

## ECE LEARNING PLAN

**Name:** Britney Bankhead

**Lesson Topic:** Story Problem

**Lesson Type:** Ongoing

**Grade:** Kindergarten

**Length:** 30 mins

**Group Size:** Whole class

### What Taught (Learning Goal and Objective):

#### 1. Learning Goal:

##### A. Literacy and Math Core (Common and ECE):

1. **Domain (Learning Standard):** Operations and Algebraic Thinking
2. **Cluster (Content Standard):** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
3. **Standard (Performance Standard):** (CCSS.MATH.CONTENT.K.OA.A.2) Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

##### B. NAEYC Guideline:

1. **Principle 2:** Many aspects of children's learning and development follow well documented sequences, with later abilities, skills, and knowledge building on those already acquired.

**C. Objective(s):** Using a timeline, ten frame, and drawings, students will be able to correctly solve a story problem.

### How Taught: Direct Instruction

#### 1. Lesson Overview:

- a. **Anticipatory Set:** Show the students the "If I Were a Plus Sign" books that they created as a class and praise them for their hard work and effort. Point out a few whose pictures and number sentences clearly matched.
- b. **Objective:** "Today, we are going to be practicing story problems because so that we can continue to get better because the more we practice, the better we get!"
- c. **Instructional Input:**
  - i. Show the students a timeline on the whiteboard and explain to them how to use it. Give a simple addition problem and demonstrate how to use a timeline in order to find the answer.
  - ii. Next, show the students a ten frame on the whiteboard and refer to the ten frames we use during the calendar. Give another simple addition problem and demonstrate how to use a ten frame in order to solve the problem.
  - iii. Explicitly teach the 4 different parts they need to complete when solving story problems: circling and underline the important information, drawing a picture, writing the number sentence, and writing the correct answer. Have these 4 steps written on chart paper and refer to them later on.
- d. **Modeling:**
  - i. Using the document camera, show the students a copy of the Story Problem Worksheet. Point out the timeline, ten frame, story problem, and space for drawing. Explain to the students that you will be modeling how to complete the

front side of the worksheet and then they will need to complete the second side on their own. As you are modeling, they will be filling out the front side along with you. Have students get a worksheet, pencil, and whiteboard to write on before you begin.

**e. Guided Practice:**

- i. First, read the story problem out loud. Circle the numbers that are important and underline the word “altogether”, which tells the students what they will be doing with the two numbers.
- ii. Draw the story problem in the space provided and remind the students that this drawing should be quick-it does not need to be detailed at all.
- iii. Next, they will need to show their work on the timeline and the ten frame. Explain to them that although they may know the answer already after drawing the picture, it is always good to double check your answers to make sure you do not miss something. Fill out the timeline and ten frame with the whole class.
- iv. Finally, plug in the numbers into the number sentence and emphasize that there is a specific order in which they go. If you mix the numbers up, the number sentence will no longer make sense.

**f. Check for Understanding:**

- i. Ask the students for the correct order in which they should complete the story problems. Emphasize this!

**g. Independent Practice:** The students will now go back to their desks and complete the second side of the worksheet on their own. They must do each part of it in order to be complete.

**h. Closure:** “Story problems are important to understand because we use them everyday whether we realize it or not!”

**2. Materials List:**

- Whiteboard/dry erase marker
- Chart paper
- Markers
- Story Problem Worksheet
- Document Camera
- Personal whiteboards (or something else hard to write on)
- Pencils

**3. Accommodations:**

- Pull aside students you know may struggle with this activity and work with them in a small group to provide more assistance to all of them at once. Go through each part of the worksheet with them but try to guide them towards the answer instead of simply giving it to them. (Devin, Kade, Ella, McKynlee)

**4. Quality Fast Finishers:**

- If students finish early with their worksheet, they may pick a book to read out of the book boxes.

**How Evaluated**

**1. Informal Assessment:**

- a. Observation: While modeling and guiding students on the front side of the worksheet, observe whether students are picking up the main ideas of how to solve a story problem (finding the important information, drawing a picture, filling out the number sentence). Based on these observations, spend either more or less time whole class. If the majority of the students are understanding it, it would be best to move to individual work where you can meet with the students who are still struggling one-on-one. If the majority of the class is still struggling, spend more time whole class emphasising and repeating the main ideas.

**2. Formal Assessment:**

- a. SWS: Using the worksheets, check to make sure students a) found the important information in the story problem, b) showed their work on the number line, c) showed their work on the ten frame, d) draw a picture to match the story problem and, e) wrote in the number sentence correctly.