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Early Subtraction

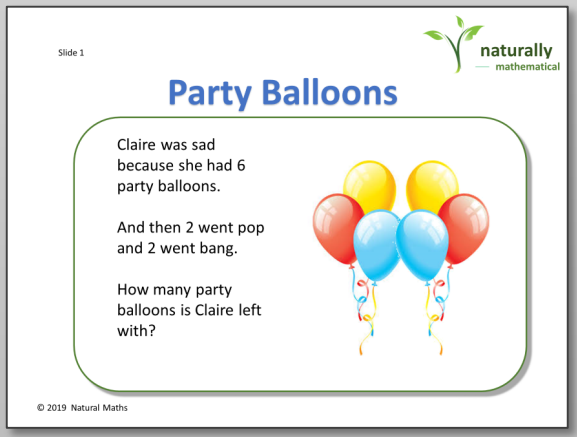
A Collaborative Guided Inquiry
with Ann Baker

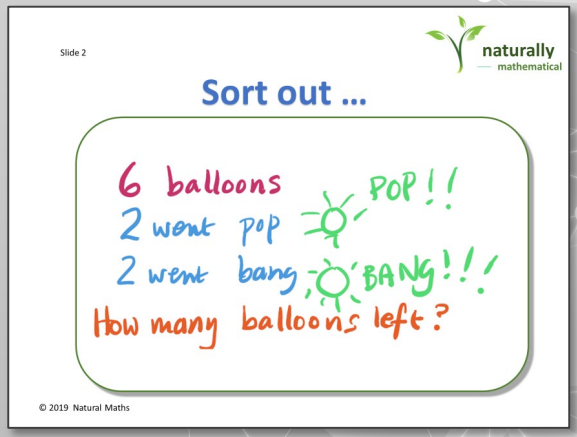
Problematized Situations Sample Lesson Plan

Lesson Plan

Stage 1: Sort Out …

This lesson plan is based on page 6 of this file. It is intended to provide a framework that can be used with the problematized situations in the full version.



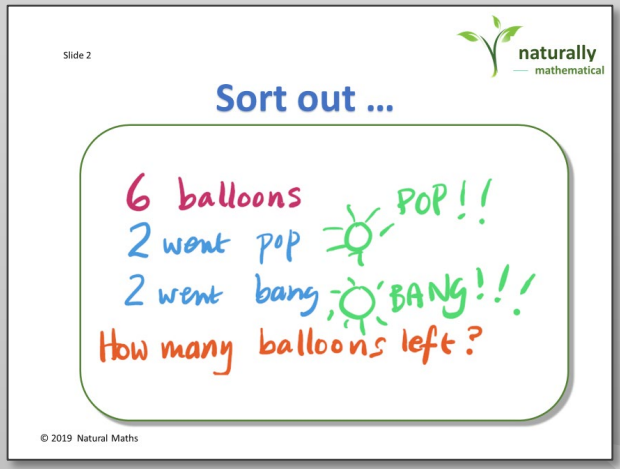


Page 7 shows the kind of scaffolding that is needed for a problematized situation. You may need to create something similar as you ask the students questions such as:

"What is the problem about?"
"Why is Claire sad?"
"How many balloons did Claire start with?"
"What happened to the balloons?"
"What are you being asked to find out?"

Stage 2: Think about …

Leave page 7 on the screen for reference.



Ask the students to think about ways to get started:

"Who thinks they might use drawings to solve this problem?"

"Who thinks they might use pictures and numbers?"

"Who thinks they might use mini-chunking or a number line for this problem?"

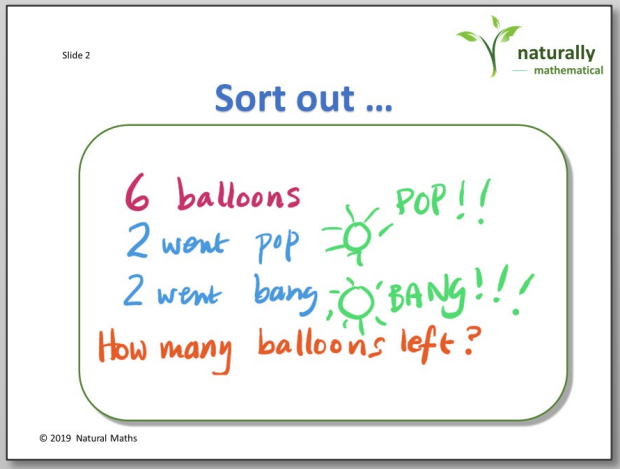
"Anyone got any other ideas?"

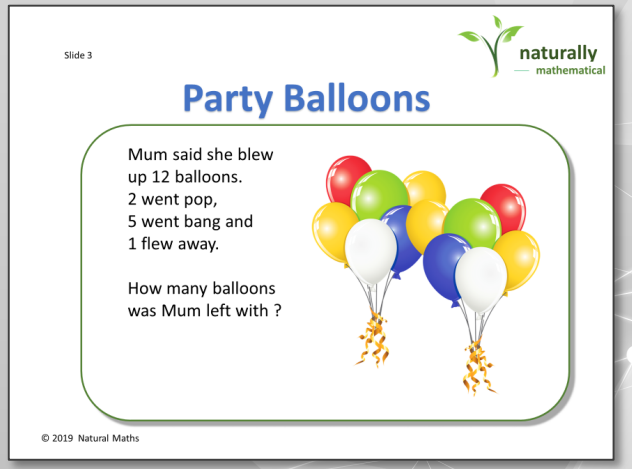
Some students may suggest using objects which is fine but ask them to transcribe to keep a record of their thinking and actions.

Lesson Plan

Stage 3: Action and Interviews

Leave page 7 on the screen for reference. Be ready to page 8 for the *sting in the tail*.





Allow time for students to work alone or together to solve this problem.
Explain that you may come and question them about their thinking, or ask questions to help them think, but you will not be helping or doing the work for them. They can share their thinking freely with their peers and try each other's ideas.

Note: Some students will finish early and need extra challenge, so show page 8 and ask those students to explain the sting before they go off to find their solutions.

Stage 3: Action and Interviews (ctd)

Plan to carry out 2 or 3 intensive interviews as students work. Look and act really interested and give feedback like

> "Oh I can see how you showed that 2 went pop. Nice work!"

as you conduct the *non-threatening* interview.

Interview ideas

> "This looks interesting. Can you explain what you have done so far?"
> "How did you know you had 6 balloons?"
> "What do you plan to do next?"
> "How could you show 2 went pop?"
> "Now that you have finished your drawing, can you think of a way to use numbers to match your drawing?"

But please …

Do not do the thinking for them !!

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Party Balloons

Claire was sad because she had 6 party balloons.

And then 2 went pop and 2 went bang.

How many party balloons is Claire left with?

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Sort out …

6 balloons

2 went pop

2 went bang

How many balloons left?

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Party Balloons

Mum said she blew
up 12 balloons.
2 went pop,
5 went bang and
1 flew away.

How many balloons
was Mum left with?

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