

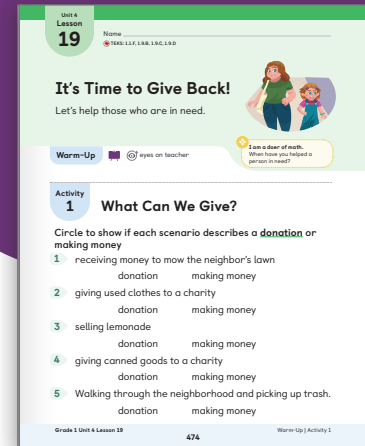


Student Edition pages and Presentation Screens support learning in this lesson.

# It's Time to Give Back!

## Considering Charitable Giving

Let's help those who are in need.



### Key Concepts

#### Today's Goals

- Goal:** Recognize charitable giving as another option, other than spending and saving money.
- Goal:** Understand the impacts of charitable giving.
- Language Goal:** Explain what kind of donation can be made and the positive impact of it. **(Listening and Speaking)** 🇺🇸 ELPS 1.B, 2.B, 2.E

### Connections and Coherence

Students explore charitable giving and identify ways that people can donate money, goods, and services to help those in need. They consider different types of donations and the positive impacts those donations could have on the recipients. **(TEKS 1.1.F)**

#### ◀ Prior Learning

In Lesson 18, students learned that money can be saved or spent. They recognized that spending money results in having less money and money can be saved to purchase wants or needs in the future.

#### ➤ Future Learning

In Unit 5, students will learn about numbers up to 120, by counting coins, representing numbers as so many hundreds, tens, and ones, and ordering numbers on an open number line.

### Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** of charitable giving as an option other than spending and saving money.

### Vocabulary

#### New Vocabulary

donating

#### Review Vocabulary

*spending*

*saving*

### 🇺🇸 TEKS

#### Addressing

##### 1.9.D

**Consider charitable giving.**

*Also Addressing:* 1.5.A, 1.9.B, 1.9.C, 1.9.D

**Math Process Standard:** 1.1.F

**ELPS:** 1.B, 1.D, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F, 3.E, 3.F

#### Building On

**K.5.A**

**K.9.D**

#### Building Toward

**2.11.A**

### Building Math Identity

#### 🌟 I am a doer of math.

When have you helped a person in need?

Invite students to reflect on this question as they complete this lesson.

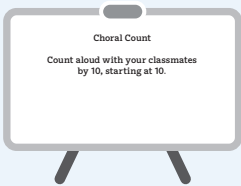
# Lesson at a Glance ⌚ 60 min

🇲🇽 TEKS: 1.1.F, 1.5.A, 1.9.B, 1.9.C, 1.9.D

## Warm-Up Fluency

👤 Whole Class | ⌚ 10 min

Students use the **Choral Count** routine, in which they count as a class by 10, 5, and 2, starting with 10 each time. As the counts are displayed, students may notice patterns or structures in or between the counts and consider why those patterns or structures show up. (TEKS 1.1.F)

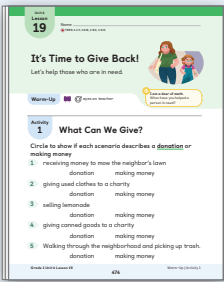


## Activity 1

👤 Pairs | ⌚ 15 min

Students distinguish between scenarios that describe **donating** and scenarios that describe earning money. Then, they apply their understanding of charitable giving and donations to solve a story problem.

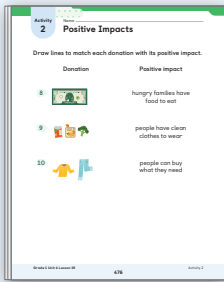
**Materials:** *All About Money!* chart (from prior lessons)



## Activity 2

👤 Pairs | ⌚ 10 min

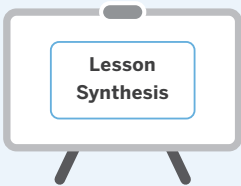
Students analyze different types of donations to determine the positive impact they can have on the community. They discuss why it is important to prioritize donating items people need instead of items people want.



## Synthesis

👤 Whole Class | ⌚ 10 min

Students review and reflect on the different actions they can take with their money, including donating to a charity.

