

## Phase I Learning Segment Lesson Plan Template

Candidate: Raul Sosa	Subject: Math
Grade level(s): 1 <sup>st</sup> Grade	Date: February 14
	<p><b>Content and language standards:</b> What grade level/content standards will students learn in this lesson segment? What literacy and language standards will students learn in this segment?</p> <p><b>Content Standard:</b> 1<sup>st</sup> Grade Mathematics: Operations and Algebraic Thinking</p> <p><b>CCSS.MATH.CONTENT.1.OA.C.6</b></p> <ul style="list-style-type: none"> <li>• Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</li> </ul> <p><b>Literacy Standard:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>Learning Objective:</b> Students will be able add numbers to 20 using the 'counting on' strategy with the use of manipulatives, a number line and number sentences in order to model the sum of the addends.</p> <p><b>Academic Language Objective:</b> Students will be able to have discussions utilizing subject-specific language, write, and illustrate findings.</p> <p><b>Literacy Objective:</b> Students will write and read completed prompts in math journal.</p>
	<p><b>Formal and informal assessment:</b> How will you assess student learning of the content and language standards at the end of this lesson segment? What are some ways that you will check for student understanding during the lesson segment?</p> <p><b>Formal assessment:</b> Students will reflect by writing and reading completed prompts documented in math journal.</p> <p><b>Informal assessment:</b> Students will demonstrate application of "Counting on" strategy on white board.</p> <ul style="list-style-type: none"> <li>• Observations – the teacher will observe groups to gather evidence by observing students' response during the application activities.</li> <li>• Check with partner – students will work in pairs to brainstorm on their predictions.</li> <li>• Practice – students will independently work on practice problems using counting</li> <li>• on strategy.</li> </ul>
	<p><b>Language demands:</b> What vocabulary do students need to learn in this lessons segment?</p> <ul style="list-style-type: none"> <li>• <b>Addend:</b> a number which is added to another</li> <li>• <b>Sum:</b> the total amount resulting from the addition of two or more numbers, amounts, or items.</li> <li>• <b>Total:</b> the whole number or amount of something</li> <li>• <b>Number Sentence:</b> an arrangement of numbers and symbols</li> <li>• <b>Number Line:</b> a line on which numbers are marked at intervals, used to illustrate simple numerical operations.</li> <li>• <b>Counting on:</b> mental math skill where, when adding two numbers, you begin counting from the largest number and add the second number to it</li> <li>• <b>Plus:</b> with the addition of</li> <li>• <b>Equals:</b> be the same as in number or amount.</li> </ul>

	<p><b>How will you scaffold and support reading, writing, speaking, and listening during this lesson segment? What graphic organizers, manipulatives, visuals, discourse strategies can you use to support students' language development?</b></p> <p>Students will reflect in their math journal by completing the following prompts:</p> <p>Question #1: How did you learn to add by counting on?</p> <ul style="list-style-type: none"> <li>• I learned to count on by.....</li> <li>• I used dice to help me...</li> <li>• The number line helped me...</li> <li>• Me and my partner.....</li> </ul> <p>Question #2: Did you discover anything?</p> <ul style="list-style-type: none"> <li>• I noticed that...</li> <li>• I discovered that...</li> <li>• I did not discover anything yet</li> </ul>
	<p><b>Making content responsive:</b></p> <p><b>How will you connect the content to students' everyday lives?</b></p> <p>Ask students by a show of hands "Who loves money?" Ask students "What would do you if someone gave you some money". Students share answers with partner and have a few share answers with class. Proceed to introduction. "Imagine it was your birthday and one of your relatives gave you ten dollars. Later in the day you were playing outside and looked down and found 4 dollars. How much money did you have saved? Would you have enough money saved to buy a 20-dollar pizza? Teacher requests for students to hold on and remember their answer. For students who were unable produce an answer yet, remind them its okay. Teacher explains together we will utilize an efficient strategy called "counting on".</p> <p><b>What social justice goals do you have for this lesson segment?</b></p> <p>Students will understand consumerism and how to save/budget money.</p>
	<p><b>Resources and materials:</b> What resources will you and/or students use to meet the <u>content</u> and <u>literacy</u> objectives?</p> <ul style="list-style-type: none"> <li>• White boards, dry erase markers and erasers</li> <li>• Math Journals</li> <li>• Number die and dot die</li> <li>• Powerpoint: Adding by Counting On  <a href="https://drive.google.com/open?id=1SKFRZ6eXcwldxr5jmMeIGIJMG7_vQFZO">"https://drive.google.com/open?id=1SKFRZ6eXcwldxr5jmMeIGIJMG7_vQFZO"</a></li> <li>• Gallery walk activity &amp; Practice Handout  <a href="https://www.teacherspayteachers.com/Product/Addition-Counting-On-Worksheets-and-Task-Cards-3032945">https://www.teacherspayteachers.com/Product/Addition-Counting-On-Worksheets-and-Task-Cards-3032945</a></li> <li>• Number 1-20 Counting Chart  <a href="https://www.teacherspayteachers.com/Product/Printable-Number-Charts-Counting-Charts-And-Number-Lines-1654941">https://www.teacherspayteachers.com/Product/Printable-Number-Charts-Counting-Charts-And-Number-Lines-1654941</a></li> </ul>

