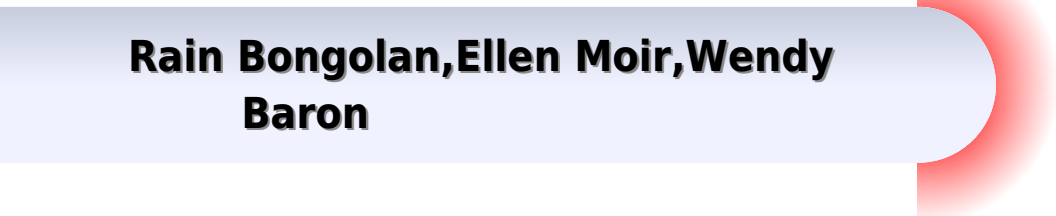


## Go Math Lesson Plans

| Title: Hands-On Algebra • Model and Draw Addition Problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                     | Chapter/Lesson: 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | CCSS: K.OA.A.3 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Lesson Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     | Progression of the Day: 1. Spatial Review (2 min)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |
| <b>Pre-Assessment:</b><br>Share What You Know<br>pp. 208-209<br><br><b>Resources:</b><br>Grids and Go Centers<br>Network/Stretch<br>Student Library/<br>Practice<br>Manipuland<br>connecting cubes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Objectives:</b> Students will be able to use objects and drawings to solve addition word problems within 5.<br><br><b>Essential Questions:</b> How can you use objects and drawings to solve addition word problems?<br><br><b>Vocabulary:</b> plus, is equal to | <b>Number of the Day</b><br>Hold up one red cube and one blue cube. How many red cubes are shown? How many blue cubes? How many cubes in all? <b>1 + 1 = 2</b><br><br><b>Engage (10 min)</b><br>Ask children to tell what they know about using plus and is equal to symbols to show addition.<br>• On the board, write $2 + 2 = \underline{\quad}$ . Point to the addition sentence. How can you say this out loud? <b>2 plus 2 is equal to</b><br>• When you see the plus symbol, what do you know is happening? <b>Numbers are being added.</b> What should come after the is equal to symbol? <b>the total, or how many in all</b> |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>EXPLORE (15-20 min)</b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
| Read aloud the problem to children twice.<br><b>Rita has one red cube and one blue cube. How many cubes does Rita have?</b><br>Give each child one red cube and one blue cube. Help children locate the red and blue cubes on the top of the page.<br>• Use your cubes to cover the cubes on the top of the page.<br>• How many red cubes are there? 1<br>• How many blue cubes are there? 1<br>• Put the red and blue cubes together to make a cube train. Color to show how it looks.<br>• Count the cubes. How many cubes are there in the cube train? 2<br>Remind children that the is equal to symbol in the addition sentence means is the same as.<br>• Trace the addition sentence. It also tells how many cubes are put together. How would you read the addition sentence? <b>2 plus 1 is equal to 3.</b><br>Read the problem. Have children tell how they can use their cubes and the addition sentence to solve.<br>• How many cubes does Rita have? 2 |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
| <b>Share and Show: Guided Practice (15 min)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
| Have children model the problem in Exercise 1 with connecting cubes.<br>• Abby has one blue cube. She has two orange cubes. How many cubes does she have?<br>• Place one blue cube and two orange cubes on top of the ones shown.<br>• How many blue cubes are there? 1 How many orange cubes are there? 2 Put the cubes together. Draw the cube train.<br>• To find how many cubes Abby has, count the cubes. How many cubes are there? 3<br>• Complete the addition sentence. How many cubes are in the train? 3<br>Ask children to explain how both the model and the addition sentence show Abby's cubes. Work through Exercise 2 in the same way, using the following problem:<br>• Ben has one yellow cube and three green cubes. How many cubes does Ben have? 4                                                                                                                                                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
| <b>Independent Practice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                     | <b>Assessment/Quick Check</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                |
| After putting together cubes, children may write one of the addends as the sum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     | If ... a child misses the checked exercise(s)<br>If ... a child does not miss the checked exercise(s) they do:<br>(optional) See page 54, Personal Math Trainer K.O.A.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |
| <b>Differentiated Groups (15 min)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
| <b>Support:</b><br>If a child misses the checked exercise(s):<br>• See Tier 2 Activities (optional)<br>• See page 54<br>• Personal Math Trainer K.O.A.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>On Grade:</b><br>If a child does not miss the checked exercise(s) they do:<br>• More Practice                                                                                                                                                                    | <b>Enrich:</b><br>If a child does not miss the checked exercise(s) they do:<br>• More Practice, again<br>• Enrichment Activity on Grid 3-Go                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |
| <b>Wrap-Up (10 min)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
| <b>Mid-Chapter Checkpoint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |
| <b>Practice &amp; Homework</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |

