

| Lesson Planning Template | | | |
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| Teacher: | Mr. Newton | | Date: May 12, 2018 |
| Subject: | Math | Grade Level: 1 st | # of Students: 22 |
| Objective(s): | Students will add two numbers totaling up to 20 using two ten frames (twenty frame). | | |
| Standard(s): | <p>CCSS.MATH.CONTENT.1.OA.C.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>CCSS.MATH.CONTENT.1.OA.C.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> | | |
| Strategies to Observe: | Students who see 10 as a unit, students who count on from 10 by ones, students who see 15 as a unit, students who see 5 and 4 = 9, and 10 + 9 is 19, students who see 1 missing from 20. | | |
| Vocabulary / Academic Language | Ten Frames | | |
| Materials: | <p>Magnetic twenty frame, magnets in at least 3 colors, whiteboard markers and erasers, paper or whiteboards for students.</p> <p>Pre-made posters with objective, subject, grade, my name, a square, and class rules.</p> | | |
| Anticipated Misunderstandings: | <p>Students unable to see 10 as a unit and count magnets individually.</p> <p>Confusion about the symbols + = and what they mean.</p> | | |
| <i>*Differentiation Strategies, Grouping of Students, IEP Requirements, etc.</i> | | | |
| Planning for Students w/Disabilities | | Planning for ELL Students | Planning for Fast Finishers |
| <ul style="list-style-type: none"> Visual aid to represent number Various colors to represent addends | | <ul style="list-style-type: none"> Colors represent addends Option of showing answer on fingers | <ul style="list-style-type: none"> Draw a picture of your strategy or explain using words Bonus problem |
| OPENING (DO NOW) Time Allotted: 2 minutes | TEACHER ACTIONS | | STUDENT ACTIONS |
| | <p>“Hi! My name is Mr. Newton. Today I’m going to teach you how to add two numbers totaling up to 20 using two ten frames (or, a twenty frame). But first, I want to go over just a few rules so we can make the most of our 10 minutes together. As you see on my chart, the rules are to:</p> <ol style="list-style-type: none"> Silently raise your hand to speak unless we’re quietly doing pair or group work. Follow my attention signal (all raise hands silently when I silently raise my hand—practice once). Look at the person whose turn it is to speak so we all feel respected when we share. <p>Show the number 12 on the ten frames, 10 blue 2 pink.</p> <p>Say: How many blue magnets do you see? How many total?</p> <p>Show 10: Keep the ten blue, remove the two pink.</p> | | <p>Students show a quiet thumb when they know the answer.</p> <p>Students share and explain how they knew.</p> |
| | | | <p>Visual aid to show the number.</p> <p>Blue magnets only for the first 10 frame.</p> |

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| | <p>Say: How many now? (This is an important time to check for understanding. Watch for those who still count the ten by ones and make sure they know it's 10 before moving on).</p> | <p>Students show a quiet thumb when they know the answer.</p> | <p>Students may write or draw their answer as an alternative.</p> |
| <p>TEACH (I DO) Time Allotted: 3 minutes</p> | <p>TEACHER ACTIONS</p> <p>Today we are going to use this tens frame to help us add numbers and make number sentences.</p> <p>Write the number 10. Say: Now I'm going to take that 10 and add a number to it.</p> <p>Think aloud: What's the symbol we use to add? Write +</p> <p>Add 4 magnets. Say: How many did I add? Write 4 Write =</p> <p>Say: There are 14 altogether</p> <p>Show 13 on the ten frames.</p> <p>Say: I have 10 and 3. How many magnets? Write 13.</p> <p>Say: Now I'm going to take that 13 and add a number to it. So I'm drawing the addition sign</p> <p>Draw +</p> <p>Add 2 magnets. Write 2 and = Say: How many altogether?</p> | <p>STUDENT ACTIONS</p> <p>Students discuss with a partner.</p> <p>Students are quietly listening and observing the teacher use the strategies.</p> | <p>ACCESSIBILITY</p> <p>For students who need the support, circle the groups of numbers as you match them to the number sentence.</p> <p>Allow students to draw their response, or come up to the ten frame to show their thinking if necessary.</p> <p>Use a different color magnet for the additional two.</p> <p>Provide 1:1 support by referring to students' previous strategies if necessary, focusing on less sophisticated strategies like counting on.</p> |
| <p>GUIDED PRACTICE (WE DO) Time Allotted: 3 minutes</p> | <p>TEACHER ACTIONS</p> <p>Show 14 on the ten frames. Say: I have 10 and 4. How many magnets? (write 14)</p> <p>Say: Now I'm going to take that 14 and add a number to it. What's the symbol when we are</p> | <p>STUDENT ACTIONS</p> <p>Students show a quiet thumb or tell their neighbor.</p> | <p>ACCESSIBILITY</p> <p>Allow students to draw their response, or come up to the ten frame to show their thinking if necessary.</p> |

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| | <p>adding? Have a child draw the symbol.</p> <p>Add 5 magnets. Say: How many did I add? Have a student write the number 5, draw the equal sign?</p> <p>Say: How many altogether? How did you find your answer?</p> | <p>Choose a student to draw the symbol on the board.</p> <p>Students can show the number on their fingers or indicate an answer to share out using a quiet thumb.</p> <p>Choose a student to write the number.</p> <p>Students solve using the tens frame and explain or show their strategy.</p> | <p>For students who need the support, circle the groups of numbers as you match them to the number sentence.</p> <p>Provide 1:1 support by referring to students' previous strategies if necessary, focusing on less sophisticated strategies like counting on.</p> |
| <p>ASSESSMENT (YOU DO) Time Allotted: 2 minutes</p> | <p>TEACHER ACTIONS</p> <p>Write $15 + 3 =$</p> <p>Show 15 only on the ten frames board. Say: Use this picture to solve the problem on your own and write your answer down on your paper. I'll give you 45 seconds.</p> <p>BONUS</p> <p>Say: Teachers use visual aids like ten frames to help students to understand numbers. If you can picture this ten frame in your head without looking at it, it will help you solve the problem. Are you up for the challenge? See if you can picture this number in your head.</p> <p>Write $13 + 3 =$</p> <p>Collect student papers once time is up and review for accuracy.</p> <p>Restate the day's objective and thank students.</p> | <p>STUDENT ACTIONS</p> <p>Students use the ten frame to solve the equation.</p> <p>Students write down their answers.</p> | <p>ACCESSIBILITY</p> <p>Students may use the ten frame if necessary.</p> |