Lesson Plans   Brown Elementary School   Week of October 7-11

Teacher's Name: Carnes   EIP Math Group Lesson Plans

Monday	**1st Grade Math 7:45-8:25 (pull out)**	**1st Grade Math 10:25-11:15 (push in)**	**Kindergarten Math 11:15-12:05 (pull out)**
Standards	MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. Understand the following as special cases: (a). 10 can be thought of as a bundle of ten ones called a "ten."	MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. Understand the following as special cases: (a). 10 can be thought of as a bundle of ten ones called a "ten."	**MGSE.K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Learning Target: I can…..	I can know that a group of ten ones is called a ten.	I can know that a group of ten ones is called a ten.	I can write the numbers 0-20. I can represent a number of objects with a written number.
Direct Explanation	By the end of the lesson students will be able to count a bundle of ten ones by 10s.	By the end of the lesson students will be able to count a bundle of ten ones by 10s.	**By the end of the lesson students will be able to write the numerals 1-5 independently.**
Modeling the Lesson's Concepts	TTW demonstrate counting bundles of ten ones by 10's.	TTW demonstrate counting bundles of ten ones by 10's.	TTW write the numbers 1-5 up on a chart paper.
Work Period: Guided Practice with Feedback	TSW practice counting bundles with a partner.	TSW practice counting bundles with a partner.	TTW have individual students come up and write the numbers 1-5 on the chart paper. I
Work Period: Independent Practice Teacher as facilitator, Differentiation strategies for enrichment/remediation	TSW count bundles of ten ones independently independently.	TSW count bundles of ten ones independently independently.	TSW will independently write the numbers 1-5.
Closing: Review/Assessment of standards and learning objectives	TSW complete a think-pair-share with their elbow partner.	TSW complete a think-pair-share with their elbow partner.	Review numbers 1-5.

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Tuesday	1st Grade Math 7:45-8:25 (pull out)	1st Grade Math 10:25-11:15 (push in)	Kindergarten Math 11:15-12:05 (pull out)
Standards	MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. b). The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. b). The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**MGSE.K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Learning Target	I can explore the idea that the teen numbers (11 to 19) can be expressed as *one* ten and some leftover ones.	I can explore the idea that the teen numbers (11 to 19) can be expressed as *one* ten and some leftover ones.	I can write the numbers 0-20. I can represent a number of objects with a written number.
Direct Explanation: Expected Outcomes, Content Standards, Learning Objectives	By the end of the lesson, students will be able to count bundles of ten ones by tens.	By the end of the lesson, students will be able to count bundles of ten ones by tens.	**By the end of the lesson students will be able to write the numerals 6-10 independently.**
Modeling the Lesson's Concepts	TTW model how to count tens and ones.	TTW model how to count tens and ones.	TTW write the 6-10 up on a chart paper.
Work Period: Guided Practice with Feedback	TSW show the teacher various numbers counted by 10s and ones.	TSW show the teacher various numbers counted by 10s and ones.	TTW have individual students come up and write the numbers 6-10 on the chart paper. I
Work Period: Independent Practice Teacher as facilitator, Differentiation strategies for enrichment/remediation	TSW practice counting 10s and ones independently.	TSW practice counting 10s and ones independently.	TSW will independently write the numbers 10.
Closing: Review/Assessment of standards and learning objectives	TSW review their work.	TSW review their work.	Review numbers 1-10.

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Wednesday	**1st Grade Math 7:45-8:25 (pull out)**	**1st Grade Math 10:25-11:15 (push in)**	**Kindergarten Math 11:15-12:05 (pull out)**
Standards	**MCC1.NBT.2** Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. Understand the following as special cases: (c). The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**MCC1.NBT.2** Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. Understand the following as special cases: (c). The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**MGSE.K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Direct Explanation: Expected Outcomes, Content Standards, Learning Objectives	I can identify the number of tens and ones in numbers that are multiples of ten.	I can identify the number of tens and ones in numbers that are multiples of ten.	I can write the numbers 0-20.\n\nI can represent a number of objects with a written number.
Learning Target	By the end of the lesson, students will be able to identify the number of tens and ones in numbers that are multiples of ten.	By the end of the lesson, students will be able to identify the number of tens and ones in numbers that are multiples of ten.	**By the end of the lesson students will be able to write the numerals 11-15 independently.**
Modeling the Lesson's Concepts	TTW model the concept of telling how many 10s and ones are in a multiple of ten.	TTW model the concept of telling how many 10s and ones are in a multiple of ten.	TTW write the numbers 11-15 up on a chart paper.
Work Period: Guided Practice with Feedback	TSW complete models with the teacher.	TSW complete models with the teacher.	TTW have individual students come up and write the numbers 11-15 on the chart paper.\n\nI
Work Period: Independent Practice Teacher as facilitator, Differentiation strategies for enrichment/remediation	Students will complete models independently.	Students will complete models independently.	TSW will independently write the numbers 11-15.
Closing: Review/Assessment of standards and learning objectives	Students will share out with a partner.	Students will share out with a partner.	Review numbers 11-15.

