LESSON PLAN

Student Teacher/Intern: Kiara Ramirez		**Date**: 3/1/20
Check one: ☐ 1st Placement ☐ 2nd Placement		**Formal Observation # 1-4:** -
Unit Title: Represent subtraction with and without the decomposition when there is a three-digit minuend		**Age/Grade Level**: 2nd/7-8 Years
Lesson Title: Lesson 15 (C)		**Order in Learning Segment**: 1
Total # of Students: 21	**# IEP Students**: 1	**# ELL Students**: 2

PREPARATION

Context of the Lesson:
- The home group of first graders make a total of 21 students. There are 2 English Language Learners who recently moved from Mexico. One of them understands English but has a hard time speaking it. The other student struggles with both understanding and speaking English. There is 1 IEP student who has dyscalculia.
- This is lesson number 15 and will cover how to represent subtraction with and without the decomposition when there is a three-digit minuend. Students will use the chip model to subtract 3-digit minuends with 2-digit subtrahend. It will consist of activities that will allow students to see how their take-from-ten facts help to solve many problems.
- This lesson is designed to give students ample time working with bare numbers and chip models to develop conceptual understanding and procedural fluency with the vertical form. It anticipates that students will grasp this understanding at different rates.
- Students prior knowledge will be activated through "two-digit subtraction" worksheet, that will review subtraction with unbundling to prepare students for the lesson
- This lesson will increase fluency with the calculations they will be making within 200.

Standards to Address:
- CCSS.MATH.CONTENT.2.NBT.B.5

Academic Language and Language Demands:
- Vertical form, minuend, decomposing and place value language (tens, hundreds, ones place).

Assessment Plan:

Objectives	Type of Assessment	Description of Assessment Task/ Type	Depth of Know-ledge / Bloom's Taxonomy	Adaptations/ Accommodations to Assessment for ELLs/SWDs
1. Students prior knowledge will be activated in the beginning of the lesson through fluency practice. They will subtract a ten from a whole and complete a two-digit subtraction worksheet. (CCSS:) 2.NBT.B.5	Pre-assessment	Students will participate in a fluency activity in which they will be subtracting a two-digit minuend by a whole number. The two-digit minuends will increase by 10 as students complete the problems. They will do multiple problems subtracting two-digit numbers to review subtraction with unbundling, to prepare them for the lesson.	Remember, apply	**IEP** student will have manipulatives to help them manipulate the numbers. And will be given a separate worksheet with a step by step instruction and less problems. **ELL** student will have a translated version of the worksheet they have to complete during the sprint activity.
2. Students will	Formati	Students will use their	Apply	**ELL** students will have

subtract 3-digit minuends from 2-digit subtrahends through vertical form using the chip model. (CCSS:) 2.NBT.B.5	ve	math journals or regular white paper to copy problems that the teacher will write down on the board for them to copy. If they write "187-90" students are to copy that problem and use the chip model to solve the problem. Students will work together as they solve problems and the teacher will circulate to listen to academic vocabulary and to guide them.	, under stand & reme mber .	instructions translated to them. **IEP** student (with dyscalculia) will use disks to help solve the problem. They can use calculators to check their answer.
3. Students will work with a partner to complete a problem set digital worksheet, with problems to practice what they learned during the concept development using the chip model and manipulatives. (CCSS:) 2.NBT.B.5	Summat ive	Students will complete a worksheet on their tablet, practicing what they learned during concept development. They will be provided with extra white paper to draw their chip models	Apply	**IEP** student will be given a calculator to check his answers. They will be provided with a step-by-step instruction. Their digital worksheet will consist with extra help and will be using manipulatives **ELL** students will have a Spanish audio when completing the worksheet.

Materials/Resources/Media Technology Needed:
• Personal white board, Math journal, paper, disks, tablet, and headphones.

