

| Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |                        |                            |
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| Page One - Curriculum Connection/Pedagogical Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |                        |                            |
| Candidate/Intern:<br>Blake Clark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Unit dates:<br>TBD | Grade level(s):<br>5/6 | Subject(s):<br>Mathematics |
| <b>Big Idea(s):</b><br><i>What will the students <u>UNDERSTAND</u>? What are the key question(s) to be addressed?</i><br>(Gr 2 to 6) Computational fluency develops from a strong sense of number.<br>(Gr 3 focus) Flexibly decomposing and composing numbers supports addition.<br><i>Driving question: Why do we "carry the one," and what is that 1 really worth?</i>                                                                                                                                                                                                                                                                                                                                                                                                                         |                    |                        |                            |
| <b>Curricular Competencies:</b><br><i>What will the students be able to <u>DO</u>? How will students reflect on their progress in acquiring and nurturing these skills?</i> <ul style="list-style-type: none"><li>Estimate reasonably and develop mental math strategies (reasoning and analyzing).</li><li>Visualize to explore mathematical concepts; develop multiple strategies (understanding and solving).</li><li>Represent ideas concretely, pictorially, and symbolically; explain and justify (communicating and representing).</li><li>Reflect on mathematical thinking; connect to everyday life (connecting and reflecting).</li></ul>                                                                                                                                              |                    |                        |                            |
| <b>Content:</b><br><i>What will the students <u>KNOW</u>? What content/concepts/key vocabulary will be the focus of this lesson sequence or unit of study?</i><br><b>Foundation (Gr 2 and 3 content, reviewed):</b> <ul style="list-style-type: none"><li>Place value to 1000; 0 as a place holder</li><li>Addition to 100 and to 1000 using regrouping</li></ul> <b>Grade 5 (apply):</b> <ul style="list-style-type: none"><li>Addition of whole numbers to 1 000 000; estimate sums</li></ul> <b>Grade 6 (extend):</b> <ul style="list-style-type: none"><li>Addition of decimals, regrouping across the decimal point</li></ul> <b>Key vocabulary:</b> <ul style="list-style-type: none"><li>place value, ones, tens, hundreds, regroup, carry, trade, sum, estimate, digit, column</li></ul> |                    |                        |                            |
| <b>Indigenous Perspectives:</b><br><i>How might Indigenous knowledges and ways of knowing be honoured and embedded authentically within this lesson sequence or unit of study?</i> <ul style="list-style-type: none"><li>Learning involves patience and time.</li><li>Learning is embedded in memory, history, and story.</li></ul> Math Catcher 'Small Number' stories (SFU) frame counting, grouping, and harvest totals in First Peoples story contexts.                                                                                                                                                                                                                                                                                                                                      |                    |                        |                            |
| <b>Inclusive and Equitable Practice:</b><br><i>How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?</i><br>Concrete-pictorial-symbolic every lesson: base-ten blocks (real or virtual), place-value drawings, then the written method. Students needing Gr 2/3 foundations stay with 2-digit sums and blocks; Gr 5 moves to larger numbers; Gr 6 regroup with decimals. Video, manipulative, and practice options in each lesson.                                                                                  |                    |                        |                            |
| <b>/Collaborative Practice:</b><br><i>How will collaboration/co-planning/co-teaching be incorporated?</i><br>Shared with grade 5/6 partner classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |                        |                            |
| <b>Safety Considerations:</b><br><i>Are there any lesson and/or venue specific safety issues to be noted?</i><br>No physical safety concerns. Keep a low-anxiety tone; errors are data, not failures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                        |                            |
| Assessment Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |                        |                            |
| <b>What type of assessment might be embedded in this lesson sequence/unit of study?</b><br><b>Formative Assessment:</b> Assessment <u>for</u> Learning / <b>Summative Assessment:</b> Assessment <u>of</u> Learning;<br><b>Metacognition:</b> How are students reflecting on and monitoring their own learning?<br><b>Documentation/Evidence of Learning:</b> How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)<br>Formative: exit tickets, whiteboard checks, and observation of block and drawing models while students regroup.<br>Summative: End of Unit Concepts Check (Lesson 4) with Gr 6 decimal extension; unit rubric. Dates: TBD.                                                                                |                    |                        |                            |

