

First Grade: Conceptual Math Lesson Plan (Need to create CFA for each standard first)

<p>Grade: 1st</p>	<p>Summative Assessment Date: Feb 10-12</p>
<p>Unit: 4 Date taught: January 6th-Feb 12th</p>	<p>Common Formative Assessments: Jan 10, Feb 6</p>
<p>Math:</p> <p>MGSE1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><u>Learning Target:</u> I can count, read, and write to 120.</p> <p><u>Success Criteria:</u> I know I understand when I can...</p> <ul style="list-style-type: none">● count starting at any number.● read, write, and order numbers correctly.● identify numbers before and after a given number.● count objects and record the correct number. <p><u>Learning Target:</u> I can explain patterns in the digits of numbers to 120.</p> <p><u>Success Criteria:</u> I know I understand when I can...</p> <ul style="list-style-type: none">● count starting at any number using a 120 chart● skip count by 10s using a 120 chart● explain the value of a digit based on location● mentally add 10 to a given number● mentally subtract 10 from a given number <p><u>Math in Practice:</u></p>	<p><u>Learning Target:</u> I can show and explain the meaning of tens and ones in a 2 digit number.</p> <p><u>Success Criteria:</u> I know I understand when I can...</p> <ul style="list-style-type: none">● make groups of tens with left-overs (ones).● count groups of tens with left-overs (ones).● represent a 2 digit number with tens and ones.● write a 2 digit number in expanded form. <p><u>Math in Practice:</u> Look for and make use of structure: I can see and understand how numbers are organized and put together as parts and wholes.</p> <p><u>Learning Target:</u> I can take apart a 2 digit number into tens and ones in different ways.</p> <p><u>Success Criteria:</u> I know I understand when I can...</p> <ul style="list-style-type: none">● show a 2 digit number using standard grouping. (example: 43= 4 tens and 3 ones)● show a 2 digit number using equivalent grouping. (example: 43= 3 tens and 13 ones) <p><u>Math in Practice:</u> Look for and make use of structure: I can see and understand how numbers are organized and put together as parts and wholes.</p>

Use appropriate tools strategically: I can use certain tools to help me explore and deepen my math understanding.

Extension: extend the success criteria to demonstrate understanding place value to 100. (make groups of 100, 10s, and 1s; represent a 3-digit number with hundreds, tens, and ones; show expanded form for a 3-digit number)

Vocabulary: digit; value; place; standard form; expanded form; word form; zero; regroup; standard grouping; equivalent grouping

Prior Skills or Knowledge: compose/decompose numbers 11-19 into tens and ones (kindergarten skill)

Preview/Acceleration: (look at the next 9 weeks and nice to know)
1.NBT.3 - Comparing numbers to 120

Reteaching:

Suggested Mini Lessons:

Lesson 1: Pretest	Lesson 2: Teen Numbers Launch activity: Scoop and Sort (Leslie has)	Lesson 3: Teen Numbers/Bundles of 10 Launch activity: Scoop and Sort again	Lesson 4: Teen Numbers/Bundles of 10 Launch activity: Scoop and Sort again
Lesson 5: Patterns on the Hundred Chart (MIP pg.168) Groups of ten (MIP Pg 177 - CFA)	Lesson 6: Patterns on the Hundreds Chart Buttons! Buttons! Buttons! Unit 2 Frameworks	Lesson 7: Patterns on the Hundreds Chart	Lesson 8: Building Numbers with Place Value (Tens and Ones) -base value blocks -pennies and dimes -domino build -Math In Practice, Frameworks
Lesson 9: Building Numbers with Place Value (Tens and Ones)	Lesson 10: Building Numbers with Place Value (Tens and Ones)	Lesson 11: Building Numbers with (Tens and One) 2-6-20 CFA: Math In Practice Word	Lesson 12: Tens and Ones as Dimes and Pennies

		Problems and Drawing Place Value Models	
		Launch activity:	
Lesson 13: Tens and Ones as Dimes and Pennies Launch activity:	Lesson 14: Tens and Ones as Dimes and Pennies Launch activity:	Lesson 15: Ten more, Ten Less Launch activity:	

Launch ideas:

1. Number puzzles:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Number Puzzles

Use the 120 chart to create a number puzzle by cutting the chart apart and letting kids put them back together. You print them on different colored cardstock so the puzzles don't get mixed up.



First Grade
Blue Skies

ooked online and found a few other great ideas for them, too! I loved this idea I found on Mrs. T's First Grade where she had let the students color each section...

cool, right??



2. Counting collections

This is a suggested opening activity for engaging participants in *Counting Collections*. Asking participants to count larger collections together—collections that require a bit of planning and coordination among partners—gives them the opportunity to experience this activity as a learner as well as the range of mathematics that might be available within the task that extends beyond the scope of early math ideas.

Count a collection with a partner

Participants begin by working with a partner to find the total number of objects in their collection.

Gallery walk

Partners then participate in a "gallery walk" in which they try to figure out how their peers counted, by examining the way they organized the objects. If notes were taken participants are asked to leave them on their work area for others to see.

Group share

After the gallery walk participants are asked to discuss and share what they noticed about the range of ways participants counted their collections. These responses are recorded on a board; some participants may respond by describing the process. For example, "The noodles are easy to put in cups," or "What they count matters." Others may note the math: "I noticed that some people counted by ones and others counted by ones and tens." Encourage them to be specific.

3. <https://brownbagteacher.com/working-our-way-to-120-games-and-centers/>

120S GOLD MEDALS

The first day we started our 120s learning, we used the 120s chart as a pre-assessment – Write as far as you can on the 120s chart. Out of my 23 friends, 1 friend made it. Then, everyday we spent 10-12 minutes to re-try each day. Our goal? To become 120 Champions! What does every 120 Champion need? A goal medal, of course. As students made it to 120, we had an Olympic Medal Ceremony. I became an Olympic Announcer, we played Olympic Music from YouTube, and I put the Olympic Rings on our SMART Board for students to stand in front of. After being awarded their medal (purchased from WalMart's party section), the crowd went wild and students threw their hands up in the air. It was rather dramatic and awesome. Our first-grade class was given a very hard task. We practiced and succeeded!

