Math: Unit 12 Use Place Value to Compare 2-Digit Numbers and  Add Multiples of 10 to a 2-Digit Number (To 100)   February 10-14, 2014

(2 out of a 2 Week Duration)

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| **Content Objective:**   * [1.NBT.3](https://www.dropbox.com/s/33vcjzwffskn4wp/1.NBT.3%20Unwrapped%20document.docx?dl=1). Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. * [1.NBT.4](https://www.dropbox.com/s/bgolk7oqne02ojb/1.NBT.4%20Unwrapped%20document.docx?dl=1). Add within 100, including adding a two-digit number and a one-digit number, and adding 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; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. * [1.NBT.5](https://www.dropbox.com/s/8augsq1b1hvxgfx/1.NBT.5%20Unwrapped%20document.docx?dl=1). Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. |
| **WARM UP: (problem of the day, etc) 10-15 MIN.**  TW guide students to complete calendar activities: (using complete sentences) day of the week, month of the year, discuss specials of the day, sing songs about the days of the week and months of the year, quick images, counting incorporating tallies and/or graphs |
| **COMPUTATIONAL FLUENCY PRACTICE/Discussions: 10-15 MIN.**  Skip counting by 2s, 5s, and 10s forwards and backwards and Number of the Day – Students discuss number patterns explaining using complete sentences how problem of the day was solved.  Unit 12 Review, Week 1, Days 1-5 |

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| **Materials Needed:** **LOOK AT YOUR ASSESSMENT TO GUIDE YOUR INSTRUCTION.**  Counting by 10’s Rap sheet, 100’s chart, My Double Ten-Frame Riddle game, Base Ten Concentration Game, What Number is …? Counting Up in 10’s, Formative Assessment.  <http://www.youtube.com/watch?v=M7K3TlO7nK8>  <http://www.youtube.com/watch?v=SH05IyHGGV0>  <http://www.youtube.com/watch?v=uKwG6N8Z9hg>  **Children’s Related Literature Sampling:**  **If You Were a Plus Sign by Speed Shaskan**  **Ten for Me by Barbara Mariconda**  **Sea Sums By Joy N. Hulme**  **Dealing with Addition  by Lynette Long** |

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| **Anchor Chart** | **Focus:**  **patterns in the base-10 system** | |
| **Vocabulary:**   * greater than/less than (you can use the symbols now) * equal to/not equal to * most * greatest/least * doubles * compose |  |

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| **Mathematical Practices:**  MP1: Make sense and preserve  **MP2:Abstract/quantitative reasoning**  **MP 3: Construct arguments**  MP 4: Model with math  MP 5: Use appropriate tools  MP 6: Attend to precision  MP 7: Make use of structure  MP8: Regularity/repeated reasoning |

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| **Beginning (introduction/Knowledge Building):**  **Monday:**   * 1. Begin anchor chart using vocabulary   2. practice adding doubles (2+2, 3+3 …)   3. review making tens   **Tuesday-Friday:**   1. review anchor chart 2. practice adding doubles (2+2, 3+3 …) 3. review making tens | **Student Engagement Strategies**  TPS  Manipulatives  Partners  Writing |

