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| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Date   11/4 | Date  11/5 | Date  11/6 | Date  11/7 \*\*Group-worthy Task\*\* | Date   11/8 |
| Learning Objective   Students will be able to find unknown partners in addition problems using multiple strategies. | Learning Objective  Students will be able to find unknown partners in addition story problems using multiple strategies. | Learning Objective  Students will be able to relate an equation to another form of the problem, like a math mountain. | Learning Objective  Students will be able to play a dice game to be able to find one partner in an unknown equation. | Learning Objective   Students will use strategies to solve addition story problems with unknown partners. |
| Overview of Lesson   The lesson will start with a number talk and students will use multiple strategies and representations to solve an addition equation with an unknown partner. The different strategies will be recorded on an anchor chart. Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. | Overview of Lesson  The lesson will start with another number talk using an addition story problem. Students will use white boards to try to solve the problem and come to the board to tell me their different strategies. I will pick one group to come to the board to share their strategy while the others do a turn and talk. This will create no dead silence in the room. Before this I will model what a good turn and talk looks like with a volunteer. If any new strategies or representations come up, then they will be added to the anchor chart. Ask the students how they know that this problem is an addition problem. Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. | Overview of Lesson  Go over expectations for a turn and talk during number talks.  Start with a number talk. Ask students to show how to solve this on their white boards. They will then come to the board to present their different strategies and/or representations. Then, have a math mountain for students to solve. Make students make an equation from this math mountain. Show an example of a picture story problem from the curriculum guide and then have students repeat the steps above. They will have to come up with an equation.  Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. | Overview of Lesson  Go over expectations for a turn and talk during number talks.  The lesson will start with a model of how to play the dice game and how to fill in the worksheet. One student will get to roll, and I will write the number down. Then, the partners will work on their own papers to come up with a strategy to solve the problem. When they agree then they will write it down. Students will share some of their strategies to the class at the end of group work time. Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. | Overview of the Lesson  Go over expectations for a turn and talk during number talks.   The lesson will start with a number talk and students will be given a story problem to work through on their white boards. They will be asked “what is the total? Which is the partner?” to help them understand how to solve for the answer. They will share their strategies or representations with the class. Add any new strategies and/or representations to the anchor chart. Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. |
| Main math task  Solving addition problems with an unknown partner.  Math Problems to start our number talks:  8 + 2= \_  4+\_=7  \_+5=9 | Main math task  Solving addition problems with an unknown partner.  Math Problems to start our number talks:  -I see 6 butterflies. 4 are yellow. The rest are white. How many butterflies are white?  -I bought 5 pencils yesterday. Today I bought more pencils. Now I have 7 pencils in all. How many pencils did I buy today? | Main math task  Solving addition problems with an unknown partner.  Math Problems to start our number talks:   4+\_=9  Math Mountain: 10 at the top and five on one side and \_ on another  Picture: At the top it says 6 letters total. There is a picture of four envelopes and then a mailbox. How many letters are in the box? | Main math task  Solving addition problems with an unknown partner.  No number talk this time, because there is a modeling of how to play the game. | Main math task   Solving addition problems with an unknown partner.  Math Problems to start our number talks:  -I have 9 shirts. 7 of them are green. The rest are red How many shirts are red?  -There are 3 children playing. Some more children join them. Now there are 8 children. How many children join? |
| Materials needed  Chart Paper  White boards  Dry Erase Markers | Materials needed   Chart Paper  White boards  Dry Erase Markers | Materials needed  Chart Paper  White boards  Dry Erase Markers | Materials needed  Two die  Paper  Pencils  Hover cam  Worksheet | Materials needed   Chart Paper  White boards  Dry Erase Markers |
| Formative assessment   White boards will be checked, and students will get a chance to share their strategies. There will be math workbook pages for students to fill out. | Formative assessment  White boards will be checked, and students will get a chance to share their strategies. There will be math workbook pages for students to fill out. | Formative assessment  White boards will be checked, and students will get a chance to share their strategies. There will be math workbook pages for students to fill out. | Formative assessment  The students will hand in their worksheets to see what answers they found. They will also be sharing their strategies in front of the class. Their individual strategies will be written on plain pieces of paper and will also be collected to see their strategies they came up with. | Formative assessment   White boards will be checked, and students will get a chance to share their strategies. There will be math workbook pages for students to fill out. |
| Strategies for meeting needs of all learners     Students will present their strategies using fingers or other strategies on the board. Then, I will clarify the strategies with the students. This way the students can be clear what the strategy is and how the student got the answer. | Strategies for meeting needs of all learners   Students will present their strategies using fingers or other strategies on the board. Then, I will clarify the strategies with the students. This way the students can be clear what the strategy is and how the student got the answer. | Strategies for meeting needs of all learners   Students will present their strategies using fingers or other strategies on the board. Then, I will clarify the strategies with the students. This way the students can be clear what the strategy is and how the student got the answer. | Strategies for meeting needs of all learners  Students will have partners to help them work through the problems together and be able to understand the work together. | Strategies for meeting needs of all learners    Students will present their strategies using fingers or other strategies on the board. Then, I will clarify the strategies with the students. This way the students can be clear what the strategy is and how the student got the answer. Story problems will also be read aloud so that students do not need to be able to understand the words as well as the numbers.  Every day my one ELL student will be able to work in a small group with other children who need extra support in math. My two children with IEP’s will be able to sit at their desks or on the carpets during whole group instruction. One out of the two will receive help when writing story problems due to his fine motor skills. |

