

Instructional Response Planning Template

Adopted from Design in Five: Essential Phases to Create Engaging Assessment Practices

1.OA.C.6 - Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10

Learning Goal or Misconception to Work On	Learning Goal or Misconception to Work On	Learning Goal or Misconception to Work On
Basic understanding of subtraction	Using a number bond to break apart the whole or part (goal is to find the 10).	Making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$) Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$)
Students (7) (4)	Students (23) (8)	Students (11) (3)
Teacher 1 - Z, A , K Teacher 2 - 1, 6 , 9 Teacher 3 - D	Teacher 1 - G, R, P, S , L, S, K Teacher 2 - 2, 3 , 4, 5 , 8, 10, 12 , 14 Teacher 3 - K, CM, E, H, M, P, S	Teacher 1 - T, E, J, K Teacher 2 - 7, 13 Teacher 3 - G, G, L
Instructional Plan	Instructional Plan	Instructional Plan
<p>1. Students understand that when I subtract, I am taking away. My answer will be smaller than the whole I started with.</p> <p>2. Students will make a drawing with the accurate number of items from the problem, and use the cross-out method to show how many are taken away. Students then learn to count how many are left, and understand that is the answer OR Students will use manipulatives to build a number and then break into a number bond (unifix cubes, ten sticks/cubes)</p> <p>3. Students will proof their work by recount their</p>	<p>1. Students will use manipulatives to build a number and then break into a number bond (unifix cubes, ten sticks/cubes)</p> <p>2. Students will accurately write the equation, name the number bond, and show their work to get the correct answer.</p> <p>Next Step: Teacher 2 Working with these students in pairs while others are working on other work</p>	<p>1. Students will navigate between addition and subtraction.</p> <p>2. Students will explain how they got their answer, either through picture / drawing or writing their steps.</p> <p>3. Students need to show how they are making ten, either by counting up or decomposing.</p>

drawing to make sure it is doing what the number sentence asks.		
Resources / Materials Needed:	Resources / Materials Needed:	Resources / Materials Needed:
Date to Implement: Jan 18 - Jan 19		
New CFA to check progress: Exit Slip on Jan 19 at end of class		
Date to Discuss Data as a Team: Jan 20		