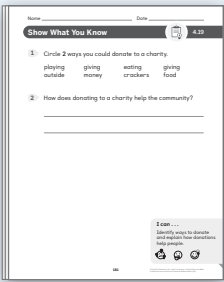


## Show What You Know (optional)

👤 Independent | ⌚ 5 min

Students demonstrate their understanding by identifying ways to donate to a charity and describing how donating helps the community.

**Materials:** *Show What You Know* PDF

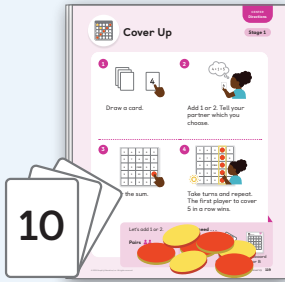


## Center Choice Time

👤 Small Groups | ⌚ 15 min

Students have an opportunity to revisit these Centers to build fluency and practice counting and describing quantities using comparative language.

- Cover Up
- Greatest of Them All



## Math Language Development

**EB Emergent Bilinguals**

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.

- ✓ Visuals
- ✓ Sentence frames



🇲🇽 ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F

### Pre-Production

Students **listen** to spoken English and **respond** using their primary languages and gestures.

### Beginning

Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.

### Intermediate

Students **listen** to spoken English and **speak** using short phrases or simple sentences.

### High Intermediate

Students **listen** to spoken English and **speak** using a variety of sentence types.

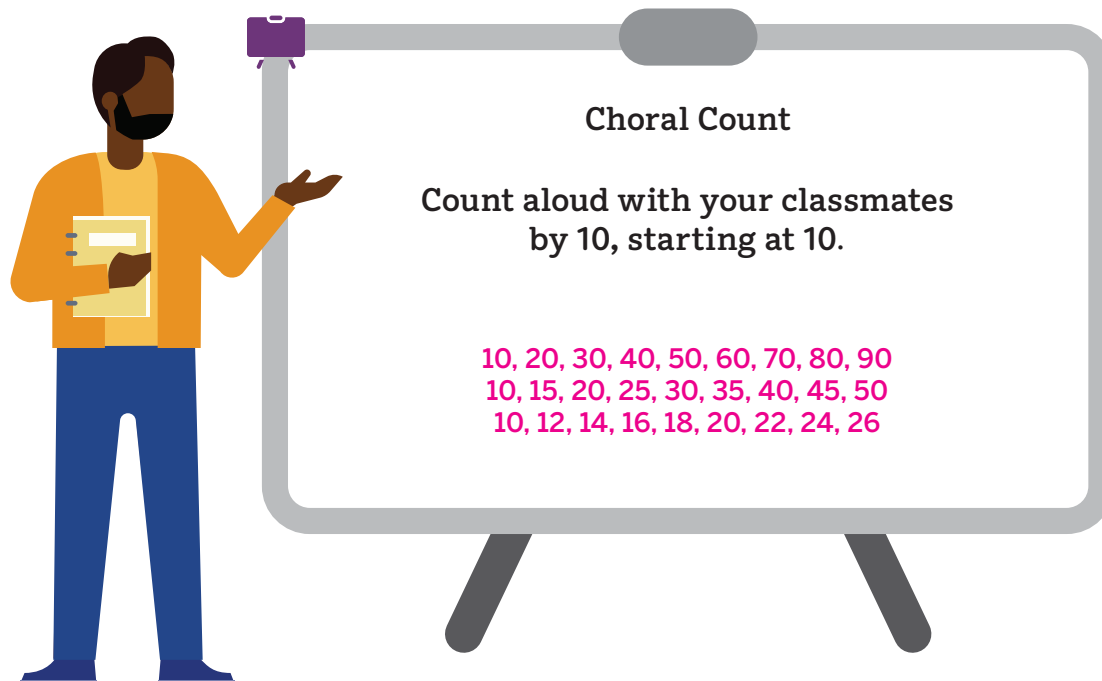
### Advanced

Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

# Warm-Up Choral Count

Fluency

**Purpose:** Students count by 10, 5, and 2 to develop fluency with skip counting.



## 1 Launch

Use the **Choral Count** routine.

Say, "Let's count by 10, starting at 10 and ending at 90."

Display each number as students count.

Say:

- "Now, let's count by 5, starting at 10 and ending at 50."
- "Now, let's count by 2, starting at 10 and ending at 26."

## 2 Connect

Record students' responses as they share. Consider highlighting different patterns using different colors.

