



Rio Grande Educational Collaborative Before and After School Program Lesson Plan



Guidelines:

Lessons should be at least (60) minutes, and **MUST** pertain to literacy.

Lesson Title:	Math operations of Algebraic Thinking Kindergarten-6th grade
School:	Rio Grande Elementary School (Belen)
Date:	2017-09-15
Instructor Name:	Lindsey Murray
Class Size:	15

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<p>NM Common Core/State Standards:</p> <ol style="list-style-type: none">1. Standard (K.OA.1) Represent addition and subtraction with objects, fingers, mental images, drawing, sounds (e.g. Claps), acting out situations, verbal explanations, expression, or equations. 2. Standard (1.OA.1) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using object, drawings, and equations with a symbol for the unknown number to represent the problem. 3. Standard (3.OA.1) Interpret products of whole numbers, e.g., interpret 5×7 as the total numbers of objects in 5 groups of 7. For example, describe a context in which a total number of objects can be expressed as 5×7 . 4. Standard (4.OA.1) Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparison as multiplication equations.	<p><i>For more information on NM Common Core/State Standards visit:</i> http://newmexicocommoncore.org/ http://www.mystandards.org/</p>
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Learning Objectives: Students will work out math facts for there grade level	<i>[Instructional context:]</i> i.e. After listening to "If You Decide to Go to the Moon" by Faith McNulty and identifying relevant words during the readaloud <i>[what students will do:]</i> i.e. Students will write a list of words <i>[Standard was met as demonstrated by:]</i> i.e. Students can identify, spell and define sight words as demonstrated by post activity trivia
Lesson Materials & Equipment: None	Please include all items and the quantity.
Special Requests for RGEC Equipment: None	

Instructional Sequence:

Please Note: This section should be written so that another Instructor could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.

Body of the Lesson

1. (What you will say/do to assess, connect to, or build, necessary background knowledge.
2. Describe step-by-step what the students will be doing during the lesson.
3. Opportunities to participate in small groups.
4. Activity to process daily participation

Instructional Sequence: 1. On a board students will write down on a white board a math equation and solve it. 2. Students will then explain how they solved the problem using pictures and verbal representations.

Lesson Credits:



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Where did you get your ideas for your lesson? (i.e. website, etc.)