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| **Background Information** **CCSSM:**[CCSS.MATH.CONTENT.1.OA.C.5](http://www.corestandards.org/Math/Content/1/OA/C/5/)Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).[CCSS.MATH.CONTENT.1.OA.D.8](http://www.corestandards.org/Math/Content/1/OA/D/8/)Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_ - 3, 6 + 6 = \_*. **Curriculum & Lesson:**Unit 3 Lesson 4 Math Expressions **Multiple Mathematical Capabilities:**-       Drawing-       Subitizing numbers from a die-       Number Sense-       Composing Numbers -       Explaining using strategies -       Math Mountains -       Break Always -       Story Problem Pictures -       Equation   **Suggested Norms:**One Person Rolls One Dice One Person Writes Switch Turns Every Problem Draw How You Found The Answer and Write The Equation  Must Agree On The Answer Before You Write It Down   **Suggested Roles:**-       Rolling the Die -       Writing on the answer sheet -       \*make sure they switch jobs after every problem  | **Launch & Wrap Up****Suggestions for launching the task:**-       Have an unknown problem on the board. -       2+\_\_\_\_= 6 -       Ask children to use their white boards to draw how they figured out the missing number. -       Call on a number of children to show the class. -       Show different examples and strategies to remind children that they can use math mountains, break aways, drawing story problems, equations, etc. to help solve these kinds of problems-        **Suggestions for wrapping up the task:**(e.g., discussion questions, mathematical focus, groupwork focus, etc.) -       Make an anchor chart of all the strategies the children came up with and hang it in the classroom. -       Ask about flip partners -       Touch on adding one and adding zero **Suggested Support Interventions:**-       Using pictures not words -       Using math mountains or break away pictures -       Showing an example first in the launch -       Using unifix cubes if needed **Materials Needed:**1.     Worksheet 2.     White Boards 3.     White Board Markers and Erasers 4.     Unifix Blocks 5.     Smart Board 6.     Pencils **7.**     Poster for Anchor Chart8. 1 Dice |
| **Group Product:**-       Each child is taking turns writing and rolling the die -       Have to agree on the answer before writing on the answer paper-       Share their thinking with the class on the smart board **Individual Product:**-       Each child has a chance for every problem to draw/write how they figured out the missing number-       They each get a job during the group task  |  |