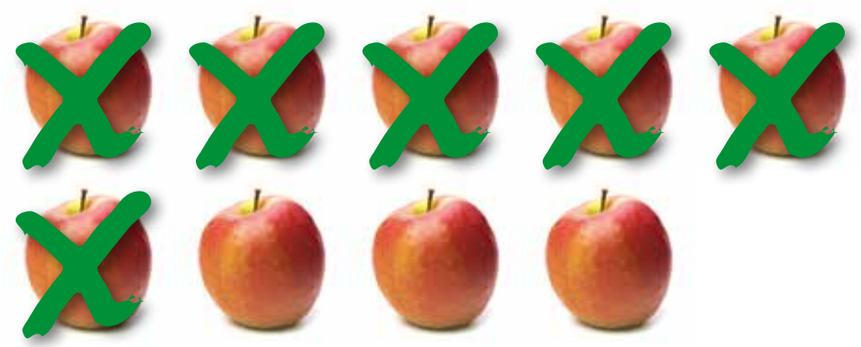
7 minus 5 equals 2.

2 snack bars are left.

There are 9 apples.

Kids buy 6 apples.

Subtract!



9 – 6 = 3

9 minus 6 equals 3.

3 apples are left.

7 kids buy ice pops.

7 kids finish eating them.

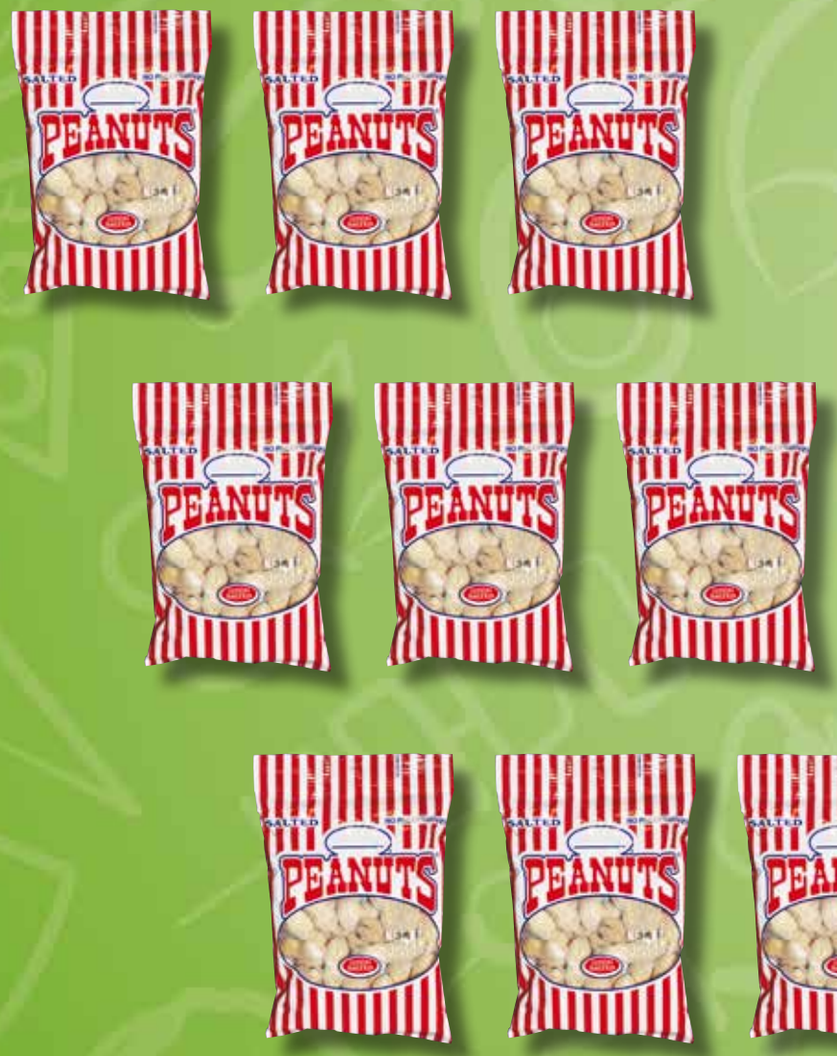
Subtract!

7 – 7 = 0

7 minus 7 equals 0.

0 ice pops are left.

There are 9 bags of peanuts.



5 bags are sold.

Subtract!

$$9 - 5 = 4$$

9 minus 5 equals 4.

4 bags are left.

10 kids buy ice cream cones.

5 kids finish their ice cream cones.

Subtract!

10 – 5 = 5

10 minus 5 equals 5.

5 ice cream cones are left.

YOU TRY IT!

The coach brings 10 snacks. The players eat 8 snacks.

How many snacks are left?

10 – 8 = ☐

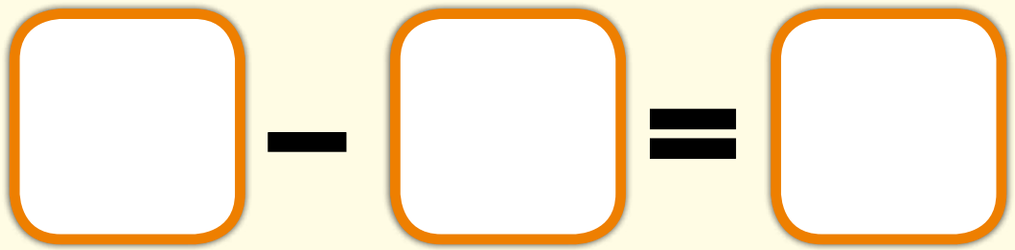
0 1 2 3 4 5 6 7 8 9 10

YOU TRY IT!

6 bottles of water are in the cooler.

3 bottles are sold.

How many bottles are left?



SOLVE THE PROBLEM

The kids have 8 crackers. They eat 6 crackers. How many crackers are left?

Materials

- ✓ paper
- ✓ pencil

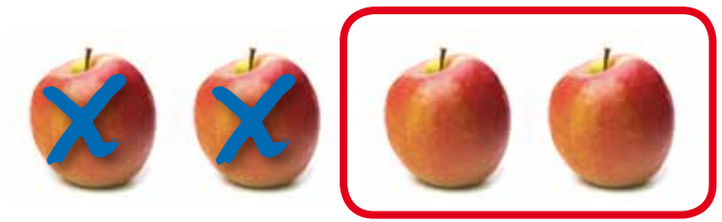
1. Draw 8 crackers.
2. Cross out the number of crackers the kids ate.
3. Subtract. Write a number sentence to show your answer.

Glossary

equals—has the same amount

2 = 2

left—still there



4 – 2 = 2

minus—take away

2 – 1 = 1

subtract—to take away part of an amount

2 – 1 = 1

ANSWER KEY

You Try It!

Pages 24–25:
10 – 8 = 2
Two (2) snacks are left.

Pages 26–27:
6 – 3 = 3
Three (3) bottles of water are left.

Solve the Problem

Drawings may vary but should show 8 crackers with 6 crossed out. 8 – 6 = 2