

Gr. 1 Addition & Subtraction

CC.1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

EXAMPLE 1

Katie Martin prepared to teach her 1st grade students about the sums of two one-digit numbers. She gathered together gummed stars in two colors and construction paper. She gave pairs of students construction paper on which she had written an addition fact. Each child was asked to display an addend with different colored stars and then the pair was asked to add all the stars by counting on from the greater number of stars. The students displayed all their work to make a “sky” full of addition facts .

EXAMPLE 2

Ms. Brennan knew from her preassessment that her grade one students were at very different developmental levels with respect to their understanding of addition. Of two one-digit numbers. One group of students needed manipulatives to visualize the addition and subtraction facts. They used manipulatives, like dominos, and counters to “count on.” Another group was working on accuracy and speed with their facts. They worked in pairs to check each other’s work. A final group, ready for more abstract thinking, was invited to use a 100s chart to note patterns among the columns and rows (e.g., 10s, 9s) and present their findings to the class.

- | | |
|--|--|
| <input type="checkbox"/> Content | <input type="checkbox"/> Learning Activities |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Resources |
| <input type="checkbox"/> Grouping | <input type="checkbox"/> Extensions |
| <input type="checkbox"/> Introduction | <input type="checkbox"/> Modification |
| <input type="checkbox"/> Teaching Strategies | <input type="checkbox"/> Products |

Common Core and Differentiated Instruction

Name:

Date:

Notes

Curricular Component	Definition
Content (Standards)	<p>Content is what we want students to know, understand, and do as a result of our curriculum and instruction.</p> <p>Standards must be “deconstructed” into learning targets (knowledge, reasoning, skill, product)</p>

Best on the Web

Kentucky: Unpacking of the ELA CCSS

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/English+Language+Arts+Deconstructed+Standards.htm>

Kentucky: Unpacking of the Math CCSS

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Mathematics+Deconstructed+Standards.htm>

Deconstruct Standings into Learning Targets:

Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets

Notes

Curricular Component	Definition
Resources	<ul style="list-style-type: none"> • Resources are materials that support learning during the teaching and learning activities. • These resources will be varied to accommodate student differences, reading comprehension levels, learning preferences, and interests. • Resources should include print and non print sources, internet, and human resources.

Curricular Component	Definition
Grouping Strategies	<ul style="list-style-type: none"> • Well-designed grouping strategies are aligned with the learning goals. • Effective grouping strategies are varied and change frequently to accommodate students' interests, questions, learning preferences, prior knowledge, or learning rate and zone of proximal development. • Group membership changes frequently based upon learning goals and assessment of student learning







Curricular Component	Definition
Introductory Activities	<p>An introduction sets the stage for a unit. Components may include:</p> <ul style="list-style-type: none"> (1) a focusing question, (2) a needs assessment to determine students' prior knowledge, interests, (3) a "hook" to motivate students' (4) information about the relevance of the targets and unit expectations, (5) information about expectations for students, and (6) consideration of students' interests in or experiences that connect with the unit topic.

	Capture	Captivate	Close
1			
2			
3			
4			
5			

Curricular Component	Definition
Learning Activities	<p>A unit's learning activities are those cognitive experiences that help students perceive, process, rehearse, store, and transfer knowledge, understanding, and skills.</p>

Choice Boards (Breadth):

Tic Tac Toe,
Learning Menus
Show and Tell
RAFTS
Analytic, Practical, Analytic
Cubes/Thinkdots

1.	2.	3.
		
4.	5.	6.
		

Tiered Assignments (Depth):

Analytic		Practical		Creative	

Role	Audience	Format	Topic

Tic Tac Toe	

SHOW	

TELL	

Entrée	
1.	
2.	
3.	

Side dishes	
1.	
2.	
3.	
4.	

Desserts	
1.	
2.	

Curricular Component	Definition
Modifications for Learner Need (Ascending the Level of Intellectual Demand)	Teachers can enhance learning by optimizing the match between the curriculum and students' unique learning needs. One kind of modification is referred to as "Ascending Levels of Intellectual Demand."

Curricular Component	Definition
Extension Activities	<ul style="list-style-type: none"> Extension activities are preplanned or serendipitous experiences that emerge from learning targets and students' interests. Provide for student choice. Open-ended, authentic, generate excitement for and investment in learning.

Curricular Component	Definition
Products	<ul style="list-style-type: none"> Products are performances or work samples created by students that provide evidence of student understanding and learning. Products can represent daily or short-term student learning, or can provide longer-term culminating evidence of student knowledge, understanding, and skill. High-quality products often double as assessment tools.

Curricular Component	Definition
Teaching Strategies (method, pedagogy)	<ul style="list-style-type: none"> Teaching strategies are methods teachers use to introduce, explain, demonstrate, model, coach, guide, transfer, or assess in the classroom. Aligned to learning targets Promote student involvement Provide support, feedback and scaffolding.

Direct Instruction and/or Lecture

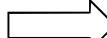
Drill and Recitation

Concept Attainment

Socratic Questioning

Simulation

Inquiry Based Instruction/Learning

Project Based Learning (PBL) 

Independent Study

Best on the Web

<http://www.bie.org/>

<http://wveis.k12.wv.us/>

Significant Content

21st Century Skills

In-Depth Inquiry

Diving Question

Need to Know

Voice and Choice

Revision and Reflection

Public Audience



Notes

Curricular Component	Definition
Assessments	<ul style="list-style-type: none"> Assessments are varied tools and techniques teachers use to determine the extent to which students have mastery of learning targets. Inform instruction Diagnostic, formative, summative Aligned with learning targets.

	Selected Response	Extended Written Response	Performance Task Assessment	Personal Communication
Knowledge	Good	Good	Not so good – too time consuming	OK – but time consuming
Reasoning	Good (some reasoning)	Good	Good	Good
Skills	Not good	Not good	Good	Good (oral communication)
Products	Not good	Good (when written product)	Good	Not good.