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EDG365 - Week 11 Video

Prof.- Dr. Ruiz

04/08/2023

Video Title - Three-Act Tasks: Modeling Addition

Standards:

CCSS.MATH,CONTENT. K.OA.A.1 - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds(e.g. claps), acting out situations, verbal expressions, or equations

CCSS.MATH.CONTENT. K.OA.A.2 - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CCSS.MATH.PRACTICE. MP4 Model with Mathematics

Materials: unfixed cubes, hundreds charts, fingers

Language/Discourse: addition, equation, math thinking, modeling, persevere, solution strategies, estimation,entry points.

Teaching steps

1. The teacher begins the lesson by telling students that they are going to do a three-act task, like they've done before, which starts with a video. She tells them that the video is about a birthday party.
2. Students then watched the video in which the "Happy Birthday" song was playing and a cake with lit candles was displayed on the table along with other party essentials.

3. With the video image still on the monitor, students were asked to guess how many candles were on the cake. Students' answers ranged from 6 to 13.
4. In the second act, the teacher posed a question to the class. "Should we find out how many candles are on the cake?" Students responded, "Yes".
5. The teacher told students, "There are six blue candles on the cake. Can we find out exactly how many candles there are now? "What other information do we need to find out?"
6. Students stated that they needed to know how many yellow candles were on the cake to make an informed decision.
7. The teacher gave the final clue to solve the equation by telling students that there are yellow candles on the cake.
8. In the final act, students were asked to work in pairs, using unifix blocks, fingers and drawings to model the equation.
9. The teacher circulates the classroom, asking students about the various strategies they used to model the equation.

I liked the way this lesson began. I felt that the video of the birthday and the song were great ways to hook the students. They were immediately engaged in the lesson and enjoyed guessing "How many candles were on the cake?". The three- act task was a great way to break the lesson into separate segments. The first was the hook, and making predictions about the number of candles. The second was finding answers or solving the problem(total number or candles). The third act was about students taking the information from the previous acts and using it to model, explore, and create ways of solving the equation, using the unifix cubes. The teacher asked many questions and students were given opportunities to express their thoughts or ideas verbally which allowed the teacher to assess for understanding.