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| **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |  |
| Date   11/11 | Date  11/12 | Date  11/13 | Date  11/14 | Date  11/15 |  |
| Learning Objective     Students will be able to solve subtraction story problems. | Learning Objective    Students will be able to write their own subtraction story problems. | Learning Objective    Students will be able to solve subtraction story problems and equations. | Learning Objective    Students will be able to  create and solve subtraction stories. | Learning Objective    Students will be able to model and relate addition and subtraction situations. |  |
| Overview of Lesson  Say math problems and have students use any strategy to find the missing partner. Then they will come up and show their strategy on the board. Go over expectations for a turn and talk during number talks.  Use think pair share to have students talk about their strategies with each other.    Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. | Overview of Lesson    A story problem will be modeled by the teacher on the board. Students will help to choose the numbers that will go into the story problem and then help to solve it. There will be a story problem for both subtraction and addition. Students will then create their own story problems.  Math centers are pages from their math book, math games on the iPad, and math games with a partner. | Overview of Lesson   Have students act out the story problems. Then the rest of the class writes the equation on the white boards. Remind students to use counting on to help them. Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. | Overview of Lesson  Read story problems out loud to the class. Invite students to come to the board and show how they solved it and explain which strategies and/or representations they used and why. Students should write down the equation at their desk that goes with the story and then write the addition problem using the fact family numbers.  Go over expectations for a turn and talk during number talks.    Make sure to use both kinds of subtraction types of problems. Found on page 249 (super helpful). Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. | Overview of Lesson    Start by reading a story problem. Have students write the equation for the problem on their white boards. Then, have a group come up to the class to show their equation. Go over expectations for a turn and talk during number talks.  Use think-pair-share, while a group of students is putting it on the board to avoid silence in the room.  Repeat this process three more times. Each time adding the equation on the board. Ask students what they notice about all the equations. Ask if there is a pattern. Have volunteers come to the board to show the pattern either by circling or underlining.  We want them to realize that the same numbers are all being used with different stories and with addition and subtraction. They are building a fact family.  Students will continue on to math centers. Math centers are pages from their math book, math games on the iPad, and math games with a partner. |  |
| Main math task     Use any strategy and or representation to show that you can count on to find the answer to a subtraction problem.  Be sure to have students realize it’s the number of fingers raised not the last number they said when counting on.  Ask them, “How did you get that number? Where did it come from?”    Math Problems to start our number talks:  10 butterflies are on a tree branch. Some of them fly away. Now there are 3 butterflies on the tree branch. How many flew away?  I find 7 soccer balls in the field. I Kick 3 of them away. How many soccer balls do I have now.  There are 7 girls in the class. There are 3 boys in the class. How many more girls than boys. | Main math task    Have groups come up with story problems. Have them share them with the class. As they share with the class they write down the equation.  Math Problems to start our number talks:  There were \_\_ red leaves on the sidewalk. \_\_\_ leaves fell off the tree. How many leaves are there on the sidewalk now?  I saw \_\_\_ turkeys in a field. \_\_\_ crossed the road to the other side. How many are left? | Main math task    Have students practice solving story problems by writing equations.  Math Problems to start our number talks:  There are 8 bunnies hopping in the grass. Then 6 jumped away. How many bunnies are there now?  I see 9 airplanes in the sky. Then some of them flew away. Now there are four airplanes in the sky. How many flew away?  There are 7 flowers in the garden. Mrs. Staudt picks 4 of them. How many are left? | Main math task    Have students practice writing equations to go with the story problem.  Math Problems to start our number talks:  We see 10 dogs. Then some run away. HOw many dogs are there in front of me now?  There are 9 dogs. We hear 4 barking. The rest are not barking. How many are not barking.  There are 10 birds. Some are singing. 3 are not singing. How many are singing? | Main math task    Have students start to recognize the numbers that are in a fact family.   Math Problems to start our number talks:  There are 3 cats. Then 5 more came to play. How many cats are there now?  There are 8 cats. Then 3 came to play. How many cats are there now?  There are 8 dogs. Some of them ran away. There are 5 dogs now. How many dogs ran away?  Students will come up with the last fact family subtraction story problem together about the dogs as a group. |  |
| Materials needed     White board.  Marker.  Eraser. | Materials needed    Smart Board  Lined paper  White boards markers erasers. | Materials needed | Materials needed    White boards erasers and markers. Smart Board. | Materials needed    White boards erase marker and smart board. |  |
| Formative assessment   Every time we do a problem have the students put their boards up, and then check them before they put them down. | Formative assessment    I will collect the groups story problems. I will have them do a thumbs up or down if the story problem makes sense. | Formative assessment     Every time we do a problem have the students put their boards up, and then check them before they put them down. | Formative assessment     Every time we do a problem have the students put their boards up, and then check them before they put them down.    When students come up to the smart board I can see their thinking and what strategy they used. | Formative assessment    Students will come up to the board to fill in the missing spots.    Students will write their equations on the white boards and hold them up. |  |
| Strategies for meeting needs of all learners    Have students use circle drawings if they need to. They can also use unifix cubes too. | Strategies for meeting needs of all learners    Students can use counters or draw circles to solve the problem. | Strategies for meeting needs of all learners    Students can use counters or draw circles to solve the problem. | Strategies for meeting needs of all learners    Students can use counters or draw circles to solve the problem. | Strategies for meeting needs of all learners    Let them use math mountains or circle drawings before they write the equation. |  |

