Math Intervention Learning Plans K-3

Grade Level: 2nd			Time: 9:00-9:35		Date: February 22nd – 26th No School Monday	
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]	F-5/W-5	F-4/W-4	F-3/W-4	F-1/W-3	F-1/W-3	
[redacted]	F-4/W-5	F-1/W-4	F-2/W-3	F-1/W-3	F-2/W-3	
[redacted]						
[redacted]						

AVMR Levels and Constructs F-***Fall*** ***W-Winter*** ***S-Spring*** ***Friday conduct AIMS RTI monitoring probes and K and 1 fluency to 10 assessments.

2nd Grade

Notes:

Objective: I can use mental strategies to add and subtract within 20. I can add and subtract within 100 using place value strategies.

Standard(s): 2.OA.2 Fluently add and subtract within 20 using mental strategies. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Vocabulary: 20 frame, combination, subtraction, mental strategy, tens, ones,

Bell Ringer: Numeral ID 100-1,000,number before and after, FWNS and BWNS

Activities/Strategies:

Bull's Eye-This activity challenges students to find the total of items in two groups when one is shielded. Students will also be challenged to find the difference between their number and ten. Though not formalized, they are practicing their part/part/whole thinking with concrete support. Students are ready for this task when they are able to count items in one group to become familiar with combining groups for addition and subtraction tasks

Cups O' Gold: Students will add or subtract one and tens and explain their thinking using materials. Students will also practice notating and comparing numbers.

High Rollers: **Roll to Target (within 100):** Students will work with a partner. They should each have a pencil and start with no craft sticks. Ten sticks and ten bundles available for students. Shuffle decade numeral cards and place in a stack face down on the target number space on the scoreboard. Turn over top card to find out the Target Number the students will be building to. Taking turns, students will roll the cube, get that number of sticks from the cup and record their total. Students will build onto their sticks each time they roll. They will take turns until each of them has had six rolls. Continue even if they pass the target number. When they have their final total, they should compare to see which one came closest to Target Number. **Low Rollers: Roll to Zero (within 100**): (subtraction)

Mental Math Problem Strings-Teacher facilitates number talks to develop a variety of addition strategies.

2 Digit Addition Split Game-Start by having students use materials (bundles and sticks) to add horizontal 2 digit addition problems. Then model for students how to notate. Students then practice using cards

Bundles and Sticks-Students practice counting on or develop other strategies for adding two digit numbers. Teacher shows students a two digit number using bundles and sticks. Then shows them a second number briefly then screens the number. Students must find the sum. Begin with adding on multiples of ten.

Assessment:

anecdotal

observation

Exit Slip

Grade Level: 2nd			Time: 9:35-10:00			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						
[redacted]						

2nd Grade

Notes:

Objective: I can use mental strategies to add and subtract within 20. I can add and subtract within 100 using place value strategies.

Standard(s): 2.OA.2 Fluently add and subtract within 20 using mental strategies. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Vocabulary: 20 frame, combination, subtraction, mental strategy, tens, ones,

Bell Ringer: Numeral ID 100-1,000,number before and after, FWNS and BWNS

Activities/Strategies:

Bull's Eye-This activity challenges students to find the total of items in two groups when one is shielded. Students will also be challenged to find the difference between their number and ten. Though not formalized, they are practicing their part/part/whole thinking with concrete support. Students are ready for this task when they are able to count items in one group to become familiar with combining groups for addition and subtraction tasks

Cups O' Gold: Students will add or subtract one and tens and explain their thinking using materials. Students will also practice notating and comparing numbers.

High Rollers: **Roll to Target (within 100):** Students will work with a partner. They should each have a pencil and start with no craft sticks. Ten sticks and ten bundles available for students. Shuffle decade numeral cards and place in a stack face down on the target number space on the scoreboard. Turn over top card to find out the Target Number the students will be building to. Taking turns, students will roll the cube, get that number of sticks from the cup and record their total. Students will build onto their sticks each time they roll. They will take turns until each of them has had six rolls. Continue even if they pass the target number. When they have their final total, they should compare to see which one came closest to Target Number. **Low Rollers: Roll to Zero (within 100**): (subtraction)

Mental Math Problem Strings-Teacher facilitates number talks to develop a variety of addition strategies.

