Lesson Plan Template

| Grade: First grade |  |  | Subject: Math |
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| Materials: 10s frame chart, cubes, and math worksheet |  |  | Technology Needed: active board tens frame chart |
| Instructional Strategies:  <br> Direct instruction Peer teaching/collaboration <br> Guided practice cooperative learning <br> Socratic Seminar Visuals/Graphic organizers <br> Learning Centers PBL <br> Lecture Discussion/Debate <br> Technology integration Modeling <br> Other (list)  |  |  | Guided Practices and Concrete Application: |
| Standard(s) <br> 1.OA. 6 Use strategies to add and subtract within 20. Fluently add and subtract within 10. |  |  | Differentiation <br> Below Proficiency: <br> These students will complete a smaller number of problems that were given to the other students. <br> Above Proficiency: <br> The students can try to solve the story problems on the back page that I told them to cross off. They can also complete more problems. <br> Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) <br> Visual <br> Tactile <br> Auditory |
| Objective(s) <br> By the end of the lesson students will be able to add within 20 using different strategies. <br> Bloom's Taxonomy Cognitive Level: <br> Applying |  |  |  |
| Classroom Management- (grouping(s), movement/transitions, etc.) <br> - The students will start as a full group <br> - Students will be split into small groups and transition into centers. <br> - There will be a timer set to go off for students to know when to transition to the next center. |  |  | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <br> - Students will work at their stations and follow directions when given. <br> - Some students will be working with the teacher using manipulatives so they will use manipulatives respectfully. <br> - They will keep voices off while they are working on their specific task. |
| Minutes Procedures |  |  |  |
| Set-up/Prep: <br> - Have the tens frame pulled up on the active board |  |  |  |
| Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) <br> - Today we are going to learn about a new strategy for addition. <br> - It makes tens strategy <br> We are going to use ten frames and counters to help us with this strategy. <br> - Pull up the interactive tens frame on the active board. |  |  |  |
| Explain: (concepts, procedures, vocabulary, etc.) <br> - We are going to use the problem $6+8$. If I put up six blue counters and then I am going to add 8 red counters. <br> - We have one ten frame full and then we have four extra counters. So that means I have one ten and four ones which is 14 <br> - Let's do another problem together 9+8 <br> - How many blue counters am I going to put on first? <br> - How many red counters am I going to add? <br> - So, we have one 10 and how many ones do I have? <br> - So, our answer is 1 ten 7 or 17 <br> - I am going to work with each of you more on this concept when we come back to the back table. <br> - So, I am going to split you guys into your groups. <br> - When you are doing math by myself you are going to work on this ice cream math sheet. It is working on adding doubles. When you have this sheet done you are going to put it on your table, and you can go on to technology. |  |  |  |

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|  | - Then you are going to do math with a partner. You and your partner are going to play a doubles math game. For this game you are going to need a dice and the game is in the math bin <br> - Lastly you are going to do math with me <br> - When you come to do math with me, I want you to bring your pencil and dry erase marker. <br> - List out the groups of students. |  |
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|  | Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <br> - There will be three different groups of students that are working. <br> - One group playing a doubles game <br> - One working on a double's addition practice sheet <br> - One working at the table with me working on adding with a tens frame. <br> - At the table We are going to be working through these problems on this worksheet. So the first one is $9+8$. <br> - I am going to put 8 marks on my tens frame. How many more am I going to do? <br> - $9+8$ equals 17 or one 10 and 7 ones. <br> - I want you guys to keep going and try to do some on your own. <br> - Watch the students and see where they are at and help them if they are struggling to understand the concepts. <br> - After time is up transition the students to the next round and repeat lesson until the rounds are done. |  |
|  | Review (wrap up and transition to next activity): <br> - Now that you guys have completed this lesson how do you feel about adding this way? <br> - Is this easier or harder for you to do? <br> - Now we are going to be heading to our next activity. |  |
| Formative Assessment: (linked to objectives) <br> Progress monitoring throughout lesson- clarifying questions, check- <br> in strategies, etc. <br> I will watch students at the table as they are working on the strategy with me. I will ask questions to see where students understanding is. <br> Consideration for Back-up Plan: |  | Summative Assessment (linked back to objectives) End of lesson: Students will be completing a worksheet at the end of the lesson at the table and then at the end of the unit a test at another time. |
| Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <br> This was daily three lesson I did with the students. The students were put into three different groups based on their math skills. For each station they did a math game that helped them with their doubles, a math worksheet that helped them practice their doubles, and then math with the teacher. When they were with the teacher, we were learning a new strategy to add. I went through the concept with them as a group and split them off into separate groups. Students completed a worksheet at the back table with me where they practiced the new strategy. One thing that I would change is to have more time with the students. We ran out of time for the rounds and the math lesson had to be continued onto the next day. Some of the students were understanding the concept and didn't need the extra time and then the other students didn't quite get it and needed that extra time to learn the concept. Overall, I think things went smoothly for this lesson there just wasn't enough time to complete it all in one day. This happens a lot of time my teacher told me so I didn't think it was that big of a deal to split the lesson into two different days. |  |  |

