## ESTABLISHING PURPOSE

What are the key content standards I will focus on in this lesson?

Content Standards:

Nebraska Mathematical Standards

MA 1.2.1.a. Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., 4 = 4, 6 = 7 - 1, 6 + 3 = 3 + 6, and 7 + 2 = 5 + 4).

MA 1.2.2.a. Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making tens and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, 7 + 5 = 7 + 3 + 2 = 10 + 2 = 12; using the commutative property to count on 2 + 6 = 6 + 2; and using the associative property to make 10, 5 + 3 + 7 = 5 + (3 + 7) = 5 + 10).

MA 1.2.3.b. Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.

Nebraska Mathematical Processes:

- Solves mathematical problems.
- Communicates mathematical ideas effectively.
- 2 What are the learning intentions (the goal and *why* of learning stated in student-friendly language) I will focus on in this lesson?
  - Content: I am learning to understand the meaning of the equal sign.
  - Language: I am learning to understand the language and notation to describe equality.
  - Social: I am learning to understand the quality of work we expect from ourselves and others.
- 3 When will I introduce and reinforce the learning intention(s) so that students understand it, see the relevance, connect it to previous learning, and can clearly communicate it themselves?
  - Turn and tell
  - · Conference questions
  - Evaluate shared work together

## SUCCESS CRITERIA

What evidence shows that students have mastered the learning intention(s)? What criteria will I use?

I can statements:

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- I can use the equal sign to mean "the same as."
- I can find and compare the values on each side of the equal sign.
- I can represent and describe equal values.
- I can evaluate the quality of my work.

How will I check students' understanding (assess learning) during instruction and make accommodations? Formative Assessment Strategies:

- · Conference/observation notes
- Student work

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· Partner self-evaluation

Differentiation Strategies:

- Tiered tasks to differentiate the content by readiness
- · Materials to differentiate the process and product by interest

## INSTRUCTION

- What activities and tasks will move students forward in their learning?
  - · Graffiti activity
  - Numberless word problem
  - · Literacy comprehension strategies with think-aloud
  - · Sharing tools and strategies

## What resources (materials and sentence frames) are needed?

Graffiti posters

Anchor chart of literacy comprehension strategies

Anchor chart of conjectures/questions

Math binders

Tiered problems

Tiles

Cubes

Cuisenaire rods

Number balances

Number charts

Number lines

Graph paper

Colored pencils

Scissors

Glue

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How will I organize and facilitate the learning? What questions will I ask? How will I initiate closure?

Instructional Strategies:

- Graffiti
- Numberless word problem
- · Literacy comprehension strategies
- Conferences

- Turn and talk
- · Partner sticky note self-reflection

Scaffolding Questions:

- · How could these Cuisenaire rods represent what we know?
- · How will you know who has more?

Extending Questions:

- How could you show they have the same number of matchbox cars using an equation?
- How could you use our mental math strategies to combine the numbers more efficiently?

Self-Reflection and Self-Evaluation Questions:

- · Green sticky note: met the success criteria
- · Yellow sticky note: don't see evidence, need to make a revision
- · Red sticky note: not sure how to meet the success criteria