

Differentiated Instructional Activity Assignment

Alexandria Galvez

EDDN 637: Second Language Learners & Content Areas

Professor Cowin

7/25/2023

Original Lesson Plan:

Suggested Lesson Plan Template

(To be submitted by the teacher prior to pre-conference)

Educator's Name:	Alexandria Galvez	School:	North Elementary
Grade Level/Subject Taught:	1 st Grade—Mathematics		
Appointment Status:	Non-tenured		
Evaluator's Name & Title:	Assistant Principal	Date:	12/5/22

Lesson: GoMath Chapter 4: Subtraction Strategies (4.1—Count Back)

<p>Curriculum Standard(s) Identify the curriculum standards to be taught; connect to other standards within our outside of the discipline.</p>	<p>Mathematical Standards: NY-1.OA.C.5—Relate counting to addition and subtraction.</p> <p>Mathematical Practices: MP2—Reason abstractly and quantitatively. MP4—Model with mathematics. MP6—Attend to precision.</p> <p>Speaking/Listening: SL.1.1—Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.6—Produce complete sentences when appropriate to task and situation.</p>
<p>Student/Class Profile Identify any accommodations in instruction to meet student learning needs.</p>	<p>This year I have 23 learners in my bilingual classroom. Our classroom community consists of many learners at all levels of English proficiency: Entering—3 Emerging—8 Transitioning—7 Expanding—5</p>
<p>Learning Outcomes Identify the important concepts and skills that students will be expected to learn.</p>	<p>Language Objective: Students are learning to respond in a complete sentence using the lesson vocabulary, <i>whole number, difference, and count back</i>.</p> <p>Learning Intention: We are learning how to count back 1, 2, or 3 with a number line as a tool to subtract.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I start with the whole number. • I count back to subtract.

	<ul style="list-style-type: none"> • I explain how I got the difference.
<p>Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.</p>	<p>Throughout the lesson, there will be formative assessments to monitor progress as we continue with the new chapter. For example, I will encourage class conversations, turn-and-talks to support use of vocabulary such as "count back" and "difference", opportunities to come up to the front of the classroom to demonstrate counting back using Felix the Frog and numbers 1-10, independent work, and lastly through an exit ticket. During instruction, I will be monitoring student responses (checking if they respond in a complete sentence), observing their work as well as their ability to work independently.</p>
<p>Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.</p>	<p>Opening to the Lesson: Chapter 4 lesson 1 returns to subtraction after a few weeks of learning about addition strategies. Due to being at the start of this chapter, I believe students will be adjusting to seeing the minus sign again along with verbally using the terms related to subtraction (minus, subtract, difference, etc.). To activate prior knowledge, I will write $2-1=$__ on the board and ask, "What is this sign called?" (Circling the sign). Expected answer will be "the minus sign" I will follow up by praising the student for the correct response and write it on the board. We will solve the problem together, using fingers to show how we subtract. I will inform the class of what to expect during math instruction by stating, "We can use other tools like a number line instead of our fingers to help us count forward and even backwards! Which we will be learning how to do today." To activate background knowledge of counting back, I will present a visual of a rocket ship and ask, "Does anyone know what this is called?" Asking this question allows students to make a real-life connection to a rocket-ship, whether they have seen one in a movie or tv show. It also provides ELL's the opportunity to learn the name of it in English. I will ask for the whole class to practice counting backward starting at 5 down to 0 like a rocket ship. I will then include a turn-and-talk and state, "What happens to the numbers as we count back from 10? Turn to a partner and talk about what happens to the numbers." Anticipated responses are "the numbers become smaller." I will be holding up a number line slip to include a visual. My opening will also be in Spanish to support my entering and emerging students.</p> <p>Model (I do) To begin the modeling portion of the lesson, I will call students by their table number to meet at the carpet where the "Count Back" anchor chart will be presented. I will read aloud the</p>

learning intention and have students repeat after me, then pose the question as usual, “Can I have a superstar volunteer to tell us what we will be learning today?” To support ELL’s, I will provide the sentence starter, “we are learning how to…” to encourage responding in a complete sentence. I will then read the definition for count back (to count backward from a given number) and explain each step in the example shown on the anchor chart. Emphasizing that we follow these steps to be successful in our ability to count back 1, 2, or 3 from a number. I will continue to model how to count back 2 and 3 from the given number 9 (example on anchor chart begins with $9-1=$ __, then $9-2=$ __, and lastly $9-3=$ __ all found on page 211 in the GoMath workbook) using the number line slip. I will include another turn-and-talk at this point and state, “turn to a partner again and try to explain how we got the difference of 6” (for the last example on the anchor chart).

