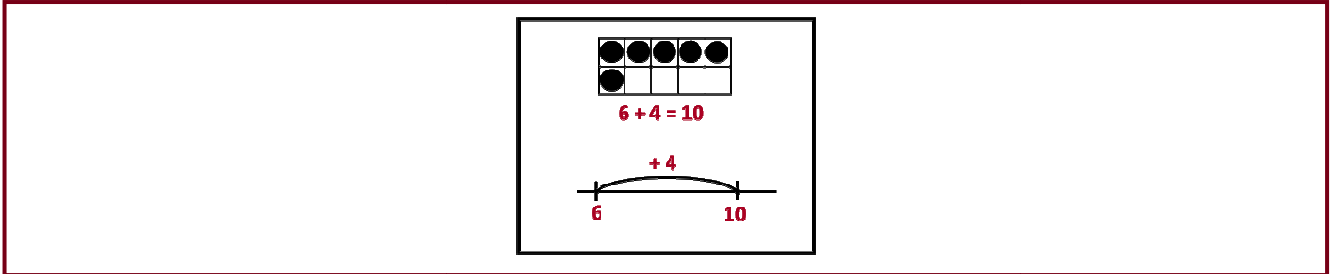


DIFFERENTIATION

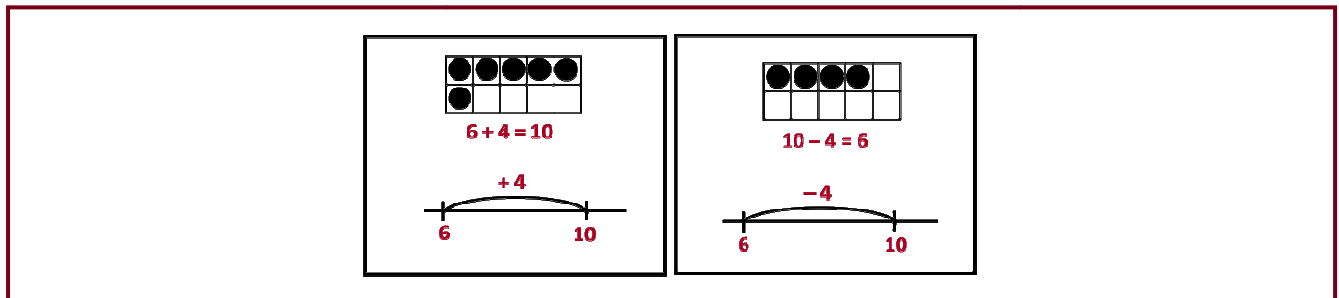
Friends of 10

Place Value 6

LESSON 1 DIFFERENTIATED ANCHOR CHARTS (dependent on pre-assessment data)



SUBSEQUENT LESSONS DIFFERENTIATED ANCHOR CHARTS (dependent on embedded assessment data)



NB: This Place Value Level is needed by children who are ready to Investigate Adding and Subtracting single-digit numbers bridging 10 (Addition and Subtraction 6, and 7). Children who have not yet demonstrated understanding of Adding and Subtracting Single-digit Numbers Counting by 1s (Addition and Subtraction 3, and 4) will spend most of their time Investigating these, then return to Investigate this Place Value Level when they are ready to Investigate Adding and Subtracting Bridging 10 (Addition and Subtraction 6, and 7). Allowing these children to focus on Friends of 10, Partitioning, and Place Value of Teen Numbers before they have developed their understanding of adding and subtracting counting by 1s will cause confusion, leading to non-productive struggle.

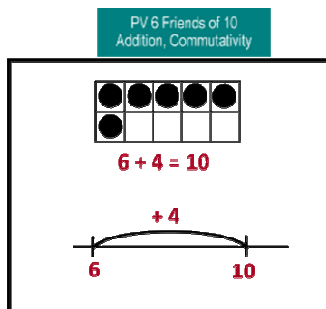
Once this Level has been Explicitly Taught, children who need to Investigate it to allow them to Add and Subtract Single-digit Numbers Bridging 10 (Addition and Subtraction 6, and 7) will Integrate it with that concept.

