**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Introductory Activity/Overview of the First Unit** | | | | |
| **Ellie Rashid** | **First Grade** | | **Math (Addition), Art** | **30-45 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Standards:**  MA 1.1.1 .e Sequence objects using ordinal numbers (first through tenth)  MA 1.1.1 .i Compare and order whole numbers 0- 100  MA 1.1.3.a Fluently add whole number sums up to 10  MA 1.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action  MA 1.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole | | | | |
| **Objectives:**  -During the activity, the child will create a neat, readable name tag to wear throughout SMART.  -The students will be able to count the number of letters in their name and decorate the back of the name tag with that many stickers)  -Students will be able to line up least to greatest, using these numbers.  -Students will be able to meet quietly with a partner to add their numbers together and share with the class. | | | | |
| **Assessment:** Students will create their name tag neatly and with the correct number on the back. Teachers will assess students on neatness. Teachers will also take note of whether or not the girls can line themselves up in the correct order. At the end of class students will need to add their number to one of the teacher’s numbers. | | | | |
| **Materials:** paper, crayons/markers/colored pencils, stickers, yarn, dry erase board and markers, already prepared name tag | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** Teacher will pass out name tag materials to each student. Teacher will explain that we are going to be using these name tags throughout SMART to help learn everyone’s names. Students will be asked to neatly write their name on the paper and decorate the letters and surrounding area. Teacher will then show the class her name tag. She will explain to the class that her name has (enter # of letters) letters in her name. On the back side of the name tag, students will be asked to draw and decorate this number and put that many stickers around it. Students will then string yarn through the paper to create a necklace. | | | | |
| **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:**  -Teacher will begin by welcoming all the girls to class. Teachers will introduce themselves to students again to be sure everyone is aware.  -Teacher will then explain to the students that until we can remember their names, they will wear name tags. She will then pass out paper explaining that we are going to make our own nametags.  -Teacher will talk about how these name tags should be done; making sure to include explanations on neatness and readability.  -Teacher will explain that students are to use the coloring utensils provided.  -Teacher will give students time to create the front of their name tag.  -Teacher will then explain that we are going to do an activity with names and they need to count the number of letters their name has. (Teacher will write her name on the board explaining how many letters her name has)  -Teacher will then tell students to draw that number big on the back of their name tags. Students will then be given stickers and told to take the same number of stickers as the letters in their name.  -Teacher will then show students how to string their name tag together.  -Teacher will go on to talk about things we are going to be doing in the first unit (addition, subtraction, whole numbers etc).  -Teacher will talk about how numbers go in order (1 is the smallest, 10 is bigger than 1 etc)  -Teacher will instruct students to line up using the numbers on their name tag, from least to greatest. Teacher will direct and help as needed.  -Teacher will then explain to students that we are going to be doing a lot of adding!  -Instructions will be given for students to pair up with another student so they can add their numbers together. Once everyone has come up with an answer, students will be asked to share their answer with the teachers and class. (This will happen several times over)  -Teacher will explain that before class ends, students will need to meet with a teacher and add their number to the teacher’s number! | | **Student will do:**  -Students will sit quietly while teachers are explaining how they are going to complete the lesson.  -Students will accept the piece of paper and begin to neatly write their name and decorate the front of their name tag card.  -Students will listen as teacher explains the second part of the assignment.  -Students will count the number of letters in their names and draw and decorate this number on the back of their name tag.  -Students will choose the correct amount of stickers needed to decorate around their number.  -Students will listen as teacher instructs the class on how to string up the necklace/name tag.  -Students will take yarn given to them and do as instructed with it.  -Students will listen as teachers talk about the different things we will be doing throughout the unit.  -Students will quietly and slowly order themselves from least to greatest in a line using the numbers on the back of their name tags.  -Students will listen as teacher explains instructions for the next activity.  -Students will pair up with someone and work to add the two numbers together.  -Students will participate in discussion when teacher asks what numbers they’ve come up with.  -Students will stay quiet while other people are talking and giving their answers.  -Students will quietly take a seat and wait for the next instructions.  -Before leaving class, students will add their number to a teachers number and explain how they arrived at that answer. | | |
| **Closure:** Teachers will bring students back and explain that what we did today is just a little bit of what we will be doing throughout the unit. Teacher will explain that before they leave class students need to meet with a teacher to add their numbers together.  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  Resource: These students will be assisted in these activities by the stickers on the back of their name tag. If they have trouble with the math facts off the top of their head, they can count the number of stickers on each card.  ELL: Teacher will learn numbers 1-10 in Spanish to help alleviate struggles with this. Students may also use a translator for math terms if available. | | | | |
| **References:** | | | | |
| **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:**  The students should come to class with a little knowledge of number ordering as well as addition math facts through 10.  **Teaching Methods/Strategies:**  This lesson involves a bit of lecture to get the students started and then it is mostly hands on. Students will enjoy making name tags and they are also learning from the math portion of the lesson. Teacher may need to be more hands on while students are trying to line up from least to greatest. | | | | |
| **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

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