

GPB First Grade Session Resource Packet

You will need the following materials while participating in the session:

First Grade Handout Sets (included in this packet)

Note-taking materials

Session Format:

- Why CCGPS?
- How to read the standards
- First Grade Overview
- What's New in First Grade
- Six Lenses
- Focus Activity- First Grade Handout Set 1- Wheel Shop
- Coherence Activity- Handout Set 2- Silly Symbols
- K-5 Overview
- Fluency Activity- Tens frames, Dot Cards, Rekenrek, games
- Deep Understanding Activity- First Grade Handout Set 3- Bunch of Bananas
- Application Activity- Mathematizing First Grade
- Dual Intensity Activity- First Grade Handout Set 4- What's the Value of Your Name?
- Suggestions and Resources

Six Lenses-

Focus

Coherence

Fluency

Deep Understanding

Applications

Dual Intensity

K-5 Overview

Kindergarten

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Work with numbers 11–19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.
- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

1st Grade

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.
- Reason with shapes and their attributes.

2nd Grade

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.
- Reason with shapes and their attributes.

3rd Grade

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Develop understanding of fractions as numbers.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Reason with shapes and their attributes.

4th Grade

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.
- Generalize place value understanding for multidigit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

5th Grade

- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.

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- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Resources:

Teaching Guides/CCGPS: <https://www.georgiastandards.org/Pages/default.aspx>
<https://portal.doe.k12.ga.us/Login.aspx>

Dot Cards and Ten Frames:

http://www.edplus.canterbury.ac.nz/literacy_numeracy/maths/numdocuments/dot_card_and_ten_frame_package2005.pdf

Rekenrek: http://www.mathlearningcenter.org/media/Rekenrek_0308.pdf

GPB First Grade Handout Set 1- Wheel Shop

Formative Assessment Task: Wheel Shop (adapted from the Noyce Foundation)

(1-2 Days)

CONTENT STANDARDS ADDRESSED

Represent and solve problems involving addition and subtraction.

MCC.1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

MCC.1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

MCC1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

STANDARDS FOR MATHEMATICAL PRACTICE ADDRESSED

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

Provide opportunities for students to participate in shared problem-solving activities to solve word problems. Collaborate in small groups to develop problem-solving strategies using a variety of models such as drawings, words, and equations with symbols for the unknown numbers to find the solutions. Additionally students need the opportunity to explain, write and reflect on their problem-solving strategies. The situations for the addition and subtraction story problems should involve sums and differences less than or equal to 20 using the numbers 0 to 20.

ESSENTIAL QUESTIONS

- How do you determine a missing addend?
- How can we represent a group of objects with numbers?
- How can we show and explain our thinking?

MATERIALS

- The Wheel Shop Recording Sheet

GROUPING

small group/partners/individual

TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

PART I

Within the whole group discussion on the rug: (Teacher shows a picture of a bicycle) “What do we call this? How many wheels does a bicycle have? Who can show me how they know there are two wheels? What if I have two bicycles, how many wheels would I have?” Allow students to come up with an answer and share their strategies for determining the number of wheels. Next, the teacher shows a picture of a go-cart. “What do we call this? How many wheels does a go-cart have? What if I had two go-carts?” Allow for responses and discuss the strategies used to determine how many wheels.

PART II

Using drawings, equations, and written responses, students work cooperatively or independently to solve.

The Wheel Shop sells bicycles and go-carts. Each bicycle has only one seat and each go-cart has only one seat. There are a total of 7 seats and 18 wheels in the shop.

How many are bicycles and how many are go-carts?

Explain how you figured it out.

FORMATIVE ASSESSMENT QUESTIONS

- How did you know the number of bicycles? Go-carts?
- What strategy did you use to determine this?
- Can you write an equation/number sentence to show your thinking?
- Is this the only solution? How do you know?

DIFFERENTIATION

Extension

- To extend their thinking include a tricycle. There could be 5 seats and 19 wheels.