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| **Middle (Investigating/Exploring):**  **TEACHER BACKGROUND**  EVERYDAY Review different ways to represent 2-digit numbers using place value. They will deepen their understanding of place value by drawing pictures, using manipulatives, and explaining their reasoning. In order to gain mastery, students must be able to represent 2-digit numbers in a variety of ways and provide meaningful explanations.   * Have students practice representing numbers using a variety of objects (and grouping them in 10’s and 1’s) * Have students verbalize the numbers they represent by using place value concepts. (54 is 5 tens and 4 ones) * Have students group objects, they practice counting up (counting on) from the decade numbers to single digits (10, 20, 30, 31, 32, 33, etc.) * When provided with a model, students should be able to write the number represented * **Begin scaffolding how to add ten more. For example, ask students to represent 17, then ask students to determine how much ten more would be: 17+10=27 27+10=37 37+10=47**   **Monday:** Review adding ten starting from any number: Give students a 100 chart and tell them that they will review counting by 10’s starting at any number.   * Tell students to put a marker (connecting cube) on the number 6. * Tell them that they will count 10 more numbers and have them tell you where they stopped (they should have stopped at 16) and have then put another marker on the number 16. * Continue adding ten until they see the pattern 6,16,26,36,46…. * After you are at the number 96, count and ask them if they see a pattern. * Continue doing this starting at different numbers (2, 7, 9…). They must see a pattern. * When students see the pattering they can do the “Counting by 10’s Rap Sheet.   **Tuesday:**  Play Game: My Double Ten-Frame Riddle  **Wednesday:**  Play Game: Base Ten Concentration    **Thursday:** Study Guide/Game: Counting up in 10’s/What Number is…?  **Summary: The students will add multiples of 10 (10, 20, 30, 40, etc...) to a 2-Digit numbers. For example, 45 + 10= 55 or 32 + 20 = 52. Students should be able to build/draw models or use hundreds charts to solve a problem and accurately use place value language to explain their process.**     1. The teacher will model problems, such as 26 + 10, using base ten blocks. The teacher should model multiple problems this way and have discussions with students about the patterns that they notice.    1. The teacher should start using the 10 ones cubes and adding it onto the place value mat. After building multiple numbers and adding 10 ones cubes,  ask if there is a faster way to do it. Hopefully, students will say using a 10s stick is faster.    2. Teacher should then start modeling adding multiples of 10 with the 10s sticks and model how to count.    3. Be sure to have lots of discussion about student discoveries and why it works using explicit place value language (tens and ones) 2. The teacher will also be modeling these types of problems on 100s charts. The teacher should model multiple problems this way and have discussions with students about what they notice is happening.    1. When solving 26 + 10 on the 100s chart, the teacher should start at 26 and make 10 hops of 1 forward to 36. This should be repeated with multiple problems. Ask students if their is a faster way. Hopefully, students will notice they can make hops of 10 on the 100s chart. Discuss why it works.  **Allow the students to make their own discoveries about what is happening instead of just telling them.** For example don’t model 26+10 on 100s chart and show them it is a hop “down.” Students need to come to those conclusions on their own and be able to explain why it works.    2. Teacher should then start modeling adding multiples of ten on the 10s chart with hops of 10.    3. Be sure to have a lot of discussion about students discovers and why it works using explicit place value language. 3. Repeat modeling with the number line after students have made the discovery about hops of 10 and the tens place value changing. Model how to draw it quicker without all the ones. 4. Students will need a lot of concrete models and practice using/building those models. Do not rush into the paper pencil activities. Many students will need the concrete representations (base ten, number line, 100s chart) for the whole of this unit and for months to follow. While mastery is expected (adding multiples of 10 mentally), if using concrete models and/or counting by 1s is what the student needs, allow them to do so. Most students will naturally move into the abstract when they’re ready.  Some will need longer to solidify this concept than others.    1. It is important for teachers to give students ample time to practice adding multiples of 10 to 2-digit  numbers in concrete, hands-on ways. In order to help students to successfully mentally add multiples of 10, they need access to:  * Base-10 blocks * Whiteboards * Number lines * 100s Chart   **Friday:** Assessment Study Guide  Students will write the time to the hour and half hour. Students will draw the hands on the clock to the hour and half hour. Review if necessary. | **Student Engagement Strategies**  TPS  Manipulatives  Partners  Writing |

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| **Level 5: Distinguished Command** | **Level 4: Strong**  **Command** | **Level 3: Moderate**  **Command** | **Level 2: Partial**  **Command** |
| Student recognizes the  numbers accurately.    Student is accurate in comparing the values,  using symbols    Student offers a **clear** justification for how they know which values are larger.  Student needs  no assistance in adding 20 to the target number, and uses a strategy outlined in 1.NBT.4. | Student recognizes the  numbers accurately.    Student is accurate in comparing the values,  using symbols    Student offers a vague justification for how they know which values are larger.  Student needs  no assistance in adding 20 to the target number, **and uses a strategy outlined in 1.NBT.4.** | Student recognizes the  numbers accurately.    Student is **accurate** in comparing the values,  using symbols    Student offers a **vague** justification for how they know which values are larger.  Student needs  **no** assistance in adding 20 to the target number, but uses  a counting all or counting up strategy. | Student recognizes the  numbers accurately.    Student is inaccurate in comparing the values,  using symbols but can accurately compare verbally.    Student offers no justification for how they know which values are larger.  Student needs  assistance in adding 20 to the target number. |

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| **End (Summary): (ex. Exit ticket, quick write)**  TW show a number (27) students will very quickly say what is 10 more and 10 less . | Student Engagement:  T-P-S, Whole group response, partners, independent  work |

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| **4 Hour ELD Weekly Lesson Plan** | | | | | | | **Week of Lesson:** | | February 10-14, 2014 |
| **Time of Daily Lesson:** | 9:25-10:05 | | | **Grade Level:** | | | 1st Grade | | |
| **ELPS (English Language Proficiency Standard):** | | **I** | **Il** | **III** | **IV** | **V** | |  | |
| **Proficiency Level:** | | **PE** | **E** | **B** | **I** |  | |  | |
| **Time Allocation: 30 min.** | | | | **Oral English Conversation** | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:** | | | | **II-LS-1-HI-5: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one’s thoughts**  **II-LS-2-HI-2: independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression** | | | | | |
| **Vocabulary:**   * greater than/less than * equal to/not equal to * most * greatest/least * doubles * compose | | | |  | | | | | |
| **Materials:** | | | | -Vocabulary pictures  <http://www.youtube.com/watch?v=M7K3TlO7nK8>  <http://www.youtube.com/watch?v=SH05IyHGGV0>  <http://www.youtube.com/watch?v=uKwG6N8Z9hg> | | | | | |
| **LESSON DELIVERY** | | | | | | | | | |
| **Monday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.*  TW use inside/outside circle to share the sentences multiple times. | | | | | |
| **Tuesday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  SW use the word in a complete sentence. *use sentence stem; This word is \_\_\_\_\_\_ I have heard it or seen it at \_\_\_. Another way I can use this words in a sentence is \_\_\_\_\_.*  TW use inside/outside circle to share the sentences multiple times. | | | | | |
| **Wednesday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song  SW sing the song using correct pronunciation  TW ask “what is your favorite part of the song?’  SW respond using “My favorite part is \_\_\_. I like it because \_\_\_\_. | | | | | |
| **Thursday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song once  SW sing the song using correct pronunciation  TW ask “what did you notice about the video today (graphics)?’  SW respond using “I noticed that \_\_\_\_. | | | | | |
| **Friday:** | | | | TW review vocabulary words using pictures/TPR.  SW echo respond to definition and TPR. *use sentence stem; The word \_\_\_\_\_ means\_\_\_*  TW use the vocabulary word in an academic sentence.  SW echo respond to the sentence.  TW show video to teach song once  SW sing the song using correct pronunciation  TW ask “what did you notice about the video today (graphics)?’  SW respond using “I noticed that \_\_\_\_. | | | | | |

