

College of Menominee Nation

LESSON PLAN

Student: Pauline Centers

Date: 09-23-14

Content Area: Math

Grade: First

Time: 9:10-10:15

Estimated Duration: 65 minutes

I. LESSON FOCUS

Essential Question(s): *(What is the content focus?)*

Add and subtract within 8, 9, 10 Review.

PK-5 Academic Content Standards: *(Based on Common Core and/or Wisconsin Academic Content Standards)*

Mathematical Practice

CC.K-12MP.1, CC.K-12.MP.2, CC.K-12.MP.3, CC.K-12.MP.5, CC.K-12.MP.6, CC.K-12.MP.7, CC.K-12.MP.8

Mathematical Practice

CC.1.OA.1, CC.1.OA.3, CC.1.OA.5, CC.1.OA.6, CC.1.OA.8

Learning Objective(s): *(Aligned with content standards)*

Children will

- Represent a situation or numerical problem with groups of objects, a drawing, or fingers.
- Model the situation by composing two addend groups or decomposing a total group.
- Use subitizing with 5-groups to omit the counting of one addend.
- Work toward fluency for addition and subtraction within 10

Building on Past/Leading to Future: *(Connection to prior and future knowledge and engagement of schema)*

Past

Children have already practiced and received strategies for parts of 5, 6 & 7.

Future

Children will use what they have learned and make a connection to show the parts of 9 and 10 in various ways.

Academic Language Objective(s): *(Specialized vocabulary, content specific genre, and instructional language)*

1. grupo de 5 (group of 5)
2. separar (separate)
3. montana matematica (math mountain)
4. parte (part)
5. Cambiar el orden en las partes (change the order of the parts)

II. ASSESSMENT

Informal and Formal Assessments: *(List type of assessment(s), what is being assessed, including evaluation criteria.)*

Informal Assessment: Observe as children put Tarjetas con numeros (cards with numbers) 1-8 and Escalones (stair steps) 1-8 in order. Are they getting faster?

Formative Assessment: Draw Math Mountains to show the partners for 8 and the switched partners

III. SET UP/ MATERIALS

Materials/Resources/Technology/Set-up/:	
Teacher	Student
Escalones (stair steps) 1-8 Tarjetas con numeros (cards with numbers) 1-8 Worksheet (Partes de 8) Workbook p. 20 Elmo	Escalones (stair steps) 1-8 Tarjetas con numeros (cards with numbers) 1-8 Worksheet (Partes de 8) Workbook p. 20 Homework worksheet p.12 Highlighters

IV. INSTRUCTIONAL PROCEDURES AND LEARNING TASKS

Instructional Strategies and Learning Tasks: <i>(Aligned with content standards)</i>		
Time Allotted	Teacher	Student (s)
5 minutes	Show the number side of the cards	Children say the number and show the correct number on their fingers
5 minutes	Show the dot side of the cards	Children say the number and show the correct number on their fingers without counting the dots
30 minutes	Model partners of 8 with stair steps and number cards Switch the partners	Model partners of 8 with stair steps and number cards Switch the partners
10 minutes	Model the strategies to solve problems on workbook p. 20	Solve problems on workbook p. 20
15 minutes	Model how to use bingo daubers to complete Partes de 8 worksheet	Complete Partes de 8 worksheet

V. DIFFERENTIATED INSTRUCTIONAL SUPPORT FOR DIVERSE LEARNERS

Differentiated Instructional Support: <i>(Differentiated in content, process, &/or product, whole class, small group & 1 on 1)</i>

Work with student 1 on 1 and prep him/her for the questions that will be asked.
Allow student to use teacher models to aid in his/her completion of work.

VI. ACCOMMODATIONS

Lesson Accommodations: <i>(In both learning tasks and assessments)</i>

Allow student to correct mistakes.
Allow student to work with a partner.

VII. EXTENSION/HOMEWORK CONNECTIONS

Assignment/Enrichment: *(Aligned with content standards and/or lesson focus)*

Children will take the Recuerda (Remembering) worksheet home. It focuses on the previous lessons in the unit.

VIII. RESEARCH IMPLICATIONS

Research/Theory that supports the content or methods of instruction:

Piaget's preoperational stage (ages 2-7) is characterized by the use of language for symbolic representations.

This lesson includes special language, drawings, manipulatives, and classroom methods that facilitate mathematical competence.

XI. FINAL RETROSPECTIVE

Self Reflection: *(What worked, what didn't, for whom? Why? What will you do next?)*