

APL (Active Playful Learning) Learning Experience Title: Making 5- Bears in a Cave

Grade Level or Course	Kindergarten		
Quarter # Unit #: Unit Title	Quarter 2, Unit 4: Exploring Numeracy (Numbers to 30)		
Featured APL Practice:	Small & Paired Groups 	Student Contributions 	Hands-on & Minds-on 
	Voice & Choice 	Meaningful Connections 	Enthusiasm & Positivity 
APL Summary Briefly describe connection between lesson and APL practice	Through small or paired groupings students will work together to explore different ways to make 5. Through hands-on minds-on learning students will begin to explore and make connections to find a missing part of 5. Students are encouraged to explain their thinking and understanding to each other.		
Suggested Pacing # of minutes does <i>not</i> include your intervention - Unit Progression: When might you implement this learning experience within the unit?	Approximate Time (in min.): 15-20 minutes	Unit Progression:	
Driving Question Driving Question Resource - Open-ended; aligned with standards - Frames a rigorous, authentic context in which to learn content	What are ways to break apart numbers so that our answer is 5?		
Materials / Resources - Link Teacher Slide Deck - Include all materials and technology needed for teachers and students - Any digital links should be set to LCPS view-only - Add materials or resources directly to this document if possible	-Counting bears -bowl or cup to act as the cave -white boards and markers (optional)		
Math Standards - Refer to VDOE standard(s) from Yearly Overview Elementary Cross-curricular document Tiered Vocabulary Words	Math SOLs (<i>write out the whole SOL</i>): K.CE.1 c) Model and identify the number that makes 5 when added to a given number less than or equal to 5.		

	Connected SOLs (<i>standards explored, standards reviewed, prior knowledge, cross-curricular standards, etc.</i>):	
	Key Vocabulary (<i>Tier 2, Tier 3</i>):	
Skills - Which 5C skill(s) will you highlight to students? Describe how students are developing the 5Cs within this experience. Critical Thinker, Communicator, Collaborator, Creator, Contributor - Which Math Process Goals are addressed in this experience?	5Cs Communicator - Critical Thinker Collaborator - Creator - Contributor - Confidence (APL) Content Expertise (APL)	Math Process Goals: Communication - Connections - Representations Reasoning Problem Solving
Learning Objective(s) - Student-facing <i>"The student will..."</i> <i>"I can..."</i> Elementary - PLC+ 5 Guiding Questions (Where are we going?) Secondary - 4 Critical Questions (What do we want all students to know and be able to do?)	<u>The student will...</u> <u>I can...</u> - I can show ways to make 5 using different combinations of numbers of 5 or less. - I can identify a number and tell what number goes with that number to make 5.	
Language Objective See Scaffolding and Supports for additional resources to support the language objective	<i>Grade level teams and EL co-teachers collaborate to create language objectives</i>	
Learning Experience Sequence - Follows Math Workshop Sequence - Teacher-facing language - Describe elements of the learning experience here, within the model of Math Workshop - Student and Teacher Actions: What should students be doing? What should teachers be doing?	Number Sense Routine (Resources and Look-Fors):	
	Structure of Learning Experience:  Have partners count the number of bears they will be working with during the lesson, and let them know that this number indicates how many bears they will have in all. They will each have 5 bears in all. - Each set of partners should get a plastic bowl/cup to represent the bear cave.  Explain that students will take turns with their partner hiding some of the bears in the cave (under the bowl/cup) and leaving the rest outside the cave.	

	•  Students will figure out how many bears are hiding in the cave, given the total number of bears and the number of bears outside the cave. • As an option students can use a white board and marker to write down the combination of numbers they used. For example if there were 4 bears outside of the cave and 1 bear inside the cave the student who figured that out would write a 4 and a 1 on their board. • Encourage students to use phrasing such as 4 and 1 are equal to 5 or 4 and 1 make 5. • Students will continue taking turns hiding bears in the cave until they have found different combinations for the total number. •  Have the students discuss with their partner the different combinations they found for the number, and the strategies they used to decide how many bears were hiding inside the cave.
	Intervention / Enrichment: <i>Please do <u>NOT</u> edit this box. Please refer to links below for Intervention Resources.</i> • K-12 Math Decision Tree • RTI (Response to Intervention) Fact Sheets - Elementary and Secondary • MTSS Library - Math Intervention Resources
	Reflection (Resources): As an exit ticket or a math journal prompt students can use circles to draw a way to make 5. Or ask students the following questions - “I have ____ . How many more do I need to make 5?” “What numbers when put together make 5?”
Scaffolding and Supports • Differentiation • Scaffolding • Remediation • Extension • EL Scaffolds (Elem) • EL Scaffolds (Sec) • QTEL Strategies (Elem) • QTEL Strategies (Sec)	<i>Grade-level teams and specialists collaborate to devise scaffolds and supports based on students’ needs.</i>