

Lesson 1.3 Addition Fact Strategies

Objective: How can we practice adding numbers by using counting on to add numbers in any order?

CC: 2 OA-B-3

Mathematical Practices: MP-2, MP-4, MP-7, MP-8

Materials		Assessments Used Throughout Lesson	Questions												
Envision Math Book: pg 5-10 Topic: 1 Booklet Math Notebook Vocabulary: Equation, Addends, Sum		Teacher observation Problem of Day Exit Problem Student Reflection													
15 minutes	Daily Routines: Problem of the Day: Draw counters to add: $7 + 7 = \underline{\hspace{1cm}}$ I Do: Instruct students to use connecting cubes or draw the problem: $4 + 5 = \underline{\hspace{1cm}}$ Then, model for students how the reverse order of the addends does not change the sum. The addition facts $4 + 5 = 9$ and $5 + 4 = 9$ have the same part and whole. Changing the parts added does not change the whole. (Early finishers try $4 + 4 = 8$) Do over vocabulary	<p>What will happen to the total number of cubes if you change the order of the numbers being added? Explain.</p> <p>How can models help you solve this problem?</p> <p>Can you write another addition fact with 4, 5, and 9?</p>													
15 minutes	We Do: Page 6: Look at the models: $6 + 3$ Model Thinking: You can start with 6 and count on 3. Since 6 is a greater number it is easier to count on 3 more (7, 8, 9). When you use a smaller number you need to count on more and can make mistakes. For example $3 + 6$ (4, 5, 6, 7, 8, 9) How are these two addition equations alike? $6 + 3$ and $3 + 6$ How are they different? How do you know that $3 + 6$ and $6 + 3$? Together as a class complete problems 1 and 2. Turn and Talk 1: If you add two numbers in a different order will you get the same sum? Turn and Talk 2: Create a QOE question about the order of addends. Ask your partner.	<p>Is counting on 3 cubes from 6 easier or harder than just counting all the cubes? (easier)</p> <p>Why is it easier to count on from a greater number, 6, than to count on from the lesser number, 3?</p> <p>How is $6 + 3$ the same as or equal to $3 + 6$? (When you add $6 + 3$, the value is 9, and 9 is equal to 9. Does $3 + 6$ also have the same value as 9?</p>													
15 minutes	We Do: <table><thead><tr><th>Differentiated Group</th><th>Differentiated Activity</th></tr></thead><tbody><tr><td>Apples</td><td>Puttuch 1.1</td></tr><tr><td>Banana</td><td>Page 7</td></tr><tr><td>Yam</td><td>Pages 7- 8</td></tr><tr><td>Mushrooms</td><td>Enrich 1.1</td></tr><tr><td>Guided Group Level</td><td>Teacher Leading Guided Group</td></tr></tbody></table>	Differentiated Group	Differentiated Activity	Apples	Puttuch 1.1	Banana	Page 7	Yam	Pages 7- 8	Mushrooms	Enrich 1.1	Guided Group Level	Teacher Leading Guided Group		
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Math Lesson Plans Envision Math

**Aylon Samouha, Jeff Wetzler, Jenee
Henry Wood**



Math Lesson Plans Envision Math:

Teaching Mathematics Conceptually Beth L. MacDonald, Jonathan N. Thomas, 2023-04-08 This book expands upon the guiding principles at the heart of Math Recovery instruction exploring their connections with learning theory practical application in the classroom and their wider links to agreed concepts of high quality mathematics teaching It provides a well rounded overview of all major aspects of mathematics teaching including inquiry based and constructivist approaches planning and assessment and strategies that offer children opportunities for reflection satisfaction and increasing challenge Particular focus is placed on equitable and inclusive practices in mathematics and how we can develop teaching that connects with the abilities cultures and lived experiences of all children This is essential reading for all teachers familiar with the Math Recovery approach and classroom mathematics teachers in elementary and primary schools everywhere seeking to enhance their own professional knowledge and understanding Beth L MacDonald is an associate professor in Early Childhood Mathematics Education in the School of Teaching and Learning at Illinois State University Jonathan N Thomas is an associate professor of mathematics education and the chairperson of the Department of STEM Education at the University of Kentucky