LESSON 1

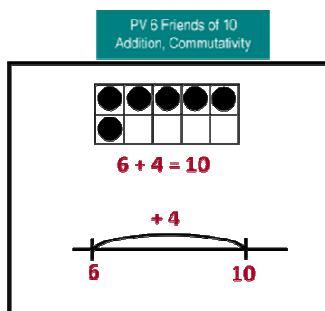
ANCHOR CHARTS COLLABORATIVELY CREATED WITH THE CHILDREN DURING EXPLICIT TEACHING with explanation.

We will select 2 or 3 Levels to include in this differentiation of the Explicit Teaching in the first lesson, from: friends of 10 through addition (the base of the concept) to friends of any decade (1 Level prior to grade Level).

We may select 1 or 2 of these Levels as the lowest Levels, as identified from the pre-assessment data.



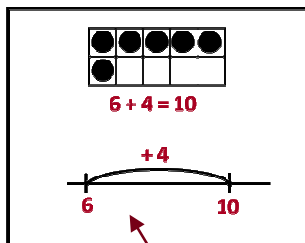
LESSON 1 ANCHOR CHART COULD INCLUDE:



LESSON 2 OR A SUBSEQUENT LESSON

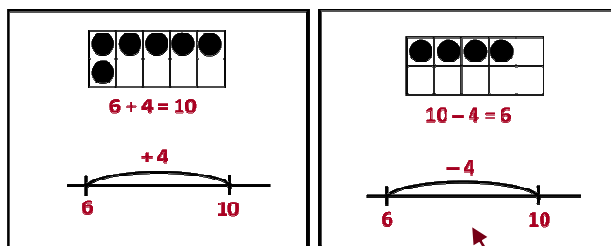
ANCHOR CHARTS COLLABORATIVELY CREATED WITH THE CHILDREN DURING EXPLICIT TEACHING with explanation.

We may need to recreate the Anchor Chart for one of the Levels (that we initially created collaboratively with the children, using questioning, in the previous lesson) as we identified through embedded assessment.



For example: We may recreate the Anchor Chart for this Level because through embedded assessment we identified that some children demonstrated they would benefit from Explicit Teaching before they continued to Investigate independently or because this lesson will be the first time some children will move to investigate this Level.

We may select a new Level to create an Anchor Chart for, as we identified through embedded assessment.

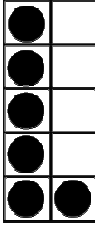


If we identified some children have now demonstrated their understanding offriends of 10 through addition, we will collaboratively (with the children using questioning) create Anchor Charts for friends of 10 through subtraction.

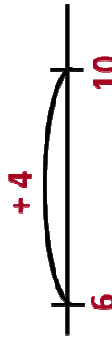
Each lesson, we will select Levels to collaboratively create or recreate (with the children using questioning) an Anchor Chart for, as we identified when we through embedded assessment. These Anchor Charts will then be added to the 'wall that teaches'.

All Levels of the Concept

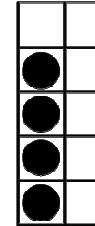
PV 6 Friends of 10 Addition, Commutativity



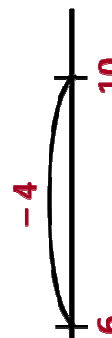
$6 + 4 = 10$




PV 6 Friends of 10 Subtraction



$10 - 4 = 6$




PV 9 Friends of 20 Addition




tens	ones
1	6


$16 + 4 = 20$



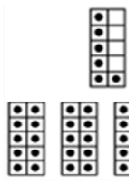
PV 9 Friends of 20 Subtraction



$20 - 4 = 16$



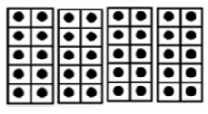
PV 10 Friends of any decade - Addition




tens	ones
5	6

$56 + 4 = 60$

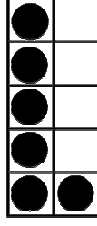
PV 10 Friends of any decade - Subtraction




$40 - 4 = 36$



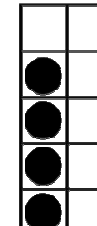
PV 14 Friends of 100 Addition



$60 + 40 = 100$



PV 14 Friends of 100 Subtraction



$100 - 40 = 60$