2 Digit Addition Split Game-Start by having students use materials (bundles and sticks) to add horizontal 2 digit addition problems. Then model for students how to notate. Students then practice using cards

Bundles and Sticks-Students practice counting on or develop other strategies for adding two digit numbers. Teacher shows students a two digit number using bundles and sticks. Then shows them a second number briefly then screens the number. Students must find the sum. Begin with adding on multiples of ten.

Assessment:

anecdotal

observation

Exit Slip

Grade Level: 1st Grade			Time: 10:00-10:25			
Student Names:	FNWS	BNWS	Numeral ID	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						
[redacted]						

1st Grade

Notes:

Objective: I can use bundles and sticks to model and solve two digit number math problems. I can use multiple strategies to add and subtract within 10.

Standard(s): 1.OA.6 Fluency for addition and subtraction within 10. 1. NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.

Bell Ringer: Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BWNS 100-120

Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,

Activities/Strategies: **Ten Frame Flash-** use subitizing cards to help students develop non-count by one strategies by recognizing quantities as groups/collections.

Small Neighborhood Number Line Subtraction: Student use a number line to practice subtraction within 20.

Removing Counters: (subtraction)
Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left. Teacher Notes:
Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?

Counting Items in Two Screened Collections/Counting Items in Row with Some Items Screened

Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.

Build a Bundle: Students use craft sticks to build numbers. Encourage students to look for patterns or share new understanding while playing the game through questioning. How many bundles and sticks make the number 17, 25, etc.? If I have 2 bundles and 3 sticks, but I want to make the number 25 how many more sticks or bundles do I need?

Fill 20/Move It Add and Subtract to 20- Students structure numbers to 20

Assessment:

anecdotal observation

Exit Slip

Grade Level: Kindergarten			Time: 10:25-10:50			
Student Names:	FNWS	BNWS	Numeral ID	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						
[redacted]						

Kindergarten

Notes:

Objective: I can identify numbers 0-20. I can count collections and write numerals 0-20. I can use the plus and minus signs to practice acting out the corresponding action.

Standard(s): K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Bell Ringer: Dot cards for subitizing.

Vocabulary: teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

Activities/Strategies:

Grab Bag Counting Station (for teen numbers)- Students grab handfuls of objects, count, and then write the numeral on their game board.

Pick a Number-Students grab a numeral card, then build a tower with that quantity.

Counters in a Row-Teacher screens an amount then continues to place additional counters. Student practice counting on from a screened collection.

Acting Out Stories- Students use counting boards (various scenes) and counters to model stories told by teacher involving addition and subtraction. Teacher will begin to model how to record that actions by writing the equation.

Roll and Count-Students use a Working Space Paper (dot ten frame) and use a spinner and cube to add or subtract counters. Student practice describing the action. "That is a plus, and I rolled a three-plus three". Students indicate if there is not enough or another board is needed.

10-20 Bingo using 20 frames. Students work on identifying the quantity and matching it to the numeral.

Number Alien within 20-Students use a 0-20 chart to discuss the relationship between numbers.

1-20 number puzzles.

Assessment:

anecdotal observation

Exit Slip

Grade Level: Kindergarten			Time: 10:50-11:15			
Student Names:	FNWS	BNWS	Numeral ID	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						
[redacted]						

Kindergarten

Notes:

Objective: I can identify numbers 0-20. I can count collections and write numerals 0-20. I can use the plus and minus signs to practice acting out the corresponding action.

Standard(s): K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Bell Ringer: Dot cards for subitizing.

Vocabulary: teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

Activities/Strategies:

Grab Bag Counting Station (for teen numbers)- Students grab handfuls of objects, count, and then write the numeral on their game board.

Pick a Number-Students grab a numeral card, then build a tower with that quantity.

Counters in a Row-Teacher screens an amount then continues to place additional counters. Student practice counting on from a screened collection.

Acting Out Stories- Students use counting boards (various scenes) and counters to model stories told by teacher involving addition and subtraction. Teacher will begin to model how to record that actions by writing the equation.

Roll and Count-Students use a Working Space Paper (dot ten frame) and use a spinner and cube to add or subtract counters. Student practice describing the action. "That is a plus, and I rolled a three-plus three". Students indicate if there is not enough or another board is needed.

10-20 Bingo using 20 frames. Students work on identifying the quantity and matching it to the numeral.

