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| Teacher Candidate: | **Stephanie Manning** | Lead Teacher: | **Israel Guzman** |
| Grade/Subject: | **4th Grade Math Sped** | District: | **Carson** |
| Lesson Content: | **Double and Triple Digit Adding and Subtracting** | School: | **Fremont Elementary** |
| SNC Supervisor: | **Sandra McKey** | Time Allotted: | **45** |

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| Materials, including technology: |
| **Worksheets, pencils, dry erase markers, dry erase boards, base ten blocks** |

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| Standard(s), including literacy for all content areas and/or SMP |
| **Use place value understanding and properties of operations to perform multi digit arithmetic.**  **4.NBT1.-** Recognize That a multi digit whole number, a digit in one place represents ten times what it represents in the place to its right.  **4.NBT.4** Fluently add and subtract multi-digit whole numbers using standard algorithm. |

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| How will learning be assessed at the end of the unit/learning cycle (summative): |
| **Formative:** students will be assessed by teachers when in small group at their ability to complete the question |

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| Objective(s): *high cognitive demand for diverse learners* | *Cognitive Level* (DOK or Bloom’s) |
| Students will understand when regrouping is necessary and how to regroup |  |
| **Students will** |  |

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| *Connections to past learning or experience,* building background |
| **Students have been introduced to regrouping and told when it is necessary to regroup. Students know ones and tens place value.** |

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| Essential Vocabulary | Definitions |
| **SUM** | The answer to an addition problem. |
| **difference** | The answer to a subtraction problem. |
| **regrouping** | The process of changing groups of ones to tens and tens into hundreds to make adding and subtracting easier. |
| Strategy for teaching new vocabulary | |
| **Introduce new/reviewed vocabulary in a class discussion. Students will repeat the vocabulary back.** | |

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| Sequence and Scope of Instruction (include instructional strategies, questions, *opportunities for meaning making through discourse and other engagement strategies, formative assessments*, *opportunities for metacognition,* grouping, differentiation and transitions) | Instructional Strategy | ~a |
| Review vocabulary (sum, difference and regrouping).  Ask   * what does sum mean? And wait for a response * What does is the difference?   Write a number on the board (328)   * Point to the 8 and ask what place it is in * Point to the 2 and ask what place it is in * Point to the 3 and ask what place it is in   Ask   * What is regrouping and when do we do it?   The class will break up into 3 groups and rotate from 3 activities | Whole Group | 5 |
|  | Small Group | **10** |
|  | Small Group | **10** |
|  | Small Group | **10** |
|  | **Whole Group** | **5** |

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| Closure : specific activity to review content |
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| Teacher Candidate Reflection on the lesson (after delivery) |
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SNC: April 3, 2014