Guided Practice (We do)

After students have returned to their seats, they will be introduced to Felix the Frog who will be showing us how to count back. I will state that I will call a few helpers to come up and hold a number (0-10). Coming up to participate in a whole class demonstration serves to engage students in the lesson and visually see the movement of counting backwards. Each participant will hold a number and one will hold Felix the Frog. Before the demonstration using Felix the Frog. I will write the example problem, $8-1=$ __ on the board and guide the student holding Felix to first find the whole number we are subtracting from (8) then show moving (jumping) backward one time since we are subtracting or counting back 1. I reiterate that the number Felix landed on is the difference, going back to the anchor chart and using it as a checklist. Students will now open their GoMath workbooks to page 212. At this point, students will receive a number line and take out an expo marker. I will direct students that we will work on questions 1-5.

Independent Practice (You do)

Once we have practiced the problems on page 212 together, students are instructed to turn to page 213. This will serve as an opportunity for me to monitor their understanding of the lesson through observation of their work. A time to check if students are meeting the learning intention and repeat expectations.

Closure Activity

Students will be asked to close their workbooks and put them away, ensuring them that they will take out their homework

	<p>later in the day. I will close the lesson by asking, “What did we learn today?” expected responses being, “we learned how to count back using a number line.” Then asking “What does counting back help us do? Add or subtract?” expected responses being “counting back helps us to subtract.” Lastly, students will receive an exit ticket with the subtraction problem; $6-1=\square$. Students will be asked to write the difference using their number line to count back 1. When they have completed the question, they will turn it into our white turn-in bin.</p>
<p>Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.</p>	<p>After the use of my formative assessments, I will pull students who showed misunderstanding or trouble with the concept during a future small group instruction. I will also make note of a problem that maybe most students struggled with and include them on this week’s math matrix. For those students who showed success using the criteria, I would guide them with the challenging problems on page 213. During independent practice, I will pay close attention to those students who often require the one-on-one support to pull them into a small group so that I am able to walk them through each step. I will often point back to the anchor chart as it will be presented for all learners to see.</p>
<p>Groups How will students be grouped for each activity of the lesson?</p>	<p>Students are sitting in the classroom based off their behavior and NYSESLAT level. During the opening, students are at their desks and will turn to a partner to discuss what happens to the numbers as we count back. As we continue to the modeling portion of the lesson, students are sitting at the carpet as a whole group to discuss the learning intention. This portion also includes a turn-and-talk at the carpet where the students will turn to a partner next to them to talk about how we got the difference. Students will return to their seats for the guided practice and will come up to the front of the classroom for the demonstration with Felix the Frog. For the independent practice, students will continue to stay seated as they will not be working with other peers. At this point, I will pull the students needing extra support to the horseshoe table.</p>
<p>Resources Identify resources and materials needed for lesson.</p>	<ul style="list-style-type: none"> • Count Back Anchor Chart • Easel • Felix the Frog and numbers 0-10 • GoMath workbooks • Number line slips • Expo markers • Exit ticket

Modified Lesson Plan with Differentiation Strategies (Practice, Process, Products, Content, Assessment, and Grouping)

KEY: HIGHLIGHTED SENTENCES ARE THE MODIFICATIONS TO THE LESSON*

Suggested Lesson Plan Template
(To be submitted by the teacher prior to pre-conference)

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Grade Level/Subject Taught:	1 st Grade—Mathematics		
Appointment Status:	Non-tenured		
Evaluator's Name & Title:	Assistant Principal	Date:	7/25/23

Lesson: *GoMath Chapter 4: Subtraction Strategies (4.1—Count Back)*

Curriculum Standard(s) Identify the curriculum standards to be taught; connect to other standards within our outside of the discipline.	<p>Mathematical Standards: NY-1.OA.C.5—Relate counting to addition and subtraction.</p> <p>Mathematical Practices: MP2—Reason abstractly and quantitatively. MP4—Model with mathematics. MP6—Attend to precision.</p> <p>Speaking/Listening: SL.1.1—Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.6—Produce complete sentences when appropriate to task and situation.</p>
Student/Class Profile Identify any accommodations in instruction to meet student learning needs.	This year I have 23 learners in my bilingual classroom. Our classroom community consists of many learners at all levels of English proficiency: Entering—3 Emerging—8 Transitioning—7 Expanding—5
Learning Outcomes Identify the important concepts and skills that	<p>Language Objective: Students are learning to respond in a complete sentence using the lesson vocabulary, <i>whole number</i>, <i>difference</i>, and <i>count back</i>.</p> <p>Learning Intention:</p>