Ask, "What is alike and what is different about counting by 10, 5, and 2?"

Say, "When you count by a greater number, you get to greater numbers sooner than when you count by a smaller number."



**Students might say . . .** ELPS 2.E

I notice that the numbers in the first row have a 0 at the end.

The numbers are only the same at the start.

In the middle row, the number at the end goes back and forth between 0 and 5.

The numbers in the top row are the biggest.


# Activity 1 What Can We Give?

**Purpose:** Students determine whether a scenario describes donating or earning money to deepen their understanding of charitable giving.

## Materials

### Classroom materials:

- Display the *All About Money!* chart (from prior lessons). Record the term *donate*, and the definition, on the chart during the Launch.

 **Short on time?** Consider allowing students to choose Problem 6 or 7.

## 1 Launch



 **Display** page 1 of the Unit Story, *The Collectors*.

**Say**, “While at the Briarcliff Flea Market, Steph and her mom noticed a stall that was collecting donated clothes for a charity. Steph told her mom she had a lot of clothes that do not fit anymore and asked if she could donate them. Steph’s mom said that would be a great idea and they would return with the clothes tomorrow.”

**Say**, “To donate means to give money, goods, or services to those who are in need.”

**Record** the term *donate*, along with the definition, on the *All About Money!* chart.

**Use the Think-Pair-Share routine.** Ask:

- “What are some items you could donate?”
- “What are some services you could donate?”

**Read aloud** Problems 1–5.

**Have students complete** Problems 1–5, and pause for a class discussion before completing Problems 6 and 7.

**Read aloud** Problems 6 and 7.

## 2 Monitor




While students complete **Problem 1**, refer to the  **Differentiation | Teacher Moves** table on the following page.

**If students need help getting started . . .**


- Ask, “How will you know if the scenario describes a donation or making money?”


## 3 Connect



 **Use the Think-Pair-Share routine.** Ask, “Why might someone choose to donate money, goods, or services instead?”

**Say**, “Charitable giving is one way to help others in your communities to get the things they need.”

**EB Emergent Bilinguals:** Pair students with different levels of English language proficiency together as they share their thinking. This will provide a structured opportunity for multilingual learners to interact with and receive feedback from their peers with varied language backgrounds.  **ELPS 1.E, 2.C, 2.D**

 **Key Takeaway:** Say, “Donating goods, services, and money is one way to help others in your communities to get the things they need.”

Unit 4  
Lesson  
**19**

Name \_\_\_\_\_  
TEKS: 1.1.F, 1.9.B, 1.9.C, 1.9.D

## It's Time to Give Back!

Let's help those who are in need.



### Warm-Up

eyes on teacher

**I am a doer of math.**  
When have you helped a person in need?

### Activity **1**

## What Can We Give?

Circle to show if each scenario describes a **donation** or making money

- 1 receiving money to mow the neighbor's lawn  
donation      **making money**
- 2 giving used clothes to a charity  
**donation**      making money
- 3 selling lemonade  
donation      **making money**
- 4 giving canned goods to a charity  
**donation**      making money
- 5 Walking through the neighborhood and picking up trash.  
**donation**      making money

Grade 1 Unit 4 Lesson 19

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Warm-Up | Activity 1

### Activity **1**

## What Can We Give? (continued)

- 6 Steph received 20 dollars for her birthday. She spent 4 dollars on a toy. She will save 10 dollars and donate the rest to a charity. How much will she donate?

**Show your thinking.**

Sample work shown.

$$\begin{array}{c} \text{X X X X} \text{ } \text{O O O O O O} \\ \text{X X X X} \text{ } \text{X X X X X X} \\ 20 - 4 = 16 \\ 16 - 10 = 6 \end{array}$$

answer: 6 dollars

- 7 Steph and her friend collected canned food to donate. Steph collected 8 cans and her friend collected 7 cans. How many cans did they collect in all?

**Show your thinking.**

Sample work shown.

$$\begin{array}{c} \text{O O O O O O O O} \\ \text{O O O O O O O} \\ 8 + 7 = 15 \end{array}$$

answer: 15 cans

Grade 1 Unit 4 Lesson 19

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Activity 1

## D Differentiation | Teacher Moves



Presentation Screens

Look for students who ...

For example ...  
Problem 1

Provide support ...

**Almost there**

Circle "donation".

receiving  
money to  
mow the  
neighbors  
lawn

**donation**  
making money

**Support** Ask, "How would this scenario be different if it described making money?"

Circle "making money".

receiving  
money to  
mow the  
neighbor's  
lawn

**donation**  
making money

**Stretch** Ask, "Could mowing the lawn also be a donation? Why or why not?"

## Activity 2 Positive Impacts

**Purpose:** Students analyze ways of giving to determine the positive impacts of donating to a charity.

### 1 Launch



**Say**, “Steph donated the clothes from her closet like she and her mother talked about.”

**Ask**, “Who do you think will benefit from those clothes?”

**Say**, “Every donation has a positive effect on someone’s life.”

**Read aloud** Problems 8–10.

**Have students complete** Problems 8–10 and pause for a class discussion before completing Problem 11.

**Read aloud** Problem 11.

EB

**Emergent Bilinguals:** Invite students to share what the new term, *benefit*, reminds them of (e.g., “When I hear *benefit*, I think . . .”). This may help surface multiple meanings and encourage students to connect to their prior knowledge. 🇺🇸 **ELPS 1.D, 1.E, 2.F**

### 2 Monitor



After students have completed **Problem 11**, refer to the **Differentiation | Teacher Moves** table on the following page.

**If students need help getting started . . .**

- Ask, “What are some items you think people *need*?”
- Ask, “Is that something you could donate?”

A

**Accessibility: Conceptual processing** Provide labels under pictures to help students make connections between items and positive impacts.

### 3 Connect



**Invite students to share** their responses for Problem 11. Select and sequence their responses using Rows 2 and 3 in the *Differentiation* table.

**Use the Think-Pair-Share routine.** Ask, “Do some donated items have more of a positive impact than others?”

MLR

**MLR8: Discussion Supports — Pressing for Details** 🇺🇸 **ELPS 2.E**

As students share about the impact of donated items, press for details in their reasoning. For example:

- If a student says, “Some donated items can have a more positive impact than others.” . . .
- Press for details by asking, “What makes an item more impactful than another item?”

**Say**, “Donating items people want can make them happy, but donating items people need can change their lives for the better.”






**Key Takeaway:** Say, “Donating goods and services is a type of charitable giving that can have a positive effect on someone’s life.”

Activity  
2

Name \_\_\_\_\_

Positive Impacts

Draw lines to match each donation with its positive impact.

Donation	Positive impact
8 	hungry families have food to eat
9 	people have clean clothes to wear
10 	people can buy what they need

Activity  
2

Name \_\_\_\_\_

Positive Impacts (continued)

11 Discuss

If you had a chance, what would you donate to a charity?  
Who would benefit from it? Why?

- I would donate \_\_\_\_\_.
- \_\_\_\_\_ would benefit from it because \_\_\_\_\_.

Oral activity: No writing expected. Sample response shown.

**I would donate a winter coat.**  
**Kids would benefit from it because it can be cold outside.**

D Differentiation | Teacher Moves



Presentation Screens

Look for students who ...

For example ...

Provide support ...

Almost there

Say they would donate something classified as a “want.”

**I would donate candy. Kids would benefit from it because kids love candy.**

**S Support** Ask, “Is candy a want or a need? Is there a different food that would be more filling or healthy?”

Say they would donate clothes.