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN  
TEMPLATE

Page Two - Lesson Layout

| Lesson #<br>Estimated Dates      | Overview of Teaching and Learning Activities                                                                                                       | Teacher Preparation<br>Materials/<br>resources or<br>supplies<br>needed |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| TBD<br>(Period 1):               | <b>Lesson 1:</b> Why We Regroup: Trading Ten Ones<br>Build 2-digit sums with blocks; trade 10 ones for 1 ten.<br>Hook: Small Number Counts to 100. | Base-ten blocks<br>Place-value mats<br>Number Pieces app                |
| TBD<br>(Period 2):               | <b>Lesson 2:</b> Carrying in Two-Digit Addition<br>Blocks to drawings to the written method.<br>The carried 1 is one ten.                          | Base-ten blocks<br>Whiteboards<br>Math Antics video                     |
| TBD<br>(Period 3):               | <b>Lesson 3:</b> Carrying Twice: Three-Digit Addition<br>Regroup ones and tens; estimate first.<br>Gr 5: to 1 000 000. Gr 6: decimals.             | Base-ten blocks (flats)<br>Place-value charts<br>Khan video             |
| TBD<br>(Period 4):<br>Assessment | <b>Lesson 4:</b> Mistake Detective and Real-World Sums<br>Find and fix carrying errors; word problems.<br>End of Unit Concepts Check.              | Find the Mistakes sheet<br>Concepts Check<br>Unit rubric                |

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:  
TBD

Grade Level/Subject(s): 5/6 / Mathematics

Lesson Title/Task Summary:

### Lesson 1: Why We Regroup: Trading Ten Ones

Use base-ten blocks to add 2-digit numbers and discover why 10 ones become 1 ten.

Core (Sub) Competency:  
Critical & Reflective Thinking  
Communicating

Unit Focus: Grade 5/6 Mathematics - Adding with Regrouping (carrying)

### Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

Computational fluency develops from a strong sense of number.

What happens when a column has 10 or more?

### Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can show a 2-digit number with tens and ones.
2. I can trade 10 ones for 1 ten.
3. I can explain why a column can only hold 0 to 9.

### Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Place value: ones, tens, hundreds (Gr 2/3 foundation)
2. Regrouping 10 ones as 1 ten
3. Adding 2-digit numbers with blocks

### Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning involves patience and time.

Watch 'Small Number Counts to 100': how grouping in bundles makes counting big amounts easier.

### Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Real or virtual blocks for everyone; sentence frame "10 ones make \_\_\_\_."
2. Gr 6: model the same trade with hundredths and tenths.

### Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

### Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Keep blocks on mats; share materials.

## Assessment Design

What type of assessment might be embedded in this lesson?

**Formative Assessment:** Assessment for Learning / **Summative Assessment:** Assessment of Learning.

**Formative:** exit ticket (show a trade, add with blocks).

**Metacognition:** How are students reflecting on and monitoring their own learning?

Why can a column not hold 10?

**Documentation/Evidence of Learning:** How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets sorted: trades confidently / needs blocks again.

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page Two - Minute Minder

| Considerations for lesson planning: |                                                                                                                                                                                                                     | Estimated time | Teaching and Learning Activities<br>What is the role of the teacher? What is the role of the students?                                                                                                                            | Teacher Preparation<br>(Materials/resources or supplies needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONNECT                             | <b><u>PART ONE</u></b><br><br><b>INTRODUCTION TO LESSON</b><br><br>Activate Prior Knowledge, Engage, Predict, Focus<br><br>How can I tap into students' interest, offer appropriate challenge, increase motivation? | 5/10 Minutes   | <ul style="list-style-type: none"> <li>• Watch 'Small Number Counts to 100'; notice how he groups.</li> <li>• Quick count: 27 loose cubes. Faster way? Bundle tens.</li> <li>• Share: why do we group by tens?</li> </ul>         | Story: Math Catcher - Small Number Counts to 100: <a href="https://www.sfu.ca/mathcatcher/StoriesMovies/Count sTo100.html">https://www.sfu.ca/mathcatcher/StoriesMovies/Count sTo100.html</a><br><br>Teacher background: FNEsc First Peoples Principles of Learning: <a href="https://www.fnesc.ca/first-peoples-principles-of-learning/">https://www.fnesc.ca/first-peoples-principles-of-learning/</a>                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                     | <b><u>PART TWO</u></b><br><br><b>BODY OF LESSON</b><br><br>Construct meaning, monitor understanding, process ideas<br><br>How will I help students interact with ideas they encounter?                              | 25/30 Minutes  | <ul style="list-style-type: none"> <li>• Build <math>38 + 25</math> with blocks; 13 ones on the mat.</li> <li>• Trade 10 ones for 1 ten; record 63.</li> <li>• Partners repeat with 3 more sums; say each trade aloud.</li> </ul> | Manipulative: Number Pieces (base-ten): <a href="https://www.mathlearningcenter.org/apps/number-pieces">https://www.mathlearningcenter.org/apps/number-pieces</a><br><br>Manipulative: Toy Theater Base Ten Blocks: <a href="https://toytheater.com/base-ten-blocks/">https://toytheater.com/base-ten-blocks/</a><br><br>Worksheet (Super Teacher, login): 2-Digit Addition with Place Value Blocks: <a href="https://www.superteacherworksheets.com/addition/block-addition2_PVADD.pdf">https://www.superteacherworksheets.com/addition/block-addition2_PVADD.pdf</a><br>Worksheet (Super Teacher, login): Add Decimals Graphically (Gr 6): <a href="https://www.superteacherworksheets.com/decimals/adding-decimals_GGART.pdf">https://www.superteacherworksheets.com/decimals/adding-decimals_GGART.pdf</a> |
| TRANSFORM                           | <b><u>PART THREE</u></b><br><br><b>CLOSURE OF LESSON</b><br><br>Apply knowledge; reflect on thinking and learning<br><br>How can I provide learners with alternative ways to demonstrate what they know?            | 5/10 Minutes   | <ul style="list-style-type: none"> <li>• Exit ticket (printable): trade and add with blocks.</li> <li>• Early finishers: Khan regroup practice.</li> </ul>                                                                        | Exit ticket handout (printable)<br><br>Practice: Khan Academy - Regroup whole numbers: <a href="https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-place-value/cc-2nd-hundreds/e/regroup-whole-numbers">https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-place-value/cc-2nd-hundreds/e/regroup-whole-numbers</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

# Exit Ticket

## Lesson 1: Why We Regroup: Trading Ten Ones

*5/6 Mathematics - Carry the One: Adding with Regrouping*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. You have 4 tens and 16 ones. Trade so no column has 10 or more. What number is it?**

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**2. Add  $47 + 35$ . Draw your blocks and show the trade.**

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**3. Show  $2.7 + 0.5$  with tenths. How many tenths make 1 whole?**

*(Grade 6 / challenge)*

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**Self-check: Today I can trade 10 ones for 1 ten.**

☐ Yes, on my own    ☐ Getting there    ☐ I need more help

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:  
TBD

Grade Level/Subject(s): 5/6 / Mathematics

Lesson Title/Task Summary:

### Lesson 2: Carrying in Two-Digit Addition

Connect the block trade to the written method: the carried 1 is one ten.

Core (Sub) Competency:

Communicating

Critical & Reflective Thinking

Unit Focus: Grade 5/6 Mathematics - Adding with Regrouping (carrying)

### Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

Computational fluency develops from a strong sense of number.

What is the carried 1 really worth?

### Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can estimate a 2-digit sum first.
2. I can add 2-digit numbers and carry to the tens.
3. I can explain that the carried 1 means one ten.

### Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Addition to 100 with regrouping (Gr 2/3 foundation)
2. Concrete to pictorial to symbolic method
3. Estimating to check reasonableness

### Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves patience and time.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Model patience: slow down, check each column, and let errors teach.

### Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Place-value mat stays out as a support; grid paper keeps columns lined up.
2. Gr 5/6: add three 2-digit numbers (carry of 2).

### Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

### Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Low-pressure whiteboard checks.

## Assessment Design

What type of assessment might be embedded in this lesson?

**Formative Assessment:** Assessment for Learning / **Summative Assessment:** Assessment of Learning.

**Formative:** exit ticket (estimate, carry, explain the 1).

**Metacognition:** How are students reflecting on and monitoring their own learning?

How does estimating help you catch a mistake?

**Documentation/Evidence of Learning:** How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Look for the "13 in one column" error; reteach with blocks.

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page Two - Minute Minder

| Considerations for lesson planning: |                                                                                                                                                                                                                     | Estimated time | Teaching and Learning Activities<br>What is the role of the teacher? What is the role of the students?                                                                                                                                                         | Teacher Preparation<br>(Materials/resources or supplies needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONNECT                             | <b><u>PART ONE</u></b><br><br><b>INTRODUCTION TO LESSON</b><br><br>Activate Prior Knowledge, Engage, Predict, Focus<br><br>How can I tap into students' interest, offer appropriate challenge, increase motivation? | 5/10 Minutes   | <ul style="list-style-type: none"> <li>• Watch Math Antics 'Multi-Digit Addition' (carrying part).</li> <li>• Estimate <math>58 + 27</math>: about <math>60 + 30 = 90</math>.</li> <li>• Question: what is the little 1 on top?</li> </ul>                     | Video: Math Antics - Multi-Digit Addition:<br><a href="https://www.youtube.com/watch?v=mAvuom42NyY">https://www.youtube.com/watch?v=mAvuom42NyY</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                     | <b><u>PART TWO</u></b><br><br><b>BODY OF LESSON</b><br><br>Construct meaning, monitor understanding, process ideas<br><br>How will I help students interact with ideas they encounter?                              | 25/30 Minutes  | <ul style="list-style-type: none"> <li>• Side by side: blocks, quick drawing, written method for <math>58 + 27</math>.</li> <li>• Whiteboards: 5 sums, estimate first, show the carry.</li> <li>• Gr 5/6: <math>36 + 48 + 29</math> (carry 2 tens).</li> </ul> | Manipulative: Number Pieces (base-ten):<br><a href="https://www.mathlearningcenter.org/apps/number-pieces">https://www.mathlearningcenter.org/apps/number-pieces</a><br><br>Video: Khan Academy - Why carrying works:<br><a href="https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/imp-adding-with-regrouping-within-1000/v/why-carrying-works">https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/imp-adding-with-regrouping-within-1000/v/why-carrying-works</a><br><br>Worksheet (Super Teacher, login): 2-Digit Addition Problems (Regrouping):<br><a href="https://www.superteacherworksheets.com/addition/adding-2digit_TTWTR.pdf">https://www.superteacherworksheets.com/addition/adding-2digit_TTWTR.pdf</a><br>Worksheet (Super Teacher, login): 2-Digit Numbers, 3 Addends (challenge):<br><a href="https://www.superteacherworksheets.com/addition/adding-columns-2dig_TTZDZ.pdf">https://www.superteacherworksheets.com/addition/adding-columns-2dig_TTZDZ.pdf</a> |
|                                     | <b><u>PART THREE</u></b><br><br><b>CLOSURE OF LESSON</b><br><br>Apply knowledge; reflect on thinking and learning<br><br>How can I provide learners with alternative ways to demonstrate what they know?            | 5/10 Minutes   | <ul style="list-style-type: none"> <li>• Exit ticket (printable): estimate, carry, explain.</li> <li>• Practice option on Khan Academy.</li> </ul>                                                                                                             | Exit ticket handout (printable)<br><br>Practice: Khan Academy - Add within 100 using place value blocks: <a href="https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-add-subtract-100/cc-2nd-add-100/e/addition_3">https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-add-subtract-100/cc-2nd-add-100/e/addition_3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| TRANSFORM                           |                                                                                                                                                                                                                     |                |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

# Exit Ticket

## Lesson 2: Carrying in Two-Digit Addition

*5/6 Mathematics - Carry the One: Adding with Regrouping*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Estimate, then solve:  $46 + 38$ .**

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**2. In  $46 + 38$ , you carried a 1. What is that 1 worth? Explain.**

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**3. Solve  $37 + 45 + 29$ . How many tens did you carry?**

*(Grade 5/6 challenge)*

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**Self-check: Today I can carry a ten and explain what it means.**

☐ Yes, on my own    ☐ Getting there    ☐ I need more help

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:  
TBD

Grade Level/Subject(s): 5/6 / Mathematics

Lesson Title/Task Summary:

### Lesson 3: Carrying Twice: Three-Digit Addition

Add 3-digit numbers that regroup ones and tens, then extend to larger numbers and decimals.

Core (Sub) Competency:  
Critical & Reflective Thinking  
Communicating

Unit Focus: Grade 5/6 Mathematics - Adding with Regrouping (carrying)

### Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

Computational fluency develops from a strong sense of number.

Does carrying work the same way in every column?

### Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can add 3-digit numbers, carrying ones and tens.
2. I can check a sum with an estimate.
3. I can carry in larger numbers (Gr 5) or decimals (Gr 6).

### Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. Addition to 1000 with regrouping (Gr 3)
2. Gr 5: whole numbers to 1 000 000
3. Gr 6: adding decimals with regrouping

### Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves patience and time.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Pairs coach each other column by column; learning is relational.

### Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Colour-code columns (ones, tens, hundreds); blocks available.
2. Gr 5: 4 to 6 digits. Gr 6: line up decimal points, carry tenths.

### Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

### Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns.

## Assessment Design

What type of assessment might be embedded in this lesson?

**Formative Assessment:** Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: exit ticket (two carries, estimate check, extension).

**Metacognition:** How are students reflecting on and monitoring their own learning?

Where did you carry, and why?

**Documentation/Evidence of Learning:** How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets show who carries once only; small group next lesson.

## Okanagan School of Education - LESSON PLAN TEMPLATE

## Page Two - Minute Minder

| Considerations for lesson planning: |                                                                                                                                                                                                                     | Estimated time | Teaching and Learning Activities<br>What is the role of the teacher? What is the role of the students?                                                                                                                                                  | Teacher Preparation<br>(Materials/resources or supplies needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| CONNECT                             | <b><u>PART ONE</u></b><br><br><b>INTRODUCTION TO LESSON</b><br><br>Activate Prior Knowledge, Engage, Predict, Focus<br><br>How can I tap into students' interest, offer appropriate challenge, increase motivation? | 5/10 Minutes   | <ul style="list-style-type: none"> <li>Warm-up: 9 tens + 4 tens = ? (13 tens = 1 hundred 3 tens).</li> <li>Watch Khan 'Adding 3-digit numbers' example.</li> <li>Estimate <math>367 + 258</math> first (about 600).</li> </ul>                          | Video: Khan Academy - Adding 3-digit numbers:<br><a href="https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/imp-adding-with-regrouping-within-1000/v/example-adding-with-carrying">https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/imp-adding-with-regrouping-within-1000/v/example-adding-with-carrying</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                     | <b><u>PART TWO</u></b><br><br><b>BODY OF LESSON</b><br><br>Construct meaning, monitor understanding, process ideas<br><br>How will I help students interact with ideas they encounter?                              | 25/30 Minutes  | <ul style="list-style-type: none"> <li>Model <math>367 + 258</math> with flats, rods, cubes; carry twice.</li> <li>Practice set: 6 sums, estimate then solve.</li> <li>Gr 5: <math>45\,678 + 27\,845</math>. Gr 6: <math>3.68 + 2.57</math>.</li> </ul> | Manipulative: Toy Theater Base Ten Blocks:<br><a href="https://toytheater.com/base-ten-blocks/">https://toytheater.com/base-ten-blocks/</a><br><br>Manipulative: Number Pieces (base-ten):<br><a href="https://www.mathlearningcenter.org/apps/number-pieces">https://www.mathlearningcenter.org/apps/number-pieces</a><br><br>Worksheet (Super Teacher, login): 3-Digit Addition with Regrouping:<br><a href="https://www.superteacherworksheets.com/addition/addition-3-digit-by-3-digit-with-regrouping_MRQUZ.pdf">https://www.superteacherworksheets.com/addition/addition-3-digit-by-3-digit-with-regrouping_MRQUZ.pdf</a><br>Worksheet (Super Teacher, login): Adding 5-Digit Numbers (Gr 5):<br><a href="https://www.superteacherworksheets.com/addition/adding-5dig_AFIVE.pdf">https://www.superteacherworksheets.com/addition/adding-5dig_AFIVE.pdf</a><br>Worksheet (Super Teacher, login): Add: Hundredths (Gr 6):<br><a href="https://www.superteacherworksheets.com/decimals/decimal-addition-hundredths_BOXES.pdf">https://www.superteacherworksheets.com/decimals/decimal-addition-hundredths_BOXES.pdf</a> |
| TRANSFORM                           | <b><u>PART THREE</u></b><br><br><b>CLOSURE OF LESSON</b><br><br>Apply knowledge; reflect on thinking and learning<br><br>How can I provide learners with alternative ways to demonstrate what they know?            | 5/10 Minutes   | <ul style="list-style-type: none"> <li>Exit ticket (printable): carrying twice.</li> <li>Khan practice: Add within 1000.</li> </ul>                                                                                                                     | Exit ticket handout (printable)<br><br>Practice: Khan Academy - Add within 1000:<br><a href="https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/imp-adding-with-regrouping-within-1000/e/addition_4">https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/imp-adding-with-regrouping-within-1000/e/addition_4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

# Exit Ticket

## Lesson 3: Carrying Twice: Three-Digit Addition

*5/6 Mathematics - Carry the One: Adding with Regrouping*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Estimate, then solve:  $476 + 358$ .**

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**2. Solve  $609 + 297$ . Circle each place where you carried.**

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**3. Gr 5:  $48\,765 + 23\,457 =$     Gr 6:  $4.86 + 3.75 =$**

*(Grade 5 / Grade 6 extension)*

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**Self-check: Today I can carry more than once in the same question.**

☐ Yes, on my own    ☐ Getting there    ☐ I need more help

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:  
TBD

Grade Level/Subject(s): 5/6 / Mathematics

Lesson Title/Task Summary:

### Lesson 4: Mistake Detective and Real-World Sums

Find and fix carrying mistakes, solve real-world sums, and complete the Concepts Check.

Core (Sub) Competency:

Critical & Reflective Thinking

Personal Awareness & Responsibility

Unit Focus: Grade 5/6 Mathematics - Adding with Regrouping (carrying)

### Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

Computational fluency develops from a strong sense of number.

How can I tell if my answer makes sense?

### Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can find and explain a carrying mistake.
2. I can solve word problems that need regrouping.
3. I can show what I know on the Concepts Check.

### Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Common errors: forgetting the carry, writing 2 digits in a column
2. Real-world addition with regrouping
3. Gr 6: decimal sums in money contexts

### Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Hook: 'Small Number and the Salmon Harvest' sets a harvest context for totals.

### Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Concepts Check can be read aloud; blocks allowed.
2. Gr 5 Parts A and B; Gr 6 adds Part C (decimals).

### Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

### Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Frame the check as a chance to show growth.

## Assessment Design

What type of assessment might be embedded in this lesson?

**Formative Assessment:** Assessment for Learning / **Summative Assessment:** Assessment of Learning.

**Summative:** End of Unit Concepts Check + unit rubric.

**Metacognition:** How are students reflecting on and monitoring their own learning?

Which mistake do you watch for most now?

**Documentation/Evidence of Learning:** How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Rubric and I Can tracker used to plan next steps.

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page Two - Minute Minder

| Considerations for lesson planning: |                                                                                                                                                                                                                     | Estimated time | Teaching and Learning Activities<br>What is the role of the teacher? What is the role of the students?                                                                                                              | Teacher Preparation<br>(Materials/resources or supplies needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONNECT                             | <b><u>PART ONE</u></b><br><br><b>INTRODUCTION TO LESSON</b><br><br>Activate Prior Knowledge, Engage, Predict, Focus<br><br>How can I tap into students' interest, offer appropriate challenge, increase motivation? | 5/10 Minutes   | <ul style="list-style-type: none"> <li>Read or watch 'Small Number and the Salmon Harvest'.</li> <li>Mistake Detective: <math>57 + 26 = 713</math>. What went wrong?</li> </ul>                                     | Story: Math Catcher - Small Number and the Salmon Harvest:<br><a href="https://www.sfu.ca/mathcatcher/StoriesMovies/TheSalmonHarvest.html">https://www.sfu.ca/mathcatcher/StoriesMovies/TheSalmonHarvest.html</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                     | <b><u>PART TWO</u></b><br><br><b>BODY OF LESSON</b><br><br>Construct meaning, monitor understanding, process ideas<br><br>How will I help students interact with ideas they encounter?                              | 25/30 Minutes  | <ul style="list-style-type: none"> <li>Find the Mistakes worksheet: find, fix, explain.</li> <li>Solve 2 word problems with regrouping.</li> <li>Complete the End of Unit Concepts Check (15 to 20 min).</li> </ul> | End of Unit Concepts Check (printable)<br><br>Worksheet (Super Teacher, login): Find the Mistakes (3-Digit):<br><a href="https://www.superteacherworksheets.com/addition/3-digit-addition-find-mistakes_ERRSS.pdf">https://www.superteacherworksheets.com/addition/3-digit-addition-find-mistakes_ERRSS.pdf</a><br>Worksheet (Super Teacher, login): Word Problems: 3-Digit Addition:<br><a href="https://www.superteacherworksheets.com/addition/addition-3dig-word-problems_TTWVZ.pdf">https://www.superteacherworksheets.com/addition/addition-3dig-word-problems_TTWVZ.pdf</a><br>Worksheet (Super Teacher, login): Find the Mistakes: Decimals (Gr 6):<br><a href="https://www.superteacherworksheets.com/addition/decimals-hundredths-addition-find-mistakes_HUNDR.pdf">https://www.superteacherworksheets.com/addition/decimals-hundredths-addition-find-mistakes_HUNDR.pdf</a> |
|                                     | <b><u>PART THREE</u></b><br><br><b>CLOSURE OF LESSON</b><br><br>Apply knowledge; reflect on thinking and learning<br><br>How can I provide learners with alternative ways to demonstrate what they know?            | 5/10 Minutes   | <ul style="list-style-type: none"> <li>Exit ticket (printable): self-reflection on carrying.</li> <li>Update the I Can tracker.</li> </ul>                                                                          | Exit ticket handout (printable)<br><br>Practice: Khan Academy - Add and subtract within 1000 word problems:<br><a href="https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/addition-and-subtraction-word-problems/e/add-and-subtract-within-1000-word-problems">https://www.khanacademy.org/math/cc-third-grade-math/imp-addition-and-subtraction/addition-and-subtraction-word-problems/e/add-and-subtract-within-1000-word-problems</a>                                                                                                                                                                                                                                                                                                                                                                                                               |
| TRANSFORM                           |                                                                                                                                                                                                                     |                |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