Number Alien within 20-Students use a 0-20 chart to discuss the relationship between numbers.

1-20 number puzzles.

Assessment:

anecdotal observation

Exit Slip

Grade Level: Kindergarten			Time: 11:15-11:40			
Student Names:	FNWS	BNWS	Numeral ID	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						
[redacted]						

Kindergarten

Notes:

Objective: I can identify numbers 0-20. I can count collections and write numerals 0-20. I can use the plus and minus signs to practice acting out the corresponding action.

Standard(s): K.*CC.4a Understand the relat*ionship between numbers and quantities; connect counting to cardinality. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. K.NBT.1 Compose and decompose numbers from 11-20 based on place value understanding.

Bell Ringer: Dot cards for subitizing.

Vocabulary: teen numbers-eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen

Activities/Strategies:

Grab Bag Counting Station (for teen numbers)- Students grab handfuls of objects, count, and then write the numeral on their game board.

Pick a Number-Students grab a numeral card, then build a tower with that quantity.

Counters in a Row-Teacher screens an amount then continues to place additional counters. Student practice counting on from a screened collection.

Acting Out Stories- Students use counting boards (various scenes) and counters to model stories told by teacher involving addition and subtraction. Teacher will begin to model how to record that actions by writing the equation.

Roll and Count-Students use a Working Space Paper (dot ten frame) and use a spinner and cube to add or subtract counters. Student practice describing the action. "That is a plus, and I rolled a three-plus three". Students indicate if there is not enough or another board is needed.

10-20 Bingo using 20 frames. Students work on identifying the quantity and matching it to the numeral.

Number Alien within 20-Students use a 0-20 chart to discuss the relationship between numbers.

1-20 number puzzles.

Assessment:

anecdotal observation

Exit Slip

Lunch			11:40-12:05			
Grade Level: 2nd			Time: 12:05-12:30			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						
[redacted]						

2nd Grade

Notes:

<u>Objective:</u> I can use mental strategies to add and subtract within 20. I can add and subtract within 100 using place value strategies.

<u>Standard(s):</u> 2.OA.2 Fluently add and subtract within 20 using mental strategies. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

<u>Vocabulary:</u> 20 frame, combination, subtraction, mental strategy, tens, ones,

<u>Bell Ringer:</u> Numeral ID 100-1,000,number before and after, FWNS and BWNS

<u>Activities/Strategies:</u>

Bull's Eye-This activity challenges students to find the total of items in two groups when one is shielded. Students will also be challenged to find the difference between their number and ten. Though not formalized, they are practicing their part/part/whole thinking with concrete support. Students are ready for this task when they are able to count items in one group to become familiar with combining groups for addition and subtraction tasks

Cups O' Gold: Students will add or subtract one and tens and explain their thinking using materials. Students will also practice notating and comparing numbers.

High Rollers: **Roll to Target (within 100):** Students will work with a partner. They should each have a pencil and start with no craft sticks. Ten sticks and ten bundles available for students. Shuffle decade numeral cards and place in a stack face down on the target number space on the scoreboard. Turn over top card to find out the Target Number the students will be building to. Taking turns, students will roll the cube, get that number of sticks from the cup and record their total. Students will build onto their sticks each time they roll. They will take turns until each of them has had six rolls. Continue even if they pass the target number. When they have their final total, they should compare to see which one came closest to Target Number. **Low Rollers: Roll to Zero (within 100**): (subtraction)

Mental Math Problem Strings-Teacher facilitates number talks to develop a variety of addition strategies.

2 Digit Addition Split Game-Start by having students use materials (bundles and sticks) to add horizontal 2 digit addition problems. Then model for students how to notate. Students then practice using cards

Bundles and Sticks-Students practice counting on or develop other strategies for adding two digit numbers. Teacher shows students a two digit number using bundles and sticks. Then shows them a second number briefly then screens the number. Students must find the sum. Begin with adding on multiples of ten.