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| **4 Hour ELD Weekly Lesson Plan** | | | | | | | **Week of Lesson:** | | Feb 10th-14th |
| **Time of Daily Lesson:** | 12:10-1:10 | | | **Grade Level:** | | | 1st grade | | |
| **ELPS (English Language Proficiency Standard):** | | **I** | **X** **II** | **III** | **IV** | **V** | |  | |
| **Proficiency Level:** | | **PE** | **E** | **X** **B** | **X** **I** |  | |  | |
| **Time Allocation:** | | | | **GRAMMAR –Focus: Common/Proper nouns, Physical action words** | | | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:**  **-I can tell you that Verbs are action words or something you can do.**  **- I can write a sentence using Common/Proper Noun, linking verb (am/is/are/we/were) + action verbs.** | | | | **II-L1- (V) HI-4:** using simple present tense irregular verbs: to be, to have, to do, andto go to produce declarative, negative, and interrogative simple sentences.    **II-L1-(N) HI-2:** explaining the differences between common and proper nouns in context (singular and plural)  **II-LI-(V) LI-1:** identifying the infinitive form of physical action, mental action, and state of being (to be) verbs. | | | | | |
| **Academic Vocabulary:** | | | | Common and Proper Nouns, Singular, Plural, Articles, Linking Verbs, Adjectives, Action Verbs | | | | | |
| **Materials:** | | | | Grammar Wall, Language songs from REACH, Chart Paper, REACH teacher’s edition | | | | | |
| **LESSON DELIVERY** | | | | | | | | | |
| **Monday:** | | | | Practice Language songs from REACH TW- State objective  TW- Review Verbs as action words or something you can do  TW- Focus on physical action verbs in the present  TW- Model using pictures to create an anchor chart. Anchor chart will include action words, words that students do. Ex. Swim, jump, draw, read, stand, sit, run and drive  TW- Give examples by writing complete sentences  TW- Write sentences using: Common noun, linking verb and action verb. Ex. Trees are growing. The girl is reading. A truck is noisy.  SW- Re-state objective  SW- Help give examples of verbs as action words to help create anchor chart.  SW-Think of themselves and the actions they do on a daily basis.  SW- Write sentences in journals starting with Common noun, linking verb, action verb.  . | | | | | |
| **Tuesday:** | | | | Practice Language songs from REACH  TW- State objective  TW- Review Verbs as action words or something you can do  TW- Give examples by asking questions…I can…With my feet I can… With my face I can… With my hands I can…With my feet I can…  SW- Re-State Objective  SW- Help give examples of action words to add to the anchor chart  SW- Complete the I can… with verbs in students writing journals  SW- Write in journals action words to the questions: With my face I can… With my hands I can… With my feet I can… | | | | | |
| **Wednesday:** | | | | Early dismissal | | | | | |
| **Thursday:** | | | | Practice Language songs from REACH TW- State Objective TW- Review Verbs as action words or something you can do TW- Write a proper noun + Linking verb+ action verb + finisher: Ex, Anthony is running to his house. Miranda is swimming in the pool. Alexis can draw a dog. TW- Model on how to write a complete sentence using the Proper noun, Linking verb, action verb, and finisher SW- Re- state objective SW- Repeat complete sentences made from proper noun, Linking verb, action verb and finisher SW- Practice writing complete sentences in journals using Proper noun + linking verb + action verb + finisher | | | | | |
| **Friday:** | | | | Practice Language songs from REACH TW- State objective TW- Review from week Common/ Proper nouns, action VERBS TW- Make a ELA/WRITING connection: Charlie & the Chocolate Factory TW- Give examples by writing Proper nouns followed by the action verb + finisher from Charlie and the Chocolate Factory. Ex. Charlie is excited to visit the factory. Grandpa Joe Jumps out of his bed. Violet chews her gum all day. SW- Restate objective SW- Write sentences where the proper noun, linking verb is followed by an Action verb + finisher in writing journals. | | | | | |
| **ASSESSMENT:** | | | | **Teacher will check if students were able to find action VERBS for each character in Charlie and the chocolate factory Teacher will use students writing in journals to if all objectives were met. Teacher will check for understanding- are students able to write a complete sentence with a common/ proper Nouns, Linking verb & action verbs** | | | | | |

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| **4 Hour ELD Weekly Lesson Plan** | | | | | | **Week of Lesson:** | Feb. 10-14, 2014 |
| **Time of Daily Lesson:** | **1:10-2:10 Writing**  **2:10-2:40 Vocabulary** | | | **Grade Level:** | | **First Grade** | |
| **ELPS (English Language Proficiency Standard):** | **I** | **II** | | **III** | **IV** | **V** |  |
| **Proficiency Level:** | **PE** | **E** | | **B** | **I** |  |  |
| **Time Allocation: 60 minutes** | | | | **Writing** | | | |
| **ELP Standard(s)/Performance Indicator(s):**  **Student Friendly Language Objective:**  **I can express my thinking and ideas about a certain topic.**  **I can share and organize my ideas.**  **I can identify characters, and sequence of events.** | | | | **ELP Standards**  **II.W.1: HI-1:** writing a narrative or short story that includes a main idea, character, setting and a sequence of events.  **II.W.1: HI-7:** writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.  **ELA Standards**  **1.W.3**: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  **1.W.7:** Participate in shared research and writing projects. | | | |
| **Academic Vocabulary:** | | | | **jealous, factory, astonishing, glistening, nourishment** | | | |
| **Materials:** | | | | **Read Aloud: Charlie and the Chocolate Factory**    **“Cast of Characters”** trait chart or booklet | | | |
| **LESSON DELIVERY: LEARNING TASK 5 Setting and Action words**  **ESSENTIAL QUESTION: What types of words does the author use to describe where and how?** | | | | | | | |
| **Monday** | | | **Teacher Will:**  **State the objective: I can express my thinking and ideas about a certain topic.**  **TW** review chapter 9 by asking students to TPS **where** and **how** Charlie and Grandpa Joe end up with another chocolate bar.  **\*How did Charlie buy a chocolate bar?**  **\*Where did Grandpa Joe find money?**  **\*Why did Charlie and Grandpa Joe laugh when they do not find a golden ticket in their chocolate bar?**  **TW** have students write a summary on chapter 9 using the temporal words based on the oral discussion with the students.  **Students Will:**  **Restate the objective: I can express my thinking and ideas about a certain topic.**  **SW** TPS to answer questions about Charlie and Grandpa Joe.  **SW** write a summary on chapter 9 using the temporal words. | | | | |
| **Tuesday:** | | | **Teacher Will:**  **State the objective: I can express my thinking and ideas about a certain topic.**  **TW** read Chapters 10-12.  **TW** discuss **where** and **how** Charlie finds the golden ticket and **where** and **how** he will go to the Chocolate factory.  **\*\*\*After each chapter, write a summary using the temporal words based on the oral discussion with the students.**  **TW** do the “I do, we do, you do” model, depending on the level of the students.  **Students Will:**  **Restate the objective:** **I can express my thinking and ideas about a certain topic.**  **SW** listen to the read aloud.  **SW** TPS to answer questions **where** and **how** Charlie finds the golden ticket and **where** and **how** he will go to the Chocolate factory.  **SW** write a summary based on the oral discussion. | | | | |
| **Wednesday:** | | | **Early release** | | | | |
| **Thursday:** | | | **Teacher Will:**  **State the objective: I can express my thinking and ideas about a certain topic.**  **TW** read chapter 11.  **TW** discuss chapter 11, asking ST to TPS.  **TW** have students write a summary from chapter 11.  **Students Will:**  **Restate the objective: I can express my thinking and ideas about a certain topic.**  **SW** listen to the read aloud.  **SW** TPS their ideas about the chapter.  **SW** write a summary based on the oral discussion. | | | | |
| **Friday:** | | | **Teacher Will:**  **State the objective: I can express my thinking and ideas about a certain topic.**  **TW** read chapter 12.  **TW** discuss chapter 12, asking ST to TPS.  **TW** have students write a summary from chapter 12.  **Students Will:**  **Restate the objective: I can express my thinking and ideas about a certain topic.**  **SW** listen to the read aloud.  **SW** TPS their ideas about the chapter.  **SW** write a summary based on the oral discussion. | | | | |
|  | | | **Check if students were able to write using the writing rubric.**  **Teacher will listen as students read what they have written.**  **Check for understanding- are students using key details.** | | | | |
| **Differentiate :**  **The teacher will adapt lesson to different levels of learning.** | | | **\*Students that are having difficulty writing will be encouraged to write by copying.**  **\* Pair students and provide a sentence frame.**  **\*Dictate to the teacher, and draw a picture to connect with their thoughts.**  **\*Work with a partner.** | | | | |