First Grade Demo Lesson Plan October 17, 2014

Unit Title: Adding and Subtracting within 20 Lesson: Envision Topic 3: Five and Ten Relationships. Lesson 3-4: Finding Missing Parts of 10.	Approx. time: 30	CCSS-M Standards: **1.OA.4** Understand subtraction as an unknown-added problem.

A. Focus and Coherence	**B. Evidence of Math Practices**
Students will know: A missing part of a whole can be found when the whole and the other part are known. **Students will be able to:** use counters and a part-part-whole mat to find missing parts of 10. **Student prior knowledge:** 10 can be broken in parts in different ways - Using the part-part-whole mat **Which math concepts will this lesson lead to?** Understand and apply properties of operations and the relationship between addition and subtraction.	Reason abstractly and quantitatively. Use appropriate tools strategically. Attend to precision.

Guiding Questions(s): See below

Formative Assessments Results:
Quick Check Master 4 questions

Anticipated Student Preconceptions/Misconceptions:
Some students had difficulty solving the problems by any method. Some students had difficulty giving an explanation of problem 3 even though they demonstrated the ability to solve other problems. A few students demonstrated mastery of the standard and are ready for a greater challenge.

Materials/Resources
Intervention, On-Level, and Advanced Center Activities
ELL sentence frame support

C. Rigor: Conceptual Understanding, Procedural Skill and Fluency, and Application

Warm-up –No warm-up today

Lesson:
Set the Purpose/Connect:
To reinforce and enrich students ability to solve missing parts problems we will be working in groups today based on the Quick Check results from the previous day.

Differentiated Instruction:
Based on the number card that you were given when you entered the class, follow these instructions:
• Students with the numbers 27 (on-level) and 28 (ELL intervention) assemble into groups of 4 and follow directions on the Center Activity given.
• Students with number 26 (advanced level) form a group and follow directions on the Center Activity given.
• Students with number 25 (math intervention) come to the table to complete the Center Activity given.

Closure:
How do you use a part-part-whole mat to find the missing part of 10 when you know one part?