

## Intentional Thinking Map for Daily Lessons

<b>Teacher Name</b>	<b>Subject</b>	<b>Grade Level</b>
Kate Longstreth	Math	Kindergarten
<b>Title of Unit</b>		
Unit 6: Subtraction		
<b>Lesson Title</b>		
Introduction to Subtraction: Using objects, drawings, or equations to represent subtraction		
<b>Duration of Lesson</b>	<b>Date(s)</b>	
1 hour	2/4/19	
<b>Design Question Focus of the Lesson</b> ( <i>elements from other DQs may be used as support</i> )		
<input checked="" type="checkbox"/> Introducing New Knowledge	<input type="checkbox"/> Deepening or Practicing	<input type="checkbox"/> Generating and Testing Hypotheses
<b>Learning Goal/Objective:</b> ( <i>based on standards</i> )		
<p>I can represent subtraction with objects, drawings, or equations.          I can use objects, drawings, or equations to solve subtraction problems.</p> <p>Standard: OA.1.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.</p>		
<b>Learning Targets</b> ( <i>write targets from each level of the scale below</i> )		
<p><b>2.0 Foundational Knowledge and Skills:</b></p> <p>Show understanding of addition and subtraction using a concrete set of objects or story problems found in everyday classroom activities.</p> <p>Show understanding of how to combine sets and remove from a concrete set of objects.</p> <p>Vocab:</p> <ul style="list-style-type: none"> <li>● Subtract</li> <li>● Minus</li> <li>● Take away</li> <li>● Take from</li> <li>● Separate</li> <li>● Difference</li> </ul> <p style="text-align: right;"><i>Often aligns with DQ 2</i></p>	<p><b>3.0 Learning Goal/Objective:</b></p> <p><b>Represent subtraction with objects, drawings, expressions, equations, etc.</b></p> <p><b>OA.1.1</b></p> <p>Solve subtraction word problems within 10. OA.1.2</p> <p>Subtract within 5 with fluency. OA.1.5</p> <p>Solve subtraction word problems with both addends unknown. OA.1a</p> <p style="text-align: right;"><i>Often aligns with DQ 3</i></p>	<p><b>4.0 More Complex Knowledge and Skills:</b></p> <p>In addition to score 3.0 performance:</p> <p>Explain how joining and separating are like adding and subtracting.</p> <p>Explain how to use addition to solve subtraction.</p> <p>Create number bonds to represent subtraction situations.</p> <p style="text-align: right;"><i>Often aligns with DQ 4</i></p>

**Assessment and Monitoring** (*checks for content and desired effect*)

- Whiteboards
- Exit ticket
- Math Journal
- Teacher observation
- Pre-Assessment

**Critical Information Chunks** (*as determined by learning targets*)

- Understanding subtraction using objects.
- Understanding how to combine sets or remove from a set of objects.
- Represent subtraction with objects, drawings, expressions, equations, etc.
- New vocabulary: Take away, subtract, leftover/left

**Instructional Strategies/Lesson Activity**

1. Explanation of scale and I can statement. (5)
2. Number Talk -Dot image (10)
3. Lesson Review (Addition) (5)
4. Mini Lesson (Subtraction) (10)
5. Explanation of journal for independent practice (5)
6. Start rotations (30)
  - a. Computer
  - b. Independent Practice
  - c. Teacher
7. Closing Review (5)
  - a. Exit Ticket

**Assignment(s)**

1. Mini Lesson (whiteboards)
2. Math journal activity:
  - a. On level: Match picture to the subtraction sentence.
  - b. Above level: Cut and use objects to solve subtraction problems.
3. Teacher table
  - a. On level: Focus strategy is using objects.
    - i. Activity: Monkeys Jumping on Bed with manipulatives.
    - ii. Introduce bear game

- b. Above level: Focus strategy is using objects.
  - i. Activity: Monkeys Jumping on Bed with manipulatives and whiteboards (students will write equation to match their board)
  - ii. Spin and Take it Away Board Game
- 4. Exit ticket

**Adaptations for Unique Student Needs** (*ELL, Special Education, Gifted, Students who lack support for school*)

**ELL and ESE:**

Vocabulary picture cards

Anchor chart

Manipulatives- cubes, counters, bears

Breaking down lesson parts into steps to be completed (1,2,3)

Small group/partners

**Resources and Materials**

- Subtraction Anchor Chart
- Whiteboards
- Journal Materials
- Manipulatives (counters, bears, cubes)
- Small group lesson materials
  - 5 Monkeys Board and poem
  - Bear game
  - Spin and Take it Away Board Game
- Exit tickets