

Math & Science Collaborative Lesson Plan



**Northwest Educational
Service District 189**

Together We Can

Lesson Title: Addition Combinations up to Twenty

Unit Learning Target (Standard/Performance Expectation(s))		1.1.G	CCSSM 1.NBT.3
Group numbers into tens and ones in more than one way. Compare two two-digit numbers based on meanings of the tens and ones digits.			
Building Block or Lesson Learning Target: Find, demonstrate and explain basic addition facts from one to twenty.		Student Success Criteria: Students demonstrate addition facts from 1 to twenty.	
Previous Lesson Learning Target: Demonstrate and explain basic addition facts from one to fifteen using more than one strategy			
Target Introduction/ Thinking Question * How many combinations that make 10 can you show using some or all of your ten sums addition facts? To make 15? To make 20?			
Lesson Progression (Flow) with Talk-Structures (Student Discourse) For each step of the lesson, questions to include are; “How do you know this?”; “Can you show me what you did?”; “What strategy (strategies) did you use?” Begin the lesson with sets and individual stir straw. Students will use both hands to manipulate straws for all combinations that add to 10/ to 15/ to 20, and check their work with their “elbow” partner. Students will be introduced to base 10 blocks and make models for sets of ones (cubes), sets of tens (longs or rods), and sets of hundreds (flats). Using a base ten mat, students practice placing the blocks in the correct place values. Student pairs take turns showing combinations of base 10 blocks that add to 10, add to 15, and add to 20. Students compare their work in small groups.		Key terms for this lesson ones / cubes tens / longs or rods combinations exchanges place value	Formative Task or Question* <i>Designed to elicit student misconception(s)</i> Do you really have 10? Are you sure you have 15? How do you know that is 20?
		Forms of Student Discourse to include: Student to Teacher Student to student Student to small group	
Lesson Closure Students demonstrate understanding individually with the teacher		Exit Task* Student partner groups compare their work for differences and similarities	

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Do the Math for the Thinking Question

$$\begin{array}{r} 0 + 10 \\ 1 + 9 \\ 2 + 8 \\ 3 + 7 \\ 4 + 6 \\ \underline{5 + 5} \\ = 10 \end{array}$$

$$\begin{array}{r} 0 + 15 \\ 1 + 14 \\ 2 + 13 \\ 3 + 12 \\ 4 + 11 \\ 5 + 10 \\ 6 + 9 \\ \underline{7 + 8} \\ = 15 \end{array}$$

$$\begin{array}{r} 0 + 20 \\ 1 + 19 \\ 2 + 18 \\ 3 + 17 \\ 4 + 16 \\ 5 + 15 \\ 6 + 14 \\ 7 + 13 \\ 8 + 12 \\ 9 + 11 \\ \underline{10 + 10} \\ = 20 \end{array}$$

Lesson Anticipated Misconceptions:

Miscounting

Not knowing 10 stir sticks or a long equal 1 of the tens

Lesson Instructional Adjustment(s) (if needed)

Tied to common misconception(s)

Modeling

Checking work

Additional questioning strategies

Extensions for advanced students

Manipulatives and materials to include and have ready to support the lesson *

Stir sticks

Rubber bands

Blank paper

Base 10 blocks – ones and tens

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* Opportunity for formative assessment



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