Extreme Teaching Keen Babbage, 2014-10-08 Extreme Teaching Second Edition continues the important events in the career of Jason Prather an outstanding teacher who became an exemplary school administrator This book emphasizes Jason s transition from teacher to school administrator as he promises himself that he will do the work of a school administrator with the same heart and soul which inspired him as a teacher Through this narrative this book confronts many current issues in education The reader meets some of Jason s colleagues and hears their concerns ideas hopes and frustrations Extreme Teaching is a practical realistic energetic and optimistic book filled with ideas case studies penetrating questions intriguing answers and many topics for the reader to analyze This book provides intellectual resources for readers to create new ideas which will work for their specific needs challenges and opportunities

Who Are You Who Are So Wise in the Science of Teaching? Rex R. Schultze J.D., 2021-02-10 Based upon years of reviewing the work product of building principal s evaluations of their teaching staff it has been evident to me there is a clear need to improve this critical aspect of school administration This book is designed to provide building principals and assistant principals with guidance on 1 the necessary preparation of the principal to be effective at guiding and coaching their staff 2 the laying of the foundation for their teachers to know the standard of performance expected by the school district as whole and the specific building where they serve guide and teach their students 3 the teaching of their instructional staff what constitutes good lesson planning and instruction as defined by the educational model adopted by the school and art of teaching under that model 4 developing the skills for the writing of effective teacher formative and summative evaluations to assist in the improvement of instruction and 5 the work required in 1 to 4 above to establish and qualify the principal as an expert witness under the Rules of Evidence if he she is called upon to participate in the end game of moving an underperforming teacher along The book is designed as a

step by step process with reading assignments and self instruction tasks at the end of each chapter applying the concepts teaching supporting and assisting teachers in the science of teaching needed to develop maintain and excel at their craft It is shown scientifically that where teachers know the district s standards of performance student learning improves and students learn how to learn essential in today s ever changing society Being an effective building principal thus requires you to be an expert in your field i e that person who is rhetorically asked Who are you who are so wise in the science of teaching About the Author As you will surmise quickly in reading this book Rex Schultze has had the fortunate circumstance of being immersed in public education for his entire life from 1951 to the present as a teacher s and administrator s kid as a high school teacher for four years as the brother of an elementary school teacher and administrator and as a lawyer with a 40 year practice focused on public education both K 12 and community college levels As such he brings to you in Who are you who are so wise in the science of teaching a lifetime of perspective on the value of an education and particularly public education the most important equalizer of the citizens of our country and the need to grow support and nurture the best teachers possible Rex is a Boomer as in Baby Boomer OK Boomer an early version of that generation that grew up in the 50 s and 60 s so you will find references to the movies and music of those days throughout the book to add perspective and some fun Apologies in advance for the succeeding generations you can google the references a contribution by Rex to your personal history journey

Ecocritical Perspectives in Teacher Education, 2022-11-21 In Ecocritical Perspectives in Teacher Education the editors share a collection of chapters from diverse critical scholars in teacher education Teachers and their students are faced with demands that require teacher educators to work toward better preparing them to teach in a changed world a world where diversity human rights sustainability and democracy must be paramount This text calls together teacher educators who address the complex ways that social and environmental injustices like racism sexism classism ableism and speciesism weave together to produce dangerous conditions for all life The volume shares with readers a glimpse into alternatives possible for teaching that are situational local and in support of social justice and sustainability Contributors are Marissa E Bellino Melissa Bradford Greer Burroughs Nataly Chesky Brandon Edwards Schuth Alison Happel Parkins Kevin Holohan Agnes C Krynski John Lupinacci Emilia Maertens Rebecca Martusewicz Emma McMain Michio Okamura Clayton Pierce Meneka Repka Graham B Slater Silvia Patricia Sol s JT Torres Rita Turner Robert G Unzueta and Mark Wolfmeyer

What Counts in Teaching Mathematics Sandy Schuck, Peter Pereira, 2011-02-04 In this book internationally recognised scholars and practitioners synthesise current practice and research developments in the area of mathematics teacher education and mathematics education The book s two sections examine the role and significance of collaborations and critical friends in the self study of mathematics teaching and teacher education and the emerging conflicts dilemmas and incongruities arising from the study of mathematics education practices The book considers the insights gained from self analysis regarding the practitioner themselves as well as their pedagogical content students and approaches The

contributions highlight the complexity characteristics and features of mathematics education The chapters reveal nuances in teaching and learning that are of particular relevance in mathematics education In addition the book contains ideas and suggestions on how to enhance the teaching of mathematical content to pre service teachers Accordingly the book appeals to a wide audience of educators including education academics teachers student teachers and researchers As teacher educators involved in mathematics education reflection on practice and engagement in practitioner research is becoming increasingly important in our efforts to enhance our teaching Teachers and student teachers also gain from the insights arising from such reflection The knowledge and experience encapsulated in this book provides much for the mathematics education community to build on

Polynomial Root-finding and Polynomiography Bahman Kalantari, 2009 This book offers fascinating and modern perspectives into the theory and practice of the historical subject of polynomial root finding rejuvenating the field via polynomiography a creative and novel computer visualization that renders spectacular images of a polynomial equation Polynomiography will not only pave the way for new applications of polynomials in science and mathematics but also in art and education The book presents a thorough development of the basic family arguably the most fundamental family of iteration functions deriving many surprising and novel theoretical and practical applications such as algorithms for approximation of roots of polynomials and analytic functions polynomiography bounds on zeros of polynomials formulas for the approximation of Pi and characterizations or visualizations associated with a homogeneous linear recurrence relation These discoveries and a set of beautiful images that provide new visions even of the well known polynomials and recurrences are the makeup of a very desirable book This book is a must for mathematicians scientists advanced undergraduates and graduates but is also for anyone with an appreciation for the connections between a fantastically creative art form and its ancient mathematical foundations

Upper Elementary Mathematics Lessons to Explore, Understand, and Respond to Social Injustice Tonya Gau Bartell, Cathery Yeh, Mathew D. Felton-Koestler, Robert Q. Berry III, 2022-07-20 A very compelling set of fresh ideas are offered that prepare educators to turn the corner on advocating for social justice in the mathematics classroom Each book is full of engaging activities frameworks and standards that centers instruction on community worldview and the developmental needs of all students a must needed resource to reboot our commitment to the next generation Linda M Fulmore TODOS Mathematics For ALL Cave Creek AZ Empower students to be the change join the teaching mathematics for social justice movement We live in an era in which students of all ages have through media and their lived experiences a more visceral experience of social injustices However when people think of social justice mathematics rarely comes to mind With a teacher friendly design this book brings upper elementary mathematics content to life by connecting it to student curiosity empathy and issues students see or experience Tested in Grades 3 5 classrooms the model lessons in this book walk teachers through the process of applying critical frameworks to instruction using standards based mathematics to explore understand and respond to social justice issues Learn to plan instruction that engages students

in mathematics explorations through age appropriate culturally relevant topics such as valuing differences health and pay inequality bullying voting rights and environmental justice Features include Content cross referenced by mathematical concept and social issues Connection to Learning for Justice s social justice standards Downloadable instructional materials and lesson resources Guidance for lessons driven by students unique passions and challenges Connections between research and practice Written for teachers committed to developing equitable and just practices through the lens of mathematics content and practice standards as well as social justice standards this book will help connect content to students daily lives fortify their mathematical understanding and expose them to issues that will support them in becoming active citizens and leaders