**I would donate one of my jackets. Someone without a jacket would benefit from it because it’s cold outside.**

**S Stretch** Ask, “What types of items do you think people need the most?”

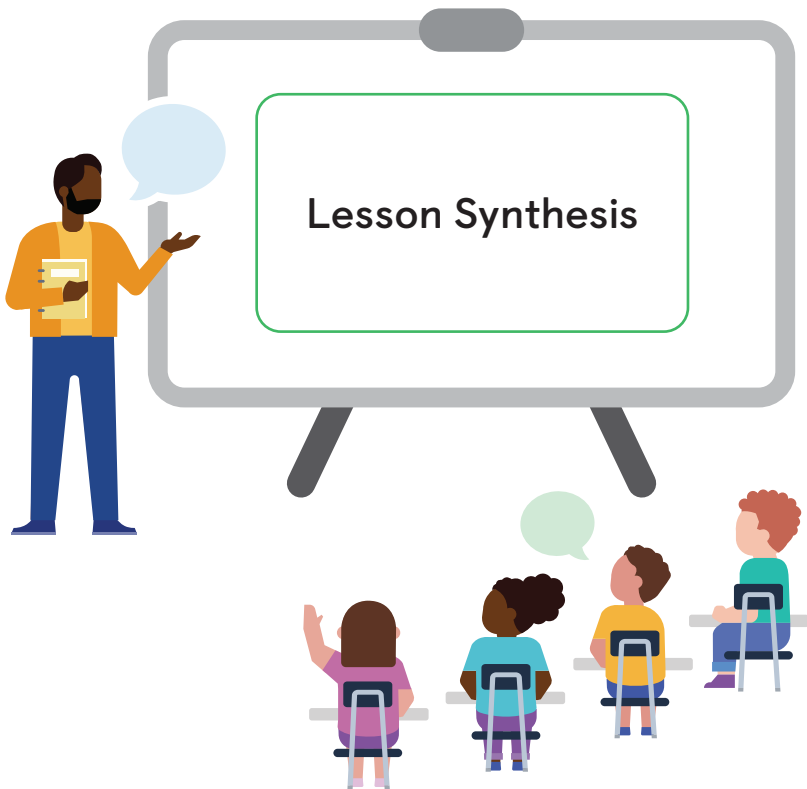
Say they would donate money.

**I would donate money. Families with needs would benefit from it because they can buy things they don’t have.**



# Synthesis

**Lesson Takeaway:** Money, goods, and services can be donated to others to help them get the things they need.



**Use the Think-Pair-Share routine.** Ask “What are some of the ways the community could benefit from your donations?”

**Say,** “Giving to charity is a way to help people in need. We can give money, goods, and services so people and families can buy what they need or we can donate items like food and clothes.”

**Formalize vocabulary:** Donating is to give money, goods or services to those who are in need.

(optional) **Consider using the Frayer Model routine** with the word donating. ELPS 3.E, 3.F

**Refer to the Math Language Development Resources** for a description of this routine and for more vocabulary support.

**Invite** students to refer to the **Summary** during Practice or anytime during the year.

## Show What You Know (Optional)

Independent | 5 min

### Show What You Know PDF

Name \_\_\_\_\_ Date \_\_\_\_\_

**Show What You Know** 4.19

1 Circle 2 ways you could donate to a charity.

playing outside giving money eating crackers giving food

2 How does donating to a charity help the community?  
Sample response shown:  
It helps people with less money get their needs met.

I can...  
Identify ways to donate and explain how donations help people.

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### Today's Goals

- Goal:** Recognize charitable giving as another option, other than spending and saving money.
  - In Problem 1 in the *Show What You Know*, students identified ways to donate to a charity.
- Goal:** Understand the impacts of charitable giving.
  - In Problem 2 in the *Show What You Know*, students described how donating to a charity helps the community.
- Language Goal:** Explain what kind of donation can be made and the positive impact of it. **(Listening and Speaking)**
 ELPS 1.B, 2.B, 2.E

### D Differentiation

See the last page of the lesson for differentiation and Math Language Development support.




# Practice Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

### Students using print

Summary 4.19

You can **donate** money, goods, or services to help people in your communities.




donate

To give money, goods, or services to those who are in need.


Practice 4.19

Choose from these Centers.




Cover Up

Subtract 1 or 2



Cover Up

Make 10



Greatest of Them All

Two-Digit Numbers

Grade 1 Unit 4 Lesson 19

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Summary | Practice

Practice 4.19

Name \_\_\_\_\_

1

Circle 6 items that you could donate that people need.



2

Why is it important to donate items people need before donating items people want? **Sample response shown.**

Needs come before wants to make sure

people are healthy and safe.

Grade 1 Unit 4 Lesson 19

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Practice

Practice 4.19

Name \_\_\_\_\_

Spiral Review

For Problems 3–10, find the sum or difference.

3

6 + 4 = 10

4

8 + 4 = 12

5

3 + 10 = 13

6

13 + 1 = 14

7

10 - 7 = 3

8

16 - 4 = 12

9

18 - 10 = 8

10

9 - 6 = 3

11

Circle 4 expressions that equal 10.

3 + 5

9 + 1

3 + 8

7 + 3

20 - 10

5 + 5

12

Circle 4 equations that show equal values on both sides.

