

# Lesson 12: Notice and Wonder

## Standards Alignments

Addressing 3.OA.A

### Teacher-facing Learning Goals

- Apply understanding of equal groups to create a Notice and Wonder activity.

### Student-facing Learning Goals

- Let's create a Notice and Wonder activity.

## Lesson Purpose

The purpose of this lesson is for students to apply their understanding of equal groups to create a Notice and Wonder activity.

This lesson provides an opportunity to observe the ways in which students notice and describe equal groups. After the warm-up, students create their own Notice and Wonder activity and then facilitate it with other students in the class. Students can find images to use for their Notice and Wonder from books or other sources.

If students need additional support with the concepts in this lesson, refer back to Unit 1, Section B in the curriculum materials.

### Access for:

#### Students with Disabilities

- Engagement (Activity 1)

#### English Learners

- MLR8 (Activity 2)

## Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

- Chart paper: Activity 2
- Markers: Activity 2
- Picture books: Activity 1

## Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min
Cool-down	5 min

## Teacher Reflection Question

As students worked together today, where did you see evidence of the mathematical community established over the course of the school year?

## Cool-down (to be completed at the end of the lesson)

 5 min

### Notice and Wonder Reflection

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#### Student-facing Task Statement

Respond to one or both of these prompts.

1. Describe something you really understand well about equal groups after today's lesson.
2. Describe something that was confusing or challenging.

#### Student Responses

Sample response: I understand that when equal groups are organized into rows or columns, they are easier to count because we only need to count one row and then multiply by the number of rows.