Title:  Commuting We Will Go

Subject Matter Emphasis and Level:  Math grade 1

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Brief Description of the Lesson/Unit:

In this unit the students will learn how to use the commutative property to add using a variety of different media.

SD Content Standards:

1.N.2.1. Students will solve addition and subtraction problems with numbers 0-20 written in horizontal and vertical formats using a variety of strategies.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   The students will be able to recognize and utilize similar addends in an addition sentence.

2. What essential questions will guide this unit and focus teaching/learning?

   What do we know about an addition sentence and its addends?

3. What key knowledge and skills will students acquire as a result of this unit?

   That when adding, switching the addends around we still arrive at the same answer.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

   Not understanding the true value of a number.
   Not knowing how each number looks.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:

   - Students will solve addition problems and show its “switch-a-roo.
   - Students will create their own addition sentences for a neighbor to make its switch-a-roo.
   - Students will identify and understand the vocabulary word “commutative property within oral and written directions and use this terminology in their oral vocabulary.
**Other Evidence:**
*Quizzes, Tests, Prompts, Work Samples (summarized):*

The students will use their knowledge of the commutative property to solve written and oral addition sentences.

**Unprompted Evidence: (observations, dialogues, etc.)**

**Student Self-Assessment**

Using fingers to recheck.
Using the number line to recheck.
Counting on or drawing pictures to recheck their work.

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**Stage 3: Plan Learning Experiences and Instruction**

1. **What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?**

**Major Learning Activities:**

- Explicit direct instruction
- Repetitive choral speaking
- Written work on the board
- Work on the overhead.
- Role-play driving to school so they see that no matter who is I the driver seat they still get to school.

**Materials & Resources (technology & print):**

- [www.aplumath.com](http://www.aplumath.com)
Management:
Whole group with specific instruction based on their immediate needs.
Group work with a leader in each group.
You be the teacher day. The students get to teach me how it works.

Support Services and Special Teacher Notes:
Number line, peer teaching, hands on manipulatives.

Extensions and Adaptation:
Use their knowledge of addends and the commutative property in their daily use of addition in school, at home and in the community.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:

• Drawing pictures
• Role-playing
• Flashcards
• Term “switch-a-roo”
• Group work
• One-on-one
• Worksheets
**Differentiated Content:**

Addition storybook.
Time on the computer to work at [www.aplusmath.com](http://www.aplusmath.com)
Manipulatives
Pictures
Practice

**Differentiated Product:**

Each student will make his/her own “switch-a-roo” chart. They will choose ten addition sentences and then its “switch-a-roo, using criss-cross lines to check if it makes sense.