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ACCESS & SUPPORT PORTFOLIO

Key Content Standards and CA ELD Standards (Integrated ELD): List the complete text of only the relevant parts of each content and ELD standard. (TPE 3)

California Common Core State Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

K.OA. Operations and Algebraic Thinking. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. **Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.**
2. **2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.**

Cross-Disciplinary Connection: (TPE 3,4)

Reading and mathematics

Incorporating Visual and Performing Arts: (TPE 1,3)

Students will draw a picture representing their Count Collection

Lesson Objective: What do you want students to know and be able to do? (TPE 3)

I would like for students to correctly make sense of, compute and solve a subtraction word problem using Direct Modeling with objects in a Counting Collection, and double-check their work to self-correct if needed. They will consciously represent part of the problem using drawing.

Lesson Goals: What have you learned about students' abilities that has informed the direction of your lesson (based on assessments, learning experiences, IEPs)? (TPE 1,3,4,5)

I am building on the prior work my students have been doing during this unit in order to help them continue developing their ability to compute and solve subtraction word problems through their use of objects and drawings. One area where students struggled mathematically in our last lesson solving subtraction word problems using Direct Modeling and representing ideas through drawing is procedural fluency. Given their performance, I think they could benefit from a lesson incorporating a more structured visual representation of a story problem that breaks the procedure steps down into smaller parts. They would also benefit from more practice with Direct Modeling to become fluent in Direct Modeling, which will give them a stronger foundation for abstract representation and thinking about number problems.

Prerequisite Skills: What do students need to know and be able to do in order to engage in the lesson? (TPE 3,5)

Students need to know the concept of cardinality to work with Count Collections and how to count 1-10. They need a basic understanding of how to make a drawing that represents aspects of a word problem.

Pre-Assessment Strategies: How might you gain insight into students' readiness for the lesson? (TPE 5)

I will ask students if they remember when we did Counting Collections before. I will go over the instructions with them and check for their understanding and readiness to work independently.

Backward Planning: What evidence will the students produce to show they have met the learning objective? (TPE 5)

They will record the amount of objects in their collection, draw a picture of that collection and finally record how many objects they will have left over on a worksheet.

Checking for Understanding: How will you monitor student learning to make modifications during the lesson? (TPE 1,2,3,4,5)

I will frequently check for understanding by asking probing questions and by conferencing with individual students.

Self-Assessment & Reflection: How will you involve students in assessing their own learning? (TPE 5)

I will ask them to check over their work.

Connections

- Connections to Students' Lives (TPE 1,2) & Culturally Responsive Practices (TPE 2,4):

I will support each student's preferred style of communication.

- Connections to Real Life Contexts (TPE 1,2):

I will use objects that students like and are familiar with.

- Promoting Multiple Perspectives (TPE 2):

I will invite each student to share their work with the group and tell a story about what they did. As my students share their drawings and ideas about their work, they will offer each other different angles on how to understand the subtraction problem and see things.

Engaging All Learners

- Strategies to Support Wide Range of Learners (UDL, MTSS, etc. – TPE 1,2,4):

Model of worksheet

- Approaches to Support English Language Learners & Standard English Learners (TPE 1,3):

Provide additional explanations of vocabulary used if confusing

- Range of Communication Strategies & Activity Modes (TPE 3,4):

Whole-group discussion, share-out

Accommodations and Modifications: How will you differentiate content, process, and/or product? (TPE 1,3,4)

For my students with Speech/Language IEPs, I will listen carefully and ask clarifying questions to make sure I understand their speech. I will also speak clearly and check frequently for their understanding in a gentle, supportive way.

Technology: How will technology be used to facilitate students' equitable access to content? (TPE 1,3,4)

N/A

Academic Language (Integrated ELD): What CA ELD Standards, content-specific vocabulary, skill-specific vocabulary, text structures, and stylistic or grammatical features will be explicitly taught? (TPE 3)

I will support the students' development of language by engaging them in a share-out at the end of the lesson. They can each share their work and tell a story. I will orient students to each other's thoughts.

Instructional Learning Strategies to Support Student Learning: (TPE 1,2,3,4,5):

What will the teacher do to 1) engage/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding?

List what the teacher will be doing and what the students will be doing.

Time	Teacher	Student	Resources / Materials
1:30pm	<p>I will give each student in my small-group a bag of 10 matching objects (dinosaur figurines) that are part of a collection.</p> <p>“Students, do you remember when we did Counting Collections before - how we counted all the cool objects in our collection to find how many we have? Do you feel ready to do that today? Give me a thumbs up if you know how to do that.”</p>	Students respond	Bags of dinosaurs Worksheet
	“Write the total amount down on this worksheet.”	Students begin counting independently	
	<p>“Wow, cool! Now I want you to draw a picture of all the objects. I will give you about 5 minutes.”</p> <p>During this time I will be checking in with students and looking for understanding.</p>	Drawing	
1:40	“These look great, everyone. You showed me your collection. Now check your work make sure they drew the same amount of dinosaurs you have in your collection.”	Checking their work	
1:43	“Did anyone change their answer? It is great to be able to catch yourself and change your answer when you need to. It is a very smart thing to know how to do.”		

	<p>“Now everyone, we’re going to use our collections in a story problem. There were 10 dinosaurs eating leaves. 2 dinosaurs ran away. How many dinosaurs were left? Use your dinosaurs or your picture to find out how many are left. Then write it down.”</p>	Students solve	
1:46	<p>I will monitor their counting and conference in with each student to check for understanding.</p>		
	<p>“Now, students I invite you to share your drawing with the group and tell a story about what you did. Let’s all give Student 1 our attention.”</p> <p>I will orient students to each other’s ideas and give supportive comments.</p>	Students share one by one	