

Teacher Name Planning for Guided Math Groups February 21-23, 2012

Day/Date: Tuesday		Goal Strand RIT Score: 170-180
NWEA Strand(s): Mathematical Operations Princeton	Descartes Focus: <ul style="list-style-type: none"> • Uses a structured model to solve problems using a variety of strategies (e.g.: • Draws a picture • Uses process of elimination • Looks for patterns • Uses trial and error • Makes a table or organized list • Works backwards • Makes a problem simpler • Uses models) • Follows a model of problem solving that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness Uses models to calculate whole number sums through 99 <ul style="list-style-type: none"> • Uses models to calculate whole number sums through 999 • Uses models to construct subtraction facts with differences through 10 (whole numbers) • Uses models to calculate differences through 100 (whole numbers) • Uses a number line to construct addition facts with sums through 20 (whole numbers) 	IL Benchmark/IAF Objective: STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results. C. Solve problems using systems of numbers and their properties. 8.C.1 Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.

Students in Group: (Princeton) Jasmine W., Sara, Tyler, Omarion, Devonteon

Objective / I can	Materials	Instruction	Assessment / Notes
I am learning how to identify mathematical operations to solve my problem.	Slates Markers Exit Tickets	T: Identify Learning point Remind students that when reading math word problems, it is very important to read through the problem carefully to identify mathematical terms that will help them identify the correct mathematical operation. Review terms such as sum, difference, product, total, each, in all, left, with students. SS: will volunteer responses, referencing math anchor chart T: Will display and read word problem on anchor chart. (Ivan is putting books away in his bookcase. He has already put away 74 books, but he has a total of 225. How many more books does he need to put away? Teacher will ask ss to identify words within the word problem that will help them identify what operation to use. (how many more)Teacher will ask ss to identify the information that is already known. (total 225, already stored 74) How can we solve this problem to find out how many more books he needs to put away? (subtraction)Distribute slates to students to construct problem for solving. SS: will use slates to set up and solve subtraction problem. T: will monitor and check student work. Group will discuss the problem and solution together. Teacher will show students how to draw and construct models to help them solve their problems. T Will display second word problem. (Amber has 36 cupcakes to share with her 3 friends. How many cupcakes will each friend get?) What words help us identify what operation to use (each) T will ask for students to identify what information is known (3 friends, 36 cupcakes). What operation will we use? (division) How can we set up our math problem? SS: will use slates to set up and solve for the division problem. T: will monitor and check student work. Whole group discussion on the division problem. T will inform students that they will be working on problems independently. Students will have to circle words that helped them identify what operation to use, as well as show their work) SS: will independently work on exit ticket.	Exit Ticket

Teacher Name Planning for Guided Math Groups February 21-23, 2012

Day/Date: Tuesday		Goal Strand RIT Score: 190-200	
NWEA Strand(s): Mathematical Operations Yale		Descartes Focus: <ul style="list-style-type: none"> • Uses technology to gather, analyze, and communicate mathematical information • Models whole number multiplication and division algorithms (e.g., shows multiplication as repeated addition and division as repeated subtraction) • Uses models to add and subtract fractions and connect the actions to algorithms • Uses a number line to construct subtraction facts with subtrahends and minuends through 20 (whole numbers) Uses a variety of problem solving strategies (e.g.: <ul style="list-style-type: none"> • Draws a picture • Uses process of elimination • Looks for patterns • Uses trial and error • Makes a table or organized list • Works backwards • Makes a problem simpler • Uses models) • Uses a problem solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness 	
		IL Benchmark/IAF Objective: STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results. C. Solve problems using systems of numbers and their properties. 8.C.1 Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.	
Students in Group: (Yale) Janiece, Tamire, Skianna, Jasmine D, Debbie, Anjaneque			
Objective / I can	Materials	Instruction	Assessment / Notes
I am learning how to identify mathematical operations to solve my problem.	Slates Markers Exit Tickets	T: states learning point Remind students that when reading math word problems, it is very important to read through the problem carefully to identify mathematical terms that will help them identify the correct mathematical operation. Review terms such as sum, difference, product, total, each, in all, left, with students. SS: will volunteer responses, referencing math anchor chart T: Will display and read word problem on anchor chart. At a warehouse store, Kenny spent \$3,199 on food, \$1,763 on office supplies, and \$3,016 on cleaning supplies. How much money did Kenny spend in all? T: what do we know from the problem. (\$ that was spent, 3199, 1763, 3016) what is the question asking us to solve for(how much did he spend?) How do we know? (in all) What operation can we use to solve the problem? (Addition) what's our unit? (dollars) SS: will solve problem using slates. T will model by providing models on how to label and draw images. T: will show second problem In an apartment complex, there are 3 windows in each apartment, and 5 apartments on each floor. How many windows are there on 3 floors? What do we know from the problem? (1 bldg, each apt has 3 windows, 3 floors, 5 apartments) What kind of pictures can we draw? (building, apartments, windows) What words tell us how to solve the problem (how many windows on 3floors)? What operations can we use? (repeated addition, multiplication. SS: will work on exit tickets independently.	Exit Ticket

Teacher Name Planning for Guided Math Groups February 21-23, 2012

Day/Date: Monday: Wednesday		Goal Strand RIT Score: 200-210	
NWEA Strand(s): Mathematical Operations: Harvard	Descartes Focus: <ul style="list-style-type: none"> • Uses technology to gather, analyze, and communicate mathematical information • Models whole number multiplication and division algorithms (e.g., uses physical materials to show 4 groups of 3 objects) • Uses models to add and subtract fractions and connect the actions to algorithms • Uses a number line to model multiplication Uses a variety of problem solving strategies (e.g.): <ul style="list-style-type: none"> • Draws a picture • Uses process of elimination • Looks for patterns • Uses trial and error • Makes a table or organized list • Works backwards • Makes a problem simpler • Uses models) • Uses a problem solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness 	IL Benchmark/IAF Objective: STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results. C. Solve problems using systems of numbers and their properties. 8.C.1 Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.	
Students in Group: (Harvard) Kendrick, Treyvon, Koran, Anya			
Objective / I can	Materials	Instruction	Assessment / Notes
I am learning how to identify mathematical operations to solve my problem.	Slates Markers Exit Tickets	T: states learning point Remind students that when reading math word problems, it is very important to read through the problem carefully to identify mathematical terms that will help them identify the correct mathematical operation. Review terms such as sum, difference, product, total, each, in all, left, with students. SS: will volunteer responses, referencing math anchor chart. T: will post math word problem Nicole and Janelle worked together at an electronics store. Together, they sold 966 DVD players. If Nicole sold 19 DVD players, how many DVD players did Janelle sell? What do we know after reading the problem? (two friends sold 966 dvd players)What is the problem asking us to solve for? (how many dvd players Janelle sold) What operation can we use? (subtraction) SS: will work on slate to complete word problem. T will model on the anchor chart and monitor student progress as they complete problem. T will post new word problem: Dennis had 12 T-shirts. He split the T-shirts evenly among 4 of his friends. How many T-shirts did Dennis give to each friend? What do we know after reading the problem? (Dennis has 12 shirts, he wants to share them with 4 friends) What is the questions asking us? (how many shirts will each friend receive?) How can we solve that? (division, making pictures) What words tell us to divide? (how many will each friend get?) SS: will work on exit tickets independently.	Exit Slip: