Jessica Trelstad

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| TPA- Referenced Lesson TemplateDate: 9-21-15 Grade: First Time: 2:00 pm |

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| **Lesson Title** | Investigating Equally Likely Outcomes |
| **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 Targets** | Students represent numbers using tally marks.Students construct a tally chart to organize data.Students answer questions and make predictions based on a tally chart. |
| **Academic Language (AL)**1. Domain-specific vocabulary
2. Any needed sentence structures
3. Language demands: Planned points where students would use AL
 | Predict- say or estimate that (a specified thing) will happen in the future or will be a consequence of something.Total- after everything is countedData- facts and statistics collected together for reference or analysis |
| **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 will first ask children which number they think will come up most often when they roll a dice. The teacher will write the students' predictions on the board. The teacher will then explain to students that what they are doing is predicting what number will come up when rolling a dice most often, which is to guess what will happen. Teacher will review how which numbers are on the side of a dice.  | The students will share predictions on what number 1-6 they think will come up most often when rolling a dice.  |
| Assess 1.1Check for Understanding | Teacher will check for students understanding of predicting numbers on a dice by confirming their predictions are numbers 1-6 only. If they are not, the teacher will review this again.  | Students will predict what number 1-6 they think will be most often rolled when rolling a dice.  |
| Part 2: Teacher Input/ Inquiry* Intro of learning target
* Explanation/procedures
* Teacher demonstration
* Teacher think aloud
 | Teacher explains to students that they will be rolling dice today and will find out which side, if any, will be rolled most often. Teacher then explains to students that they will be using tallies to construct a tally chart each time they roll their dice. Teacher then demonstrates to students how to properly roll the dice without throwing it across the room. Teacher shares with the students what she rolled, and demonstrates how to record what she rolled on her tally chart. It is then explained to students that they will be working with their learning partners for this activity. Teacher explains that students will take turns rolling the dice, but each time the dice is rolled, both partners need to record in on their tally chart what was rolled. Teacher then physically shows the students where the 'total' column is on their page. Teacher will ask students how they think this column should be filled out. The teacher will demonstrate how to count the tallies for each number 1-6 and record the total number in the total column. Teacher will explain to students that they should leave the total column blank until asked to fill it out. Teacher explains that now they will find out a bit more information about rolling dice, and their predictions might change after analyzing the data they collect.  | Students will listen to teacher introduce what they will be doing for the lesson, how they should complete the lesson, who they will be working with, as well as answer what they think the total column will be used for on their page.  |
| Assess 1.2Check for Understanding | Teacher will ask what questions the students have and if they understand what they are to be doing.  | Students will ask any questions they have on the lesson expectations. |
| Part 3: Guided support/practice* Paired/collaborative work
* Individual work & partner check
* Teacher(s) roam & assist
 | Students get their math journals out, find their assigned learning partners, and find a place to work on the carpet. Each partnership then receives a dice handed out by the teacher. Students then work on rolling and tallying with their partner for 2 minutes. During this time the teacher roams the room and looks for any assistance needed. After 2 minutes the teacher asks the students to freeze. The teacher then asks students if after rolling the dice for 2 minutes, their predictions changed. The teacher then writes new predictions on the board. After, the students are given 3 more minutes to roll the dice and record their tallies. After 3 minutes, the teacher asks the students to stop and join back together on the carpet with their math journals.  | The students will work with their partner on filling out a tally chart while taking turns rolling the dice. After 2 minutes of work, the students will freeze and share new predictions about what side of a dice is rolled most often. Students will then work for another 3 minutes recording tallies before coming back to the carpet as a whole class. |
| Assess 1.3Check for Understanding | Teacher will check for understanding by roaming the room and observing that all students are understanding the process as well as recording tally marks correctly.  | Students will continue to work with their partners as teacher observes.  |
| Part 4: Closure* Restate learning target
 | Teacher now guides the students through filling out their total columns. Teacher demonstrates counting several tallies and recording the total number in the column. Teacher explains that students should have the same numbers in this column that their partner has. If they don't have the same number, they need to recount their tallies. Once the total columns are filled out, the teacher asks three groups to share how many rolls they got for each of the numbers 1-6. With this data written on the board, the teacher can then demonstrate that each side of the dice got almost the same number of rolls. Teacher then asks the students why they think this happened. The teacher closes with describing that each side of the dice has an equal chance of being rolled. The teacher explains that we know this because of the data we looked at on our tally charts we constructed. | Students will fill out the total column on their work page with their partner. Students will then participate in sharing their totals for each side of the dice. The students will share why they think the numbers from each side of the dice ended up being almost equal.  |

