

TEAM Lesson Plan Template			
Teacher:	Miss Stafford		
Date:		Grade Level:	K
Subject:	Math	Lesson Title	Decomposing #5
STANDARD(S)	Identify what you want to teach.		
<p>K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.</p> <p>SMP 8-. Look for and express regularity in repeated reasoning.</p>			
OBJECTIVE(S) with Measurable Goals			
Students will be able to take the whole number 5 and break it into parts in multiple ways using a variety of objects and drawings and record those decompositions.			
MATERIALS			
Little Quack by Lauren Thompson, story mat, cubes, grocery sack/grocery basket worksheet, spiders with web, worksheet, beans worksheet with markers, bracelets and bracelet worksheet with colors, beads, jewels.			
QUESTIONING			
Give examples of 3 questions you might use that fall at the Applying, Analyzing, Evaluating or Creating levels of Bloom's Taxonomy.			
<p>How many ways can the number 5 be decomposed?</p> <p>How can you decompose 5 grocery items so that I can carry them out in two grocery sacks?</p> <p>How many does the decomposed number equal?</p>			
VOCABULARY/ACADEMIC LANGUAGE			
What opportunities will you provide for students to practice content language/vocabulary and develop fluency?			
<p>Decompose: students will practice a rhyming song to help them remember the term and explain the term to one another using gestures to depict it.</p> <p>Whole part part: Students will use a variety of manipulatives to explore how a whole can be decomposed into parts.</p>			
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments- Aligned with the Lesson Objective		
Demonstration of Mastery:			
Students will create visuals of five objects decomposed in various ways and explain their thinking.			

LESSON PREPARATION	Prior knowledge and sub-skills leading to this lesson: Special Accommodations and Modifications for Individual Students:
<p>Prior knowledge and sub-skills leading to this lesson: Concept of decomposing...practice with numbers 1-4.</p> <p>Special Accommodations and Modifications for Individual Students: Identify those students in your class who may need modifications in the lesson presentation and/or assessment, and articulate the modifications for this lesson.</p> <p>Students who demonstrated difficulty decomposing numbers 1-4 this week will have small group time with the teacher decomposing (touch and count) five spiders from an egg sac.</p>	

Progression of the Presentation/Lesson:

ACTIVATING STRATEGY (5-7 minutes)	Motivator/Hook State an essential question and/or reference posted objective(s). Pose a problem. <i>The goal is to capture the attention of the students.</i>
<p>Students will be seated in one section of a "movie" and change seats one by one due to given situations. The class has used the process for numbers 1-4 and enjoyed the connection to movies.</p> <ul style="list-style-type: none"> ■ Essential Questions: What is the role of mathematicians? What does it mean to decompose a number? 	
INSTRUCTION	Step-By-Step Procedures – Sequence (numbered steps) Discover / Explain – Direct Instruction Modeling Expectations – "I Do" Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension GUIDED PRACTICE "We Do" – " You Do" Encourage Higher Order Thinking & Problem Solving Differentiated Strategies for Practice to Provide Intervention & Extension
<p>Step 1: Activate prior knowledge by having learning partners discuss the meaning of the word decompose. Share aloud.</p> <p>Step 2: Decompose rhyme</p> <p>Step 3: Choral recite lesson objectives</p> <p>Step 4: Good mathematicians look back...review movie pass activity for numbers 1-4</p> <p>Step 5: Movie pass activity for number 5...question students about the number of moviegoers in each part and the total number of moviegoers.</p> <p>Step 6: Students will manipulate cubes to represent baby ducks jumping from the bank into the water based on Little Quack by Lauren Thompson</p>	

Step 7: Students will apply learning by dividing 5 grocery items into two sacks with their learning partners.

Step 8: In small groups, students will practice decomposing with different manipulatives while one small group in need of extra supports practices with teacher assistance.

**LESSON
CLOSURE**
(3-5 minutes)

Reflection / Wrap-up
Summarizing, Reminding, Reflecting, Restating, Connecting
The goal is to ensure the students understood the lesson...that "they can."

After students report small group decomposing of concrete objects, we will revisit the lesson objective and recite decomposing rhyme.