

## Lesson Plan Template

<b>Grade: 1</b>		<b>Subject: Math</b>	
<b>Materials: Worksheet, Dice, and Scratch Paper.</b>		<b>Technology Needed: Projector</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s):</b> Tell and write time to the hour and half-hour (including o'clock and half past) using analog and digital clocks.  1.OA.6 Use strategies to add and subtract within 20. Fluently add and subtract within 10		<b>Differentiation</b>  <b>Below Proficiency:</b> Grouped together and taken in a certain math group. <b>Above Proficiency:</b> Grouped together as well as more independent work. <b>Approaching/Emerging Proficiency:</b> Grouped together and somewhat monitored. <b>Modalities/Learning Preferences:</b> <b>Visual:</b> Subtraction Cards <b>Kinesthetic:</b> Movement from station to station. <b>Auditory:</b> Guided instructions. <b>Tactile:</b> The dice.	
<b>Objective(s):</b> Student's will demonstrate their knowledge of subtraction within 20.  Student's will demonstrate their knowledge of telling time by the end of the lesson.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Using CHAMPS, which is been used from the beginning of the year, students will begin with a noise level of 0, Raising their hands if they have questions, individual work, remain seated, listening and following directions to be successful at this lesson. For the second part of the lesson, students will have a noise level of 1, raising their hands if they have a question, collaborative working, remain seated, and listening to the teachers and peers for success at this lesson.	
<b>Bloom's Taxonomy Cognitive Level: Application.</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.):</b> Transition from reading time after lunch to their seats for direct instruction. Transition from writing lesson, direct instruction, to writing in their journals. Transition from writing their stories, to sharing their stories with their peers at their tables for peer feedback. (Giving an example of what this might look like.) Transition using "Class-class, yes-yes" Were going to transition into our next lesson.		<b>Minutes</b>	
<b>Procedures</b>			
<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have one of the worksheets from BPS math ready for each student.</li> <li>• Set up rotations: One for subtraction dice with scratch paper, one with the worksheets from BPS, one for calendar math (Writing the number of days that has occurred since the beginning of school), and one for the 100<sup>th</sup> day of school.</li> <li>• Grab the students from Library.</li> </ul>		<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Bring students into the classroom.</li> <li>• "You all have done so well today, and for this last period, lets continue that awesome behavior!"</li> <li>• "Today, we are going to do math rotations, which means that each designated area will have a group from this morning's IE time. One group will be doing subtraction dice with scratch paper, one with the worksheets from BPS, one for calendar math (Writing the number of days that has occurred since the beginning of school), and one for the 100<sup>th</sup> day of school.</li> <li>• "I want each group to complete each of the activities during this time because each group will have more than enough time to complete the worksheets. I also would like each group to keep the voice level of zero, so the other students can fully concentrate on their work."</li> <li>• "When you have completed a worksheet, please do Dream Box and complete the next lesson."</li> <li>• "Does anyone have any questions?"</li> <li>• "Alright students, right now we are going into our math rotations, so with a voice level of zero, please go to your first rotation."</li> </ul>	
<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• "Today, we are going to do math rotations, which means that each designated area will have a group from this morning's IE time. One group will be doing subtraction dice with scratch paper, one with the worksheets from BPS, one for calendar math (Writing the number of days that has occurred since the beginning of school), and one for the 100<sup>th</sup> day of school.</li> </ul>			

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	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> <li>• “Alright students, I am hearing too much chatter within each group, which is not a voice level of zero.”</li> <li>• “Another thing, lets make sure we are staying focused on the rotations and math, and not other people, or other situations. Alright, lets get back to work.”</li> </ul>
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>• This class is right at the end of the day so the students pack up and clean their areas.</li> <li>• “Alright students, in the next 2 minutes, lets wrap up the rotation you are at and once you hear the transition chime, lets pack up our belongings and clean our areas. After, lets wait for Mr. Plasch to dismiss you to the coat room.”</li> <li>• Transition Chime</li> <li>• “Awesome job JACOB, you can gather your things and pack up for the day. After you gather your things, sit at your desk, and wait for further instruction.” (JACOB- not an actual student, but just for example.)</li> <li>• “While everyone is waiting for the bell to ring, I would like to hear one new thing you learned today on your way out. So, turn and talk and discuss what you want to talk about.”</li> <li>• Give students time to think.</li> <li>• “JACOB’s section may line up.”</li> <li>• “JACOB, what did you learn about today?”</li> <li>• So on and SO on.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>          Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.          End of the day formative assessment, and dreambox.</p> <p><b>Consideration for Back-up Plan:</b>          Have the students write about what they know, what they want to learn, and what they are confused on for subtraction.</p>	<p><b>Summative Assessment (linked back to objectives)</b>          End of lesson:          CFA Assessment.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          From this lesson, I learned a lot about my teaching style and what I need to improve on. Mrs. Massey has had the math rotations groups implemented since I came into the classroom. However, this week was new because we had just completed one CFA assessment, as a practice for subtraction. On Monday, we grouped the students together based on their scores. The groups were different from the addition groups, which both Mrs. Massey and I could tell was going to be a factor in their learning. I did not take that into consideration when creating the lesson plan and I wished I would have. The lesson went well for the most part because the student’s behavior that day was incredibly great which made teaching them easier. However, there is a student on an Individualized Education Plan who does not speak English and trying to instruct him on what group to go in was incredibly difficult. I know quite a bit of Spanish, which is the primary language he is able to understand, but I could not get him to join his group or understand what was going on which made me feel very frustrated in myself because I thought that I would be able to help him. He has an aide that came to assist him, and I just asked the aide to work with him individually for the rotations. I think the students enjoyed the lesson because they were able to move around the classroom and interact with each other, even though I expected a voice level of one. Mrs. Massey told me that if I would like a voice level of one, I need to expect a voice level of zero from the students because they do not understand what that means without being too loud. This technique definitely worked for this lesson because I did not have to address the students voice levels one time. I also added technology into the rotations, DreamBox, after I discovered that first graders used this resource for math which I think was a great rotation to use to keep the students more engaged for the ‘harder’ rotations. It also was used as a formative assessment and placement tool when we talked about the grouping of students for each rotation.</p> <p>The lesson, overall, went as smoothly as I could have hoped during the first week of practicum. The best part of this was that Mrs. Massey gave me complete control of the classroom and only helped when I asked her for it, and being the stubborn male, I am, I did not ask for help. She gave very insightful feedback including my transitioning, my tone of voice during individual instruction with a group, because mine was pretty loud, and she also gave me great techniques to add to my next math lesson plan. I also learned that I need to make sure to have a back up plan incase students do not understand a lesson because of language barriers, or cognitive levels. This is the biggest thing I need to work on, the thinking on my feet during an intense situation. Everything will come with time, but I can always improve and get better each lesson I teach.</p>	

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