4 + 0 = 14

10 + 1 = 11

12 = 3 + 15

8 - 3 = 2 + 3

1 + 6 = 6 + 1

6 - 2 = 3 + 1


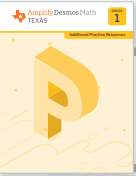
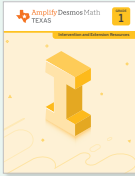
Grade 1 Unit 4 Lesson 19

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Practice

Practice Problem Item Analysis			
	Problem(s)	DOK	TEKS
On-Lesson			
	1, 2	1	1.9.D
Spiral Review			
Fluency	3–10, 12	1	1.3.D
Fluency	11	1	1.3.C

Need more Practice?



Additional practice can be found in the **Practice Resources**, **Intervention and Extension Resources**, and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

# Center Choice Time

**Purpose:** Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

## Cover Up

Subtract 1 or 2

Pairs 15 min | 1.3.D

Students subtract 1 and 2 from a number to develop fluency with subtraction within 10.

### Materials

- number cards (2–10), two-color counters (**Manipulative Kit**)
- Directions, Gameboards (A, B) (**Centers Resources**)

Corresponds with the checklist from Unit 1, Sub-Unit 3.

## Cover Up

Make 10

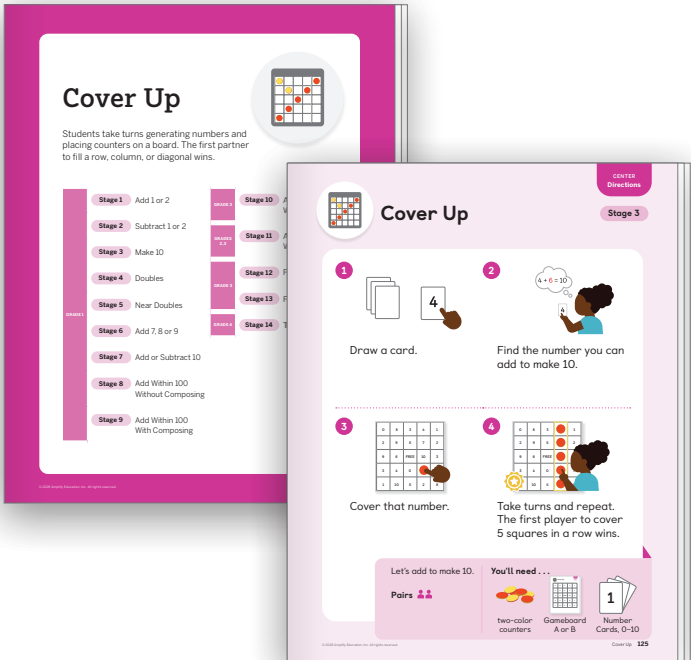
Pairs 15 min | 1.3.C, 1.3.D

Students choose a number card and cover the number they can add to make 10.

### Materials

- number cards (0–10), two-color counters (**Manipulative Kit**)
- Directions, Gameboards (A, B) (**Centers Resources**)

Corresponds with the checklist from Unit 2, Sub-Unit 2.



Use Centers as games to offer fun and engaging ways for students to practice math skills.



## Greatest of Them All

### Two-Digit Numbers

Pairs 15 min | 1.2.E, 1.2.G

Students create the greatest two-digit number possible to apply place value understanding when comparing numbers.

### Materials

- number cards (0–9) (**Manipulative Kit**)
- Directions, Recording Sheet (**Centers Resources**)

Corresponds with the checklist from Unit 4, Sub-Unit 3.

