

Unit Title: Georgia Numeracy Project- Stage 4- Skill 8: Recalling the Facts up to 10 and the teen facts

Grade Level: Grades 1-5

Subject Area: Math Intervention

Duration/Length/Number of class periods: 5 days

Description:

Students will review and practice math facts up to 10 and the teen facts using a variety of targeted interventions used to support the development of the skill (recalling the facts up to 10). To do this, they will play/participate in game-like tasks to continue building the skill.

Established Goals (National, State, Local):

1.1.2.3- Recognize the relationship between counting and addition and subtraction

1.2.2.1- Represent real world situations involving addition and subtraction, using objects and number sentences

2.1.2.1- Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts. Demonstrate fluency with basic addition facts and related subtraction facts

3.1.2.1- Add and subtract multi-digit numbers using efficient and generalizable procedures based on knowledge of place value, including standard algorithms

4.1.1.5- Solve multi-step real world and mathematical problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers. Use various strategies including the relationship between operations, the use of technology, and the context of the problem to assess the reasonableness of results

5.1.1.4- Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-step whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology and the context of the problem to assess the reasonableness of results.

What Enduring Understandings are desired?

- Number sense develops through experiences.
- Operations create relationships between numbers.
- The relationships between the operations and their properties promote computational fluency.
- There can be different strategies to solve a problem, but some are more effective and efficient than others.

What Essential Questions will be considered?

- What kinds of experiences help develop number sense?
- How do mathematical operations relate to each other?
- How do I know which computational method (mental math, estimations, paper/pencil, calculator) to use?
- How do I decide what strategy will work best in a given problem situation?

Students will know / be able to:

- Students will be able to fluently add math facts within 10, using an effective, efficient strategy.
- Students will be able to fluently add math facts within the teens, using an effective, efficient strategy.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Step 1: GLOSS Math Interview- A tool used to find the learning gaps in mathematical thinking. Run like an interview. The teacher guide states when to continue on and when to stop. This will give the Stage to begin working in and diving in deeper.	X		X		X	X	
Step 2: Stage 4 Assessment Probe- Breaks down each stage into skills that are easily identified. The assessment probe allows teachers to see where the exact gaps are in mathematical thinking. Once holes are identified, interventions are chosen and implemented to specifically target the gaps.	X	X	X		X	X	
Step 3: Identify 2 interventions that can be used to fill in the gap. M/W- Intervention 1 T/Th- Intervention 2 F- Progress Monitor the skills practiced (Using Stage 4 Assessment Probe- progress monitoring questions)		X		X	X	X	
Adding and Subtracting with Counters DIRECTIONS JAMBOARD	X			X	X	X	1c, d 6a, c
Addition Flash Cards DIRECTIONS JAMBOARD	X			X	X	X	1c, d 6a, c
Building Teens DIRECTIONS SLIDES	X			X	X	X	1c, d 6a, c
Make Ten DIRECTIONS JAMBOARD	X			X	X	X	1c, d 6a, c
Number Boggle DIRECTIONS JAMBOARD	X			X	X	X	1c, d 6a, c
Ten Frames Teen Numbers DIRECTIONS JAMBOARD	X			X	X	X	1c, d 6a, c

Materials, tools and resources:

- GLOSS Math Interview Recording Form and materials
 - [Recording Form](#)
 - [Teacher Materials](#)- Slides
 - [Interview/Scoring PDF](#)

- [Student Materials](#)- Jamboard
- Stage 4 Assessment Probe and materials
 - [Teacher Materials](#)- PDF
 - [Assessment \(slides\)](#)
 - [Student Materials](#)- Jamboard
- [Georgia Numeracy Tasks and Activities PDF](#)
- [Stage Descriptors](#) - A breakdown of the stages of mathematical thinking according to the Georgia Numeracy Project

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