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Lesson Plan Template
Math
"It takes as much energy to wish as it does to plan."
-- Eleanor Roosevelt

TEACHER		DATE	Day 74	COURSE	One More, One Fewer
STANDARD	CC.28 (internally named)	UNIT NUMBER	Unit 4: Measuring and Counting 3.3.1-3.3.3	CONTEXT	**Counting** Math Workshop: One More, One Fewer and Collect 15 Together

Pre-Planning	**Objectives (made first, most important, manageable, measureable)**
	• Given a number less than 10, SWBAT understand that the successive number name is a quantity that is one larger.
	• Given a number less than 10, SWBAT understand that the prior number name is a quantity that is one fewer.
	• Given a set of objects less than 10, SWBAT understand that when we add one more cube, we get a quantity that is one larger (name without recounting).
	Vocabulary (Must include the word, official definition, student definition, quick definition with movement or song)
	• More – larger amount
	• Fewer – less
	Vocabulary Review (5 min)
	o For 3 words on the word wall (there should be several by now). Cycle through all the words so that words from previous units are reinforced.
	▪ This is the word _____ (do hand sign if applicable). Repeat
	• Cold call 3
	▪ This word means _____ (do hand sign if applicable). Repeat
	• Cold call 3
	Ask students to use the word in a full sentence (make sure these sentences do not get too repetitive).
	What are the big math concepts?
	• Developing an understanding of more than and fewer than
	• Adding or subtracting one to/from numbers up to 10
	• Modeling the action of combining and separating situations.
	What will students be better able to do in math? What does this lesson teach about math?
	• Use what they know about number pairs to begin addition.
	Materials:
	Primary Number Cards
	Pennies (or other counters)
	M21, Investigations (One More, One Fewer)
	Plus/Minus one cube
	Math Workshop Materials:
	Collect 15 Together (sessions 2.2 and 2.5)
	One More, One Fewer

	Story Problem (5 minutes)
	Story Problem: Change Unknown (5 minutes)

Remember that students' attention spans are quite short at this point. Though they will not all be able to solve independently in 5 minutes, the group will begin to lose interest and to play if given too much time. Teachers need to be watchful of off-task behavior so that independent time can be ended and the group can be called back together to share.

You're going to solve the following story problem.

Ms. Lamontagne started with 7 sharp pencils. At the end of the day, she had 3 sharp pencils. How many pencils did she use?

- The teacher reads the story.
- Next, scholars tell the story.
- Visualize - make the picture in your head. Think about what's happening.
- **Ok, scholars. You have paper, pencils and tools. Solve this problem the best way you know how.**
  - Call on 5 different students of different levels to retell the story problem (middle first, low second, high last)
  - No Modeling by teacher- once the problem is presented, students solve.
    - Differentiation, students that finish early/quickly solve will be given a white board and marker to then solve/represent the solution in a different way.
  - As students solve, teacher must make sure to check in with all students on their strategies and make sure all students are on task
  - Once all students have worked on solving the problem- teacher checks in with the class and the story problem is discussed.
    - 2-3 students will be called on to share how they solved the problem and retell the steps they used. |
| | **Lesson (10 minutes)** |

Implementation	**Lesson 3.3.1, Introducing: One More, One Fewer** (10 minutes)

- **Today we are going to learn a new game. It's called One More, One Fewer. What does the word MORE mean? What about FEWER?**
  - As you talk about these words, show students a Plus or Minus 1 cube, and discus how these words relate to what's on the cube: +1 = one MORE, -1 = one FEWER.
- Explain that each pair of students needs a deck of Primary Number Cards, a Plus or Minus 1 cube, a set of pennies, a Ten-Frame (M13), and SAB page 35.
- Play a few rounds to introduce the game to the class. Ask a volunteer or co-teacher to turn over one of his/her cards.
  - **[Ms. Jones] turned over one of his cards and it had a 6 on it, so she puts 6 pennies in the Ten-Frame. Now I write the number on the recording sheet.** **Be very clear about WHERE you write the number on the recording sheet.**
  - **Now [Ms. Jones] rolls the cube to decide if she needs to figure out what is one MORE than 6, or if she needs to figure out what is one FEWER. What does the cube say that [Ms. Jones] should do?**
  - Depending on the roll, Player 1 either takes a penny off or adds a penny on their Ten-Frame. Player 2 circles +1 or -1 on One More, One Fewer (SAB 35).
  - Together the players determine their new total and Player 2 records it. Then, the players switch roles.
  - **Now, me and [Ms. Jones] switch roles. This time I turn over a card and count that many pennies onto the Ten-Frame, and roll the Plus or Minus 1 cube to see whether I need to add or remove. [Ms. Jones] is the recorder.**
- Play several rounds so that students get experience with rolling +1 and -1.
- Review steps:
  1. Player 1 turns over a Number Card and put that many pennies in the Ten-Frame
  2. Player 2 writes that number on the recording sheet
  3. Player 1 rolls the Plus or Minus 1 cube
  4. Figure out the total and Player 2 writes it
  5. Do it again!!! |

Differentiation:

- Intervention: Students who have difficulty creating an equivalent set of pennies on the Ten-Frame need more practice with Build It and Build On.

Independent Practice:

Workshop (25 minutes)
  - One More, One Fewer
    - Students pick a number card and then roll a cube to determine whether they should add or subtract 1 to or from that number. They work on a Ten-Frame (M13) and record their work on SAB page 35. Students find the total after one is added to, or subtracted from, a set of objects.
  - Collect 15 Together
    - Students work in pairs to collect pennies until they have 15. Partners take turns rolling a dot cube and taking as many pennies as there are dots on the cube.

Ongoing Assessment

- **How do students determine the number on the card?** Do they "just know" the name of the number? Do they count the objects on the card? Do they accurately place that many pennies on their Ten-Frame?

- **How do students determine the total after adding or subtracting 1?** Do they count all of the pennies, starting from 1? Do they count on or back, saying, "It was 6 and one more is 7"?

Closing:

Lesson 3.3.3 Activity: Acting Out Story Problems (10 minutes)

- As you did in 3.2 (Story Problems), tell a story that involves either combining or separating and ask one or two students to put the story in their own words. <u>Then ask volunteers to act out the story.</u> Pose a problem about the story and gather strategies. Do not tell students beforehand whether the story involves combining or separating.
- Consider telling two related stories, on that involves adding on and another that involves subtracting one. For example:
    - **5 children were playing on the jungle gym. Then another child came and joined them. How many children were playing on the jungle gym?**
    - **6 children were playing on the jungle gym. Then on left to play on the swings. How many children were playing on the jungle gym?**