

# Guided Math Week 2 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 6	<p><b>Mini-Lesson:</b> In whole group, look at the bug PowerPoint again. Ask the students to turn to a math buddy to explain where they see math. What connections can you make?</p> <p>Explain to the students how they will continue to add attributes to their bugs. This time they can use construction paper, markers, and crayons.</p> <p>Next, give each child a Van de Walle ten-frame card from <a href="http://www.ablongman.com/vandewalleseries/Vol_1_BLM_PDFs/BLM3-8.pdf">http://www.ablongman.com/vandewalleseries/Vol_1_BLM_PDFs/BLM3-8.pdf</a>.</p> <p>Allow them to count the dots. This number will represent their bugs' age. Allow students to write the age down on their bugs.</p> <p>Play Bug Song. Allow students to dance around the room to the bug</p>	<p>What math skills are involved in this task?</p> <p>What am I assuming that students know how to do within this task?</p> <p>How can I differentiate this task to make it easier or more challenging?</p> <p>How are the students counting their dots? What does this tell me about each child?</p>

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song. Pause music. Turn to a partner, talk, compare, and make mathematical connections to each other's bugs. Do this a few times to assure enhanced learning and meaningful discussions are happening. Next, explain to the students that we will be working in groups in math this school year. Allow the students to get in their mixed-ability groups. You can decide to group them or let them get into groups by birthday months, favorite subject, number of siblings, favorite activity, etc. These groups are flexible and will change throughout the year. Also, please make sure even though they are heterogeneously grouped, you still must differentiate within the groups to meet the students' needs. Either tell them their math group name or let them create their own.

### Guided Instruction:

Introduce seatwork – explain how they will work on math practice sheets. Show how the folders work and where they place their work.

Allow students to work on ten-frame practice sheet with their groups. Let them practice with the folders.

Give each child an anchor paper workbook, the Harcourt practice book.

What are the students' reactions to anchor papers?

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<p>Explain how these will serve as early finishers work. When they finish their seatwork and their math journals, they will work on these.</p> <p>Review rules of anchor papers:</p> <ol style="list-style-type: none"><li>1. You can work on any page you want.</li><li>2. You <b>MUST</b> finish a page before you move on to another page.</li><li>3. Use only pencil and crayons.</li><li>4. You must understand how to do the page you pick because you cannot interrupt the teacher and her group.</li><li>5. If you do not finish a page when it is time to clean up, doggy ear it.</li></ol> <p>♥Make sure these rules are posted in the room for reference.</p> <p>Enable the students to flip through their anchor papers and work on a page.</p> <p><u>Summarizing:</u></p> <p><b>Number Talks</b> – Explain how we will be doing another number talk.</p> <p>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,</p>	<p>Do I need to change anything?</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</p>
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	<p>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 (Parrish, 2010).</p> <p>Flash dot plates (Van de Walle &amp; Lovin, 2005) or dot cards— what do you see? How do you see it? Record thinking on chart paper.</p> <p>References: Teaching Student Centered Mathematics, K-3 by John A. Van de Walle and LouAnn Lovin</p> <p>Number Talks Helping Children Build Mental Math and Computation Strategies, by Sherry Parrish</p>	<p>is taking place?</p>
<p>Day 2</p>	<p><u>Mini-Lesson:</u> Math Journal Problem to place in big class math journal. Together, solve the problem. 2 oranges. 6 apples. How many pieces of fruit? Review what is expected to be seen on every math journal problem: problem solving, reasoning and proof, representation, communication,</p>	<p>How are the students moving around the room? Are they staying in one spot?</p>

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<p>and connections. Also review the strategy draw a diagram. Record on chart paper.</p> <p><b>Guided Instruction:</b> Begin math groups: Review the 4 rotations of math groups, teacher, seatwork, math tubs, and math journals. 2 groups a day. This lesson will be done again on day 8.</p> <p>Teacher Group: Use Rekenreks with your group. Let students explore the rekenreks and talk about what they notice. See the formal rekenrek lesson. Record thinking on chart paper.</p> <p>Seatwork: Work on number sense paper pencil activities. Be sure to differentiate this as needed.</p> <p>Math Journals: Solve the problem: 3 red apples. 3 green apples. How many total? Be sure to differentiate this problem as needed.</p> <p>Math Tub: Free exploration. Students need time to free explore with manipulatives before they are expected to use them mathematically.</p>	<p>What conversations are happening around the room?</p> <p>How are the students' number sense skills?</p>
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	<p><b>Summarizing:</b> Play the game missing numbers game on the giant hundreds chart. Boys vs girls. Begin by hiding some numbers. Students have to use math to figure out what number is covered up on the hundreds chart. Let them have small charts as you play the game.</p>	
<p>Day 8</p>	<p><b>Mini-Lesson:</b> Math Journal Problem to place in big class math journal. Together, solve the problem. 8 triangles. 3 more triangles. How many shapes? Review what is expected to be seen on every math journal problem: problem solving, reasoning and proof, representation, communication, and connections. Also review the strategy draw a diagram. Record on chart paper.</p> <p><b>Guided Instruction:</b> Begin math groups: Review the 4 rotations of math groups, teacher, seatwork, math tubs, and math journals. 2 groups a day.</p> <p>Teacher Group: Use Rekenreks with your group. Let students explore the rekenreks and talk about what they notice. See the formal rekenrek lesson. Record thinking on chart paper.</p>	<p>How are the students moving around the room? Are they staying in one spot?</p> <p>What conversations are happening around the room?</p> <p>How are the students' number sense skills?</p>