### Sequence of Instructional Activities

Things to consider:

- Include opportunities for students to learn the knowledge and skills necessary to meet your content and literacy objectives
- Consider students' prior knowledge and connect the activities to students' lived experiences.
- Include academic and literacy scaffolds to address students' diverse needs during the lesson.
- Use multiple modalities for students to access subject specific and literacy content

- How will you group students and manage group work to support student learning?
- Identify opportunities to re-connect this lesson segment to the big idea and overall unit

Day \_\_1\_\_ of \_\_1\_\_

**Daily instructional steps to support student learning**

- List what the students and teacher will be doing throughout the lesson.

	Time	Students	Teacher moves
Relevance/ Warm up	5 min	Teacher commences with introduction (See: Making content responsive). Teacher recalls prior knowledge with warm up slide (Write in the missing number). Teacher selects random students to assist in activity. Teacher transitions to objective for the day(slide). Teacher selects a student to read the objective of the day: "Today we are going to be focusing on adding. We will be adding two numbers together called addends and making sure we are "counting on" with the use of manipulatives." Teacher will conduct "what do you notice and what do you wonder" activity to familiarize students unfamiliar with dice.	Teacher begins at the front of the classroom for demonstration purposes.
Instructional activities	10 min	<b>Step 1:</b> Teacher will model the first number sentence rolling a number die. <b>Step 2:</b> Teacher will then model how to use the concept of 'counting on' with the use of a dot die to determine the sum of the two addends. Students will count out loud with the teacher on the number line. <b>Step 3:</b> Teacher will model how to use the number line to check their solution by using the number line. Teacher will circle the starting number and end number (final sum) on the number line. <b>Step 4:</b> Teacher will repeat steps 1-3 and model two more examples.	Whole group discussion
Assessment/ application	20 min	Teacher will instruct students to retrieve their white board and supplies. Teacher will instruct students to get into pairs. Students will work in pairs on using the dice to practice adding by "counting on" by utilizing the same process given in (Instructional activities). The teacher will guide students through completing the problems when help is needed. Teacher will visit each group and gather evidence of understanding. If needed, the teacher will clarify and address any confusion. Teacher will encourage students to also speak mathematically. Students will return from groups. Teacher will select students to share their findings on the record sheet. Students will use the same process given in (Instructional Activities). The teacher will guide students through completing the problems when help is needed. Teacher will walk around and gather evidence of understanding. If needed, the teacher will clarify and address any confusion. If time permits students will apply knowledge by conducting a Gallery walk activity utilizing "Counting on" worksheets and task cards. Students will conclude lesson by reflecting in their math journal by completing the writing prompts. Teacher will ask the class if anyone can confirm the question from the introduction? Teacher will select student to justify their findings using the counting on strategy.	Teacher moves throughout the classroom gathering evidence of understanding.

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