APL (Active Playful Learning) Learning Experience Title: Comparing Points

<table>
<tr><td>Grade Level</td><td colspan="3">1st Grade</td></tr>
<tr><td>Quarter # Unit #:
Unit Title</td><td colspan="3">Quarter 2 and Quarter 4 - Counting and Numeracy Part 2 and Part 3</td></tr>
<tr><td rowspan="2">Featured APL Practice:</td><td>Small & Paired Groups
</td><td>Student Contributions
</td><td>Hands-on & Minds-on
</td></tr>
<tr><td>Voice & Choice
</td><td>Meaningful Connections
</td><td>Enthusiasm & Positivity
</td></tr>
<tr><td>APL Summary
Briefly describe connection between lesson and APL practice
Connections to the 6C skills</td><td colspan="3">The Building Thinking Classrooms approach supports the APL practice of increasing students' contributions. It utilizes rich math tasks, visibly random groupings, and non-permanent vertical work spaces to promote student thinking, problem-solving, and discussion. This type of learning experience can be adapted for a variety of math standards and can enhance student growth across all 6 Cs: collaboration communication, critical thinking, creative innovation, content expertise, and confidence.</td></tr>
<tr><td>Materials / Resources</td><td colspan="3">-Non-permanent writing space - whiteboard, chalkboard, dry erase chart paper
-Optional - counters, ten frames, hundred charts</td></tr>
<tr><td>Math Standards</td><td colspan="3">Math SOLs:
1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120.
1.NS.2 The student will represent, compare, and order quantities up to 120. a) Read and write numerals 0-120 in sequence and out of seq</td></tr>
<tr><td>Learning Objective(s)</td><td colspan="3">I can…
I can compare numbers to other numbers.
I can explain my thinking and use comparison language such as greater than, less than and equal to.
I can communicate my thinking, listen to the math ideas of others, and share feedback.</td></tr>
<tr><td>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?</td><td colspan="3">Structure of Learning Experience:

Advanced preparation:
Prepare vertical working spaces, ideally non-permanent (such as whiteboard, chalkboard, window, reusable dry erase chart paper).
 Plan for visibly randomized groups. An example could be a deck of cards: deal one card per student and students then get in groups by the number on their card. Team Maker is a website for creating random groups. Ideal group size is 2-3 students.</td></tr>
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-  Plan a ***task that promotes thinking***. Consider rich tasks that have more than one solution and/or multiple approaches for solving.
- Gather any manipulatives that you'd like to make available for the task.

Ex- VDOE Rich Task Comparing Points

Getting started:

- **Establish expectations** with students, such as:
    -  ***Share the work***: One marker per group, so only one member writes at a time. Take turns writing.
    -  ***Collaborate*****:** All group members share ideas and listen to each other. Stay with your group.
    -  ***Make decisions together***: Only erase when the group has talked and agreed to erase something.
    - Consider posting expectations so that they are visible to students throughout the activity.

- **Share task:**
    - Verbally introduce the task. Clarify task-related vocabulary as needed. Consider posting the task on the promethean board or other place for student reference.
    - Reinforce the idea that there could be multiple solutions or ways to approach the task.

- In a whole group setting, invite students to connect with the context and activate prior knowledge by asking "Have you ever played a game where you have kept track of points?" To activate prior knowledge, consider relating to a game that is familiar for students and review how points are earned. For example, video games, sports games, class points, etc.
  o How did you know who was winning?
  o How did you know who was losing?
  As the teacher, you want to elicit the ideas of greater than, less than, and/or equal to through student-shared ideas. For example, students could share ideas through a think/pair/share and then allow 4-5 students to share with the class.

- Explain that today's problem is about three friends who are playing a game and keeping track of points earned by each player. The friends do not have the same or equal number of points. Your task is to listen to the clues in the story to figure out what is happening in the story problem. Introduce the task by reading the problem aloud to students. Ask a few students to restate the task in their own words to promote understanding and provide an opportunity to clarify any questions.

- Give time for students to work together in groups to solve the task. Tell students they will draw a picture, use words, tally marks or numbers to share their ideas with the class.

	Student work time: As students work with their groups, the teacher should float around to listen, observe, and provide in the moment support for both the mathematical problem-solving and teamwork components. Use questions to guide students back on track or to encourage deeper thinking. Notice approaches and ideas that you might highlight during the reflection or in a future lesson.
	Reflection: •A **gallery walk** can provide students with the chance to see other groups' thinking, ideas and solutions. • Guiding reflection questions ● What similarities did you notice between the groups' work? ● What differences did you notice between the groups' work? ● What questions do you have for another group? ● What ideas did you see that were interesting to you? ● What part(s) of this experience were challenging? ● What might you have done differently? ● What part of your group's work do you like best? Additional VDOE Rich Tasks: - Doubles Game - - Student Task for projecting - 1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20.
Scaffolding and Supports ● Differentiation ● Scaffolding ● Remediation ● Extension ● EL Scaffolds (Elem) ● EL Scaffolds (Sec) ● QTEL Strategies (Elem) ● QTEL Strategies (Sec)	*Grade-level teams and specialists collaborate to devise scaffolds and supports based on students' needs.* ● *Ten frames or 110 charts would help students keep track of number quantities and can be used as a tool for counting or comparing sets to one another.* ● *Vocabulary development could be assisted by re-reading the problem and interpreting; more than 25 points, how many points could this be? If Jess has fewer points than Devon, will her number be larger or smaller than Devon's? If Andy has more points than Devon, will his number be larger or smaller than Devon's?* ● Sentence frames can be used to support student thinking: Jess could have ____ points. Devon could have ____ points. Andy could have ____ points. My answers makes sense because_____.