

Guided Math Week 1 Lesson Plans

AKS:

10.NBT.1 count, read, write and order numerals within 120 regardless of beginning number

11.NBT.1 represent the number of objects in a set by a written numeral

Days	Lesson Plans	Reflection Teacher Responsibilities
Day 1	<p>Call the students to the carpet by the number of letters in their names. If your name has less than 5 letters, come to the carpet. If your name has more than 5 letters, come to the carpet. If the number of letters in your name is equal to 5, come to the carpet.</p> <p>Show the students the pictures of all the bugs on the Bug Math PowerPoint. Ask the students the question: where is the math? Tell them they need to analyze the bugs and find the math. Give an example – On the ladybug, I see 12 dots. I know my doubles facts – $6+6 = 12$.</p> <p>Let the students discuss their connections with a math buddy or elbow partner.</p> <p>Let students share their math findings and connections with the whole group.</p>	<p>Ensure that scissors, construction paper, crayons, and glue are set out.</p> <p>Have computer and projector turned on. Have the bug PowerPoint up on the board.</p> <p>Ensure that students are creating bugs with interesting features and attributes.</p> <p>Create a warm, inviting atmosphere so that students will be comfortable participating in math class.</p>

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	<p>Explain to the students that they will be creating a bug using only construction paper.</p> <p>Bug Creation at tables – Walk around and monitor. Ask questions about bugs; give positive feedback to students working.</p> <p><i>Number Talks</i> – Explain how throughout the school year we will be doing number talks. Number Talks are where we look at numbers and explain our math thinking and the strategies we use to see the numbers. When you know the number, you put a thumbs up on your heart, if you see it more than one way, you show with the numbers on your fingers. For example, if you saw the number 8, three ways, you would hold up a three by your heart. Review desired behaviors. We listen with hands down to what our friends say. If someone saw it the same way, then the students to the sign language symbol for me too. The limits shouting out. Always record students' thinking on chart paper to post in the room.</p> <p>Flash a number on the teacher rekenrek. Ask the students, what do you see? How do you see it? Why? Does</p>	<p>How are the students communicating their math thinking during number talks?</p> <p>Am I reviewing my expectations and the flow of number talks successfully to ensure enhanced learning is taking place?</p>
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	<p>anyone see it another way? Record thinking on chart paper.</p> <p>♥If you have the book, you can even show them a video of a classroom, doing a number talk to help them visualize how number talks work.</p> <p>♥ Pulled from Number Talks Helping Children Build Mental Math and Computation Strategies, by Sherry Parrish</p>	
<p>Day 2</p>	<p>Norms/ Expectations –Create Math Class I Can Chart to hang on board for reference throughout the school year. Let the students create the list. Here are some ideas to get them thinking.</p> <ul style="list-style-type: none"> • Follow directions from any adult in the room • Let your teachers know when you don't understand • Take care of materials and each other • Put forth your best effort • Work quietly and work the whole time • Take care of materials <p>Look at bug powerpoint again. Ask the students the question: where is the math? Tell them they need to</p>	<p>How do I set my expectations?</p> <p>Do the children in my class have the behavior that I desire?</p> <p>What math vocabulary words have the students been exposed to?</p> <p>What math terms do they understand and what terms do they more support on?</p> <p>Are the students making</p>

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	<p>analyze the bugs and find the math. Turn to a buddy to share their connections.</p> <p>Play the Bug Song. Allow students to dance around the room to the bug song. Pause music. Turn to a partner, talk, compare, and make mathematical connections to each other's bugs. Do this a few times to ensure enhanced learning and meaningful discussions are happening. Call students back to meeting area.</p> <p>Now, allow students to select a power word, a math vocabulary word, from a bag. This term will be their bug's name.</p> <p>Allow students to describe the meaning of their bug's name. Clarify and elaborate as necessary.</p> <p>Allow students to introduce their bugs to the class, providing their name and its meaning.</p> <p>Allow other students to share how their names may be related to their classmates' names.</p>	<p>mathematical connections to their math terms?</p> <p>What do you notice about each student's mathematical ability?</p>
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	<p>Hang bugs somewhere in the classroom for future use.</p> <p>Math assessment – Read aloud as the students answer the questions. Make sure to grade this today. Save and place in students' data notebooks.</p>	
Day 3	<p>Mini-Lesson: Number Talks – Explain how we will be doing another number talk. Review how Number Talks are where we look at numbers and explain our math thinking and the strategies we use to see the numbers. When you know the number, you put a thumbs up on your heart, if you see it more than one way, you show with the numbers on your fingers. For example, if you saw the number 8, three ways, you would hold up a three by your heart. Review desired behaviors. We listen with hands down to what our friends say. If someone saw it the same way, then the students to the sign language symbol for me too. The limits shouting out. Always record students' thinking on chart paper to post in the room.</p>	<p>How do I set my expectations for math tubs? Do the children have the behavior that I desire?</p> <p>What do you notice about the students exploring with the manipulatives?</p> <p>What do you notice about each student's mathematical ability?</p>

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♥ Pulled from Number Talks Helping Children Build Mental Math and Computation Strategies, by Sherry Parrish

Guided Instruction (But not in Groups yet):

Introduce Math Tubs – show where tubs are and how the shapes on the tubs match the shapes posted around the room. Choose a few students to practice walking tubs to places around the room. Review expectations – use quiet voices, play nicely, put materials away, 2 students per tub. Practice correct and incorrect ways of using them.

