Name: Lauren D’Ambra

Date of Evaluation: 04/22/13

Grade Level: 1st

School: Peace Dale

Duration of Evaluation:

Time of Evaluation: 1:00 – 1:45

Person Doing Evaluation: Kay Johnson

**Lesson Objectives**

* Recognize that in adding two-digit numbers, we adds tens and tens and ones to ones
* Add two numbers together accurately by using and explaining this strategy

**CCS: 1.NBT.4 - Use place value understanding and properties of operations to add and subtract.**

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

**Materials and Resources**.

* Laminated hundreds charts (per pair of students)
* Nine tens and nine ones manipulatives (per pair of students)
* “Tens and Ones” worksheet for pair work (one per student)
* “Tens and Ones” worksheet – exit slip (one per student)
* “Make own two-digit addition problems” worksheet (enrichment)

**Instructional Activities/Tasks:**

**Introduction:**

Pass out a hundreds chart and tens and ones manipulatives (nine of each) to each pair of students. Tell them they may use these tools to help them in this lesson.

Call students to circle spots. Connect with “real life” by using example of how I used two-digit addition to solve a problem over the weekend. Have this example use the numbers 12 and 10, which I will illustrate symbolically on board.

Record 12 + 10 on white board. Ask students, “What do you know about adding ten to numbers?” Record students’ thoughts on chart paper.

Have students whisper the sum of 12 + 10 to their partners. Record = 22.

(RIPTS: 1; 2; 3; 4; 8)

**Active Engagement:**

Under the first problem, record 12 + 15. Ask students to turn and talk to their partners about how knowing 12 + 10 can help them solve 12 + 15. Remind them that they may use their manipulatives or hundreds charts to help them.

Ask students to discuss the strategies for finding the sum of 12 + 15. Record their strategies in symbolic form on chart paper.

Model math problem on white board in same format as math problems provided on worksheet (provided by math coach), for independent activity.

Give 1, 2, 3 directions for having students work in pairs on problems; pick one student to repeat directions back to me. Remind them that they may use their manipulatives and hundreds charts. Also refer them to the strategies recorded.

(RIPTS: 1; 2; 3; 4; 5; 6; 8; 9)

**Closure:**

Observe students’ strategies for solving the problems. When needed, assist students who are struggling to record their thinking on paper. Pairs of students who complete this worksheet will be given an “exit slip” worksheet to complete independently.

In the last 5-10 minutes, call students back to the rug and have them share out about their strategies. Based on observations of students, discuss any confusions and provide clarification as needed.

(RIPTS: 1; 2; 3; 4; 5; 6; 8; 9)

**Assessment**

* Formative assessments: students’ thoughts and contributions recorded on chart paper; completed worksheets (individual) done with partners
* Summative assessment: “exit slip” worksheet, completed individually after work with partner

**Learners Factors**

The introduction to this lesson, exploring strategies for adding two-digit numbers, provides the opportunity for students at varying levels of math fluency to express their approach to solving a two-digit addition problem, with manipulatives and hundreds charts to serve as scaffolds if needed.

During the partner activity, I will create a modified worksheet (based on the one provided by the math coach) for specific students who are struggling with the concepts of adding two-digit numbers. During the independent activity, I will work more closely with these students to provide guidance as needed.

As an enrichment activity, students will be able to make their own two-digit addition problems, as well as compose a short story problem using two-digit numbers and addition.

(RIPTS: 2; 4; 5; 6; 8; 9)

**Environmental Factors**

*Grouping:*

Introduction – Whole group and pairs

Active Engagement – Pairs and Individual

No specific changes need to be made to the classroom environment. Students will have the option to work on the rug with hardcover books, a routine with which they are familiar.

(RIPTS: 2; 3; 4; 5; 6; 8; 9)

**Bibliography**

http://teacher.scholastic.com/products/ScholasticU/pdfs/Lesson\_Plan\_Adding\_and\_Subtracting\_Ten.pdf

1. **How effective was the lesson plan?**

The lesson plan was moderately effective. In retrospect, I feel that I did not include an effective bridge between the more open-ended introductory discussion and the more structured approach of the worksheet, which was a new visual format for the students and a relatively new concept. I think the opening conceptual discussion may have been better saved for the closure of the lesson or for a mini-lesson at another time. I think moving the discussion to the end would cause less of a delay in the students starting the activity; plus, the post discussion might encourage students to think on a higher order, once they have had the time to work through the addition problems, to look back on their work, and to look for and analyze patterns.

1. **Was the pace of the lesson appropriate?**

As noted in question 1, I think the time allotted to the open discussion and the activity would be better proportioned if the discussion were to be moved to the last 10 minutes of the lesson. The introduction was longer than anticipated (almost 20 minutes as opposed to a planned 10 minutes), and after modeling one example as structured on the board, some students were still confused as to how to complete the worksheet.

1. **Did you implement effective classroom management strategies? (Ex: Use of proximity, positive reinforcement, etc.)**

Prior to the introduction, I asked for the students to get with their writing partners and to form a circle. While the students know how to form a circle in their assigned circle spots, forming a circle on their own with partners seemed to pose some delay; many students sat too close together, forming more of a broken circle, and I had to redirect children.

When we started the discussion, there were several students who seemed to have difficulty staying on task i.e. there was much chatting, laughing, taking off shoes, etc. Some of this could be due to the fact that I was trying out writing partners as math partners for the first time, and some of these students are friends and don’t usually sit next to each other in circle. I thanked those students who were in “whole body” listening position and were making good behavior choices, voicing individual students’ names at different times to try and redirect attention. Once the discussion began, some students showed an interest in actively participating, but others continued to be off task. As students contributed, I used positive reinforcement for all ideas (even those that were not accurate) to encourage open participation.

Another interruption was that I had several students coming up to me at the board during the whole-group lesson; the students wanted to share their ideas, and I had to gently remind them to have a seat and voice to the whole class that I was looking to call on those students who were seated, with their hands raised and mouths in the “off position.” I had to raise the level of and sharpen my tone of voice to try and bring attention back to the front of the classroom, which worked temporarily but was not lasting. I might contribute some of this restless behavior to it being the first Monday after spring break, as well as the end of the day; however, I think a different choice of partners and seating choice could have set the potential for a more successful lesson.

1. **Were all students actively involved in the learning process?**

All students had the opportunity to be actively involved, from introduction to closure. Students sat by their partners during the open discussion so that they could turn and talk and contribute their ideas; they worked with partners during the activity; and they completed a summative assessment individually.

1. **Were the materials of interest to the students?**

The concept being learned is challenging for many of the students, but I incorporated manipulatives and different pairings to help engage the students.

**Discuss the effectiveness/ineffectiveness of your teaching. (What worked, what didn’t, how this informs your instruction)**

I think my giving 1,2,3 directions for completing the activity could have been more explicit (perhaps written on the board), and independent assessments and enrichment activities could have been set up to be more easily accessible to students after they completed the partner activity.

I have tried using silent signals (thumbs up, thumbs down) with the students to assess understanding of both a concept and directions; sometimes, it’s still difficult to tell which students do or don’t understand a concept. I think planning a small strategy group ahead of time for those students who I feel may have had some difficulty, using data from previous assessments, and would have made this lesson more effective.

1. **Discuss your assessment. (What was learned, how do you know)**

During the partner activity, the students each completed a worksheet. Once they had completed the worksheet, the students completed a similar worksheet independently (formative assessment). I had intended to create a chart with the students’ thinking during the introductory discussion; however, we ran out of time to create this before moving to the activity.