Lesson Plan Template

Graday Fire	t grada	Subject: Math	
Materiale 10s frame shart subsc and math workshast		Tachnology Noodedy active heard tone frame chart	
Instructional Stratogioc:		Cuided Dractices and Concrete Application:	
Direct	instruction Door tooching/collabor	tion /	
Cuido	d practice	Large group activity Hands-on	
Guide	in Complexities Cooperative learning	Independent activity Technology integration	
Socratic Seminar Visuals/Graphic organizers		Pairing/collaboration Imitation/Repeat/Mimic	
Learning Centers PBL		Simulations/Scenarios	
Lectur	Discussion/Debate	Other (list)	
Techn	ology integration Modeling	Explain:	
Other	(list)		
Standard(s)		Differentiation	
1.OA.6 Use strategies to add and subtract within 20.		Below Proficiency:	
Fluently add and subtract within 10.		These students will complete a smaller number of problems that	
		were given to the other students.	
Objective(s)		Above Proficiency:	
By the end	of the lesson students will be able to add within 2	The students can try to solve the story problems on the back page	
different st	rategies.	that I told them to cross off. They can also complete more	
		problems.	
Bloom's Ta	xonomy Cognitive Level:		
Applying			
		Modalities/Learning Preferences (Auditory, Visual, Tactile,	
		Kinesthetic)	
		Visual	
		Tactile	
		Auditory	
Classroom	Management- (grouping(s), movement/transitio	is, etc.) Behavior Expectations- (systems, strategies, procedures specific to	
• T	he students will start as a full group	the lesson, rules and expectations, etc.)	
 Students will be split into small groups and transition into 		n into • Students will work at their stations and follow directions	
centers.		when given.	
 There will be a timer set to go off for students to know 		 Some students will be working with the teacher using 	
when to transition to the next center.		manipulatives so they will use manipulatives respectfully.	
		 They will keep voices off while they are working on their 	
		specific task.	
Minutes	Procedu	es	
	Set-up/Prep:		
	 Have the tens frame pulled up on the a 	ctive board	
	Engage: (opening activity/ anticipatory Set – ac	ess prior learning / stimulate interest /generate questions, etc.)	
	 Today we are going to learn about a new 	w strategy for addition.	
	 It makes tens strategy 		
 We are going to use ten frames and counters to l 		es and counters to help us with this strategy.	
Pull up the interactive tens frame on the active board.		e active board.	
	Explain: (concepts, procedures, vocabulary, etc		
	• 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.		
	 We have one ten frame full and then v 	e have four extra counters. So that means I have one ten and four ones which is 14	
	Let's do another problem together 9+8		
	 How many blue counters am I going to put on first? 		
	 How many red counters am I going to add? 		
	 So, we have one 10 and how many ones do I have? 		
	 So, our answer is 1 ten 7 or 17 		
I am going to work with each of you more on this concept when we con		pre on this concept when we come back to the back table.	
• So, I am going to split you guys into your groups.		ir groups.	
	When you are doing math by myself years	u are going to work on this ice cream math sheet. It is working on adding doubles.	
	When you have this sheet done you ar	e 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. Yo	u and your partner are going to play a doubles math game. For this		
game you are going to need a dice and the game	game you are going to need a dice and the game is in the math bin		
 Lastly you are going to do math with me 	Lastly you are going to do math with me		
 When you come to do math with me, I with m	• When you come to do math with me, I want you to bring your pencil and dry erase marker.		
 List out the groups of students. 			
Explore: (independent, concreate practice/application wit experiences, reflective questions- probing or clarifying que	h relevant learning task -connections from content to real-life estions)		
 There will be three different groups of students the 	 There will be three different groups of students that are working. 		
 One group playing a doubles game 	One group playing a doubles game		
 One working on a double's addition practice shee 	 One working on a double's addition practice sheet 		
 One working at the table with me working on add 	 One working at the table with me working on adding with a tens frame. 		
At the table			
 We are going to be working through these problems on this worksheet. So the first one is 9+8. 			
 I am going to put 8 marks on my tens frame. How many more am I going to do? 			
 9+8 equals 17 or one 10 and 7 ones. 	 9+8 equals 17 or one 10 and 7 ones. 		
 I want you guys to keep going and try to do some on your own. 			
Watch the students and see where they are at an	 Watch the students and see where they are at and help them if they are struggling to understand the concepts. 		
 After time is up transition the students to the nex 	t round and repeat lesson until the rounds are done.		
Review (wrap up and transition to next activity):			
 Now that you guys have completed this lesson how do you feel about adding this way? 			
 Is this easier or harder for you to do? 			
 Now we are going to be heading to our next activ 	ity.		
Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)		
Progress monitoring throughout lesson- clarifying questions,	End of lesson:		
check-	Students will be completing a worksheet at the end of the lesson at		
in strategies, etc.	the table and then at the end of the unit a test at another time.		
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.			
	If applicable- overall unit, chapter, concept, etc.:		
Consideration for Back-up Plan:			
Keflection (What went well? What did the students learn? How do you know? What changes would you make?):			
I his 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.