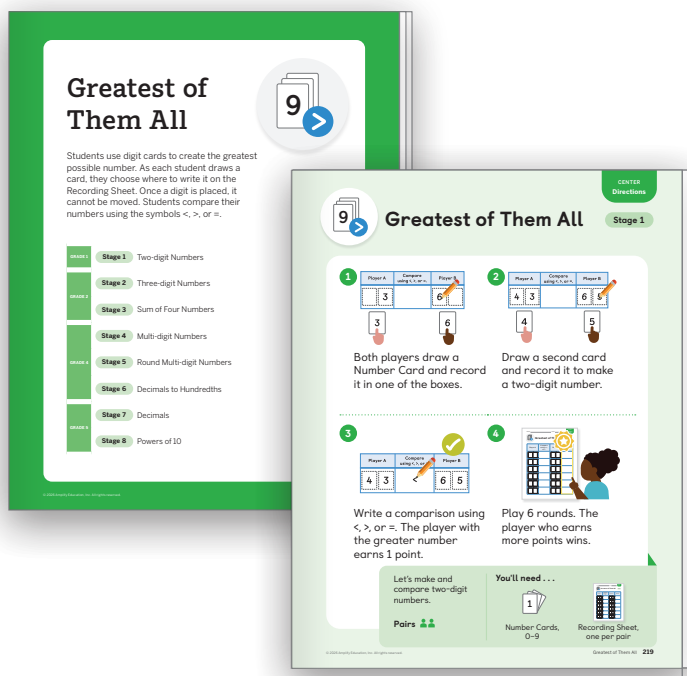
## D Differentiation | Teacher Moves

### Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

### Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.



**Lesson Goal:** Recognize charitable giving as another option, other than spending and saving money.

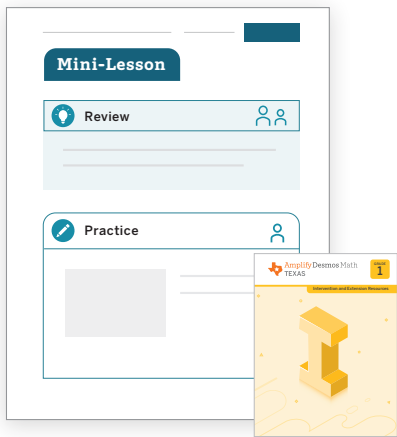
## S Support

Provide targeted intervention for students by using these resources.

**If students** recognize donating items as donating money:

### Respond:

- Assign the *Exploring Giving Help to Others* Mini-Lesson. | ⌚ 15 min
- Invite students to discuss the difference between an item and money with a partner.



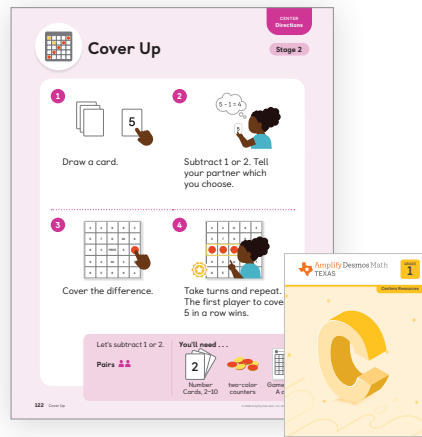
## S Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

**If students** suggest they could donate a wanted item rather than a needed item:

### Respond:

- Invite students to play these **Centers**. | ⌚ 15 min  
**Cover Up:**
  - Subtract 1 or 2*
  - Make 10***Greatest of Them All: Two-digit Numbers**
- Have students complete **Lesson 19 Practice**. | ⌚ 15 min
- Item Bank**



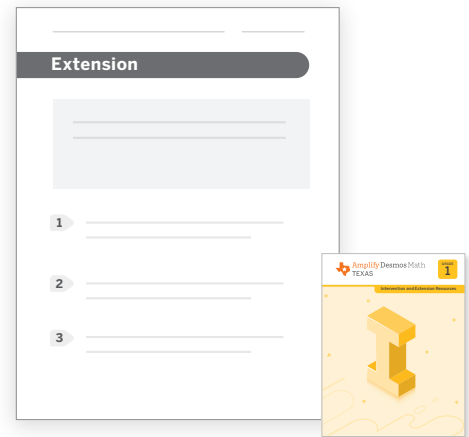
## S Stretch

Challenge students and extend their learning with these resources.

**If students** suggest they could donate a needed item rather than a wanted item:

### Respond:

- Invite students to explore the **Sub-Unit 4 Extension Activities**. | ⌚ 15 min
- Revisit Activity 2 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | ⌚ 5 min



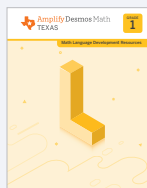
*Support, Strengthen, and Stretch* learning by assigning these digital resources that adjust to each student's current level of skill and understanding.

• **Boost Personalized Learning** • **Fluency Practice** • **Math Adventures**

## Math Language Development

**EB** Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates, e.g., donating/donando
- Frayer Model templates
- Vocabulary routines



### Professional Learning

Reflect on the opportunities students had in this lesson to connect the math to the real world. How can you support students in continuing to reflect on the different ways they can use their money?



Notes: