

# Lesson Plan Template

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

<b>Grade: 1</b>	<b>Subject: Math – 10 Plus</b>
<b>Materials: Resource Master G47 and G48, 20 Connecting Cubes, 11 Expo markers, Student connecting cubes, 11 decks of Primary Number Cards, 8 yellow cubes, 7 blue cubes, 10 red cubes, 5 green cubes</b>	<b>Technology Needed: Teacher computer</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice                              cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <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> <ul style="list-style-type: none"> <li>• 1.OA.6 Use strategies to add and subtract within 20. Fluently add and subtract within 10.</li> <li>• 1.NBT.2 Demonstrate understanding that the two digits of a two-digit number represent amounts of tens and ones, including:               <ul style="list-style-type: none"> <li>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</li> <li>b. The numbers from 11 to 19 are composed of a ten and additional ones.</li> <li>c. Multiples of 10 up to 90 represent a number of tens and 0 ones.</li> </ul> </li> </ul>	<b>Differentiation</b> <b>Below Proficiency: ability grouping. Have students use counting cubes.</b>  <b>Above Proficiency: ability grouping</b>  <b>Approaching/Emerging Proficiency: ability grouping</b>  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: modeling of activities, seeing strategies</li> <li>• Auditory: hearing strategies</li> <li>• Kinesthetic: playing games</li> <li>• Tactile: none</li> </ul>
<b>Objective(s)</b> By the end of the lesson, the student will be able to: <ul style="list-style-type: none"> <li>• Find the total of two quantities.</li> <li>• Represent a teen number as one group of ten plus some number of ones. (<math>15 = 10 + 5</math>)</li> <li>• Determine equivalent expressions for a given expression. (<math>7 + 8 = 10 + \underline{\quad}</math>)</li> </ul> <b>Bloom’s Taxonomy Cognitive Level: Evaluate</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Brain Break : relaxing strategies</li> <li>• “I’ll wait.”</li> <li>• “5, 4, 3, 2, 1, 0”</li> <li>• “3, 2, 1, talking is done.”</li> <li>• “When I say go...”</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students are to sit on the floor in their spots in front of the board and keep all body parts to themselves. (active listening bodies)</li> <li>• Students may not use the bathroom while I am teaching.</li> <li>• Students are to be playing the math learning games and not other games.</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
2	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Pull up Math site that accompanies book (Pearson?)</li> <li>• Students should already be in their carpet spots from calendar.</li> <li>• May need to do Relaxing Strategies to get the wiggles out.</li> </ul>
10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Quick Images: Ten Frames</li> <li>• Display the Teacher Presentation               <ul style="list-style-type: none"> <li>○ Briefly show the image.</li> <li>○ Students think about how many dots.</li> <li>○ Show the image again, briefly.</li> <li>○ Students mentally revise their work.</li> <li>○ With the image showing, volunteers show how many dots they saw, how the dots were arranged, and how they remembered.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Have students help create equations (<math>4 + 3 + 6 = 13</math>)</li> <li>● Revisit the question of whether order matters in addition?</li> <li>● Focus the strategy discussion on methods that involve using a combination of 10 (<math>6 + 4 = 10</math> and 3 more is 13)</li> </ul>
