

# Lesson Plan Template

Date: \_\_\_\_\_

Rebekah Bittner

<b>Grade:</b> 1 <sup>st</sup>	<b>Subject:</b> math
<b>Materials:</b> white boards/ markers, math manipulatives, math sheet	<b>Technology Needed:</b> teacher computer for presenting
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b>  1. OA. 1: Use strategies to add and subtract within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	<b>Differentiation</b> <b>Below Proficiency:</b> - Students will understand that subtraction means counting backwards. <b>Above Proficiency:</b> - Students will solve complex subtraction problems that maybe go beyond 20. <b>Approaching/Emerging Proficiency:</b> - Students will solve subtraction problems within 20. <b>Modalities/Learning Preferences:</b>
<b>Objective(s)</b> At the end of the lesson students will utilize math manipulatives to solve subtraction problems.	
<b>Bloom's Taxonomy Cognitive Level:</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Whole group: - students are to have their voices at a level 0 - They should keep their hands to themselves - Their attention should be on the speaker - They should not be moving around the room unless with permission Moving around the room: - students should walk safely around the room - They should keep their hands to themselves - Walking feet should be used, and voices should be off. Working with a partner: - While working with a partner, students should talk respectful and use kind words. - The students should be staying on task and not getting one another distracted. - There should be a fair amount of each partner talking/reading (whatever the task might be) - When doing a turn and talk students should whisper. Materials: - Students should be respectful and careful with any materials that are used. - They should stay on task with the materials and use them appropriately	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Whole group: - students are expected to have their voices at a level 0 and not distracting others - They should be paying attention and ready to answer questions when needed - Students are expected to stay on the carpet with the whole group. Moving around the room: - students are expected to walk safely and respectfully around the room - They should respect the things and people they are walking next to - They are expected to move quietly and quickly (with reason) Working with a partner: - Students are expected to work respectfully with one another and stay on task - Students are expected to share and give one another a turn at the task they are completing. Materials: - Students are expected to use the materials appropriately and respectful - They should not distract themselves or anyone else with materials.
<b>Minutes</b>	<b>Procedures</b>
<b>5-10 min</b>	<b>Set-up/Prep:</b> - Have the computer ready to go with the math activity - Have the practice sheets ready for the students - Have white board markers ready
<b>2 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> - “alright boys and girls can I have your attention in 5, 4, 3, 2, 1” - “thank you for being such good listeners”

