

3 Part Lesson Template for Mathematics

Group/Class: Gr 1

Date:

Instructional Time	Assessment for Learning
Focus for Today: Teen numbers can be represented and described as 10 and some more (benchmark of 10).	
Mental Math Practice: <u>Pearson Interactive Manipulatives - ten frames (set to teen numbers and “How many?”)</u> As teen numbers are “flashed”, ask how many and how do you know?	
The Before Phase Getting Started/Activating Prior Knowledge/Set Expectations: https://mathvisuals.wordpress.com/counting/place-value-concepts/ (stop at 19 or 20) Watch the video on counting with teen numbers. What do you notice? What do you wonder? What did we notice yesterday about the teen numbers? Demonstrate the game - “Capture 4: Partitioning Numbers to 20”	
The During Phase Investigation/Exploration: Consider guiding questions to support/facilitate student understanding during monitoring as students work/explore. Consider strategies to share during the Reflection. Students play “Capture 4: Partitioning Numbers to 20” in pairs. As students work ask: How did you find ___ on your board? How do the 10 frames show ___ as 10 and ___ more?	<u>Common misconceptions:</u>
The After Phase Reflections/Connections: Provide students opportunity to discuss strategies and understanding/Consider questions to guide consolidation of big ideas/focus. How did you find the teen number on your gameboard? What part of the number was the same in all the numbers? How did the numbers differ? How did the ten frames help you recognize the numbers? Did you need to count all the dots each time? Why or why not? Riddles: My secret number can be described as 10 and 4 more. What is it? Can you describe a number as 10 and some more? Have students each make up a 10 and some more secret number riddle.	Record any student that may have misunderstanding for individual help next lesson.