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> <li>● Introducing Ten Plus</li> <li>● Display Game Presentation             <ul style="list-style-type: none"> <li>○ Retrieve 20 Counting Cubes</li> <li>○ Show students the Ten Plus Recording Sheet (G47-G48) and ask what they notice.</li> <li>○ Point to a few columns and ask students to determine the total of the expression.</li> <li>○ Tell students the name of this game is Ten Plus. In this game, after you figure out the total of your cards, you have to think about the total as 10 plus another number.</li> <li>○ Play a few rounds of Ten Plus with the class.</li> <li>○ Tell students the deck of cards for the Ten Plus game has the numbers 5 through 10. Player 1 starts by flipping the top two cards in the deck and figuring out the total. I turned over an 8 and a 5. How much is <math>8 + 5</math>? How do you know? Lets count.</li> <li>○ Have students help write an equation for the problem just solved: <math>8 + 5 = 13</math>.</li> <li>○ We figured out that <math>8 + 5</math> equals 13. But neither <math>8 + 5</math> nor 13 is on the Ten Plus Recording Sheet. You need to think about 8 plus 5 as 10 plus another number. <math>8 + 5 = 10 + ?</math></li> <li>○ Does anyone have any idea where I should write <math>8 + 5</math> on this recording sheet? Why do you think so?</li> <li>○ Model problem solving methods for students:                 <ol style="list-style-type: none"> <li>1. Combine a tower of 8 with a tower of 5 cubes. Then break off 10 and see that 3 are left.</li> <li>2. Build a tower of 13 and break off 10.</li> <li>3. Just know that 13 is the same as <math>10 + 3</math></li> </ol> </li> <li>○ Play another game or two until students understand the game.</li> </ul> </li> </ul>
15	<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>● Playing Ten Plus             <ul style="list-style-type: none"> <li>○ Have students get a recording sheet and 1 marker per group.</li> <li>○ Students play Ten Plus in pairs. They take turns drawing two cards, combining the amounts, and then recording the total in terms of how it relates to 10.</li> <li>○ Each pair of students should have a deck of Primary Number Cards (5-10), 20 connecting cubes, and the Ten Plus Recording Sheets (G47-G48).</li> <li>○ Walk around and discuss with students why their method works.</li> </ul> </li> </ul>
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> <li>● Discussion on Ten Plus</li> <li>● Focuses:             <ol style="list-style-type: none"> <li>1. Representing a teen number as one group of ten plus some number of ones (<math>15 = 10 + 5</math>)</li> <li>2. Determining equivalent expressions for a given expression (<math>7 + 8 = 10 + \underline{\quad}</math>)</li> </ol> <ul style="list-style-type: none"> <li>○ Have students put away their markers, cubes, and recording sheets and sit back in their spots on the carpet.</li> <li>○ Tell students today I was watching one pair play Ten Plus. They flipped over a 7 and an 8. Think quietly for a minute. What was their total and where would you write <math>7 + 8</math> on your Ten Plus Recording Sheet?</li> <li>○ Record <math>7 + 8 = 10 + \underline{\quad}</math></li> <li>○ Have students share their ideas. As they do, model them with cubes for the whole class.</li> <li>○ Model problem solving methods for students:                 <ol style="list-style-type: none"> <li>1. Combine a tower of 8 with a tower of 7 cubes. Then break off 10 and see that 5 are left.</li> <li>2. Build a tower of 15 and break off 10.</li> <li>3. Just know that 15 is the same as <math>10 + 5</math></li> </ol> </li> <li>○ Once students agree that <math>7 + 8</math> should be recorded in the <math>10 + 5</math> column, model and discuss this equivalence: <math>7 + 8 = 10 + 5</math></li> <li>○ We found out that <math>8 + 7</math> is the same as <math>10 + 5</math>. They both equal 15. One way we can write this is <math>8 + 7 = 10 + 5</math>. <math>8 + 7</math> equals 15, and <math>10 + 5</math> equals 15. So <math>8 + 7</math> equals, or is the same as, <math>10 + 5</math>.</li> <li>○ Use cubes to demonstrate that <math>8 + 7</math> equals the same amount as <math>10 + 5</math>.</li> <li>○ Let's make sure we agree that <math>8 + 7</math> equals the same amount as <math>10 + 5</math>. I'm going to make a tower with 8 yellow cubes and 7 blue cubes. How many are in my tower? (15). Now I'm going to make a tower with 10 red and 5 green cubes. How many are in this tower? (15). <math>8 + 7</math> equals the same amount as <math>10 + 5</math>. Both towers have 15 cubes.</li> </ul> </li> </ul>
11	<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>● Daily Practice – Student Activity Book page 221</li> </ul>

