Lesson Design

Preparing for the Lesson	
Unit/Lesson: Unit 6	Date: Week of February 6

Essential Learning Standard: **K.OA.4:** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

Academic Learning Target: I can decompose numbers into more than one way. I can show my partner's thinking with a picture and an equation.

Behavioral Learning Target: (individual to classroom needs) I can follow the Bumblebee Way. I can wait my turn. I can take my turn. I can use my tools to learn. I can share my tools. I can share the work.

Academic Vocabulary: math tools, addition, equation, equal, add, decompose (break apart)

Beginning-of-Lesson Routines

Prior Knowledge *(mental math, number talk, problem string)*: Decompose w/ TPR, model with smaller numbers (cubes, ten frames), recording the thinking (writing an equation, number bond, etc.). Model partner work before they do it. (Chose those students that need the modeling and highlight the behaviors you want them to exhibit)

During-Lesson Routines

Learning Activity *(high-rigor task, differentiation opportunities)*:

- Each partner (teacher assigned) pair gets 10 cubes (5 of one color, 5 of another), a white board, marker, eraser. With their partner, partner A has the cubes and partner B has the whiteboard.
- Partner A breaks apart the cubes in any combination and Partner B records the numbers that they see in each group and make it into an equation. ***(Decompose within 10)***
- Partners switch roles and must chose a different combination of cubes.
- After each student has done both jobs two times, they come up to the teacher and the teacher breaks a set of cubes and each student writes the equation ***(Check for Understanding)***

What will the teacher be doing?	**What will the students be doing?**
Walking and monitoring Checking for understanding with partners as they come up Extension/differentiation: One more partner rotation	Working with teacher selected partners Student A breaks apart the blocks Student B records on a whiteboard Be a scout (as assigned)

Give all one color Give specific numbers Be a scout	

End-of-Lesson Routines
Independent Practice *(exit slip, classwork formative)*: teacher check of partners as they come up, SEL exit slip
Closure/Evidence of Learning *(student-led summary of the lesson, student share-out of strategies)*: teacher check of partners as they come up, Scouts will share with the class who they chose and why (one academic and one social emotional). Group self-reflection on carpet: How did it feel with your partner? If you didn't feel this way as a partner, what could you do differently next time? How did it feel to be recognized by the scout? Why? ***SEL Exit Slip***: Draw your emotions/how you are feeling on a sheet of paper
Teacher Reflection: