***Robert W. Carbonaro School***

**Lesson Plan**

**Stephanie Shapiro- remote 1st grade**

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| **Content Area** | | **Mathematics** | **Teacher & Grade(s)** | | **Stephanie Shapiro, 1st grade** |
| **Module & Lesson** | | **Related Addition and Subtraction (Go Math Chapter 8, Lesson 9)** | | | |
| **Curriculum Domain** | | | | | |
| **Addition and Subtraction Relationships with two-digit numbers** | | | | | |
| **Overview / Rationale** | | | | | |
| In this lesson, students will be using a hundred chart to find sums and differences and to identify the relationship between addition and subtraction. | | | | | |
| **Standard(s)** | | | | | |
| **NY-1.NBT.4: Add within 100, including a two-digit number and a one-digit number, and a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.** | | | | | |
| **Technology**   * Students are remote learners and will be using their personal device, iPad or Chromebook to complete the lesson. * Students will be completing a homework assignment on Think Central. * Students will be joining google breakout groups | | | | **Interdisciplinary Standard(s)**   * 1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. * 1SL1b: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | |
| **Essential Questions** | | | | |
| * How can you use a hundred chart to show the relationship between addition and subtraction? | | | | |
| **Student Learning Targets/Objectives (Students know and will be able to do)** | | | | |
| Students will know/be able to:   * Locate a number on a hundred chart * Use a hundred chart to find sums and differences * Demonstrate on a hundred chart and explain the relationship between addition and subtraction | | | | |

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| **Differentiation Strategy** |
| * Advanced learners are given a separate “Do Now” that they complete individually, while the other students complete the “Do Now” on the board. The “Do Now” the advanced students complete is the enrichment worksheet from the previous days lesson. * Grade-Level learners and students who require additional support will complete the “Do Now” from the board that comes from the reteach section of Go Math from the previous lesson. Students will work individually with guidance and support if needed. * Students are provided a physical hundred chart. * Students will be broken up into heterogenous groups. |
| **Procedure & Practice Strategies** |
| **Materials:**   * Computer * Math notebooks * Math workbooks * Hundred Chart * Pencil   **Seating Configuration:**  Students will be in their workplace at home with their materials in front of them.  **Connection to Previous Lesson/ Prior Knowledge:**  “Throughout chapter 8 we have been discussing ways to add and subtract two-digit numbers. What does it mean to add? What does it mean to subtract? What are some ways we have been learning how to add two-digit numbers? Today we will be using a hundred chart to see the relationship between adding AND subtracting numbers. “  **Anticipatory Set/ Motivation:**  **Building Background Knowledge:**  Students will be using a laminated hundred chart that they have at home.  Students will begin the lesson reviewing material they have learned from the previous day by completing a do now.  Students will watch an engaging video.  Students will be revising the hundred chart they have used previously when practicing adding numbers.  **Aim/ Statement of Lesson Objectives Worded for Students (SWBAT):**  I can use a hundred chart to find sums and differences.  I can explain the relationship between addition and subtraction.  **Teacher Modeling/Lesson Development:**  Students will begin this lesson as a whole group. To begin the lesson, students will complete a do now activity individually that is connected to the previous days lesson. After about 8 minutes, we will go over it as a class. Next, we will discuss the goals for the day. The teacher will read the objective/s for the day first and then the students will read them with her. After discussing the goals for the day, the students will watch an engaging video to get them excited about the lesson.  Engage- Students will begin with a do now. Students will review ways to add and subtract. Students will watch a video to get them excited about the lesson for the day.  Explore:/ Explain: The teacher and the students will work through problem solving questions using a hundred chart before the students go into math breakout groups. (Page 486 in workbook).  Elaborate: Students will complete page 487 in math groups. To end the lesson, we will check to see if we completed our goal/s for the day and the students will complete an exit ticket activity.  **Academic Vocabulary:**   1. **Content Vocabulary:**   Addition, Subtraction, Difference, Sum  **Guided Practice/ Active Involvement/ Independent Practice:**  Guided Practice/Active Involvement- Students will be using their personal hundred chart to find the sum and difference. Students will be guided through and actively participating with their peers on identifying the sum and difference of addition and subtraction problems.  Independent Practice- Students will start the lesson working independently on a “Do Now” activity. Students will be completing page 487 with group members.  **Final Summary/ Closure:**  As a whole class we will revisit out objectives for the day to make sure we have completed our goal. Students then will complete an exit ticket.  **Homework/Extension:**  Students will complete their lesson 8.9 homework assignment on Think Central.  As an extension activity, students will complete page 488 in their workbook. |
| **Assessments (Pre, Formative, Summative, Other Assessment Measures)** ***Suggested but not limited to:*** |
| **The following assessments will be used to determine student progress:**   1. Teacher Observation 2. Students will respond to open-ended/higher order questions throughout the lesson. 3. Students will complete their think central homework to check for understanding of the presented material. 4. Students will complete a closure activity to check for understanding of the presented material. 5. Students will complete a “Do Now” activity tomorrow on the material they learned today (reteach 8.9, advanced learners will complete enrichment 8.9). 6. As a summative assessment, students will be completing the chapter 8-unit test upon completion of the entire chapter and chapter review. |