Section Three Assessments:

* The formative assessment strategies I am going to use throughout the 10-day unit are: white board activities and workbook pages. I will be able to look at everyone’s white boards when they raise them in the air and tell who understands and who does not. The white board problems come from the number talk story problems that are all on in the chart above. I will also be able to look at their work book pages and realize who needs extra support.
* I will use a chart to track the children and their work. I will know if they understand concepts by listening to group talks, having volunteers come up for number talks, read the white boards when I say white boards up, listen to turn and talks, and reading their work on the workbook pages.

Table to use:

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| --- | --- | --- | --- | --- |
| Miss Leinwand’s Class | White Boards | Turn and Talks | Workbook pages | NOTES |
| Charlie |  |  |  |  |
| William |  |  |  |  |
| Aireanna |  |  |  |  |
| Oliver |  |  |  |  |
| Audrey |  |  |  |  |
| Lorelei |  |  |  |  |
| Nick |  |  |  |  |
| Mary |  |  |  |  |
| Yuvvan |  |  |  |  |
| Annie |  |  |  |  |
| Cormac |  |  |  |  |
| Adam |  |  |  |  |
| Marilyn |  |  |  |  |
| Suhas |  |  |  |  |
| Eman |  |  |  |  |
| Judah |  |  |  |  |
| Harrison |  |  |  |  |
| Jack |  |  |  |  |
| Derek |  |  |  |  |
| Samara |  |  |  |  |
| Aaradhya |  |  |  |  |