Lesson Plan Template

Grade: 1st Grade

Subject: Math

Materials: Tubs for games, workbooks, dry eraser markers and erasers

Technology Needed: Document Camera

Instructional Strategies:

- ☐ **Direct instruction**
- ☐ **Guided practice**
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ **Modeling**

Guided Practices and Concrete Application:

- ☐ **Large group activity**
- ☐ **Independent activity**
- ☐ **Pairing/collaboration**
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ **Hands-on**
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

Standard(s)

1.OA.5- Relate counting to addition and subtraction
1.OA.6- Use strategies to add and subtract within 20. Fluently add and subtract within 10.
1.OA.8- Determine the unknown whole number in an addition or subtraction equation that uses three whole numbers
1.NBT.B.2 Demonstrate understanding that the two digits of a two-digit number represent amounts of tens and ones, including:

a. 10 can be thought of as a bundle of ten ones — called a "ten."
b. The numbers from 11 to 19 are composed of a ten and additional ones.
c. Multiples of 10 up to 90 represent a number of tens and 0 ones.

Objective(s)

By the end of the lesson, the learner will be able to:

- Find the sum of two numbers (between 0 and 6) up to 12
- Subtract one number from another, with starting amounts of up to 12
- Practice counting on and back strategies for adding and subtracting
- Represent a teen number as one set of ten and a set of left over ones

Bloom's Taxonomy Cognitive Level: Apply

Differentiation

Below Proficiency:
Scaffold with these students as you encounter issues during their independent work. Sit next to students who are really struggling so you can help them- keep in mind that you can help but by the end you want them doing their work on their own.

Above Proficiency:
You can adapt the cubes to make the numbers more complicated as they work. If staying within 1-6 dice is too easy for these kids, add in some number cubes with the numbers 1-10 so they can work on some higher numbers.

Approaching/Emerging Proficiency:
These learners should be able to work independently with their partners. However, you want to make them think about their own thinking and understanding of the work. Asking questions as listed below will help accomplish this.

Modalities/Learning Preferences:
Visual- Visual learners are being targeted through the modeling and through the tens frames visuals.
Auditory- Auditory learners are being targeted by the explanations that I am giving and the way in which I'm talking through what I'm thinking throughout the lesson
Tactile- Rolling the dice, flipping the cards, and writing down the equations are all ways that the tactile learners are being targeted
Kinesthetic- The movement from large group to partner work is a great way to get the kinesthetic learners up and moving. Also the fact that they can sit where they want to with their partner gives them plenty of room to spread out and move as needed

Classroom Management- (grouping(s), movement/transitions, etc.)
For their partner work one partner is going to come and get the game materials while another one goes to the drawer to get the markers and erasers. Timers will be used during transitions back and forth between large and partner groups.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Markers are only going to be used to write on the recording sheets. Caps need to be put back on the markers as they are putting them away. The materials are only used for the game- not being thrown around the classroom or being used as weapons towards each other.

Minutes	Procedures
2	**Set-up/Prep:** • Have lesson plan out and ready to go • Have tubs with materials for the games out and ready to go for Build it 2, roll and record (subtraction), and five in a row (subtraction)
1	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Over the week, we've played the game roll and record a couple different ways. In one way, we've played added our numbers, and in another one we've subtracted our numbers. Let's spend some time reviewing those.
	Explain: (concepts, procedures, vocabulary, etc.) **Use the document camera for this part**