<p>students will be expected to learn.</p>	<p>We are learning how to count back 1, 2, or 3 with a number line as a tool to subtract.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I start with the whole number. • I count back to subtract. • I explain how I got the difference.
<p>Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.</p>	<p>Throughout the lesson, there will be formative assessments to monitor progress as we continue with the new chapter. For example, I will encourage class conversations, turn-and-talks to support use of vocabulary such as "count back" and "difference", opportunities to work in pairs solving subtraction problems with numbers 1-10, independent work, and lastly through an exit ticket. During instruction, I will be monitoring student responses (checking if they respond in a complete sentence), observing their work as well as their ability to work independently.</p>
<p>Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.</p>	<p>Opening to the Lesson: Chapter 4 lesson 1 returns to subtraction after a few weeks of learning about addition strategies. Due to being at the start of this chapter, I believe students will be adjusting to seeing the minus sign again along with verbally using the terms related to subtraction (minus, subtract, difference, etc.). To activate prior knowledge, I will write $2-1=$__ on the board and ask, "What is this sign called?" (Circling the sign). Expected answer will be "the minus sign" I will follow up by praising the student for the correct response and write it on the board. We will solve the problem together, using fingers to show how we subtract. I will inform the class of what to expect during math instruction by stating, "We can use other tools like a number line instead of our fingers to help us count forward and even backwards! Which we will be learning how to do today." To activate background knowledge of counting back, I will present a visual of a rocket ship and ask, "Does anyone know what this is called?" Asking this question allows students to make a real-life connection to a rocket-ship, whether they have seen one in a movie or tv show. It also provides ELL's the opportunity to learn the name of it in English. I will ask for the whole class to practice counting backward starting at 5 down to 0 like a rocket ship. I will then include a turn-and-talk and state, "What happens to the numbers as we count back from 10? Turn to a partner and talk about what happens to the numbers." Anticipated responses are "the numbers become smaller." I will be holding up a number line slip to include a visual. My opening will also be in Spanish to support my entering and emerging students.</p>

Model (I do)

To begin the modeling portion of the lesson, I will call students by their table number to meet at the carpet where the “Count Back” anchor chart will be presented. I will read aloud the learning intention and have students repeat after me, then pose the question as usual, “Can I have a superstar volunteer to tell us what we will be learning today?” To support ELL’s, I will provide the sentence starter, “we are learning how to…” to encourage responding in a complete sentence. I will then read the definition for count back (to count backward from a given number) and explain each step in the example shown on the anchor chart. Emphasizing that we follow these steps to be successful in our ability to count back 1, 2, or 3 from a number. I will continue to model how to count back 2 and 3 from the given number 9 (example on anchor chart begins with $9-1=$ __, then $9-2=$ __, and lastly $9-3=$ __ all found on page 211 in the GoMath workbook) using the laminated number line slip to model. I will include another turn-and-talk at this point and state, “turn to a partner again and try to explain how we got the difference of 6” (for the last example on the anchor chart).

Guided Practice (We do)

After students have returned to their seats, they will be introduced to the video, *Count Back to Subtract on a Number Line | Grade 1* by THE MATH PLANET (**1. Practice:** delivery of instruction—students who have a visual and auditory learning style can benefit from the video). I will write the example problem, $8-1=$ __ on the board and demonstrate first finding the whole number we are subtracting from (8) then show moving (jumping) backward one time since we are subtracting or counting back 1. I reiterate that the number I landed on is the difference, going back to the anchor chart and using it as a checklist (**4. Content:** demonstration by teacher with clear explanation using slow rate of speech and gestures). At this point, students will receive a laminated number line and will take out an expo marker and whiteboard (**3. Product:** students find these interesting and helps to keep engaged to demonstrate what they have come to know). Students can find their partner to work on the 3 questions I displayed on the board. Students will then open their GoMath workbooks to page 212 and will continue to work with partners to complete #1-5 (**2. Process:** opportunity to work alone, in pairs, or small groups). I will continuously walk around the room to assist any pairs. I will encourage early finishers or students who would benefit from a challenge to try the problems on the following page.