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	<ul style="list-style-type: none"> <li>- Today we are going to continue practicing our subtraction</li> <li>- If I start at 10 and I want to get to zero I would count backwards.</li> <li>- (very fast say) 10, 9, 8, 7, 6, 5, 4, 3, 2, 1 blast off!</li> <li>- "Can you say it with me?"</li> <li>- Have the students join in with you but go slower.</li> <li>- Yesterday we worked on some story problems that we came up with and today we are going to do something similar.</li> </ul>
<b>10 min</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- "please pull out your white boards boys and girls"</li> <li>- Allow the students time to pull out their white boards while you set up the computer.</li> <li>- "1, 2, 3, eyes on me (1, 2, eyes on you)" (or else get the students attention by thanking the students who are ready and quiet.</li> <li>- Alright boys and girls so up here on the screen we have some cards.</li> <li>- Point to the stack of cards and tell them this is where we will draw the new cards from</li> <li>- The blank spot is where we will start to count backwards from and the get to card will always be 1</li> <li>- So 1<sup>st</sup> graders we will practice a few together and then I am going to have you do some quietly to yourself (flip over a couple of cards and have them practice with you counting backwards all the way back to 1)</li> <li>- "Alright boys and girls now that you are so good at counting backwards I want you to quietly write down how you would count backwards on your white board for the next card I draw"</li> <li>- On the next card you draw have the students right the numbers backwards to 1</li> <li>- (for example if it is 7 they will write – 7, 6, 5, 4, 3, 2, 1)</li> <li>- "hold up your board so that I can see when you are done."</li> <li>- Assess the students as they work</li> <li>- Look for the students who are able to answer correctly</li> <li>- Look for students who are counting in the correct order</li> <li>- (maybe try and do a couple of these before moving on)</li> <li>- "okay boys and girls please put your markers down and clear of your white boards and have your eyes up here"</li> </ul>
<b>10 min</b>	<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>- Alright boys and girls now that we have had some practice counting backwards we are going to something a little bit harder</li> <li>- "Using our hands, we are going to make 10"</li> <li>- Have everyone show you 10 fingers</li> <li>- "so boys and girls if we have 10 fingers and 1 finger goes away how many fingers do we have?"</li> <li>- "think quietly to yourself for a moment"</li> <li>- Call on a student to help answer the question</li> <li>- "that's right we would have 9 fingers"</li> <li>- "bob how did you know that you would have 9 fingers?"</li> <li>- "excellent! You knew you would have 9 fingers because after you took away 1 you counted how many are left"</li> <li>- "now boys and girls we are going to practice on your own counting backward 1 or if some of you need a challenge maybe counting backward 2."</li> <li>- You will need a separate piece of paper (or they can use their white board)</li> <li>- So on your piece of paper I want you to write <math>8-1=</math> <math>4-1=</math> etc. only put up a couple of problems</li> <li>- When you are done raise your hand and a teacher will come check your work.</li> <li>-</li> </ul> <p style="text-align: center;"><b>10 min</b></p> <ul style="list-style-type: none"> <li>- Once most of the students have finished then bring their attentions up to the board</li> <li>- "we have been doing a lot of practicing now we are going to do some hard work with a story problem."</li> <li>- Hand out the sheets to the students</li> <li>- "we will do the first problem together"</li> <li>- Do the first problem with the students</li> <li>- "now that we have practiced together lets see what you can do on your own before you go though what questions do you have?"</li> <li>- If the students have questions be sure to answer them</li> <li>- The students that need a suer challenge change the numbers on their worksheet</li> <li>- For students that need it a little easier change their numbers to stay within 10</li> <li>- Remind the students they can use their fingers or their manipulatives in their box.</li> <li>- If students are still struggling maybe walk them through the whole sheet <u>without</u> giving them the answer</li> <li>- "when you are done please turn your sheet into the blue bin</li> </ul>

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<b>3 min</b>	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"><li>- "1, 2, 3 eyes on me" 1, 2 eyes on you</li><li>- "alright boys and girls you have done a great job counting backwards remind how you used your fingers or your number line to help you"</li><li>- Ask the students "when we use subtraction are we counting forwards or backwards?"</li><li>- "right we are counting backwards"</li><li>- We will continue with subtraction tomorrow</li><li>- Please put your things away and quietly transition</li></ul>
<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"><li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b><ul style="list-style-type: none"><li>- Assess students on how they accurately count backwards</li><li>- Be looking for how they use their manipulatives or even use their fingers to count.</li><li>- Assess students on if they are remembering that subtraction means backwards</li><li>- Look at the students work while practicing counting backwards</li></ul></li></ul>	<b>Summative Assessment (linked back to objectives, END of learning)</b> <ul style="list-style-type: none"><li>- Use the sheet to help assess whether or not the students are getting down how to subtract</li><li>- Assess students ability to answer the closing question.</li></ul>
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> <p>The students were able to continue understanding the concept of subtracting by using their number chart and their fingers to help them count. Students are still understanding their word problems that when two numbers are important in a word problem, the word problem is for them to subtract not add the numbers. Having the students do practice problems with guided instruction helped me to see they were understanding the content. However, when they started working on their own they would begin to confuse which order to put numbers (<math>3-6=</math> ___ versus <math>6-3=</math> ___) in and that we were working on subtracting not adding. The students were ready and eager to learn because they were not talking over me, which showed me that I had their attention. Next time I will work on giving the students more time to work on their own because I did not allow for enough time for them to work on their practice sheets, so they had to finish the next day. I would also have the students work on paper instead of white boards. White boards were useful but sometimes students get distracted with doodling. The biggest thing to keep in mind is how much time I have with the students and making sure that we have enough time for what the students need to understand and practice. Assess students work on their practice sheets though worked really well to see which students are starting to get the hang of subtraction and which students still need to work harder or which students need a challenge.</p>	