

Lesson plan

Lesson name/ number: Making a fast 10 when one addend is 8/9
Subject area/s: Mathematics

Grade: Grade 1
Date/s: 12/4/2018

Learning Targets:

1. Review a fast 10
2. Review a number bond
3. Making a fast 10 when one addend is 8
4. Making a fast 10 when one addend is 9

Time / Duration	What Teachers will do	What Students will do	Strategies & Classroom dynamics	Resources
12.25 5 minutes	<p>T: Friends, lets quickly meet on the carpet, and find our learning squares (...in 5,4,3 ,2 ,1)and lets have our eyes facing the screen. So, there's a change we're going to do Maths now, how do you feel about it?</p> <p>Lets move on and look at our Math groups for today Ones with the teacher stay on the carpet and the tech ones on their tables exploring mathletics Math Group (Transition into groups)</p>	S: Sit on the carpet	<p>Sitting on their learning squares on the carpet</p> <p>Sitting in a circle on the carpet</p>	<p>Tens Frames White Board Markers Unifix Cubes Worksheet Pencils</p>

<p>5 minutes</p>	<p>T: Lets charge/tune our brains with some maths first to help us make a fast ten. Last week you have worked on making a fast 10, how did we do this? How do you think this strategy helps us? We will continue to work on Making a Fast Ten strategy so we can add numbers quickly.</p> <p>Ok, are you ready? Show them the cards (1 and 9, 2 and 8, 3 and 7, 4 and 6, 5 and 5, 6 and 4, 7 and 3, 8 and 2, 9 and 1, 10 and 0.) Great! Now we know how to make our fast 10</p> <p>T: Now, let's work our brain out T: (Draw a number bond)..What is this? T: Does it matter if I change the position/look at it this way (Rotating the white board) It has two parts and one whole T: Now, everyone take a handful of unifix cubes</p>	<p>S: Students talk about why we use a fast 10</p> <p>S: Its a number bond</p>		
<p>10 minutes</p>	<p>Lets solve a number sentence. Show number sentence with 8 and 4 We're going to solve a problem T: $8 + 4 =$ (Draw 8 dots and 4 dots) I know 8 is closer to 10, then I know 8 and 2 make a fast 10, So what do I break apart 4</p>	<p>S: Students look at the steps and replicate the same</p> <p>S: Students take handful of unifix cubes</p>		

5 minutes	<p>into ? I break apart 4 into 2 and 2. I get a 10 and 2 and I get 12 Repeat the same with number bond Show number sentence with 8 and 5 T: $9+4 =$ I know 9 is closer to 10, then I know 8 and 2 make a fast 10, So what do I break apart 4 into ? I break apart 4 into 1 and 3.. I get a 10 and 3 and I get 13</p> <p>(Distribute the worksheet and ask students to write their name and date on it). Worksheet Module 2 Lesson 9 - Page 1</p> <p>T: Now I want you to give it a try. If you think you can do it independently, go for it and you can work on it on your table. If you think you need some help, stay on the carpet.</p>	<p>S: Students put 8 cubes and then 4 cubes, then break apart 2 cubes from 3 to make a fast 10. Then $10 + 2 = 12$.. So $8 + 4$ and $10 + 2$ are the same.</p> <p>S: Students write their name and date on it</p> <p>S: Students independently solve the problems</p>		
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Differentiated learning			
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Assessment tasks	Worksheet Module 2 Lesson 9 - Page 2 is the exit ticket		
Consolidation/ Recap	<p>Last week you have worked on making a fast 10, how did we do this? How do you think this strategy helps us?"</p> <p>We will continue to work on the Make a Fast Ten strategy so we can add numbers quickly.</p>		
Home assignments			