	<p>Independent Practice (You do) Once we have reviewed the problems on page 212 together, students are instructed to turn to page 213. On this page students will attempt questions 5-10. This will serve as an opportunity for me to monitor their understanding of the lesson through observation of their work. A time to check if students are meeting the learning intention and repeat expectations. Students will independently use the laminated number line and draw on it using the expo marker to demonstrate counting back.</p> <p>Closure Activity Students will be asked to close their workbooks and put them away, ensuring them that they will receive a worksheet for homework. The homework assigned will be based on options—I will state, “do this section if you need more practice on... do this section if you feel ready for a challenge” (2. Process: homework options to provide practice based on the content). I will close the lesson by asking, “What did we learn today?” expected responses being, “we learned how to count back using a number line.” Then asking “What does counting back help us do? Add or subtract?” expected responses being “counting back helps us to subtract.” Lastly, students will receive an exit ticket with the subtraction problem; $6-1=\square$. Students will be asked to write the difference using their number line to count back 1. Then for #2, students will have to find $6-2=\square$. Finally, for #3, students will have to create their own problem of counting back 3 times ($_ -3=\square$) (5. Assessment: allowing students to create their own problem provides a way to measure student learning and gives them a sense of responsibility in their learning. When they have completed the question, they will turn it into our white turn-in bin.</p>
<p>Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.</p>	<p>After the use of my formative assessments, I will pull students who showed misunderstanding or trouble with the concept during a future small group instruction. I will also make note of a problem that maybe most students struggled with and include them on this week’s math matrix to review. For those students who showed success using the criteria, I would guide them with the challenging problems on page 213. During independent practice, I will pay close attention to those students who often require the one-on-one support to pull them into a small group so that I am able to walk them through each step. Students who perform significantly below expectations will be provided with a varied criterion for success (e.g. using subtraction sentences with numbers 1-5 for new comers who are just mastering early numbers) (3. product: work students are asked to complete, considering their abilities).</p>

<p>Groups How will students be grouped for each activity of the lesson?</p>	<p>Students are sitting in the classroom based off their behavior and NYSESLAT level. During the opening, students are at their desks and will turn to a partner to discuss what happens to the numbers as we count back. As we continue to the modeling portion of the lesson, students are sitting at the carpet as a whole group to discuss the learning intention. This portion also includes a turn-and-talk at the carpet where the students will turn to a partner next to them to talk about how we got the difference. Students will return to their seats for the guided practice and will work with their partner using whiteboards and laminated number line to include a hands-on activity (6. Grouping: higher language proficiency students are paired with lower language proficiency to build verbal and auditory skills). For the independent practice, students will continue to stay seated as they will not be working with other peers. At this point, I will pull the students needing extra support to the horseshoe table.</p>
<p>Resources Identify resources and materials needed for lesson.</p>	<ul style="list-style-type: none"> • Count Back Anchor Chart • Easel • https://www.youtube.com/watch?v=iJzAI3Vufyw • GoMath workbooks • Number line slips • Expo markers • Exit ticket

Self-reflection:

As I reflect on my completion of the Differentiated Instructional Activity, I am now more aware of my own strengths in terms of recognizing what works for me as the educator and strategies that work for English Language Learners in order to differentiate. For example, using whiteboards as a way to quickly assess student understanding is an engaging hands-on strategy that students enjoy using because it is considered “fun” instead of using regular pencil and paper. I have only completed one school year of being an official certified teacher, so there are many areas for growth and I am constantly finding ways to improve. I try observing veteran teachers and watching videos on new ideas for instruction of small reading groups. I would like to improve on the way I manage my classroom by setting concise expectations from the first day of

school—as a brand-new teacher last September, this was difficult for me to do. Specifically, making sure my students know the routine and voice levels when transitioning or taking out needed supplies like our math workbooks. I believe my teaching had a great impact on my students—when working with bilingual learners (some who have less than a year or have just arrived to the United States) it is a constant challenge in balancing language and content material. But I saw a year’s growth in majority of my students as well as improvements in how they manage their emotions/actions. This illuminated the impact I had made in and out of the classroom and it is something that I aspire to do in the years to come.

Professional Development:

The reflection connects to my professional growth in numerous ways. Reflecting on the instructional choices gives me insight on strategies that I will continue to implement in my teaching like differentiating grouping—having students choose between working alone, in pairs, or in a group. The reflection and assignment develop my professional growth in terms of acquiring new knowledge such as the differentiation strategies in the segments of; practice, process, products, content, assessment, and grouping. Specifically, acquiring new skills and knowledge in process and products as these two were fairly new to me. I had always thought of ways to differentiate instruction in content, assessment, and grouping so learning these new segments will be beneficial in my teaching. I plan to use differentiation strategies in the practice, process, and product segments of lesson planning and implementation. I will also continue observing veteran teachers to enhance my teaching practice.

Conclusion:

My main insights include the impact it has on English Language Learners when we differentiate lessons—it creates a sense of confidence because it modifies the task based on the students' strengths and abilities. It continues to hold students accountable in keeping high expectations of them but also these expectations are reasonable and tailored to each student. Differentiating has always been a component in my teaching that I would like to keep improving on and this activity opened my eyes to new ways to do so. I plan to adjust my future teaching by including these strategies in every segment of instruction in order to provide the best teaching experience for my learners.