

Lesson Plan Form

Subject: Mathematics

Activity: Number Corner Setting: Carpet/desks

of Students: Approximately 17

Time: 30-45 minutes

<p>Statement of Objective: *Observable/Measurable (A,B,C,D) *GLCE/IEP</p>	<p>Students will be able to demonstrate an understanding that the digits in a 2-digit number represent amounts of tens and ones (1.NBT.2) Student will be able to Demonstrate an understanding that numbers from 11 to 19 are composed of a 10 and some more ones (1.NBT.2b)</p>	<p>Accommodations</p>
<p>Materials: *Prepared and organized *Available for all</p>	<ul style="list-style-type: none"> - Fifty or Bust! Record Sheet - Fifty or Bust! Class Record Sheet - Number in My Pocket, page 1 - Double Ten-Frame Five-Wise Display Cards - number card - standard pocket chart - Unifix cubes (60 cubes per pair of students, 10 each of 6 different colors) - crayons or colored pencils in several different colors 	
<p>Opening: *Gain attention/motivate *Activate prior knowledge ~link/relate; assess; prepare for new learning (e.g. vocabulary)</p>	<p>“ Class, Class” response: “ Yes, Yes” – attention Getter Remember to show you are listening: your eyes are on me, your voices are off and your bodies are calm. This is</p>	<p>Use visual cues like pointing to the corresponding column on the Class Record Sheet while you are recording, and keep the pocket chart cards visible throughout the game</p>

<p>*State goals/set purpose ~explain task: why, what, how, and when for strategies *Clear directions</p>	<p>how we can learn together as a team.</p> <p>Explain that you're going to introduce another new game about numbers to 50 and then send them out to do Work Places .</p> <p>Give each pair of students a basket of 60 Unifix cubes.</p> <p>Have partners snap 4 ten-trains of same-colored cubes together and leave their remaining cubes loose.</p> <p>Hand out a copy of the Fifty or Bust! Record Sheet Teacher Master to each student pair.</p> <p>Explain that they'll learn a game today that will build on the work they've been doing with 10s. You'll play against the class, and you'll do the recording today.</p> <p>Display your copy of the Fifty or Bust! Class Record Sheet Teacher Master, and point out the collection of cards in the pocket chart. Then summarize the game.</p> <p>Players draw from the collection of cards in the pocket chart to determine how many cubes to take on each turn. They build the number with their cubes, using a different color for each turn. The teacher records each turn on the class record sheet. The object is to get as close to 50 cubes as possible without going over 50.</p>	<p>as a constant reference.</p>
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	<p>4 Invite a student to pick one of the Double Ten-Frame Five-Wise Display Cards from the pocket chart for the class's first turn, and invite input from the other students</p>	
<p>Presentation: Teacher: *Variety of learning (T/S, S/S, S/T) *Organizational framework ~construct, clarify, and link concepts in a meaningful context *Present visually, verbally, kinesthetically, real world (e.g. LESH) *Model and think aloud to make visible ~language practices/processes ~learning strategies and adaptations (how, when and why) ~organization, relationships, and clues *Transfer of control ~students explain, justify, clarify, etc. *Clear directions *Check for understanding ~appropriate feedback: praise, prompt probe/question (in ZPD) ~assess/error drill ~monitor and adjust instruction Students: *Participation ~overt and active ~instructional dialogue, think aloud, explain, justify, evaluate, etc.</p>	<p>“ Take a look at the cards and pick the first one for the class. The rest of you can be thinking about which card you would like to see chosen.”</p> <p>Have student pairs set out cubes on their Fifty or Bust! Record Sheet to represent the card. Then discuss their counting strategies, their total so far, and how many more cubes they will need to reach 50.</p> <p>“Work with your partner to set out cubes for this card on your board”</p> <p>Color in the students' collection on the designated section of Fifty or Bust! Class Record Sheet Teacher Master.</p> <p>Now take your turn and engage the students in helping you decide which card to take and in determining what your total is.</p> <p>Ask students to compare the collections so far.</p> <p>Invite a student to select another card for the class. Have students build the</p>	<p>Use visual cues like pointing to the corresponding column on the Class Record Sheet while you are recording, and keep the pocket chart cards visible throughout the game as a constant reference.</p>

	<p>collection with their 10s and 1s and add it to their record sheets. Record it on your Class Record Sheet Teacher Master with a new color.</p> <p>Play until neither team can pick another card without going over 50.</p>	
<p>Guided Practice: *Activity related to presentation/objectives *Active student participation ~provide rationale for assignment ~multi-sensory and real world ~instructional dialogue *Transfer of control</p>	<p>At the end of the game, count and compare the cubes on the Fifty or Bust! Class Record Sheet and circle the winner</p>	<p>For students needing help with the abstract concept of "getting close to 50," use a visible number line or a hundreds chart as a scaffold to track the total and visualize the remaining distance to 50.</p>
<p>Closing: *Adequate time *Students summarize content and accomplishments *Assess/identify new goals *Link to future learning</p>	<p>Invite students to spend the rest of the session at Work Places</p>	<p>Provide a number line or hundred chart for students to physically point to and track their total as they add on each turn. for students needing help with the abstract concept of "getting close to 50," use a visible number line or a hundreds chart as a scaffold to track the total and visualize the remaining distance to 50.</p>