Intervention

- Provide students with the amount of bicycles and go-carts, and ask them to determine the number of wheels.



The Wheel Shop



The Wheel Shop sells bicycles and go-carts. Each bicycle has only one seat and each go-cart has only one seat. There are a total of 7 seats and 18 wheels in the shop.

How many are bicycles and how many are go-carts?

Use pictures, words, and numbers to show your math thinking.

GPB First Grade Handout Set 2- Silly Symbols

Constructing Task: Silly Symbols >, =, and <

Approximately 2 days

STANDARDS FOR MATHEMATICAL CONTENT

MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

MCC1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

MCC1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

Students should be familiar with representing and comparing numbers. The symbols will be a new concept for most students and there should be ample amount of time allotted for practice. It is important that students are connecting the language with the symbols and not a trick. Often when students learn to use an aid (Pac Man, bird, alligator, etc.) for knowing which comparison sign ($<$, $>$, $=$) to use, the students don't associate the real meaning and name with the sign. The use of the

learning aids must be accompanied by the connection to the names: < Less Than, > Greater Than, and = Equal To. More importantly, students need to begin to develop the understanding of what it means for one number to be greater than another. In Grade 1, it means that this number has more tens, or the same number of tens, but with more ones, making it greater. Additionally, the symbols are shortcuts for writing down this relationship. Finally, students need to begin to understand that both inequality symbols (<, >) can create true statements about any two numbers where one is greater/smaller than the other, ($15 < 28$ and $28 > 15$).

ESSENTIAL QUESTIONS

- How can large quantities be counted efficiently?
- How can words and symbols be used to illustrate the comparison of numbers?
- How can number benchmarks build our understanding of numbers?

MATERIALS

- Brown Bags of 90-100 objects (colored counters, buttons, ribbons, 1-inch tiles, beans, noodles: same objects in each bag)
- Silly Symbols Recording sheet

GROUPING

Large group, Partners

TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

Part I

Put the numbers 24 and 41 on the board. Discuss different ways that you could represent these numbers. Have the students look at the representations and decide which number is greater and which number is smaller. Introduce the symbols that match the words. It is very important that students don't learn a "trick" when understanding the symbols. The symbols should be closely connected to the words they represent. Do several examples on the board making sure the students are developing an understanding that the size of the number representation should match the symbols and language. Discuss the symbols and how they written. Allow additional time for students to practice writing the symbols and reading them correctly. Now draw a representation of 26 and 26. Ask the students how they might describe these two numbers in words. If no student presents the language of "equal" then you can introduce it. Discuss ways that show us that two numbers are equal and allow students time to practice writing the symbol and using the language.

Part II

Pass out one bag to each set of partners that were prepared before the lesson. Instruct students to empty the contents of their bag on their desk and separate the objects into 4 piles. Students will count the number of objects in the first pile and record that number on the "Silly Symbols" recording sheet. As you observe students counting look for efficient counting strategies. For example you may observe some students counting by 2's, 3's, 5's, 10's etc. Allow students to choose their own counting strategy and picture representation. Students will do the same for the objects in the 2nd, 3rd and 4th pile. Remind students that they need to show that number using the number and a picture representation. Next students will complete the sentences at the bottom using the symbols. There should be practice with completing these at the beginning of the lesson.

Part III

Play the game "Silly Symbols". Students will play the game with a partner. Each pair will need a recording sheet, brown bag with 90-100 objects game board and the 3 symbols cut out. Player 1 will reach their hand in the bag, pull out a handful and count the number of objects. Place the objects under player one of the Silly Symbols game board. Player 2 will repeat this same process. The players will decide together which symbol to place in the middle section to make the number sentence true. Both players will then record the information on their own game sheet. In the last column the students will create an addition sentence combining the two sets and a total sum of pieces. Place the manipulatives back in the bag and repeat for round 2-15.