Every Math Learner, Grades 6-12 Nanci N. Smith, 2017-02-02 As a secondary mathematics teacher you know that students are different and learn differently And yet when students enter your classroom you somehow must teach these unique individuals deep mathematics content using rigorous standards The curriculum is vast and the stakes are high Is differentiation really the answer How can you make it work Nationally recognized math differentiation expert Nanci Smith debunks the myths revealing what differentiation is and isn t In this engaging book Smith reveals a practical approach to teaching for real learning differences You ll gain insights into an achievable daily differentiation process for ALL students Theory lite and practice heavy this book shows how to maintain order and sanity while helping your students know understand and even enjoy doing mathematics Classroom videos teacher vignettes ready to go lesson ideas and rich mathematics examples help you build a manageable framework of engaging sense making math Busy secondary mathematics teachers coaches and teacher teams will learn to Provide practical structures for assessing how each of your students learns and processes mathematics concepts Design implement manage and formatively assess and respond to learning in a differentiated classroom Plan specific standards aligned differentiated lessons activities and assessments Adjust current instructional materials and program resources to better meet students needs This book includes classroom videos in depth student work samples student surveys templates before and after lesson demonstrations examples of 5 day sequenced lessons and a robust companion website with downloadables of all the tools in the books plus other resources for further planning Every Math Learner Grades 6 12 will help you know and understand your students as learners for daily differentiation that accelerates their mathematics comprehension This book is an excellent resource for teachers and administrators alike It clearly explains key tenants of effective differentiation and through an interactive approach offers numerous practical examples of secondary mathematics differentiation This book is a must read for any educator looking to reach all students Brad Weinhold Ed D Assistant Principal Overland High School

Teacher Noticing: Bridging and Broadening Perspectives, Contexts, and Frameworks Edna O. Schack, Molly H. Fisher, Jennifer A. Wilhelm, 2017-05-16 This book reflects on the continuing development of teacher noticing through an exploration of the latest research The authors and editors seek to clarify the construct of teacher noticing and its related branches and respond to challenges

brought forth in earlier research The authors also investigate teacher noticing in multiple contexts and frameworks including mathematics science international venues and various age groups

International Handbook of Research on STEAM Curriculum and Practice Stephen J. Farenga, Salvatore G. Garofalo, Daniel Ness, 2025-10-24 This comprehensive handbook delves into curriculum praxis human development and cognition within the contexts of the STEAM disciplines science technology engineering arts architecture and mathematics Cutting edge research will help educators identify best practice techniques for developing students knowledge in STEAM subjects as well as capture contemporary social and political issues within the STEAM context Drawing on the work of over 50 international contributors this volume covers both emergent and established areas of research giving voice to newcomers to the field as well as perspectives from established experts These areas are divided into five sections on foundations content teaching and learning throughout the lifespan equity and enrichment and settings Each topic is considered in both its historical and current context with a focus on the interconnections between theory and practice This book offers a first of its kind overview of STEAM curriculum development which will be especially useful to educational practitioners and researchers of STEAM subjects as well as teacher educators overseeing STEAM education This resource will also be useful for K 12 school and institutional libraries as reference material and for curriculum specialists and administrators seeking to identify methods of best educational practices within STEAM

Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age Niess, Margaret, Driskell, Shannon, Hollebrands, Karen, 2016-04-22 The digital age provides ample opportunities for enhanced learning experiences for students however it can also present challenges for educators who must adapt to and implement new technologies in the classroom The Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age is a critical reference source featuring the latest research on the development of educators knowledge for the integration of technologies to improve classroom instruction Investigating emerging pedagogies for preservice and in service teachers this publication is ideal for professionals researchers and educational designers interested in the implementation of technology in the mathematics classroom

Activating Math Talk Paola Sztajn, Daniel Heck, Kristen Malzahn, 2020-09-24 Achieve High Quality Mathematics Discourse With Purposeful Talk Techniques Many mathematics teachers agree that engaging students in high quality discourse is important for their conceptual learning but successfully promoting such discourse in elementary classrooms with attention to the needs of every learner can be a challenge Activating Math Talk tackles this challenge by bringing practical math specific productive discourse techniques that are applicable to any lesson or curriculum Framed around 11 student centered discourse techniques this research based book connects purposeful instructional techniques to specific lesson goals and includes a focus on supporting emergent multilingual learners You will be guided through each technique with Classroom examples of tasks and techniques spanning grades K 5 Reflection moments to help you consider how key ideas relate to your own instruction Classroom vignettes that illustrate the techniques in action and provide

