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School Name: Roger Corbett Elementary	Teacher Name: Lizbeth Barnum
Room Number: C3	Period / Time of day: 9:30-10:45
Cluster(s), standard(s) or parts thereof targeted in the lesson (see table below): K.CC; K.CC.C; K.CC.B; K.MD.A.2; K.OA	Topic of lesson: - Compare numbers by adding and subtracting.
Aspect of rigor targeted in the lesson: Fluency students are building speed and accuracy in adding and subtracting within 5	Core Action Indicator(s) most exemplified in this lesson: Action 2 and 3
Directly compare two objects and describe the difference, by applying it to a real life situation. Ex: Number of children versus jump ropes available	Materials and instructional resources used in this lesson: CCSS, Adapted Lesson from Everyday Mathematics Manipulatives, notebooks
Students will develop a conceptual understanding in addition and subtraction, by accessing a numerical perspective	Demographics of the class 69% ELL 1% SPED

LESSON DESCRIPTION

Learning Objectives:

The goal of this lesson is to give primary students an opportunity to explore and gain a conceptual understanding by identifying whether the number of objects in one group is greater than, less than or equal to another by using different counting strategies. Students will reinforce these skills by comparing numbers and understanding addition as putting together and adding to, and subtraction as taking apart and taking from. Students will represent, model, and solve number stories, by using manipulatives, mental math, drawings, acting out, and verbal explanations.

Discussion Tasks:

Students will participate in conversation with their peers and the teacher to discuss numbers, models, strategies, and solutions to number stories. The teacher will model and support language while also allowing the students an opportunity to attempt their own sentence structures. Students will have the opportunity to discuss and explain each other's thinking.

Vocabulary Tasks:

Students will make meaning of vocabulary through explicit definitions and examples modeled by the teacher as well as their peers. Total physical response, review, and oral practice will be used to scaffold the vocabulary

Unit:

Understand Addition and Subtraction

This lesson is part of a greater unit in which students will gain understanding in addition as putting together or adding to and subtraction as taking apart and taking from.

Lesson:

- Students will begin with a number of the day. The number will be any digit between 0-10
- Students will independently represent the number of the day using any two strategies they choose
- The teacher will then allow the students to share and explain how they represented the number, possible answers could include: number line, model (picture), fingers, mental math, equation etc.
- Students will then share with their table partner's one strategy they used to represent the digit.
- The teacher will then ask the students for a number **greater** than the number of the day, giving the students an opportunity to give a possible answer and explain their thinking
- The teacher will repeat the question now asking for a number **less** than the number of the day
- After wrapping up discussion on the number of the day the teacher will pose the following question using a number story for the students. "You are going to recess with some of your friends. There are 7 friends who want to play jump rope, but there are only 4 jump ropes. How many friends will not get a jump rope?"
- Students will apply their knowledge of comparing numbers to a relatable situation by creating a model of the story problem by using manipulatives, conversations, and acting out

Closure:

Students will be asked to represent a model of the story problem in their math notebooks.

Differentiation will occur orally, with manipulatives, and by being challenged to write an equation.