# Exit Ticket

## Lesson 4: Mistake Detective and Real-World Sums

*5/6 Mathematics - Carry the One: Adding with Regrouping*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Maya wrote  $368 + 145 = 403$ . Find her mistake and fix it.**

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**2. A class collected 287 cans on Monday and 156 on Tuesday. How many cans in all?**

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**3. Gr 6: Sam bought a book for \$12.85 and a pen for \$3.47. What was the total?**

*(Grade 6 / challenge)*

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**Self-check: Today I can spot and fix carrying mistakes.**

☐ Yes, on my own    ☐ Getting there    ☐ I need more help

# Unit Rubric: Carry the One

Grade 5/6 Mathematics - Carry the One: Adding with Regrouping

Assessed on the End of Unit Concepts Check, Super Teacher worksheets, and observation. Tied to the BC Mathematics curricular competencies.

Name: \_\_\_\_\_ Grade (circle): 5 6

| Criteria                | Emerging                     | Developing                            | Proficient                                                | Extending                                               |
|-------------------------|------------------------------|---------------------------------------|-----------------------------------------------------------|---------------------------------------------------------|
| Place value and trading | Needs help to trade 10 ones. | Trades 10 ones for 1 ten with blocks. | Trades ones and tens confidently, with or without blocks. | Explains trading in any column, including decimals.     |
| Accuracy with carrying  | Frequent carrying errors.    | Accurate with 2-digit sums.           | Accurate with 3-digit sums, carrying twice.               | Accurate with larger numbers (Gr 5) or decimals (Gr 6). |
| Estimating and checking | Does not estimate.           | Estimates when prompted.              | Estimates first and uses it to check.                     | Uses estimates to catch and fix own errors.             |
| Representing            | One representation only.     | Uses blocks or drawings.              | Connects blocks, drawings, and the written method.        | Chooses and explains the most useful model.             |
| Explaining the carry    | Cannot say what the 1 means. | Says the 1 is carried.                | Explains the carried 1 is one ten (or hundred).           | Explains mistakes and why carrying works.               |
| Problem solving         | Needs help to start.         | Solves with support.                  | Solves word problems that need regrouping.                | Solves multi-step or money problems.                    |

Teacher comment:

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# Student I Can Tracker

Grade 5/6 Mathematics - Carry the One: Adding with Regrouping

Tick a box for each goal at the end of each lesson.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

| Lesson   | I can ...                                                     | Not yet | Getting there | Yes |
|----------|---------------------------------------------------------------|---------|---------------|-----|
| Lesson 1 | I can trade 10 ones for 1 ten.                                |         |               |     |
| Lesson 2 | I can carry a ten and explain what the 1 means.               |         |               |     |
| Lesson 3 | I can carry more than once in 3-digit addition.               |         |               |     |
| Lesson 4 | I can spot and fix carrying mistakes and solve word problems. |         |               |     |

The mistake I watch for most:

\_\_\_\_\_

One thing I want to practise more:

\_\_\_\_\_

# Teacher Observation Checklist

Grade 5/6 Mathematics - Carry the One: Adding with Regrouping

Formative evidence across the unit. Code: E = emerging, D = developing, P = proficient, X = extending.

