Math Planning Template

Objective: -**What** skill, strategy or behaviour will you teach? - Decompose numbers to 10 - Explain math thinking using appropriate math language	**Students in this group** Begin with whole class; repeat task with small groups throughout the day
BEFORE LESSON **Set purpose for learning:** - **What** strategy will they learn and how will they use it to improve their math skills. **Minds On:** - activate prior knowledge -introduce any new materials **Demonstrate teaching point:** - model, - thinking aloud, and - explaining	Decompose the number 10 into two groups * will help students to understand the flexibility of numbers Explain math thinking using appropriate math language * will help students to clearly articulate their thinking Model having a stick of ten snap cubes, five of each colour - count the cubes together - ask how many are red; how many are blue Say, "Children I am going to do a magic math trick. I am going to take some of these snap cubes and hide them. Your job is to watch closely and see if you can guess how many I've hidden." - as a group, count the number of cubes out loud - dramatically snap off a portion of the cubes and put it behind back - count what is left in hand with students Ask, "How many did I start with? How many are behind my back? How do you know?" - allow for a few student responses - positively reinforce the try - reword any response that needs clarification - emphasize relevant math language students use (more, less, take away, count, etc.) Put cubes back together and check with counting. Repeat breaking the game again. Explain to students that they will be called to play this game in a small group sometime during that day.

DURING LESSON	**Briefly confer with students- observe and conference** **While conferencing:** - Listen, observe, and take notes on what the students are doing well and any misconceptions - Reinforce the teaching point and/or teach a different behaviour, skill or strategy (as necessary) - Affirm student's problem solving attempts and successes	Call a small group of children. With a partner, choose a stick of ten cubes. Have them count the cubes before they begin. Review activity: - one student will be the "magician" and one will be the audience member - model the activity again with one set of partners Students take turns playing with their partner. Teacher asks children how they knew the answer or why they made the guess they did. (Make sure students understand that the total is 10 even if the two number parts vary.) Teacher observes for accuracy of responses, understanding of how to find a response (even if it is guess and check), and articulation of their thinking. Positively reinforce their efforts. Modifications: - for students that struggle to count to 10, use 5 cubes of one colour
AFTER LESSON	**Discuss and respond to the lesson** **Reinforce teaching point & link to independent small group activity** Extensions (optional)	Later on during circle time, review activity with students in a circle. Ask students to discuss the math game we played today. - How did you find out how many cubes were hidden? - Was the game hard for you or easy? Why? - Do you think the game would be harder if we played it with 12 cubes? Why? Extension - play game with more than 10 cubes (for those that are ready) - play game with 5 cubes (for those that need more practice)