<u>Assessment:</u>

anecdotal

observation

Exit Slip

Grade Level: 2nd			Time: 12:30-12:55			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						

2nd Grade

Notes:

Objective: **I can use mental strategies to add and subtract within 20. I can add and subtract within 100 using place value strategies.**

Standard(s): 2.OA.2 Fluently add and subtract within 20 using mental strategies. 2. NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Vocabulary: 20 frame, combination, subtraction, mental strategy, tens, ones,

Bell Ringer: Numeral ID 100-1,000,number before and after, FWNS and BWNS

Activities/Strategies:

Bull's Eye-This activity challenges students to find the total of items in two groups when one is shielded. Students will also be challenged to find the difference between their number and ten. Though not formalized, they are practicing their part/part/whole thinking with concrete support. Students are ready for this task when they are able to count items in one group to become familiar with combining groups for addition and subtraction tasks

Cups O' Gold: Students will add or subtract one and tens and explain their thinking using materials. Students will also practice notating and comparing numbers.

High Rollers: **Roll to Target (within 100):** Students will work with a partner. They should each have a pencil and start with no craft sticks. Ten sticks and ten bundles available for students. Shuffle decade numeral cards and place in a stack face down on the target number space on the scoreboard. Turn over top card to find out the Target Number the students will be building to. Taking turns, students will roll the cube, get that number of sticks from the cup and record their total. Students will build onto their sticks each time they roll. They will take turns until each of them has had six rolls. Continue even if they pass the target number. When they have their final total, they should compare to see which one came closest to Target Number. **Low Rollers: Roll to Zero (within 100**): (subtraction)

Mental Math Problem Strings-Teacher facilitates number talks to develop a variety of addition strategies.

2 Digit Addition Split Game-Start by having students use materials (bundles and sticks) to add horizontal 2 digit addition problems. Then model for students how to notate. Students then practice using cards

Bundles and Sticks-Students practice counting on or develop other strategies for adding two digit numbers. Teacher shows students a two digit number using bundles and sticks. Then shows them a second number briefly then screens the number. Students must find the sum. Begin with adding on multiples of ten.

Assessment:

anecdotal

observation

Exit Slip

Grade Level: 1st Grade			Time:12:55-1:20			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						
[redacted]						

1st Grade- Conner

Notes:

Objective: I can use bundles and sticks to model and solve two digit number math problems. I can use multiple strategies to add and subtract within 10.

Standard(s): 1.OA.6 Fluency for addition and subtraction within 10. 1. NBT.2 Understand that the two-digit numbers of a two-digit number represents the amount of tens and ones.

Bell Ringer: Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BWNS 100-120

Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,

Activities/Strategies: **Ten Frame Flash-** use subitizing cards to help students develop non-count by one strategies by recognizing quantities as groups/collections.

Small Neighborhood Number Line Subtraction: Student use a number line to practice subtraction within 20.

Removing Counters: (subtraction)
Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left. Teacher Notes: Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?

Counting Items in Two Screened Collections/Counting Items in Row with Some Items Screened

Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.

Build a Bundle: Students use craft sticks to build numbers. Encourage students to look for patterns or share new understanding while playing the game through questioning. How many bundles and sticks make the number 17, 25, etc.? If I have 2 bundles and 3 sticks, but I want to make the number 25 how many more sticks or bundles do I need?

Fill 20/Move It Add and Subtract to 20- Students structure numbers to 20

Assessment:

anecdotal

observation

Exit Slip

Grade Level: 3rd Grade Classroom Teacher(s): Miller			Time: 11:245-12:45			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]	F-4/W-5	F-3/W-4	F-3/W-3	F-1/W-2	F-1/W-2	
[redacted]	F-4/W-5	F-4/W-4	F-3/W-4	F-1/W-3	F-1/W-2	
[redacted]	F-5/W-5	F-3/W-5	F-4/W-4	F-1/W-3	F-1/W-3	

3rd Grade

Notes:

Objective: I can add and subtract within 1,000 using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.

Standard(s): 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.OA.7 Fluently multiply within 100.

Vocabulary: value, add, subtract, difference, sum,

Bell Ringer: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll, Treasure Hunt, and hundreds chart.

Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement).

Activities/Strategies: **3 In A Line** –Make 60, 100 (on the decade), and 100 (off the decade)

Math Race! Rules: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?

 # Board Scrabble- Students work in the number range 771-870 and 941-1,040 using a blank number board. Teacher lays the first 5 tiles on the board. Then students draw 7 tiles. They must then take turns laying down numbers that are 1 more, 1 less, 10 more, or 10 less. First player to get rid of tiles wins!

Delivery Game Within 1,000-Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.

Screened Bundles and Stick/Math Talks-Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others.

Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie: Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting, etc.