The teacher can gather assessments through informal observations, conversations with individual students, and the recording sheet responses.

FORMATIVE ASSESSMENT QUESTIONS

- How are you counting your manipulatives? Is there another way?
- How do you keep track of what has been counted?
- How do you know which symbol to use?
- How many ways can you compare two numbers?
- How did you find the total number of manipulatives for each round?

DIFFERENTIATION

Extension

- Students can show their total amount with money. For example, if they had 65 items. They could represent the total with 6 dimes and 5 pennies.

Intervention

- Students can work with smaller numbers as well and then progress to larger numbers once they have developed some experience with smaller quantities.

Silly Symbols Recording Sheet

<p style="text-align: center;"><u>Pile A</u></p> <p>Number: _____</p> <p>Picture:</p>	<p style="text-align: center;"><u>Pile B</u></p> <p>Number: _____</p> <p>Picture:</p>
<p style="text-align: center;"><u>Pile C</u></p> <p>Number: _____</p> <p>Picture:</p>	<p style="text-align: center;"><u>Pile D</u></p> <p>Number: _____</p> <p>Picture:</p>

Use the following symbols to complete the sentences below. $>$, $=$, or $<$

Pile A is _____ than pile B.

Pile B is _____ than pile A.

Pile C is _____ than pile D.

Pile D is _____ than pile C.

Pile D is _____ than Pile B.

Pile A is _____ than Pile C.

GPB First Grade Handout Set 3- Bunch of Bananas

Performance Task: Bunch of Bananas

Approximately 1 day

STANDARDS FOR MATHEMATICAL CONTENT

MCC1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

MCC1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

Students should have prior knowledge with making sets, counting sets and comparing sets. The problem solving steps should be modeled or established in the classroom prior to this task.

ESSENTIAL QUESTIONS

- How can large quantities be counted efficiently?
- How can making equal groups of ten objects deepen my understanding of the base ten number system?
- How can words be used to illustrate the comparison of numbers?
- How can benchmark numbers build our understanding of numbers?
- How can benchmark numbers help us compare quantities?

MATERIALS

- “Bunch of Bananas” student task sheet
- Various small manipulatives (cubes, counters, etc.)

GROUPING

Individual or partner

TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

Part I

Gather students together in meeting area. Discuss previous experiences at the zoo. Ask the students what they think monkeys eat. Present the following on the board or chart paper:

Monkeys like to eat an even number of bananas for lunch and each monkey must receive the same number of bananas. They never eat more than five bananas because their bellies are too small. The zoo keeper needs to figure out how to share the basket of bananas between the monkeys for lunch. Show different ways the zoo keeper can share the bananas with 8 monkeys.

Discuss how this problem can be solved (using blocks to represent monkeys and circles or boxes to represent bananas making drawings etc.) Discuss different plans for solving the problems. Allow students to share strategies such as draw a picture, act it out, make a list, guess and check, find a pattern, create a graph, work backwards, etc.

Have students work with a partner to carry out a plan. The teacher should ask student pairs about their plan including if the plans make sense, etc. Ask questions such as: What led you to choose this particular plan? How do you know your plan makes sense? Tell me about these numbers, are they odd or even?

Observe students as they work. Have the students record strategies and solutions on their paper. They should use pictures, words, and numbers to explain the solutions and justify their thinking.

Part II

After ample work time, have students share their ideas. Discuss the similar plans and the unique plans. This is an open-ended question and will have different combinations of responses. Encourage students to discuss how they arrived at each solution.

FORMATIVE ASSESSMENT QUESTIONS

- What is your plan to solve the problem?
- Can you use pictures to communicate thinking?
- Can you write a number sentence or use words to communicate your thinking?
- How do you know if a number is odd or even?
- How many of tens and ones in a given number?
- How effective was the plan?