opportunities to analyze and prepare for your own implementation Group discussion questions for engaging with colleagues in your professional community Achieving high quality mathematics discourse is within your reach using the clear cut techniques that activates your math talk efforts to promote every student s conceptual learning **Mathematics Teachers in Transition** Elizabeth Fennema,Barbara Scott Nelson,2013-04-03 This book addresses the need of professional development leaders and policymakers for scholarly knowledge about influencing teachers to modify mathematical instruction to bring it more in alignment with the recommendations of the current reform movement initiated by the National Council of Teachers of Mathematics The book presents theoretical perspectives for studying analyzing and understanding teacher change descriptions of contextual variables to be considered as one studies and attempts to understand teacher change and descriptions of professional development programs that resulted in teacher change One chapter builds a rationale for looking to developmental psychology for guidance in constructing models of reconstructing new forms of mathematical instruction Another highlights the relevance to mathematics teacher development of research based knowledge about how children construct mathematical ideas Other chapters explore the relationships between the various contexts of schooling and instructional change Included also are chapters that describe and analyze major reform efforts designed to assist teachers in modifying their instructional practices Cognitively Guided Instruction Math Cubed Project Impact Mathematics in Context and the Case Based Project Finally the current state of knowledge about encouraging teachers to modify their instruction is discussed the implications of major research and implementation findings are suggested and some of the major questions that need to be addressed are identified such as what we have learned about teacher change **Teaching and Learning Mathematics** Linda Jensen Sheffield,Douglas E. Cruikshank,2004-03-29 Help students make sense of mathematics Rather than merely discussing how to improve students ability to do mathematics this fifth edition focuses on helping them make sense of mathematics Based on research on the functioning of the mind as it engages in learning the text supports teachers as they promote mathematical understanding strengthen students abilities to think and help students to attain computational fluency Features A rich collection of ready to use learning activities Fully integrated language and intent of Principles and Standards for School Mathematics PSSM A greater emphasis on problem solving and higher level thinking A greater focus on teaching mathematics to diverse learners Descriptions of a variety of promising and effective mathematics programs for the K 8 levels **Extraordinary Learning for All** Aylon Samouha,Jeff Wetzler,Jenee Henry Wood,2024-11-11 Proven methods hard won lessons and practical tools to create a better future of education Extraordinary Learning for All How Communities Design Schools Where Everyone Thrives delivers a hopeful humane realistic and compelling portrait for how we must reinvent schooling for a new century drawing on the voices and experiences of real school communities who are on that journey and illuminating the specific actions that school and system leaders can take to spark these journeys in their communities The frameworks concepts and stories in this book emanating from direct in the trenches partnerships with

