Teacher's Name: Carnes	EIP Math Group Lesso	n Plans	
Monday	1st Grade Math 7:45-	1st Grade Math 10:25-	Kindergarten Math
· · · · ·	8:25 (pull out)	11:15 (push in)	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 writter 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.
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-	1st Grade Math 10:25-	Kindergarten Math
· · · J	8:25 (pull out)	11:15 (push in)	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 <i>one</i> ten and some leftover ones.	I can explore the idea that the teen numbers (11 to 19) can be expressed as <i>one</i> 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.
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-	1st Grade Math 10:25-	Kindergarten Math		
, , , , , , , , , , , , , , , , , , ,	8:25 (pull out)	11:15 (push in)	11:15-12:05 (pull out)		
Standards	MCC1.NBT.2	MCC1.NBT.2	MGSE.K.CC.3. Write numbers		
	Understand that	Understand that	from 0 to 20. Represent a number		
	the two digits of a	the two digits of a	of objects with a written numeral		
	two-digit number	two-digit number	0-20 (with 0 representing a count		
	represent amounts	represent amounts	of no objects).		
	of tens and	of tens and			
	ones. Understand	ones. Understand			
	the following as	the following as			
	special cases:	special cases:			
	(c). The numbers 10, 20, 30,	(c). The numbers 10, 20, 30,			
	40, 50, 60, 70, 80, 90 refer to	40, 50, 60, 70, 80, 90 refer to			
	one, two, three, four, five, six,	one, two, three, four, five, six,			
	seven, eight, or nine tens (and	seven, eight, or nine tens (and			
	0 ones).	0 ones).			
Direct Explanation:	I can identify the number of	I can identify the number of	I can write the numbers 0-20.		
Expected Outcomes, Content	tens and ones in numbers that	tens and ones in numbers that			
Standards, Learning Objectives	are multiples of ten.	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	By the end of the lesson, students will	By the end of the lesson students		
Learning Target	be able to identify the number of tens	be able to identify the number of tens	will be able to write the		
	and ones in numbers that are multiples of ten.	and ones in numbers that are multiples of ten.	numerals 11-15 independently.		
Modeling the Lesson's	TTW model the concept of telling how	TTW model the concept of telling how	TTW write the numbers 11-15 up on a		
Concepts	many 10s and ones are in a multiple	many 10s and ones are in a multiple	chart paper.		
Concepts	of ten.	of ten.			
Work Period: Guided	TSW complete models with the	TSW complete models with the	TTW have individual students come		
Practice with Feedback	teacher.	teacher.	up and write the numbers 11-15 on the chart paper.		
			t		
Work Period: Independent	Students will complete models	Students will complete models	TSW will independently write the		
Practice	independently.	independently.	numbers 11-15.		
Teacher as facilitator,					
Differentiation strategies for					
enrichment/remediation	Students will share out with a partner.	Students will share out with a partner.	Review numbers 11-15.		
Closing: Review/Assessment	Students will share out with a partner.	Students will share out with a partner.	Review numbers 11-13.		
of standards and learning					
objectives					

Thursday	1st Grade Math 7:45-	1st Grade Math 10:25-	Kindergarten Math
_ =====	8:25 (pull out)	11:15 (push in)	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 <i>one</i> 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 <i>one</i> 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.

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

Brown Elementary School

Week of October 7-11

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	I can identify how many tens and ones are in a two-digit number.	I can identify how many tens and ones are in a two-digit number.	I can represent a number of objects with a written number.
	I can explore the idea that the teen numbers (11 to 19) can be expressed as <i>one</i> ten and some leftover ones.	I can explore the idea that the teen numbers (11 to 19) can be expressed as <i>one</i> ten and some leftover ones.	
	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.	
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.
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.