DIFFERENTIATION

Extension

- Present this problem to the students:
Monkeys like to eat an even number of bananas for lunch and each monkey must receive the same number of bananas. They never eat more than five bananas because their bellies are too small. The zoo keeper needs to figure out how to share 28 bananas between the 8 monkeys for lunch. Show the best way to share the bananas with the monkeys

Intervention

- Provide students with manipulatives to represent the monkeys and bananas. Present this problem to the students:
Monkeys like to eat an even number of bananas for lunch and each monkey must receive the same number of bananas. They never eat more than five bananas because their bellies are too small. The zoo keeper needs to figure out how to share the 12 bananas between the monkeys for lunch. Show different ways the zoo keeper can share the bananas with 3 monkeys.

Name _____

Bunch of Bananas

Monkeys like to eat an even number of bananas for lunch and each monkey must receive the same number of bananas. They never eat more than five bananas because their bellies are too small. The zoo keeper needs to figure out how to share the basket of bananas between the monkeys for lunch.

Show different ways the zoo keeper can share the bananas with 8 monkeys. Use pictures, words, and numbers to prove your math thinking.

GPB First Grade Handout Set 4- What's My Name Worth?

Performance Task: What's The Value of Your Name?

Approximately 2-3 days

STANDARDS FOR MATHEMATICAL CONTENT

MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

MCC1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

MCC1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

MCC1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

Money is not explicitly stated in the Common Core Georgia Performance Standards, but should still be used in classrooms in first grade. Teachers should use money and time, including calendar time, as models and contexts for counting.

ESSENTIAL QUESTIONS

- How can large quantities be counted efficiently?
- How can benchmark numbers build my understanding of numbers?

MATERIALS

ABC Value Chart

“What’s the Value of My Name?” Recording sheet

Chrysanthemum by Kevin Henkes or similar book

Manipulatives such as paper money, coins, and/or base 10 blocks to support different learning styles

Name Value Data Collection Chart

Math Story Organizer

Chart paper

GROUPING

Individual, Large Group and Partner

TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

Part I

Gather students together in a common area. Read the book *Chrysanthemum* by Kevin Henkes. Make a list of the names from the book. These will be used as part of the extension of the task. Display the ABC Value chart and discuss how each letter represents a value. Ask students, “How can you determine the total value for your name?” Once they suggest adding values for each letter together, model a “Think Aloud.” Model for students how you can find the value of your name using base 10 blocks or any other small manipulative. Discuss that the chart has money amounts but that we can also represent these amounts using small manipulatives. Use the recording sheet to write your first name. Show students how to read the chart to find the value of each letter in your name.

After recording the values for each letter in your name, orally model your thinking about an estimation of the value of your name. Discuss how you are using your knowledge of numbers to make your estimation. For example, if your name was Juli (note the name Juli without an “e”), you would record 10, 21, 12 and 9 for the values of the letters in your name.

Then demonstrate how to use the closest ten to determine an estimate. Say, "I can already use 10 easily; I will think of 21 as 20, 12 as 10 and 9 as 10, this will make it much easier to mentally determine the estimated value of my name. 10 and 20 is 30 and another 10 makes 40, and more ten makes 50. So my estimate for my name is 50¢." Write this estimate on the recording sheet. "Now that I have an estimate to guide my thinking, I will figure out the actual value of my name. J is my first letter and it's worth 10 ¢, U is my second letter and is worth 21¢. I will combine these two amounts for a new total." *(The teacher should use base 10 blocks or other small counters to represent these two amounts)* Then say, "I have 41 now, but I still have 2 more letters in my name. My next letter is L and it is worth 12¢, so I need to add 41¢ to 12¢ to get my new total. *(The teacher again models adding 41¢ to 12¢ with base 10 blocks or other small counters and a place value mat.)* Teacher continues by saying, "I have one more letter to add to my name value. My last letter is I and is worth 9 ¢." *(The teacher again models adding 53¢ to 9¢ with base 10 blocks or other small counters and a place value mat. This would be a good opportunity to model adding by using ten as a benchmark number and then subtracting one because 9 is one less than 10.)* Conclude the example by saying, "I used base 10 blocks to model adding the values in my name. What other models could you use to add the values? *(Give students an opportunity to share their ideas which include: coins, base ten pictures, tally marks, drawing pictures or another strategy)*

Part II

Have students figure the value of their names. Once all students have determined the value of their name, display the "Name Value Data Collection Chart" and have students record their findings on the chart for later discussions.