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	<ul style="list-style-type: none"> <li>• When students are done, I will come check their work when they raise their hand.</li> </ul>
2	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>• Remind students that today, they learned how to represent a teen number as one group of 10 plus some 1s.</li> <li>• Have students put away their math and get ready for Writer's Workshop.</li> </ul>
<p><b>Formative Assessment:</b> (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?)</p> <ul style="list-style-type: none"> <li>• Discussing with students why their 10 Plus method works.               <ul style="list-style-type: none"> <li>○ How do students determine the total?</li> <li>○ How do they determine the equivalent 10 + expression?</li> <li>○ Do they record the expression in the correct column?</li> </ul> </li> <li>• Monitoring student progress.</li> <li>• Monitoring questions students ask / points of confusion.</li> </ul>	<p><b>Summative Assessment</b> (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> <li>• Student independent practice – Student Activity book page 221</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Overall, I thought the lesson went well. I thought the concept was a little complex for students, although most of them seemed to understand once they got to play the math game and apply the skills. Personally, I really struggle to teach math because I feel like I am unable to get my thoughts and the points across clearly. To make up for the lack of communication, I was able to use visuals and manipulatives to show students what I meant. I think that math especially is a very visual subject, meaning students must see how to perform a math problem and what the concept means.</p> <p>The math lesson started out with calendar, which is an everyday review. We went over the days of the week, the date, yesterday's day of the week, today's day of the week, and tomorrow's day of the week. Then we advanced on to weather. We talked about the weather and all the data we have collected. We went on to counting coins and discussing what each one is worth. My class has a song for each coin that helps them remember the importance of each such as who is on the coin and what it is worth. They are watching the phases of the moon, so we talked about what phase the moon was on. Then we discussed tens, hundreds, and ones using the number of what day of school they were on. Finally, we looked at a chart of 1 through 120. I picked a random number to hide. Students told me what number was hiding, then we talked about what number was 10 more and what number was 10 less. Doing these everyday life skills, for the most part, is a great review and a great engagement piece because it settles students in and focuses their attention on math.</p> <p>After calendar, we reviewed with Quick Ten Frames. Students decided how many dots there were and then we talked about strategies they could use to count the dots before they timed out and were hidden. I also like reviewing with this activity because it is a great to teach students how to make ten to help them more efficiently count.</p> <p>After Quick Ten Frames, I introduced the new game to students, which was called 10 Plus. I followed the lesson out of the teacher's book, and I still think it is strange to have students play the game before the concept is really even introduced. Perhaps it helps students better make connections because they were able to practice and apply and then bring their strategies and other background information back for discussion. To help introduce the game, I used visuals to show students how to play the game and give them some insight as to why and how it works to add two numbers that are not 10 and then decide how many ones are in the number after ten have been taken out. Students then got to play the game with a partner, and I walked around and helped students get going. Overall, I thought they picked up the game quite quickly and really learned the concept even before we really discussed it. They were busy and engaged for the duration of their guided practice.</p> <p>Students came back to carpet and we discussed some strategies that I saw kids using to play 10 Plus. I then used more visuals and manipulatives to aid myself in showing strategies and further discussing the concepts. After the discussion, students completed a page in their activity books.</p> <p>Overall I did enjoy the lesson because there were so many key points and foundational skills that students need to master. I ended up liking the order that the lesson flows because the game really did a lot of the teaching for me, and the learning for students seemed so much more meaningful and applied because they were the ones doing the hands on and interactive learning. I am glad I got to see and experience the approach to learning with the game being first and the discussion being second. In the future, I will definitely keep the order in mind when creating lessons for students. Especially because I want students to have such meaningful and interactive learning, I will apply the order more. I also need to remember that in math, visuals are so key in teaching students, especially because I experienced this point first hand. Perhaps in the future, I will try and give students their own manipulatives so that they can follow along with me during the discussion, rather than just me holding up the manipulatives. The number one thing I liked most about the lesson and that I would love to apply to more lessons is the interactive games. They are so important for student application and learning.</p>	

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