innovators on the ground show in genuine detail what makes this work hard but also what makes it possible Written by the co founders and Chief Learning Officer of Transcend a leading nonprofit in school innovation this book provides solutions to the major problems we face in education including approaches that Reverse declining enrollment rates and chronic truancy especially in large urban districts through better student engagement Mitigate our national mental health crisis through school designs that address higher than ever rates of boredom stress and chronic anxiety Engage and collaborate with parents and communities to improve local schools Uplift the voices and expertise of teachers 300 000 of whom left the profession between 2020 2022 For educational leaders in communities of all shapes and sizes Extraordinary Learning for All How Communities Design Schools Where Everyone Thrives is your blueprint to break free from the traditional model of schooling and build a better future for all Transforming Mathematics Teacher Education Tonya Gau Bartell, Corey Drake, Amy Roth McDuffie, Julia M. Aguirre, Erin E. Turner, Mary Q. Foote, 2019-08-01 This book builds on the Teachers Empowered to Advance Change in Mathematics TEACH Math project which was an initiative that sought to develop a new generation of preK 8 mathematics teachers to connect mathematics children s mathematical thinking and community and family knowledge in mathematics instruction or what we have come to call children s multiple mathematical knowledge bases in mathematics instruction with an explicit focus on equity Much of the work involved in the TEACH Math project included the development of three instructional modules for preK 8 mathematics methods courses to support the project s goals These activities were used and refined over eight semesters and in Fall 2014 shared at a dissemination conference with other mathematics teacher educators from a variety of universities across the United States Chapter contributions represent diverse program and geographical contexts and teach prospective and practicing teachers from a variety of socioeconomic and ethnic backgrounds in particular providing accounts of supports challenges and tensions in implementing equity based mathematics teacher education The chapters supply rich evidence and illustrative examples of how other mathematics teacher educators and professional developers might make the modules work for their unique practices courses workshops and prospective teachers teachers It promises to be an important resource for offering guidance and examples to those working with prospective teachers of mathematics who want to create positive culturally responsive and equity based mathematics experiences for our nation s youth Exploring Mathematical Modeling with Young Learners Jennifer M. Suh, Megan H. Wickstrom, Lyn D. English, 2021-06-01 This book conceptualizes the nature of mathematical modeling in the early grades from both teaching and learning perspectives Mathematical modeling provides a unique opportunity to engage elementary students in the creative process of mathematizing their world A diverse community of internationally known researchers and practitioners share studies that advance the field with respect to the following themes The Nature of Mathematical Modeling in the Early Grades Content Knowledge and Pedagogy for Mathematical Modeling Student Experiences as Modelers Teacher Education and Professional Development in Modeling Experts in the field provide

commentaries that extend and connect ideas presented across chapters This book is an invaluable resource in illustrating what all young children can achieve with mathematical modeling and how we can support teachers and families in this important work

School Library Makerspaces in Action Heather Moorefield-Lang, 2018-03-05 Maker learning spaces in schools and public libraries are made real through the narratives of professional librarians around the world comprising the collaborative activities experiences and perspectives of librarians as they have implemented makerspaces for students of all ages School Library Makerspaces in Action is for any librarian looking for inspiration for their own makerspaces hackerspaces fablabs or DIY locations and how to use these spaces in libraries and educational settings Contributions from authors around the world address the needs of most all readers including how to provide the staff training necessary for a successful makerspace Each chapter is written from an author's personal experience and with only a little fine tuning and imagination many of these ideas can be used throughout all levels disciplines and subjects in K 12 education and carry over into higher education The successes and optimism shared in this collection will inspire librarians and educators to think positively about how to implement maker learning locations train staff and use makerspaces in their libraries and classrooms to promote and share new ideas

New Horizons in Mathematics and Science Education, 2001

Refining the Mathematics Knowledge Base Bindu Elizabeth Pothen, 2011 Understanding the knowledge that teachers must bring to their classrooms is critical to the advancement of the field of teacher education Understanding how teacher knowledge impacts various aspects of teacher practice is also critical Understanding the interplay between teacher knowledge and practice and consequently the result that this relationship has on student learning is most important This dissertation attempts to advance our collective understanding of the complex relationship between teacher knowledge teacher practice and student learning in the field of elementary mathematics Four third grade teachers were followed as they taught a subset of lessons in a unit on fractions The study first investigates the types of knowledge that the teachers brought to their classrooms Then an examination is conducted of the way in which these types of knowledge impacted their teaching practice Finally the student learning that resulted over the course of these lessons is discussed This study supports the widespread belief that teacher knowledge is important to instruction The descriptions of the case study teachers highlight that their varying levels of knowledge resulted in unique aspects of practice being emphasized in their classrooms This dissertation documents the differences in teaching practice and the trade offs that produce differences in student learning Interesting student learning patterns emerged based on qualitative student interviews Medium students from classrooms in which teachers focused for more sustained periods on mathematical concepts seemed to demonstrate greater procedural fluency and deeper conceptual understanding than their peers in the other classrooms Low students in classrooms where fluency was the focus seemed to show slightly greater procedural fluency though less conceptual understanding than their peers in the classrooms that spent more time on concepts High students showed no appreciable difference across all classrooms This

study adds to the field by introducing a new construct the conceptual threshold to offer an explanation of these student learning trends

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