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	<p>Seatwork: Work on number sense paper pencil activities. Be sure to differentiate this as needed.</p> <p>Math Journals: Solve the problem: 3 red apples. 3 green apples. How many total? Be sure to differentiate this problem as needed.</p> <p>Math Tubs: Free exploration. Students need time to free explore with manipulatives before they are expected to use them mathematically.</p> <p><u>Summarizing:</u> Play the game missing numbers game on the giant hundreds chart. Boys vs girls. Begin by hiding some numbers. Students have to use math to figure out what number is covered up on the hundreds chart. Let them have small charts as you play the game.</p>	
Day 9	<p><u>Mini-Lesson:</u> DBQ - Do a DBQ (Document Based Questions) using a picture of the bug. Guide the students by referencing the Number Talks in calendar. Discuss math language and how do you look at a photograph and observe math.</p>	<p>How can you look at a photograph and ask a math question?</p> <p>Questioning Guide</p>

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<p>1. What questions to you have? 2. What do you know? 3. What do you think?</p> <p>Have students discuss what they know. Use guiding questions.</p> <p><b>Guided Instruction:</b> Review the 4 rotations of math groups, teacher, seatwork, math tubs, and math journals. Have students practice correct and incorrect way, if needed. 2 groups per day. This lesson will be done on day 10 with 2 new groups.</p> <p>Teacher group: Play the ten-frame game Park Your Car. Have students roll dot cube and park that many cars on their own ten frames. This game can be added as a math tub after everyone has played it with you.</p> <p>Seatwork: Work on number sense paper pencil activities. Be sure to differentiate this as needed.</p> <p>Math Journals: Solve the problem: 4 circles. 4 more circles. How many total? Be sure to differentiate this problem as needed.</p>	<p>Suggestion: Do not ask students questions that you already know the answers to For example: How many is <math>50 + 50</math>?...instead use How did you solve <math>50 + 50</math>?</p> <p>Four types of questions:</p> <ul style="list-style-type: none"><li>-questions that help students get started</li><li>-questions that help students get unstuck</li><li>-questions that help students check their work</li><li>-questions that help students go deeper</li></ul> <p>How are the students moving around the room? Are they staying in one spot?</p>
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	<p>Math Tubs: Free exploration. Students need time to free explore with manipulatives before they are expected to use them mathematically.</p> <p><b>Summarizing:</b> Have the students complete the missing numbers on a 50s chart. Let them use whatever tools they need to complete this task. Take up as an assessment.</p>	<p>What conversations are happening around the room?</p>
<p>Day 10</p>	<p><b>Mini-Lesson:</b> DBQ - Do a DBQ (Document Based Questions) using a picture of the bug. Guide the students by referencing the Number Talks in calendar. Discuss math language and how do you look at a photograph and observe math.</p> <ol style="list-style-type: none"> <li>4. What questions to you have?</li> <li>5. What do you know?</li> <li>6. What do you think?</li> </ol> <p>Extend the discussion from yesterday and have students discuss what they know. Use guiding questions</p> <p><b>Guided Instruction:</b> Review the 4 rotations of math groups, teacher, seatwork, math tubs, and math journals. Have students practice correct and incorrect way,</p>	<p>How can you look at a photograph and ask a math question? Questioning Guide Suggestion: Do not ask students questions that you already know the answers to For example: How many is <math>50 + 50</math>?...instead use How did you solve <math>50 + 50</math>?</p> <p>Four types of questions: -questions that help</p>

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<p>if needed. 2 groups per day. This lesson will be done on day 10 with 2 new groups.</p> <p>Teacher group: Play the ten-frame game Park Your Car. Have students roll dot cube and park that many cars on their own ten frames. This game can be added as a math tub after everyone has played it with you.</p> <p>Seatwork: Work on number sense paper pencil activities. Be sure to differentiate this as needed.</p> <p>Math Journals: Solve the problem: 4 circles. 4 more circles. How many total? Be sure to differentiate this problem as needed.</p> <p>Math Tubs: Free exploration. Students need time to free explore with manipulatives before they are expected to use them mathematically.</p> <p><b>Summarizing:</b></p> <p>Students write, draw, and color to demonstrate their new learning for the week. Students will turn to a math buddy to share their thinking. Pick a few students to share their math journals in the math journal share chair.</p>	<p>students get started</p> <ul style="list-style-type: none"><li>-questions that help students get unstuck</li><li>-questions that help students check their work</li></ul> <p>What conversations are happening around the room?</p> <p>How are the students' number sense skills building?</p> <p>What can I do to prepare and plan for week 3?</p>
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