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| **Lesson Title** | The Calendar |
| **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 count forward by 1s. Students order whole numbers.Students use a calendar to answer questions about days, weeks, months, and dates. |
| **Academic Language (AL)**1. Domain-specific vocabulary
2. Any needed sentence structures
3. Language demands: Planned points where students would use AL
 | Calendar- a chart or series of pages showing the days, weeks, and months of a particular year, or giving particular seasonal information. Date- the day of the month or year as specified by a number.Students will respond to the sentence structure in Part 2: Today's date is \_\_\_\_\_\_\_\_.  |
| **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
 | Materials needed: Math Journal 1, p.4"The first thing we are going to do today is dance! Follow what I am doing and sing along. The first song is about the days of the week and the second song is about the months of the year. It's okay if you don't know all the words yet, that is what we are learning today!" Teacher plays "Days of the Week" and "Months of the Year" songs.  | Students listen to the songs play and watch the teacher's dance moves. The students copy the teachers dance moves during the song.  |
| Assess 1.1Check for Understanding | Teacher asks the students if they recognized some of the names of the month or days of the week.  | Students respond that they have recognized some of the names of the months or days of the week. |
| Part 2: Teacher Input/ Inquiry* Intro of learning target
* Explanation/procedures
* Teacher demonstration
* Teacher think aloud
 | "Today we are going to talk about calendars. Some calendars help us keep track of the time, appointments, and special days like birth dates and holidays.""What are the names of the months?"Teacher writes the months in order on the SMART board. "What month are we in right now?" Students respond with September. Teacher puts a star next to September. "Now, what are the days of the week?" Teacher writes the days of the week on the SMART board. "What day of the week is it today?" Students respond with Tuesday. Teacher puts a star next to Tuesday. "Now, who can tell me what year we are in now? I am looking for the full number of what year we are in." Students respond with 2015. "What is todays full date?" Students respond and teacher writes: Today's date is Tuesday, September 22, 2015. | Students participate in listing the names of the months on the board as well as the days of the week. The students determine what month of the year and day of the week it is for that specific day. The students then determine what year they are in. The students then construct with teachers assistance the date. They read the sentence structure for the date as a class aloud. |
| Assess 1.2Check for Understanding | Teacher checks for students' understanding of what the date is by having the students repeat the full date as a class.  | As a class, students repeat the date written on the board. |
| Part 3: Guided support/practice* Paired/collaborative work
* Individual work & partner check
* Teacher(s) roam & assist
 | The teacher then asks students to head back to their parking spots. Passers are asked to pass out the math journals. The teacher puts a copy of the page the students are working on up on the SMART board. The teacher first asks students what month they are in. Teacher then writes September at the top of the calendar. The teacher explains to students that this month started on a Tuesday, but different months start on different days of the week. The teacher fills in the first Tuesday box with a 1. The teacher then guides students through filling out the first week, through the 5th of the month. The teacher guides the students through filling out the dates for each week of the month, stopping after every week to make sure the students had not gotten off track.  | Students will fill in the calendar in their math journals. Students will follow along with the teacher by first putting the month at the top of their calendar. Then, students will fill out their calendar dates week by week along with the teacher.  |
| Assess 1.3Check for Understanding | Teacher will roam the room while students are filling out their calendar dates. Teacher will be checking for accuracy with the dates counting up throughout the month by 1s.  | Students will continue to fill out their calendar dates. |
| Part 4: Closure* Restate learning target
 | The teacher asks the students what month will go at the top of the calendar next month. The teacher also asks the students where the 1 will go next month. The teacher restates how the dates go up by 1 and in order. The teacher closes by asking students what the date for tomorrow will be.  | The students answer what month will go at the top of their calendar next month, as well as where the 1 would go. The students answer what the date for tomorrow is.  |

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| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TPA- Referenced Lesson TemplateDate: 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 1.1Check 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 1.2Check 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 1.3Check 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.  |