# Unit Lesson Plans Go Math

**Rain Bongolan, Ellen Moir, Wendy  
Baron**



## **Unit Lesson Plans Go Math:**

**Lesson Plans** Judson G. Everitt, 2017-12-21 In Lesson Plans Judson G Everitt takes readers into the everyday worlds of teacher training and reveals the complexities and dilemmas teacher candidates confront as they learn how to perform a job that many people assume anybody can do Using rich qualitative data Everitt analyzes how people make sense of their prospective jobs as teachers and how their introduction to this profession is shaped by the institutionalized rules and practices of higher education K 12 education and gender Trained to constantly adapt to various contingencies that routinely arise in schools and classrooms teacher candidates learn that they must continually try to reconcile the competing expectations of their jobs to meet students needs in an era of accountability Lesson Plans reveals how institutions shape the ways we produce teachers and how new teachers make sense of the multiple and complicated demands they face in their efforts to educate students

**Number Sense Routines** Jessica Shumway, 2023-10-10 Following up her best selling book Number Sense Routines Building Numerical Literacy Every Day in Grades K 3 Jessica Shumway turns her focus to upper elementary classrooms Number Sense Routines Developing Mathematical Understanding Every Day in Grades 3 5 is about tapping into every child s innate number sense and providing daily connected experiences that are responsive to children s learning needs Consistent Daily Routines Work Adaptable to any curriculum Shumway s 5 10 or 15 minute warm up routines are an easy and effective way to build and solidify students number sense foundations as a supplement to any program Planning and Facilitating Your Classroom No matter how familiar the routine Shumway provides insight on how to keep daily warm ups fresh She reveals careful thinking and planning that goes into each routine and offers detailed vignettes and dialogues of how they unfold in real classrooms Assessment Strategies As students engage in the process each routine becomes an exciting opportunity to gain insight into where they are in their understanding and help students articulate their mathematical thinking Identify Big Ideas Not only will these math routines help develop students mathematical understanding as they move towards using standard algorithms but teachers will learn to better recognize the big ideas that emerge in discussions how to encourage important strategies based in number sense and how to facilitate conversations on key mathematical concepts These routines may appear in other places but I have never seen them written in such detail and with so many variations Although she makes what she does sound easy we all know that teaching math well is anything but easy It is challenging and complex Unpacking what students are saying helping them make connections not only to the math but to each other s ideas while simultaneously recording their ideas using mathematical models visuals or equations is no easy task Jessica provides wonderful visuals examples of student work and so much more to help educators develop the tools they need to improve their practice and in so doing improve student learning From the Foreword by math coach and consultant Lucy West

*Research-Based Unit and Lesson Planning* Marie Menna Pagliaro, 2012-01-16 By integrating the best of current research and practice in curriculum planning this book presents that comprehensive topic in a manageable

form Examples throughout are representative of different grade levels and subjects areas It should be understood at the outset that the content offered for curriculum planning is not a rigid prescriptive formula but a careful and purposeful thought process that must be considered to obtain optimal results In addition to developing knowledge about curriculum and instructional planning what teachers should know this book offers an innovative method for translating that knowledge into performance what teachers are able to do Knowledge is implemented by the use of coaching rubrics sets of criteria for developing performance Though readers will receive a thorough background in the planning process just from the content itself its potential will be fully realized when readers also use the coaching rubrics

*The Mathematics Lesson-Planning Handbook, Grades 6-8* Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6 8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6 8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6 8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners

[The Math Teacher's Toolbox](#) Bobson Wong, Larisa Bukalov, 2020-04-09 Math teachers will find the classroom tested lessons and strategies in this book to be accessible and easily implemented in the classroom The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Math Teacher s Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully

aligned to Common Core math standards cover the underlying research required technology practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their mathematics courses Topics range from the planning of units lessons tests and homework to conducting formative assessments differentiating instruction motivating students dealing with math anxiety and culturally responsive teaching Easy to read content shows how and why math should be taught as a language and how to make connections across mathematical units Designed to reduce instructor preparation time and increase student engagement and comprehension this book Explains the usefulness application and potential drawbacks of each instructional strategy Provides fresh activities for all classrooms Helps math teachers work with ELLs advanced students and students with learning differences Offers real world guidance for working with parents guardians and co teachers The Math Teacher s Toolbox Hundreds of Practical ideas to Support Your Students is an invaluable source of real world lessons strategies and techniques for general education teachers and math specialists as well as resource specialists special education teachers elementary and secondary educators and teacher educators

