



## Lesson Plan Template

	<ul style="list-style-type: none"> <li>• 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</li> <li>• Lastly you are going to do math with me             <ul style="list-style-type: none"> <li>○ When you come to do math with me, I want you to bring your pencil and dry erase marker.</li> </ul> </li> <li>• List out the groups of students.</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• There will be three different groups of students that are working.</li> <li>• One group playing a doubles game</li> <li>• One working on a double's addition practice sheet</li> <li>• One working at the table with me working on adding with a tens frame.</li> <li>• At the table             <ul style="list-style-type: none"> <li>○ We are going to be working through these problems on this worksheet. So the first one is <math>9+8</math>.</li> <li>○ I am going to put 8 marks on my tens frame. How many more am I going to do?</li> <li>○ <math>9+8</math> equals 17 or one 10 and 7 ones.</li> <li>○ I want you guys to keep going and try to do some on your own.</li> </ul> </li> <li>• Watch the students and see where they are at and help them if they are struggling to understand the concepts.</li> <li>• After time is up transition the students to the next round and repeat lesson until the rounds are done.</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Now that you guys have completed this lesson how do you feel about adding this way?</li> <li>• Is this easier or harder for you to do?</li> <li>• Now we are going to be heading to our next activity.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          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.</p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          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.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>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.</p>	