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Thursday	1st Grade Math 7:45-8:25 (pull out)	1st Grade Math 10:25-11:15 (push in)	Kindergarten Math 11:15-12:05 (pull out)
Standards	MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. Understand the following as special cases: (a). 10 can be thought of as a bundle of ten ones called a "ten." (b). The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (c). The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. Understand the following as special cases: (a). 10 can be thought of as a bundle of ten ones called a "ten." (b). The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (c). The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**MGSE.K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Direct Explanation: Expected Outcomes, Content Standards, Learning Objectives	I can know that a group of ten ones is called a ten. I can identify how many tens and ones are in a two-digit number. I can explore the idea that the teen numbers (11 to 19) can be expressed as *one* ten and some leftover ones. I can identify the number of tens and ones in numbers that are multiples of ten.	I can know that a group of ten ones is called a ten. I can identify how many tens and ones are in a two-digit number. I can explore the idea that the teen numbers (11 to 19) can be expressed as *one* ten and some leftover ones. I can identify the number of tens and ones in numbers that are multiples of ten.	I can write the numbers 0-20. I can represent a number of objects with a written number.
Learning Target	By the end of the lesson students will be able to complete various place value problems.	By the end of the lesson students will be able to complete various place value problems.	**By the end of the lesson students will be able to write the numerals 16-20 independently.**

Modeling the Lesson's Concepts	TTW model several problems for students.	TTW model several problems for students.	TTW write the numbers 16-20 up on a chart paper.
Work Period: Guided Practice with Feedback	TSW work with a partner to solve several problems.	TSW work with a partner to solve several problems.	TTW have individual students come up and write the numbers 16-20 on the chart paper. I
Work Period: Independent Practice Teacher as facilitator, Differentiation strategies for enrichment/remediation	TSW solve problems independently.	TSW solve problems independently.	TSW will independently write the numbers 16-20.
Closing: Review/Assessment of standards and learning objectives	Review	Review	Review numbers 1-20.

Friday	**1ˢᵗ Grade Math 7:45-8:25 (pull out)**	**1ˢᵗ Grade Math 10:25-11:15 (push in)**	**Kindergarten Math 11:15-12:05 (pull out)**
Standards	MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. Understand the following as special cases: (a). 10 can be thought of as a bundle of ten ones called a "ten." (b). The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (c). The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	MCC1.NBT.2 Understand that the two digits of a two-digit number represent amounts of **tens** and **ones**. Understand the following as special cases: (a). 10 can be thought of as a bundle of ten ones called a "ten." (b). The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (c). The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**MGSE.K.CC.3.** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Direct Explanation: Expected Outcomes, Content Standards, Learning Objectives	I can know that a group of ten ones is called a ten.	I can know that a group of ten ones is called a ten.	I can write the numbers 0-20.

	I can identify how many tens and ones are in a two-digit number. I can explore the idea that the teen numbers (11 to 19) can be expressed as *one* ten and some leftover ones. I can identify the number of tens and ones in numbers that are multiples of ten.	I can identify how many tens and ones are in a two-digit number. I can explore the idea that the teen numbers (11 to 19) can be expressed as *one* ten and some leftover ones. I can identify the number of tens and ones in numbers that are multiples of ten.	I can represent a number of objects with a written number.
Learning Target	By the end of the lesson students will be able to complete various place value problems.	By the end of the lesson students will be able to complete various place value problems.	**By the end of the lesson students will be able to write the numerals 1-20 on an assessment.**
Modeling the Lesson's Concepts	TTW model several problems for students.	TTW model several problems for students.	TTW review writing numbers 1-20.
Work Period: Guided Practice with Feedback	TSW work with a partner to solve several problems.	TSW work with a partner to solve several problems.	TSW practice writing the numbers 1-20. I
Work Period: Independent Practice Teacher as facilitator, Differentiation strategies for enrichment/remediation	TSW solve problems independently.	TSW solve problems independently.	TSW write numbers 1-20 on assessment
Closing: Review/Assessment of standards and learning objectives	Review	Review	Review assessment.