- As students are working, walk around the room to offer assistance and observe the strategies selected to determine their name value.
- After recording data on the chart, use the Data Collection Sheet to promote discussions. Guide students through completion of comparisons – Each student will have different answers depending on their individual name value.
- Tell students to look at the value of their name. How could they use currency (bills and change) to show the value of their name? Have them use the money in the classroom to count out the combinations and create a drawing on the recording sheet.

Part III

With the completed "Name Value Data Collection Chart", model a word problem using the Math Story Organizer on chart paper. Make sure students understand what to put in each section. Then pose a Story Problem to the entire class. Allow the students to work with a partner and have manipulatives available. Students may fill out the Math Story Organizer independently or with a partner.

Example Story Problem: Heath and Megan are worth 82 cents together. Find 3 students whose combined value is less than Heath and Megan's.

FORMATIVE ASSESSMENT QUESTIONS

- Can you make a comparison using the term _____? (greater than, less than, and equal to)
- What strategies are you using to find the value of your name?

- Can you represent the number ____ with a collection of objects using tens and ones?
- How would you add two larger numbers?
- How can we compare two amounts using words and symbols?

DIFFERENTIATION

Extension

- Have students use the same chart to discover the value of a “state”. Allow them to explore the United States Map and compare the value of two states. Students could also find the value of five states and then put them in order from the least value to the highest value.
- Allow students to determine the value of different teacher’s names within the building. Make estimations about whose name might have the highest and lowest value.

Intervention

- This lesson could be modified by using single digit numbers in lieu of the larger numbers (see attached chart below for the remediation idea) or the teacher could provide students with some names that are only three letters long, such as Bob, Tim, Gus, Fay, Kay and then use the chart with the larger digits. They would make comparisons with the names given in lieu of their name. This activity might be helpful for those students who get overwhelmed by having a large name and so many numbers to work with at one time.
- Same intervention as above, but instead vowels cost 5¢ and consonants 2¢.

Intervention Chart

A	0
B	1
C	2
D	3
E	4
F	5

G	6
H	7
I	8
J	9
K	10
L	0

M	1
N	2
O	3
P	4
Q	5
R	6

S	7
T	8
U	9
V	10
W	0
X	1

Y	2
Z	3

ABC Value Chart

A	1¢	N	14¢
B	2¢	O	15¢
C	3¢	P	16¢
D	4¢	Q	17¢
E	5¢	R	18¢
F	6¢	S	19¢
G	7¢	T	20¢
H	8¢	U	21¢
I	9¢	V	22¢
J	10¢	W	23¢
K	11¢	X	24¢

L	12¢		Y	25¢
M	13¢		Z	26¢

Whose Name is Worth the Most, the Least, the Same?

My name: _____

Letters:									
Values:									

My Estimated Value:	My Actual Value:
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My name is worth _____. I know this because _____

I can show the total value of my name in two different ways:

1.	2.
My Name _____	My Name _____
Value _____	Value _____

1. My partner's name is worth _____.
2. **Check one of the boxes below and complete the sentence.**
 - My value of my name is _____ more than my partners name.
 - My value of my name is _____ less than my partners name.
 - My partners name has the same value as my name.
3. How many students in the class have names of lesser value than your name? _____
Name two of these students: _____
4. How many students in the class have name of greater value than your name? _____
Name two of these students: _____
5. Who has a name with the same value as your name? _____
6. Complete the following table below.

Name	Choose one: less than greater than equal to	Name