**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

|  |
| --- |
| **LESSON/ACTIVITY INFORMATION** |
| **Title: Addition of Whole Numbers and Number Ordering Centers** |
| **Ellie Rashid** | **First Grade** | **Math** | **45 Minutes (15 minutes per center)** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| MA 1.1 .1.j Demonstrate relative position of whole numbers 0- 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)MA 1.1 .3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)MA 1.1.1 .i Compare and order whole numbers 0- 100 |
| Students will be able to correctly place a number on a number line, relative to the given whole numbers (52 comes after 50 and before 55).Students will be able to determine the “missing numbers” from the large 100’s chart.Students will be able to roll dice and add the numbers to determine the number of cubes to put in their cup. |
| **Assessment:** During the 100’s chart game, teacher will assess how each student is developing an understanding. Each student will be asked a question and must explain how they arrived at their answer. Throughout the dice game, teacher will assess whether or not students are able to add the two dice together rather easily.Students will be asked to complete a worksheet involving placing numbers on a timeline once they complete the given activity with the teacher. |
| **Materials:** large 100’s poster, cardboard pieces to cover a few numbers at a time, painters tape for number line, notecards with given whole numbers, notecards with random numbers to be placed on the number line, worksheet for student’s to demonstrate number line knowledge, cups for the fill your cup game, cubes from manipulative pack (enough to fill one of each girls cup), dice from manipulative pack |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** This time will be spent explaining the concept of centers to the students. Many may know exactly what centers are, but some may still be confused! Teacher will make sure to split the groups evenly for each station. Students will be told what they are doing at each center in great detail. They will also be reminded at each station what they are doing. |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.* ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* |
| **Teacher will do:****100’s Board:**-Teacher will talk to students about the relationships between numbers, especially in a 100’s chart.-Teacher will show students the pre made chart as well as the cardboard pieces to hide certain numbers.-Teacher will share an example with the students to show them how the activity will work.-Teacher will tell students to turn around while she places the cardboard square over a nine number area. She will then place the cardboard blockers over three of the numbers from the number group.-Teacher will help students who may struggle with realizing which numbers are missing.-Teacher will delve into how the students came up with the numbers they did.-Teacher will discuss with students simpler ways of finding the missing number.**Placing Numbers on a Line:**-Teacher will walk through what the different hash marks mean on the number line. They will be counted by 10’s in this activity. Each hash will have a given number on it (0, 10, 20 etc.).-Teacher will show students the different numbers they need to place along the number line.-Teacher will complete one of the numbers as an example.-Teacher will ask for volunteers to go first.-If no one volunteers, the teacher will choose a student and guide them through the first number.-Teacher will facilitate the filling in of the number line.-Teacher will distribute worksheet once all numbers are placed. -Teacher will answer any questions students may have while working on the worksheet.**Fill Your Cup Race:**-Teacher will distribute two cups to each student. Each will fill one cup with a certain number of manipulative cubes or any objects similar.-Teacher will explain that to play this game, the first person rolls the dice, adds the numbers together and gets to move that many manipulatives to their empty cup.-Teacher will ask if there are any questions before we begin.-Teacher will decide who goes first by asking whose birthday is the closest. | **Student will do:**-Students will listen while teacher explains overall instructions for the day.-Students will raise their hands to ask questions for clarification.-Students will quietly go to their first assigned center.-Students will listen while teacher instructs them on how that center will run.-Students will participate fully in each center, asking questions if they do not understand.-Students will complete any worksheets that they may be asked to do at each of the centers.-Students will play games fairly and not attempt to cheat at any of them. |
| **Closure:** This will most likely be our first experience with centers at SMART so students will be asked to give feedback on whether or not they enjoyed the centers we had set up for them. These responses will be given in a thumbs up, thumbs down, thumbs sideways format at the very end of class. |
| **Differentiation:**HAL: Teacher will tailor the types of questions they ask for these students. For instance, with the number line, they could easily be given a more challenging question. This goes for the 100’s chart as well. Resource: Students will be guided by teachers a tad more. Teachers will provide subtle hints to get these students thinking in the right direction. |
| **References:** 100’s chart activity: Nancy Vandenberge First Grade W.O.W. BlogNumber Line Activity: Brooke Studt, Neihardt Elementary.Fill Your Cup Race: Frugal Fun for Boys |
| **LESSON ANALYSIS***Review all of the previous sections of your lesson plan* ***and****complete item in the following section prior to teaching your lesson.* |
| **Content Knowledge:** Students will need advanced knowledge of the ordering of the numbers. This will help with the number line game as well as the 100’s chart. Students will learn as they go so it is not completely necessary. They will also need to be able to add two numbers on a dice together.**Teaching Methods/Strategies:** These centers will be a mixture of lecture and hands on activity. Each teacher will be explaining each center to the students in lecture format but then will help them in a hands on manner. |
| **REFLECTION***After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* |
| *Use the following thought questions to help you write your reflection.** *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?*
* *Were the children productively engaged? How do I know?*
* *What unplanned activities occurred? Why did these occur?*
* *Did I alter my instructional plan as I taught the lesson? Why?*
* *What additional assistance, support, and/or resources would have further enhanced this lesson*
* *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?*
 |

Updated by Dr. M. K. Felton

January 2015