

**St. Louis Public Schools Standards-Based**

**Blended Learning Lesson Planner**

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| **Name** | Howell, Byrd, Rodgers, McCarter | **Grade** | 1st | **Subject** | Math |
| **Weeks of** | September 27, 2021- October 1, 2021 | **Topic** | Topic 2 | **Link to Tracker** |  |

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| **Planning and Preparation** | | |
| **Cultural Context Differentiation:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the **Universal Design to Learning** **(UDL)** principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.  **PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION -** Present information and content in different ways  **PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION -** Differentiate the ways that students can express what they know  **PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT** - Stimulate interest and motivation for learning | | |
| **Missouri**  **Learning Standards**  **Know & Do**  **Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson.**  (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| 1.RA.A.1 (1.OA.A.1) Use addition and subtraction within 20 to solve problems. 1.R.A.A.4 ( 1.OA.D.8) Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. | |
| **Know**  **(*What do students need to know?)*** | **Do**  **(*What should students be able to do?)*** |
| Students need to know how to take away one part from a whole in a subtraction problem  Number sense, math symbols, greater than, less than, equal | Students will represent and demonstrate taking away in a subtraction problem  Solve addition/subtraction problems within 20  Solve addition/subtraction word problems |
| **Essential Question(s)**  (Can be accessed in the Curriculum Plan.) | How can addition equations be used to show “add to” addition situations?  How can addition equations be used to show situations in which two parts are put together?  How can addition equations be used to show addition situation in which both parts are unknown?  How can subtraction equations be used to show subtraction situations in which one part can be taken away from the whole?  How can subtraction equations be used to show situations in which two quantities are compared? | |
| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | |  |  | | --- | --- | | More, Fewer, Addend |  | |  | |  | |  | |  | | |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** | |
| Think-Pair-Share  Do Now  Independent Practice | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning target -”****I-Can” statements can be accessed in the Unpacked/Unwrapped Standards Tool.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students is engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links/page numbers where applicable.* | **Due Date** |
| **Synchronous Learning** | **Asynchronous Learning** |
| **Lesson 1**  **(9-3-21)** | 1-5 Solve Problems: Compare Situations  I can solve word problems that involve comparing.  p. 33-38 | Solve subtraction problems that involve comparing to find how many fewer objects are in one group than another group.  Comparing two groups to find how many fewer objects are in one group than another group is one interpretation of subtraction. Subtraction equations can be used to show situations in which two groups are compared. |  | Independent Practice | 9/3/21 |
| **Lesson 1**  **2-1 Count on to add**  Pages 79-84  (9-27-21) | 2-1  I can add by counting on from a number | Live instruction on Addition and Subtraction Problems to 10 (Lesson1-6)  Savvasrealize.com (enVisionmath2.0)  · Visual Learning  · PDF Video | Students will watch the following videos on Savvasreaize.com in addition to completing the assignments below (enVisionmath)  · Independent Practice Quick Check | Independent practice  Exit Ticket | 10-01-21 |
| **Lesson 2**  **2-2** Doubles  Pages 85-90  **(9-28-21)** | 2-2  I can use doubles to solve problems. | Live instruction on Addition and Subtraction Problems to 10 (Lesson1-6)  Savvasrealize.com (enVisionmath2.0)  · Visual Learning  · PDF Video | Students will watch the following videos on Savvasreaize.com in addition to completing the assignments below (enVisionmath)  · Independent Practice Quick Check | Independent practice  Exit Ticket | 10/1/21 |
| **Lesson 3**  **2-3**  Near Doubles  Pages 85-90  **(9-29-21)** | 2-3  I can solve problems using  near double facts. | Live instruction on Addition and Subtraction Problems to 10 (Lesson1-6)  Savvasrealize.com (enVisionmath2.0)  · Visual Learning  · PDF Video | Students will watch the following videos on Savvasreaize.com in addition to completing the assignments below (enVisionmath)  · Independent Practice Quick Check | Independent practice  Exit Ticket | 10/1/21 |
| **Lesson 4**  2-4  Facts with 5  on a Ten-Frame  (9-30-21) | 2-4  I can use a ten-frame to help solve addition facts with 5 and 10. | Live instruction on Addition and Subtraction Problems to 10 (Lesson1-6)  Savvasrealize.com (enVisionmath2.0)  · Visual Learning  · PDF Video | Students will watch the following videos on Savvasreaize.com in addition to completing the assignments below (enVisionmath)  · Independent Practice Quick Check | Independent practice  Exit Ticket | 10/1/21 |
| **Lesson 5**  2-5  Add in Any Order  (10-1-21) | 2-5  I can use the same addeneds to write two different equations with the same sum. | Live instruction on Addition and Subtraction Problems to 10 (Lesson1-6)  Savvasrealize.com (enVisionmath2.0)  · Visual Learning  · PDF Video | Students will watch the following videos on Savvasreaize.com in addition to completing the assignments below (enVisionmath)  · Independent Practice Quick Check | Independent practice  Exit Ticket | 10/1/21 |

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| **Supporting Student Learning Pathways**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Intensive Scaffolding**  *Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding**  *Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent**  *Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
| Number sense intervention/one-one correspondence  Connecting cubes/counters | Manipulatives  Small group mini-lesson | Higher order thinking problems in lesson 1-2  IXL aligned problems  Freckle Math challenge problems  Nearpod |