Class: \_\_\_\_\_ Dates: TBD

| Student | Trades with blocks | 2-digit carry | 3-digit carry | Estimates first | Explains the 1 | Finds errors |
|---------|--------------------|---------------|---------------|-----------------|----------------|--------------|
|         |                    |               |               |                 |                |              |
|         |                    |               |               |                 |                |              |
|         |                    |               |               |                 |                |              |
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|         |                    |               |               |                 |                |              |
|         |                    |               |               |                 |                |              |
|         |                    |               |               |                 |                |              |

Small-group reteach list (who needs blocks again):

# End of Unit Concepts Check

Grade 5/6 Mathematics - Carry the One: Adding with Regrouping

Name: \_\_\_\_\_ Grade (circle): 5 6

Parts A and B for everyone. Part C: Grade 5 does question 12; Grade 6 does questions 13 and 14. About 15 to 20 minutes. Blocks allowed; questions read aloud on request.

## Part A: Multiple choice (circle one)

1. 4 tens and 13 ones is the same number as ...  
a. 413   b. 43   c. 53   d. 17
2. In  $38 + 45$ , the carried 1 is worth ...  
a. 1 one   b. 1 ten   c. 1 hundred   d. nothing
3.  $47 + 36 = ?$   
a. 713   b. 73   c. 84   d. 83
4. Best estimate for  $289 + 412$ :  
a. about 700   b. about 600   c. about 800   d. about 500
5.  $356 + 278 = ?$   
a. 524   b. 634   c. 534   d. 624
6. How many times do you carry in  $465 + 378$ ?  
a. 0   b. 1   c. 2   d. 3

## Part B: Show your work

7. Estimate, then solve:  $57 + 28$ .

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8. Solve:  $468 + 257$ . Circle every carry.

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9. Solve:  $709 + 196$ .

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10. Liam wrote  $64 + 29 = 813$ . What is his mistake? What is the right answer?

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11. A school library has 348 books. It gets 275 more. How many books now? Show your work.

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## Part C: Extension

12. Grade 5:  $36\,478 + 25\,869 =$

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**13. Grade 6:  $5.87 + 3.46 =$**

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**14. Grade 6: Ava spends \$14.65 and \$7.58. What is her total? Explain one carry.**

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# End of Unit Concepts Check - ANSWER KEY

Grade 5/6 Mathematics - Carry the One: Adding with Regrouping

Parts A and B for everyone. Part C: Grade 5 does question 12; Grade 6 does questions 13 and 14. About 15 to 20 minutes. Blocks allowed; questions read aloud on request.

## Part A: Multiple choice (circle one)

1. 4 tens and 13 ones is the same number as ...

- a. 413   b. 43   c. 53   d. 17

Answer: c

2. In  $38 + 45$ , the carried 1 is worth ...

- a. 1 one   b. 1 ten   c. 1 hundred   d. nothing

Answer: b

3.  $47 + 36 = ?$

- a. 713   b. 73   c. 84   d. 83

Answer: d

4. Best estimate for  $289 + 412$ :

- a. about 700   b. about 600   c. about 800   d. about 500

Answer: a

5.  $356 + 278 = ?$

- a. 524   b. 634   c. 534   d. 624

Answer: b

6. How many times do you carry in  $465 + 378$ ?

- a. 0   b. 1   c. 2   d. 3

Answer: c

## Part B: Show your work

7. Estimate, then solve:  $57 + 28$ .

Estimate about  $60 + 30 = 90$ . Answer 85.

8. Solve:  $468 + 257$ . Circle every carry.

725 (carry in ones and tens).

9. Solve:  $709 + 196$ .

905 (carry in ones and tens).

10. Liam wrote  $64 + 29 = 813$ . What is his mistake? What is the right answer?

He wrote 13 in the ones column instead of carrying 1 ten. Correct: 93.

11. A school library has 348 books. It gets 275 more. How many books now? Show your work.

$348 + 275 = 623$  books.

## Part C: Extension

12. Grade 5:  $36\,478 + 25\,869 =$

62 347

13. Grade 6:  $5.87 + 3.46 =$

**14. Grade 6: Ava spends \$14.65 and \$7.58. What is her total? Explain one carry.**

\$22.23. Example:  $5 + 8 = 13$  hundredths = 1 tenth 3 hundredths, so carry 1 tenth.

*Scoring guide: Part A 1 mark each (6). Part B 2 marks each (10): 1 for the answer, 1 for work or explanation. Part C: Grade 5 question 2 marks (total 18); Grade 6 questions 2 + 3 marks (total 21). Use with the unit rubric, not as a sole grade.*