### **Re-Engaging Students for Success** Kathleen G.

Velsor,2015-08-12 As of spring 2015 in the states of New York Tennessee Washington and Wisconsin all pre service teacher candidates are required to pass the Education Teaching Performance Assessment to earn initial teaching certification California Georgia Ohio and Massachusetts are planning to adopt the edTPA while eighteen other states are considering adopting this policy in the near future Re Engaging Students for Success Planning for the Education Teaching Performance Assessment is designed to assist elementary candidates with an educational methodology to pass the Education Teaching Performance Assessment The methodology can be used to plan implement and assess student learning during instruction Additionally this method will assist elementary teacher candidates in using the Common Core Standards to design lessons to assess student learning while managing classroom instruction Candidates who have used this method have successfully beat the tests

Teaching to the Math Common Core State Standards F. D. Rivera,2015-06-17 This is a methods book for preservice middle level majors and beginning middle school teachers It takes a very practical approach to learning to teach middle school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the Grade 5 through Grade 8 and traditional pathway Algebra I portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The Common Core state content standards which pertain to

mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all middle school students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It prepares preservice middle level majors and beginning middle school teachers to work within the realities of accountable pedagogy and to develop a proactive disposition that is capable of supporting all middle school students in order for them to experience growth in mathematical understanding that is necessary for high school and beyond including future careers

**Lesson Study with Mathematics and Science Preservice Teachers** Sharon Dotger, Gabriel Matney, Jennifer Heckathorn, Kelly Chandler-Olcott, Miranda Fox, 2023-10-13 This insightful volume offers an overview of the fundamentals of lesson student practice in US teacher education as well as examples from math and science teacher educators using lesson study in their local contexts The number of teacher educators using lesson study with preservice teachers is small but growing This book is aimed at teacher educators who may want to try lesson study in university contexts without the challenge of translating the practice from the K 12 context on their own In this volume lesson study is broadly overviewed attention is given to its constituent steps and examples of lesson study in preservice contexts are shared Given the broad array of teacher education program designs numerous contingencies guide teacher educators in their implementation of lesson study given their contextual affordances and limitations The lesson study descriptions and cases in this book will support teacher educators and scholars across subject specialities and geographic lines as they seek instructional frameworks to advance their pedagogical goals

**Math Trailblazers** , 2003-07-25 Mathematics program integrating math science and language arts **Teaching Middle School Mathematics** Douglas K. Brumbaugh, 2013-05-13 Middle school teaching and learning has a distinct pedagogy and curriculum that is grounded in the concept of developmentally appropriate education This text is designed to meet the very specific professional development needs of future teachers of mathematics in middle school environments Closely aligned with the NCTM Principles and Standards for School Mathematics the reader friendly interactive format encourages readers to begin developing their own teaching style and making informed decisions about how to approach their future teaching career A variety of examples establish a broad base of ideas intended to stimulate the formative development of concepts and models that can be employed in the classroom Readers are encouraged and motivated to become teaching professionals who are lifelong learners The text offers a wealth of technology related information and activities reflective thought provoking questions mathematical challenges student life based applications TAG tricks activities games sections and group discussion

prompts to stimulate each future teacher's thinking Your Turn sections ask readers to work with middle school students directly in field experience settings This core text for middle school mathematics methods courses is also appropriate for elementary and secondary mathematics methods courses that address teaching in the middle school grades and as an excellent in-service resource for aspiring or practicing teachers of middle school mathematics as they update their knowledge base Topics covered in Teaching Middle School Mathematics NCTM Principles for School Mathematics Representation Connections Communication Reasoning and Proof Problem Solving Number and Operations Measurement Data Analysis and Probability Algebra in the Middle School Classroom and Geometry in the Middle School Classroom **The Art of Appraisal** Barbara D. Culp, 2017-09-13 The Art of Appraisal saves time and boosts performance with effective tools and a streamlined process With a few detailed comments an appraisal can correct weak habits boost midlevel professionals and launch excellent teachers into greatness The Art of Appraisal allows administrators to reap the greatest benefits by creating clarity and efficiency in the process First a binary feedback structure ruled by four performance tiers is described Then ten key areas of teacher responsibility are defined Each task is further parsed into four subcategories Evaluations become faster and easier and the feedback becomes exponentially more profound Rich with real world examples and comments about different performance ratings The Art of Appraisal clarifies and distills the evaluation process Supplemental chapters are packed with practical comments that can be pasted into evaluations This structured step by step system was developed by Dr Culp an educational professional with over forty years of experience An invaluable tool for administrators and the teachers they evaluate The Art of Appraisal allows a school's most effective tool to be used in the most efficient manner **Liberty Mathematics Level a Grd 1 Teacher Manual** Wendy Kramer, Teacher Manual, 2005-08-10 Teacher Guide for Liberty Mathematics Workbook A Designed to give first grade students an introduction to primary mathematics concepts Topics covered include addition and subtraction facts from 1-18 two digit addition and subtraction fractions calendars time and money measurement and sets *Research in Education*, 1968 **Data Driven Differentiation in the Standards-Based Classroom** Gayle H. Gregory, Lin Kuzmich, 2014-05-22 Collect the data you need to reach every student Veteran educators Gregory and Kuzmich provide user friendly techniques for data gathering helping you to differentiate instruction This informative book is now fully updated to support the Common Core and other key standards and includes Step by step guidance on gathering data to improve classroom dynamics pinpoint student learning styles adjust lessons for different learners and inform diagnostic teaching and assessment Techniques for using data to refresh and strengthen curriculum including numerous unit and lesson plans fully linked with the Common Core A wealth of templates for fast and simple data collection Updated differentiation strategies for the Common Core and other key standards including the Career and College Readiness Standards and the Standards of Mathematical Practice *Resources in Education*, 1997 **How to Manage Your Middle School Classroom** Jeff Williams, 1996 A practical handbook for teachers of middle school age students