INSTRUCTION AND ASSESSMENT

Time	INTRODUCTION	Accommodations

11 Min	**Anticipatory Set**
	• Students will be gathered on the carpet with their personal white boards and the lesson will begin through a fluency practice activity.
	    o The teacher will say: "When I say a basic fact, you add ten to the whole and continue until I say to stop. So, after 11 – 9, you would solve 21 – 9. Then?" And students will respond with "31".
	    o The teacher will start off with 11-9 on their board and students will copy and solve the problem.
	    o They will continue to solve two problems on
		• **ELL** students will have translated versions of worksheet and will have a partner to work with. They will follow along visually during fluency practice with numbers written on the board.
		• **IEP** student will be given a different worksheet and extra time to complete it. They will also be

	their personal white boards. • After the fluency practice activity, students will practice two-digit subtraction with a partner.	working with a partner that will help them complete the problems. (They will also have a calculator to check their answers.)
Time	**LESSON DEVELOPMENT**	
	Step-by-Step Input, Checks for Understanding, and Modeling	
	1. The teacher will activate prior knowledge through the anticipatory set.	
	2. Students are prepared for the lesson through sprint activity, subtracting two- digit numbers.	
	3. The teacher will model step by step, the chip model for students to use when doing the problems on their own.	
	4. The teacher will observe student's academic language as they work with a partner. They are encouraged to use their place value language (e.g., the 2 in the tens place..)	
	5. The teacher will ask questions to check for understanding.	
Time	**GUIDED PRACTICE**	**Accommodations**
32 Min	**Activities ("We do")** • **Concept development:** Students will open their math journal and will be provided with white paper (to use when they practice the chip model). 　o The teacher will write down problem # 1 on the board which will be: 172-48. Students will copy the problem on their math journal in vertical form. 　o Before they solve the problem, they draw the chip model on their white paper. (The teacher will encourage students to whisper count the chips as they place them under the place value they belong in). 　o Students will turn and talk with their partner, discussing how they set up their chip model using place value language. 　o After students draw their chip model and discuss, the teacher will tell them to solve the problem and to record their changes and answer in the vertical form. 　o When students are done, they will check their work with a partner and explain how the vertical form matches their model. 　o Students will then share the answer of 172-48 with the teacher (124). 　o The class will draw a number bond to show that 172-48=124 and make two addition and two subtraction sentences for the	• **ELL** students will have instructions translated to them and can work with a partner. • **IEP** student (with dyscalculia) will use disks to help solve the problem. They can use calculators to check their answer and don't have to complete all parts to question number 1. They will be given the option to finish the work for homework as practice and with the step-by-step guide they have.

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Nyack College School of Education
Rockland Campus - 1 South Blvd., Nyack, NY 10960 | (845) 675-4512
Manhattan Campus - 2 Washington St., New York, NY 10004 | (212) 625-0500, ext. 6128

	number bond.	
	o The procedure will be repeated with a new problem: 154-37.	
Time	**INDEPENDENT PRACTICE**	**Accommodations**
10 Min	**Assignments ("You do")** • **Problem set:** Students will complete a worksheet on their tablet, practicing what they learned during concept development. They will be provided with extra white paper to draw their chip models. 　o Students have the option to work with a partner to do the problems together. 　o The teacher will remind students that they have the option to complete the problems with the RDW approach. 　o Students will be encouraged to start with number 2 first. And then work on problem number one.	• **IEP** student will be given a calculator to check their answers. They will be provided with a step-by-step instruction. Their digital worksheet will consist with extra help and will be using manipulatives • **ELL** students will have a Spanish audio when completing the worksheet.
Time	**CLOSURE**	**Accommodations:**
10 Min	• **Student debrief:** Students will review their solutions for the problem set activity. 　o They will check their answers by comparing with their partners before going over it as a class. 　o The teacher will look for any misconceptions or mis understandings during review. The teacher will ask questions to check for understanding. Questions such as: "When you used the chip model for Problem 1(a), how did you know whether or not to decompose a ten ? Was this the same in Problem 1(b)?	• **IEP** student will review their answers with a partner and check their answers with a calculator. • **ELL** students will be partnered to work together when comparing their answers and reviewing.
Minutes	**FURTHER INDEPENDENT PRACTICE AT HOME**	**Accommodations**
1 Min	• Students are given a worksheet that will serve as practice to what they learned in class today. • The worksheet is similar to the problem set worksheet and will help them gain more experience with the chip model. • The goal of this assignment is to help them reflect on what they learned and to use it as extra practice. • The teacher will show the students the worksheet and explain what they are expecting and let them know that the worksheet is extra practice from what they learned today.	• **IEP** student will be given less questions for homework with a step-by-step instruction. The teacher will provide student with dyscalculia with a video that will guide them when completing the assignment. Their worksheet will consist of less problems to gain more practice in the problems they will be given.

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		• **ELL** students will be given their homework sheet translated.