

Para Los Niños-Gratts Primary Center

Lesson Design Template

Teacher Name: Feelisha Teewari Subject/Grade Level: Math/ First grade

Lesson Date/Time: 1/28/19

Part 1: General Student Data

Students with IEPs: 4

English Learners: # 15

English Only: # 4

Part 2: WHAT are they learning?

Instructional Goals and Objectives

What key standards and instructional goals and objectives are being addressed in this lesson?

Standards: Mathematical Practice: MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8

Mathematical Content: 1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8

Goal/ Objective: Solve teen addition problems with unknown partners.

How does this lesson connect to the big idea and to the overall unit?

The overall unit focuses on place value situations. The students practice counting tens and ones everyday. Specifically for this unit, students will be finding the unknown numbers to addition problems that add up to teen numbers. While introducing this unit, we will review place value and talk about different strategies that can be used to find the unknown numbers.

What ELD Standards are incorporated in this lesson?

SL.1.1-3: Listening actively to spoken English in a range of social and academic contexts

RL.1.4-5; RI.1.4; L.1.4-6: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Students will discuss story problems to determine meaning. They will be using partner shares and whole class shared to determine the meaning and the next steps, as well as strategies for the story problems presented.

Language Objective: *What text structures, language features, and vocabulary will students need to use to express their understanding of the content?*

Students will need to understand what teen numbers, labels, and tens & ones mean. Students will also need to understand the concept of addition and subtraction.

Part III-HOW will they learn it?

Include your instructional sequence (lesson plan) below.

Ideas to consider when developing your lesson:

- *Purpose of the lesson*
- *Academic Language*
- *Questions*
- *Discussion Techniques*
- *Standards-based projects, activities and assignments*
- *Grouping of students*
- *Feedback to Students*

Outline your instructional sequence (lesson plan) here:

Purpose of the lesson: The purpose of this lesson is for students to solve teen addition story problems with unknown numbers

Academic language: Students will need to know what teen numbers are, what number mountains are, and they will also need to understand key terms: tens and ones.

Questions: How many strategies will students come up with to solve the addition problems with unknown numbers? How will they be able to explain those strategies?

Discussion techniques: Students will begin at the carpet and work on their warm-ups. They will be able to discuss and help each other if they so choose. I will be going over story problems with teen numbers and breaking them down, so students can talk about the language in the story problem, rather than just getting to the answer. They will have a chance for partner shares.

Standards-based assignments: Students will work on making tens to figure out the unknown numbers in the story problems. I will hand out an exit ticket after, asking them how to solve an addition teen problem with an unknown number, as well asking for them to write one thing they learned. They will then work on page 141-142 in their student workbooks. Students will also be assigned their homework, page 111-112 in their homework books.

Grouping of students: Students are allowed to work with whoever they want, as long as they are on task. I have students that need more support sit on the carpet with me, and I have students who are stronger in math become tutors when they are finished early with their work.

Feedback to students: I verbally validate my students and am honest with them if they need to work on a problem again. I ask them questions that make them think about their specific problem and/or counting strategies. I give feedback when I check warm-ups in exchange for stickers and I check their exit tickets also, as another form of feedback.

Overview of lesson:

Warm-ups: Student grab whiteboards, markers, erasers and do two rounds of warm-ups. These warm-up problems are always review of material that has been taught already—this gives me an idea of who has grasped the mathematical concepts and who stills needs to master skills. (~15 minutes)

Introduction to Actual Lesson: I will display our goal on the board and tell students what we will be working on. I will then tell students to sit on their whiteboards and put their markers and erasers off to the side as I write an addition teen story problem on the board. We will talk about what we notice about the answer, although many students will be eager to get to the answer. We will talk about the numbers presented, our subject (label) in the story problem, and whether they think we should add or subtract. I will write three columns on the board and give students time to solve the problem on their own.

During this time I will be walking around to see the different strategies, and at random choose 3 students to share their strategies with the class. I will then go over another story problem that is similar and give 3 strategies to solve that problem. I will then have the students work on another story problem on their own. (~20 minutes)

Transition: I will write must dos on the board: make-a-ten cards, exit ticket, workbook, homework

Make-a-ten cards: We will open our workbooks to page 137-140 and practice making tens to find our unknown numbers to solve our addition problems for teen numbers. Students will continue to work on their whiteboards as they solve their unknown numbers by adding up to ten and then adding the remainder of numbers. I will model 1 problem, we will do 2 together, and then they will work independently or with partners. (~12 mins)

Exit ticket: I will pass out exit tickets to students that will ask students a question about they learned and another practice problem (they will be turning this in). (10 minutes)

Workbooks: Students will then be assigned their workbook page 141-142. Some students that need more support will work on the carpet with me and my high flyers will become tutors (go around and help other students) (~12-15 mins)

****Homework** will be announced at the end of class, page 111-112 in their homework books, or if they finish before we head to snack.

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Part IV- HOW will learning be assessed?

What criteria will you use to assess your students' learning?

Informal: I always have students do two rounds of warm-ups on their individual whiteboards, they are given five minutes to do about 5 review problems, and I often give them stickers for even attempting the math because I want to see their thinking.

Formal: I will be using Exit tickets to assess their learning for the day.

How will you communicate the criteria and ensure students understand the expected outcomes?

I will announce our goal for that day, and will also give students 3 different strategies to solve their story problems. We will work on our whiteboards, this will give me an idea of who has or has not grasped the concept. Students will then be able to work with flashcards offered in their books. My exit ticket will also help students understand what they need to learn today. I will have students that need more intervention sit at the carpet with me and high flyers become tutors to help their peers.