*Keys to the Secondary Classroom* Rain Bongolan, Ellen Moir, Wendy Baron, 2009-11-16 An easy to use source for all the strategies you need to thrive in the secondary classroom Leveraging a wealth of information from the New Teacher Center this user friendly guide provides a solid foundation for classroom management lesson planning and assessment Teachers will learn step by step tips for organizing standards based curriculum across the content areas supported by extensive reproducible forms and go to references This new edition also includes Lesson plans by exemplary math and language arts teachers Guidelines for clear homework procedures Strategies for working with struggling readers Tips for maintaining contact with parents A list of key resources for secondary teachers

CAROUSEL CURRICULUM POND ANIMALS Bridgett Parsons, M.Ed, 2012-01-24 CAROUSEL CURRICULUM Definition carousel a merry go round a conveyer on which items are placed for later retrieval Education should be fun and we learn by retrieving old information and building on it My curriculum is a collection of literature based thematic units for early learners The units are developmentally appropriate for all early learners They are standards based and Creative Curriculum friendly Carousel Curriculum has been used successfully with young learners including English language learners children with special needs and diverse learning styles as well as homeschoolers I am a teacher with 35 years of teaching experience in the areas of early childhood education and early childhood special education Principals and co workers always expressed an interest in my thematic units This planted the bug for me to write down and market what I have used successfully for so many years The curriculum was created through years of education experience trial and error revisions and updating Each unit covers a span of 4 6 weeks Each unit includes an introduction weekly outlines daily plans poems and songs a book list additional activities listed by domain and related ideas for centers Each unit can be used independently or be used as part of the collection of units to create an interwoven curriculum Animals And Their Environments The total collection includes Farm Animals Forest Animals in Winter Polar Animals Jungle Animals Pond Animals and Ocean Animals Additional units available are Farm Crops A Safari The Zoo and The Circus I hope the units will be a great resource for you and your class Enjoy

**Teaching STEM and Common Core with Mentor Texts** Anastasia Suen, Shirley L. Duke, 2013-12-02 Librarians can use this book to become leaders in their schools collaborating with teachers to keep them abreast of resources that will facilitate the inclusion of STEM in the curriculum Teaching STEM and Common Core with Mentor Text explains the basics of STEM Science Technology Engineering and Mathematics and shows how librarians can become a key component in STEM education guiding teachers and sparking interest though the books and technology inherent in their curriculum The volume offers 20 mentor texts plus in depth collaborative lesson plans linked to the Common Core Standards for K 5 librarians There are additional lessons for classroom teachers as well as activities that can easily be done in the library or classroom Each lesson includes mentor text information an overview of the lesson step by step lesson plans assessment options and extension activities By implementing these lessons in the library librarians will be able to cover multiple Common Core State Standards and science standards and



at the same time establish the library as a resource for teaching STEM subjects      *Technology-supported Mathematics Learning Environments* William J. Masalski, Portia C. Elliott, National Council of Teachers of Mathematics, 2005 Technology is playing an increasingly important role in the teaching and learning of mathematics at all levels This publication reports on overviews of research and findings on the impact of technology It furnishes a rich context in which to observe teachers in prekindergarten through grade 12 and teacher educators using technology to help their students better understand mathematics and gives us all a glimpse of what the future might hold in store for us The accompanying CD includes electronic features that enhance an understanding of the articles presented in the printed yearbook

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