

Weekly Lesson Overview

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|-----------------|---------------|--------------------|
| Subject: | Grade: | Week of: |
| Math | First | August 19-23, 2019 |

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| Louisiana State Standards or GLEs |
| 1.OA.A1, 1.OA.C5 |

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| Materials Needed |
| Student workbooks, dry erase mats, markers, counters, exit tickets, math journal, sprint workbooks, topic B test |

Homework

| | Monday | Tuesday | Wednesday | Thursday |
|------------|-------------|-------------|-----------|----------|
| Assignment | Pages 27-28 | Pages 33-34 | Pages 43 | Page 51 |

Notes for partner teachers:

Make sure to get pipe cleaners and beads of two colors (enough for each student to have 5 of each color)

Make sure you have pre-cut the 5 group cards for each student for use most of the week

Also need 1 dice for each pair of students

Daily Plan:

Monday

Lesson 5

I Can Statement

I can count on from a part (embedded number) and generate all addition sentences for 6 and 7.

Lesson Components

Do Now/ Anticipatory Set

Fluency Practice- math finger flash, number bond dash, shake those disks

*Application problem needs to be completed anytime during the day in their math journals using the RDW model.

Mini-Lesson

Concept Development- make sure each child has a set of already cut out 5-group cards with dots/numbers. Using the students as a whole group, act out situations (1 child with short hair, 5 with long). Ask students if they see any differences and what they are. Have them decide what number to start on (1) using their dot card. Also model how to start at one and count on 5 more to get the total. Have them write the equation using their number bond and equation template. You should be composing the equations on chart paper as well. Complete this activity for numbers 6-7.

Guided Practice

Problem Set- guide the students through the problem set (**ways to make 7**).

Independent Practice

Once the problem set is complete, **debrief** the students using the problem set worksheet. They must cut out their pieces and put them in numerical order. Last, have them complete their **exit ticket** to ensure understanding.

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Other _____

Higher Order Thinking Questions:

How many dots do you see? How many parts do you see? What number can be hidden inside 5? 6? 7? 8? 9? 10?

Can you show me 5 with two hands? What two different groups could you make with the number ____? What are the parts? Whole number? What other number partners do you see? What can we add to 4 to make 5? What is 1 more than ____? 6 is 1 more than ____?

Daily Plan:

Tuesday

Lesson 6

I Can Statement

I can count on from a part (embedded number) and generate all addition sentences for 8 and 9.

Lesson Components

Do Now/ Anticipatory Set

Fluency Practice- red light/green light, target practice 6 and 7, number bond dash

*Application problem needs to be completed anytime during the day in their math journals using the RDW model.

Mini-Lesson

Concept Development- teacher projects animal picture. Students do a turn and talk to discuss the different parts they see. Using their 5-group cards partner A needs to show how many frogs they see while partner B shows how many ducks using their 5-group cards. They continue to find the ways to make 8 while recording it on their recording sheet. Make sure the students are using the strategy "counting on".

Guided Practice

Problem Set- guide the students through the problem set (**numbers 1-3**).

Independent Practice

Problem set- have the student independently complete **numbers 4-6**. Once this is complete, **debrief** the students making a chart of all the ways to make 8. Last, have them complete their **exit ticket** to ensure understanding.

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Other _____

Daily Plan:

Wednesday

Lesson 7

I Can Statement

I can count on from a part (embedded number) and generate all addition sentences for 8 and 9.

Lesson Components

Do Now/ Anticipatory Set

Fluency Practice- sparkle: the say 10 way, shake those disks, number bond dash

*Application problem needs to be completed anytime during the day in their math journals using the RDW model.

Mini-Lesson

Concept Development- give cubes of two colors to the students, show them the "book" picture; have them discuss the amount of books they see and how they are different (some on top, some on bottom); have them make a cube train to show how many are on top using one color and a train of a different color to show the ones on the bottom. Stress to get the total number we must use the "count on" strategy to solve. Repeat this process to get more totals of 9 using their cubes. Make a chart to show decompositions of 9.

Guided Practice

Problem Set- guide the students through the problem set (numbers 1-3).

Independent Practice

Problem set- have the student independently complete numbers 4-5. Once this is complete, **debrief** the students using the back of the problem set. Last, have them complete their **exit ticket** to ensure understanding.

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Other _____

Daily Plan:

Thursday

Lesson 8

I Can Statement

I can count on from a part (embedded number) and generate all addition sentences for 10.

Lesson Components

Do Now/ Anticipatory Set

Fluency Practice- skip counting squats, target practice 8 and 9, number bond dash

*Application problem needs to be completed anytime during the day in their math journals using the RDW model.

Mini-Lesson

Concept Development- turn and talk with a partner to decide what are some things that come in groups of ten; continue discussion with making the rekenrek bracelet with 10 beads(5 of one color, 5 of another color). Have students use the bracelets to find out all the different ways to make 10. Show the picture of the playground. Have them turn and talk what they see in the picture (what different parts they see); have them use their bracelets to mimic the parts they see. Have them touch and count on from the part they see. Make sure to record the expressions on chart paper for further reference.

Guided Practice

Problem Set- guide the students through the problem set (**number 1**).

Independent Practice

Problem set- have the student independently complete **numbers 2-3**. Once this is complete, **debrief** the students using the problem set. Last, have them complete their **exit ticket** to ensure understanding.

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk

Individual Question and Answer

Writing Assignment

Ticket Out the Door

White Boards

Mini Quiz

Group work

Write Pair Share

Think Pair Share

Jigsaw

Other-

Daily Plan:

Friday

I Can
Statement

Topic B Assessment

Lesson Components

Do Now/ Anticipatory Set

Mini-Lesson

Guided Practice

Independent Practice

Formative or Summative Assessment Type

Highlight all that will be used:

Turn and Talk
Individual Question and Answer
Writing Assignment
Ticket Out the Door

White Boards
Mini Quiz
Group work
Write Pair Share

Think Pair Share
Jigsaw

Other: quiz