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| **Materials Needed:**  Strategies for Adding and Subtracting mixed numbers CHART  Procedural Recount Noticing CHARTS | |
| **Warm-Up** | “Mathematicians, we’ve learned many strategies for identifying and calculating repeating patterns. First let’s look at our word wall to re-clarify what we mean by a repeating pattern. Let’s read it together. (read chorally)  ***Some other words that will be useful during our lesson today are: identify (name it…), represent (stands in place of…), and expression (numbers and symbols that represent a mathematical situation). (Ask for volunteers to define the words, add on, restate…)*** Do this in context of the lesson.  We have also learned that mathematicians explain how they solve problems to others using written explanations of the steps they took. Another phrase we can use for this type of explanation is a procedural recount. Yesterday we noticed the ‘structure of those procedural recounts.” |
| **Teach** | Today I want to teach you that mathematicians use what they know about procedural recounts to write their own procedural recount explaining how they solved a problem. Watch me while I do what you will do in a minute. Watch me while I model using what we noticed about procedural recounts to write my own PR explaining how I solved a problem. “  \*\*Teach Model: Problem is posted. Teacher shows several ways to solve the problem. I used the last method to write my procedural recount. Then models using the charts on the wall to construct the “Goal” and “Steps I took” portions of a procedural recount.  “I’m not done with my procedural recount. I still need the result portion, but I’m going to ask for your help. Did you notice how I used the charts to help me construct my explanation? …. Now it’s your turn to try this work with a partner.” |
| **Active Participation** | Teacher has students work in pairs to construct possible “Result” portion of procedural recount. |
| **Link** | “Great! Now I have a procedural recount that explains how I solved the problem. Your job will be to work with a partner to solve a problem. Then construct a PR to explain how you solved the problem to another partnership.” |
| **Independent Work** | Students work with partner to complete task  Prompts: How did you create a model using ….a drawing….cubes…an expression ….an equation? What did you need to calculate? What steps did you take? |
| **Closure** | “Mathematicians, you’ve worked hard on your procedural recounts today. During our closure, I’d like you to read the procedural recount from another partnership. You’re thinking about how this procedural recount helps you understand how they solved the problem.”  Teacher listens to discussions and asks 2-3 to share out with class. |