Jessica Trelstad

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| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  TPA- Referenced Lesson Template  Date: 9-23-15 Grade: First Time: 2:00pm |

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| **Lesson Title** | Working in Small Groups |
| **MN/CC State Standard(s)** | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. |
| **Central Focus** | Students apply counting and ordering skills for whole numbers up to 120. |
| **Learning Target** | Students discuss rules for working in small groups.  Students compare pairs of whole numbers. |
| **Academic Language (AL)**   1. Domain-specific vocabulary 2. Any needed sentence structures 3. Language demands: Planned points where students would use AL | Compare- estimate, measure, or note the similarity or dissimilarity between. |
| **Needed modifications/supports**  Planned points for specific students |  |

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| Lesson Part | Activity description/teacher does | Students do |
| Part 1: Initiating Instruction   * Preview * Review of pre-requisite knowledge/skills | The teacher first puts 2 numbers on the board: 15 and 17. The teacher asks the students which number is the largest. The teacher agrees with their answer and demonstrates another example with the numbers 13 and 10. The students answer and the teacher tells them they are going to be playing a new math game today that involves ordering numbers in the way they just did. The teacher then tells students they will be playing the math game in groups of 2. The teacher asks the students if they have ever gotten in an argument with someone while playing a game before. | Students answer the number ordering review questions put on the board. Students are then listening to the teacher explain that they will be playing a game today with their learning partners, as well as answering if they have ever gotten into an argument while playing a game before. |
| Assess 1.1  Check for Understanding | Teacher informally checks if the students are understanding how to order numbers based on how strongly the review questions are answered. | Students indicate whether they are understanding or not based on their answering of the review questions. |
| Part 2: Teacher Input/ Inquiry   * Intro of learning target * Explanation/procedures * Teacher demonstration * Teacher think aloud | The teacher then writes "Rules for Small Groups" on the board. Teacher explains to students that rules for small groups are needed and that they will be making these rules for small groups as a class. The group then comes up with several rules for small groups. The students should come up with something similar to these 4 rules: use quiet voices, be polite, share materials, and take turns. The teacher tells the students the rules they came up with will be typed up and posted in the classroom for a reminder.  Teacher then tells the students the game they will be playing is called Top-It. The teacher asks the students to arrange in stadium seating around her so that students can watch the demonstration of how to play. The teacher asks one student to help demonstrate the game to the class with her. The teacher explains that there is a draw pile that both players draw from. "To start the game, both players draw a card from the draw pile. Each player takes a turn to read the number they drew aloud, and then shows it to their partner. The player with the largest number takes both of the cards and keeps them. If two players draw the same card, they each draw another card. Whoever has the highest number for the second round, takes all 4 cards. The game is over when there are no more cards left in the draw pile. The player who has the most cards wins." While explaining directions to students, teacher is demonstrating how to play with the volunteer student. | Students create rules for small groups as a class by participating in the discussion of what a good small group rule may be. Students then listen and watch as the teacher explains and demonstrates how to play Top-It. |
| Assess 1.2  Check for Understanding | The teacher asks the students what questions they have about playing the game Top-It with their learning partner. | Students indicate if they have any questions about the game Top-It. |
| Part 3: Guided support/practice   * Paired/collaborative work * Individual work & partner check * Teacher(s) roam & assist | Teacher then roams the room and assists students having trouble if needed. Teacher lets students play Top-It for about 15 minutes. | Students play Top-It in their individual partnerships for about 15 minutes. |
| Assess 1.3  Check for Understanding | Teacher checks for student understanding by observing the students play the game with their partner. | Students will play Top-It in their groups and ask for teacher help if they are not understanding. |
| Part 4: Closure   * Restate learning target | The teacher asks students to please put the Top-It materials away and re-join her at the carpet. The teacher explains that she saw many of the groups following the small group rules while playing the game and congratulates the students on this. Teacher explains that students will be working in small groups again tomorrow and more in the future, and that the same rules from today will be expected for the rest of the school year. | Students come together at the carpet and listen to what the teacher has to say. |