Allow students to free explore with the manipulatives in the tubs.

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	<p>While the students are free exploring with partners in the tubs walk around and monitor. Stop and conference with students to get to know them as individuals and as math learners. Record anecdotal notes.</p> <p>Ring the bell. Explain to the students that they will clean up and come to the carpet. Make sure they put all of the tubs away correctly and nicely.</p> <p><u>Summarizing:</u> Flash dot plates (Van de Walle & Lovin, 2005) or dot cards for students. Do it quickly, where they get a glimpse. Ask them what number they see? Have them all tell you the number at once. Then ask them to explain how they see dots.</p> <p>References: Teaching Student Centered Mathematics, K-3 by John A. Van de Walle and LouAnn Lovin</p>	
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<p>Day 4</p>	<p>Mini-Lesson: Number Talks – Explain how we will be doing another number talk. Review how Number Talks are where we look at numbers and explain our math thinking and the strategies we use to see the numbers. When you know the number, you put a thumbs up on your heart, if you see it more than one way, you show with the numbers on your fingers. For example, if you saw the number 8, three ways, you would hold up a three by your heart. Review desired behaviors. We listen with hands down to what our friends say. If someone saw it the same way, then the students to the sign language symbol for me too. The limits shouting out. Always record students' thinking on chart paper to post in the room.</p> <p>Flash a number on the teacher rekenrek. Ask the students, what do you see? How do you see it? Why? Does anyone see it another way? Record thinking on chart paper.</p> <p>♥ Pulled from Number Talks Helping Children Build Mental Math and Computation Strategies, by Sherry Parrish</p>	<p>How do I set my expectations for math tubs? Do the children have the behavior that I desire?</p> <p>What do you notice about the students exploring with the manipulatives?</p> <p>What do you notice about each student's mathematical ability?</p>
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While the students are free exploring with partners in the tubs walk around and monitor. Stop and conference with students to get to know them as individuals and as math learners. Record anecdotal notes.

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	<p>Summarizing: Flash dot plates (Van de Walle & Lovin, 2005) or dot cards for students. Do it quickly, where they get a glimpse. Ask them what number they see? Have them all tell you the number at once. Then ask them to explain how they see dots.</p> <p>References: Teaching Student Centered Mathematics, K-3 by John A. Van de Walle and LouAnn Lovin</p>	
<p>Day 5</p>	<p>Mini-Lesson: Numbers on a 50s chart. Pass out a thirties chart with numbers and without numbers to the students. Have counters out at each table. Call out different numbers and see where they put their counters. Have them put the counters on the numbered chart and the blank chart.</p> <p>Guided Instruction (But not in Groups yet):</p>	<p>How do I set my expectations for math journals? Do the children have the behavior that I desire?</p> <p>What do you notice about the students working on and in their math journals?</p>

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	<p>Introduce Math Journals – show them their math journals Brainstorm a list of what is special. This math journal is special. It belongs to you. This is where you will put all of your math thinking. We need to take care of it. Make it yours by decorating it with math pictures.</p> <p>When the students finish decorating it, have them turn to the first page.</p> <p>Have the students answer the question: How do you feel about math? Use pictures, words, and numbers.</p> <p>Make sure to review desired noise levels. Have students practice incorrect way and correct way.</p> <p>While the students are working on and in their math journals, finish conferencing with each child. Walk around and monitor.</p> <p>Have students share their math journals in table groups. Then, call on a few students to share their math journals in the math journal share chair.</p>	<p>What do you notice about each student's mathematical ability?</p> <p>What do you notice about the students' as they work in their math journals?</p> <p>How can you differentiate this task?</p> <p>How are the students communicating their math thinking during number talks?</p> <p>Am I reviewing my expectations</p>
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	<p>Summarizing: Number Talks – Explain how we will be doing another number talk. Review how Number Talks are where we look at numbers and explain our math thinking and the strategies we use to see the numbers. When you know the number, you put a thumbs up on your heart, if you see it more than one way, you show with the numbers on your fingers. For example, if you saw the number 8, three ways, you would hold up a three by your heart. Review desired behaviors. We listen with hands down to what our friends say. If someone saw it the same way, then the students to the sign language symbol for me too. The limits shouting out. Always record students' thinking on chart paper to post in the room.</p> <p>Flash a number on the teacher rekenrek. Ask the students, what do you see? How do you see it? Why? Does anyone see it another way? Record thinking on chart paper.</p> <p>♥ Pulled from Number Talks Helping Children Build Mental Math and Computation Strategies, by Sherry Parrish</p>	<p>and the flow of number talks successfully to ensure enhanced learning is taking place?</p>
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