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| **Lesson Content** | | | |
| **What Standards (national or state) relate to this lesson?**  (You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | [CCSS.MATH.CONTENT.K.OA.A.3](http://www.corestandards.org/Math/Content/K/OA/A/3/) Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). | | |
| **Objectives- What are you teaching?** | When presented with a number from 1-10, the student will be able to decompose that number into various parts, demonstrating flexible knowledge of the composition of numbers. | | |
| **Evaluation Plan- How will you know students have mastered your objectives?** | Formative evidence of learning will result from student’s active participation in class, teacher observations and the student’s accuracy of completing the Decomposing Dominoes! worksheet. Also, students' ability to justify their reasoning orally will indicate understanding.  Summative assessment will provide data of student as comprehension as students complete the Decompose This! activity sheet independently. Also, the end of unit test will further specify student’s level of learning. | | |
| **Lesson Implementation** | | | |
| **Step-by-Step Plan**  (What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)  Where applicable, be sure to address the following:   * How will materials be distributed? * How will students transition between activities? * What will you as the teacher do? * What will the students do? * What student data will be collected during each phase? * What are other adults in the room doing? How are they supporting students’ learning? * What model of co-teaching are you using? | Time  2 min  1 min  3 min  4 min  3 min  3 min  4 min  1 min  1 min  2 min  1 min  10 min  5 min  10 min | Who is responsible (Teacher or Students)?  T  T  S  S  T/S  T/S  S  S  T  T  T  S  S  T/S | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).   1. Teacher will introduce concept of “Decomposing Numbers” with Powerpoint by playing the videos on the first two slides. (From: <https://www.youtube.com/watch?v=gXwuwJqYwM4> & <https://www.youtube.com/watch?v=6BfbH-MDqYk>) 2. On slide 4, teacher will introduce students to dominoes and explain how to count the dots, modeling on the first domino. 3. The 2nd and 3rd dominoes will be counted by student volunteers. 4. Students will predict the missing number on the domino to complete the number sentence on slide 5. 5. Number Bonds will be introduced on slide 6, as students are scaffolded to recognize the Part-Part-Whole relationship. 6. After comprehension of the number bond is understood, the students will be scaffolded to complete the corresponding number sentence. 7. On slide 8, three students will be chosen to count the insects and make the number sentences. 8. The paper passers will give each students a Decomposing Dominoes! worksheet. 9. The teacher will instruct students to write their name and date. 10. Demonstrating with the teacher’s own worksheet and a domino, the teacher will model how to complete the worksheet by doing each column for one domino. 11. The teachers will distribute 3 dominos to each student. 12. While students are working, the teacher will rotate and room and conference with students to ensure understanding. 13. 3 individual students will be chosen to share their worksheet and their thinking to the class for one of their dominos. 14. The Add it up! worksheet will be explained by the instructor. Then, the Add it up! worksheet will be distributed as independent work. |
| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?**  The students need this knowledge for place value, addition and subtraction concepts that will be expanded upon throughout their education. The domino pieces may excite learners by reminding them of games they have seen played or played outside of school. | | |
| **Differentiation—based on the needs of your students how will you take individual and group learning differences into account.** | The lesson includes technology, an educational video, song, hands-on learning and discussion opportunities to meet the needs of various students’ learning styles. The first worksheet can be completed with peer assistance, while their second is independent work to demonstrate learning/application. | | |
| **Relevant Psychological Theories and research taken in consideration when planning this lesson** | Vygotsky’s Zone of Proximal Development, Vygotsky’s theory of learning as a social, collaborative activity. Howard Gardner’s Theory of Multiple Intelligences. | | |