MATP 662
Concotelli, Marcia

**MATH CAT - Flipped Lesson**

**Grade 1**

**CCSS: 1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**Classroom set-up:**

- 5 stations located throughout classroom
- 4 stations each have one word problem and 20 tangible objects / manipulatives
- 1 station is the teacher; teacher will speak to each student to informally assess if students comprehend lesson
- Students work in groups of 3
  - Groups will be determined by teacher
  - Groups will be homogeneous abilities
  - Groups will be designated as such:
    - “Spicy”: high-achieving
    - “Spicy”: GATE
    - “Medium”: average-achieving
    - “Mild”: struggling students
    - “Mild”: English Language Learners
- Each student has her/his own worksheet to complete during collaborative learning sessions
- Once “Medium” and “Mild” students complete a word problem, a GATE student will check their work. After two correct responses, the “Mild” students may work on “Medium” work and the “Medium” students may work on “Spicy” work.
- The “Extra Spicy” word problems are more challenging and meant for high achieving students pursuing level 4 DOK: apply concepts, analyze, create, and synthesize own word problems.
- Each student has her/his own independent worksheet (homework) to complete after the collaborative stations
**Independent work:**

- Students will be given a worksheet with **3 word problems** for students to solve independently (see last page)
- Any conceptual gaps will be addressed after this post-assessment
- Adaptations:
  - The ELL student(s) will be given an audio recording (on tape) and tape recorder along with the worksheet with 3 word problems. The audio recording is the teacher reading each word problem, slowly and clearly. ELL students will listen to the tape and respond to all **3-word problems.** This allows the ELL student(s) to listen to the audio recording and focus on mathematical concepts; they can take time to fully comprehend the word problem (students can rewind in order to review, if necessary) and utilize academic language in the response while showing and drawing evidence.
  - Behavioral challenged students may have the opportunity to respond to **2 out of 3 word problems.** This will allow them time to focus and demonstrate comprehension independently without having as many attention issues.
  - High-achieving students can address the "Extra" question.
**WORD Problems**

**Station 1**
**Manipulatives: stickers**

- **MILD:** Ms. Concotelli has 2 stickers. She finds 1 sticker. Michael gives her 2 stickers. How many total stickers does Ms. Concotelli have?

- **MEDIUM:** Ms. Concotelli has 12 stickers. She finds 1 sticker. Michael gives her 1 sticker. How many total stickers does Ms. Concotelli have?

- **SPICY:** Ms. Concotelli has 8 stickers. She finds 7 stickers. Michael gives her 0 stickers. How many total stickers does Ms. Concotelli have?

- **EXTRA SPICY:** Ms. Concotelli has 18 total stickers. She found 10 yesterday. She found 6 two days ago. How many did she start with?
Station 2
Manipulatives: marbles

• **MILD**: Max has 3 marbles. Alex has 2 marbles. June has 0 marbles. How many total marbles are there?

• **MEDIUM**: Max has 5 marbles. Alex has 0 marbles. June has 6 marbles. How many total marbles are there?

• **SPICY**: Max has 8 marbles. Alex has 3 marbles. June has 5 marbles. How many total marbles are there?

• **EXTRA SPICY**: Write your own word problem using 3 numbers with the sum of 11. One of the numbers must be “0” (zero).
Station 3
Manipulatives: buttons

• **MILD**: Lily has 1 button. Kim has 1 button. Cole has 2 buttons. How many total buttons are there?

• **MEDIUM**: Lily has 5 buttons. Kim has 2 buttons. Cole has 3 buttons. How many total buttons are there?

• **SPICY**: Lily has 7 buttons. Kim has 3 buttons. Cole has 4 buttons. How many total buttons are there?

• **EXTRA SPICY**: Write your own word problem using 3 numbers with the sum of 18. One of the numbers must be “9”.

NAME: ____________________________________________________________
Station 4
Manipulatives: pennies

- **MILD:** Julian finds 2 pennies this week. Juan finds 3 pennies this week. Kaisha finds 1 penny this week. How many total pennies were found this week?

- **MEDIUM:** Julian finds 5 pennies this week. Juan finds 4 pennies this week. Kaisha finds 3 pennies this week. How many total pennies were found this week?

- **SPICY:** Julian finds 4 pennies this week. Juan finds 6 pennies this week. Kaisha finds 9 pennies this week. How many total pennies were found this week?

- **EXTRA SPICY:** Three friends have a sum of 15 pennies. Maria has 5 pennies and Julian has 5 pennies. How many pennies does Juan have?
INDEPENDENT WORK

Complete the addition word problems below. **Draw pictures to show your work and evidence.**

1. Tessa has 3 ice cubes. She adds 1 more before dinner. She adds one more 1 after dinner. How many total ice cubes did she use?

2. Sam has 10 raisins. He brother gave her 5 more. Her sister gave her 2 more. How many total raisins does Sam have?

3. Theo has 1 apple juice. Oliver has 2 boxes of grape juice. Marlo has 1 orange juice. How many juice boxes are there?

• **EXTRA CREDIT:** George has 12 bananas. His mom gives him 6 more. His dad gives him 1 more. How many total bananas does George have?