

THE LEARNING ZONE

Course Name: Grade 1 Math AIS

Time Frame (in minutes): 30

Unit/Theme: Number Sense: What are numbers?

Grade Level: First - Intervention

CONTENT AND SKILLS
Learning Objectives: - Students will identify current understanding of numbers. - Students will understand that a number represents a quantity (how many). - Students will identify a quantity represented in various forms. - Students will represent a quantity with visuals and sounds. - Students will identify a learning goal to develop skills with numbers.
Essential Questions (optional):
Students I can statements . . . - I can help collect data about what my group knows about number and review the charted information. - I can say the number that matches a visual or sound of a small quantity (1-5). - I can describe how many on a visual and explain how I know.
How will you meet the needs of SWD and ENL students? - Each intervention is designed to meet the specific needs of each child I work with, including those with disabilities and English Language Learners - Focus on vocabulary words data and subitizing.
Content Standards List all standards and how learners will meet the standard
K CC – Counting and Cardinality 4. Understand the relationship between numbers and quantities up to 20; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence) b. Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand the concept that each successive number name refers to a quantity that is one larger. 5a. Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.
NYS Computer Science and Digital Fluency Standards List all standards and how learners will meet the standard
Computational Thinking Data Analysis and Visualization

K-1. CT.2 Identify different kinds of data that can be collected from everyday life.

NYS SEL BENCHMARKS -

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

Goal 1: Develop self-awareness that: nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency.

C. Demonstrate skills related to setting and working toward personal and academic goals.

C.1a. Identify and set short-term personal or academic goals

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

Welcoming/Prior Knowledge – Ask children how they have changed over the last year. Note that just as our bodies change and can do new things, our brains also grow and they never stop learning.

Using the Thinking Routine Think-Puzzle-Explore, the teacher asks children what they **think** they already know about numbers and what a number is and records it on a chart. Note I am using the Habit of Mind *Gathering Data Through All Senses*.

“I am collecting information/data about what you know about numbers.” **K-1. CT.2**

Prompts:

What can you do with numbers? What is easy? What are you practicing?

Identify things in their comfort zone and practice zone.

The teacher asks what questions/**puzzles**/wonders do you have about numbers and records on a chart.

Prompts:

What do you want to be able to do with numbers or in math?

These questions or puzzles or wonders are things we can learn more about. Some things might just need a bit of practice – practice zone. Some might be things that require us to work hard – learning zone and some might too hard right now, but after we learn some more, then we will be ready to work on these ideas in your aspirational zone.

Sort learning zone and aspirational ideas. With help children identify a learning goal and we record it. **K-1. CT.2**

Teacher led discussion to **explore** how we can learn about numbers. Record,

Today we are going to start by trying something called **Subitizing** – show quick images card. How many? How did you know?.

Check by counting.

Complete some quick images (3-9)- formative assessment to see what perceptual subitizing or conceptual subitizing skills the children have. Discuss how you know? Did you count, have

you seen it before? Does it remind you of something? Explore dice. Which do you know without counting? How do you know?

If time use sounds to subitize amounts 2-5.

Review today's work – the data on the chart, learning goals and the term subitizing. Habits of Mind – gathering data through all senses

Closing – Restate a goal as a future me. "In the future I will be able to....".

BACKGROUND OR PRIOR KNOWLEDGE

- Number concept is still developing
- Most will count accurately. Most will perceptually subitize (instant recognition) numbers 2-5.
- Most will count to find total, not use mathematical reasoning/grouping (perceptual subitizing)

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Quick Images Cards
- Instruments for sounds
- Chart Paper to record - Think, Wonder, Explore
- Chart of Learning Zones for each student
- Counters, large foam dice
- **All lesson resources:**
https://drive.google.com/drive/folders/1gzvvg803IPktTVRybv_4GTjynQjlbABUt?usp=sharing