Assessment:

anecdotal

observation

Exit Slip

Grade Level: 3rd Classroom Teacher(s):Byerley			Time: 2:15-2:40			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						
[redacted]						
	F-Fall	W-Winter	S-Spring			

3rd Grade

Notes:

Objective: I can add and subtract within 1,000 using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.

Standard(s): 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Vocabulary: value, add, subtract, difference, sum,

Bell Ringer: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll, Treasure Hunt, and hundreds chart.

Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement).

Activities/Strategies: **3 In A Line** –Make 60, 100 (on the decade), and 100 (off the decade)

Math Race! Rules: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?

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Delivery Game Within 1,000-Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.

Screened Bundles and Stick/Math Talks-Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others.

Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie: Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting, etc.

Grade Level: 3rd Classroom Teacher(s):Miller and Byerely			Time: 2:40-3:05			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]	F-5/W-5	F-4/W-5	F-4/W-4	F-2/W-4	F-1/W-3	
[redacted]	F-5	4	3	2	3	
[redacted]	F-5/W-5	F-5/W-5	F-3/W-5	F-3/W-4	F-3/W-4	

3rd Grade

Notes:

Objective: I can add and subtract within 1,000 using multiple mental strategies. I can multiply numbers by using equal groups, arrays, and skip counting.

Standard(s): 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Vocabulary: value, add, subtract, difference, sum,

Bell Ringer: Students work on structuring numbers through 20 using bead racks and twenty frames. Students also work on backward number sequence using numeral roll, Treasure Hunt, and hundreds chart.

Review: Before and after vocabulary with numbers 1-1,000 (fluency assessments showed this was a grade level area for improvement).

Activities/Strategies: **3 In A Line** –Make 60, 100 (on the decade), and 100 (off the decade)

Math Race! Rules: Students solve math questions as they try and race their markers (each student has 2) to the finish line on the game board. Sample question: What are two numbers that add up to 51?

 # Board Scrabble- Students work in the number range 771-870 and 941-1,040 using a blank number board. Teacher lays the first 5 tiles on the board. Then students draw 7 tiles. They must then take turns laying down numbers that are 1 more, 1 less, 10 more, or 10 less. First player to get rid of tiles wins!

Delivery Game Within 1,000-Students add and subtract one, tens, and or hundreds using materials. Students also practice notating, writing the matching number sentences.

Screened Bundles and Stick/Math Talks-Students solve two and three digit addition and subtraction problems when the second collection is screened. Assist students in notating their strategies during a number talk. Students share strategies with others.

Treasure Hunt/Pop-Drop Move It!, Go-Fish, Tile Arrays, Composite Cookie: Students work on developing multiplicative concepts by playing games that involves making equal groups, arrays, skip counting, etc.

Assessment:

anecdotal observation

Exit Slip

Grade Level: 1st			Time: 3:05-3:30			
Student Names:	FNWS Level	BNWS Level	Numeral ID Level	Add & Sub Construct	Struct. Level	Notes:
[redacted]						
[redacted]						
[redacted]						

1st Grade

Notes:

Objective: I can tell the pairs of numbers that go together to make 10, without counting. I can solve subtraction word problems using materials (ten frame). I can tell the total of two numbers within ten with support.

Standard(s): 1.OA.6 Fluency for addition and subtraction within 10.

Bell Ringer: Subitizing Dot cards with two colors, Ten Frame Flash, FWNS and BWNS 1-120

Vocabulary: join, combine, ten, fluency, number sentence/equation, quantity, subtraction, left,

Activities/Strategies: Mystery Card-Students determine of two numbers make 10. *Ask students "What are two numbers that add to make 10? What are another two? And another?"*

Removing Counters: (subtraction)
Display 3-10 counters of the same color then take away 1-4 counters, student tells how many are left.
Teacher Notes:
Watch how student keeps track of removed counters. Question for strategy if needed by asking "How did you get that answer?

Domino Addition (screened): Students add two collections where the first collection is screened to encourage non count from 1 strategies.

Go Fish Making Ten and Pyramid-Students use cards with dots on a ten frame to find combination to 10. Students must participate in math talk- "I have 4, I need 6 more to make 10. Sara, do you have a 6?"

Spill the Beans-Students structure numbers 5-10 using two sided beans.

Assessment:

anecdotal observation

Exit Slip