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5	Let's say I'm rolling these two numbers and I want to add them. How am I going to figure out my answer? *Draw a name from the sticks*. (Say name), how do I figure this one out? What are some strategies I can use? That's right! Counting forward- let's practice that again all together. We start with the larger number, and keep it in our brain. Then using our fingers, we count forward the next number. Do it with me! 4, 5, 6, 7. Great! Okay, let's say we are doing our subtraction version of this game. I roll these two numbers. **Roll random numbers** How am I going to figure out what the solution to these two is? Any ideas? *Get their ideas and work from there*. That's right! We are going to take the larger number and count backward. Why don't you turn to someone next to you and help each other solve this if we were subtracting 5-3. *Give them a minute and then ask what they got and how they got there.* The other day, we used number lines to figure out our subtraction as well as our counting backward strategies. While we play the games today, think of the strategies you're using to figure out your answers.
30-40	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** During this time, students are going to paly roll and record subtraction version. While they are playing, walk around and ask questions such as: • How did you get that answer? • What strategy did you use there? • How do you know that ## - # = ##? • How did you figure that out? Bring them back together and transition them to play Build it 2 by demonstrating it again. While they go play this one walk around and asks questions such as: • Why did you use those two number? • What does your equation say? • How do you know that 10 and 7 make 17? What strategy are you using to figure that out? • Why did you use a full tens frame for that number? Bring them back together and transition to playing Five in a Row by demonstrating what it looks like. As they split to go play this one, walk around and monitor. Ask questions such as: • What strategy did you use to figure out that one? • How do you know that? • Can you demonstrate how you counted forward? **<u>Bring them back together for one final discussion:</u>** I've put these two numbers up on the board. **use the document camera** Who can tell me what numbers we see? That's right- we see 14 and 18. I'd like for you to discuss with the person next to you which tens frames you would use to represent these numbers if you were playing Build It 2. *Give them some time for discussion.* Bringing it back, what did you guys decide for 14? *Get one share out*. Okay, (name) & (name) say that they would use these two thumbs up if you agree with them. *Give them some time to answer*. How would we write that into an equation? (*14= 10 + 4)* What about 18? What tens frames would you use for 18? *Get a share out*. (Name) & (name) say that they would use these two. What do you guys think? Thumbs up if you agree, thumbs down if you don't. How would we write those in an equation? *(18= 10 + 8)* It seems like we agree that fourteen is made with a tens frame and 4 ones, and 18 is made with a tens frame and 8 ones. Looking at the numbers, the tens frames, and the equations we wrote, what do you notice that are the same and different about these two numbers? Turn and talk to a partner to come up with some ideas. What do you see that is the same and that's different between 14 and 18? *We're trying to get them to the point of seeing that one tens frame means that the first number in the numerical written numbers are 1 as well.* Questions to scaffold that: What do you suppose the 1 in 14 means? What does it show? What does the 4 in 14 mean? What does it tell you? What about the 8 in 18? So you're telling me that these numbers both have the number one right here- *Point to the tens spot*- and they both have one full tens frame? What if we looked at this number? *Build the number 20*. What number do you see here? What equation would we write to demonstrate the number 20?

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	If we found that the 1 in the numbers 14 and 18 showed us that we need one full tens frame to make them, what do you think the number 2 in 20 shows us? *Listen to their answers*. Let's keep this in mind as we keep working with Building It 2 throughout this unit. Now, you're going to transition into getting your workbooks and completing page 106. Let's do the first one together and then you're going to go and work through it on your own. **Demonstrate the first problem so they know what they're doing**
2	**Review (wrap up and transition to next activity):** Gather them back together. Okay, thinking about what we did today, what are some strategies we can use for adding two numbers? What are some strategies we can use for subtracting two numbers? If we have the number 20, how many full tens frames are we going to have to use to build it? You guys really did great working your brains today! Sweet. We're going to be going into lunch now, so I need you to put your materials away, and once you're ready you can head out into the hallway to get your stuff on and get ready for lunch.

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.** The questions listed above will work well for progress monitoring. By checking in with students I will be able to see how they are thinking and if they are able to comprehend and strategically use the strategies laid out for them. I also will be able to see which ones are excelling at this and which ones will need more support. **Consideration for Back-up Plan:**	**Summative Assessment (linked back to objectives)** **End of lesson:** The worksheet at the end is going to work as the summative assessment. This is where they are recording what they have been working on in a place where I can see it and where it's going to last. I'm looking for right answers, but if students are getting the questions wrong I'm going to be trying to pinpoint where their thinking went wrong and how to address it later on. **If applicable- overall unit, chapter, concept, etc.:**

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I taught this lesson a couple days after the other one, and honestly, I think that was the most beneficial way to do it. This lesson was set up very similarly to the first one, but I was able to apply my own observations from how the first lesson went to make this one better, which helped. This lesson went a lot smoother than the other one because I used timers like I had wished that I had in the first one, I was clearer on my expectations and directions during their game rotations.

Prior to this lesson I had time to line up the games that I was going to use in the order in which I wanted them to be played as well as getting just enough supplies out and ready to hand out. I had already considered how I was going to partner them up for the games, and I made sure that I gave myself enough time to explain, distribute, and have enough time to do the worksheet, which is my assessment.

One thing I was really proud of was that I kept getting the same question about one of the games because they had a wild card in the deck. Instead of addressing each individual with the question, I had gotten their attention with the bell and addressed the whole group. This was a way that I was able to work on my feet and address things as they came up.

During these rotations I also walked around intentionally to each group and observed the way they were playing and had them think through some strategies out loud so I could see how they were thinking.
If I had to do it again, I would make sure to talk to Mrs. Paulsen about the subtraction strategies tht they knew, because I was at a little bit of loss when they were telling me the strategies they knew. I just didn't know what those strategies were, and they could've used some more refreshers on how to use them.