

Lesson Plan

School: Longwood Elementary	Teacher: Brittany Scott
Date: December 4, 2013	Time: 9:45-10:40
Room: 140	Grade Level: 1 st
Demographics of the class:	<p>The class consists of 20 students, 5 ELL students (3 that are Native Lit), 3 of the students are at an "Entering" proficiency level (minimal social language and minimal academic language), 2 are Emerging (some social english and general academic language.) There is one student who has a speech IEP. His language does not affect his performance in the classroom. There are 18 (90%) students who are in Tier 1 on the math computation test. 2 students were in tier 2 (10%). The expectation to be in tier 1 was for students to get 4 math computation problems correct. 8 (40%) students ranged between 4-9 problems correct. 5 students ranged from 11-19 (25%). 5 students ranged from 22-44 (25%). For Tier 2, 2 students ranged from 2-3 (10%) problems correct.</p>

Standards being addressed:

Represent and solve problems involving addition and subtraction

1.OA 1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.

1.OA.2 Solve problems that call for addition of three whole numbers whose some is less than or equal to 20, e.g. by using objects, drawings, and equation with a symbol for the unknown number to represent the problem.

Focus: In this lesson the students will focus on addition and subtraction number stories. Within addition and subtraction number stories they will practice adding to and taking from, finding the unknown addend by pulling together and taking apart and adding three numbers.

Aspects of Rigor-

Conceptual Understanding: Students will be able to understand what the word problem is asking in order to implement strategies to solve it.

Procedural Skill and fluency: Students will use different strategies to solve the word problems. They will then illustrate, solve and write how they solved it.

Fluency and Application: Students will use their addition and subtraction skills to solve various problems.

Anticipatory Set-

Introduce the learning targets: "I can use different strategies to solve addition and subtraction word problems." "I can build my stamina."

Students will discuss what it means to build stamina when working on word problems.

Materials: Math rack, number line, counters, white board, math problems, math solving sheet.

Lesson Plan

Prior Knowledge:

Prior to the lesson students have been working on different types of word problems whole group. They have practiced solving and sharing their strategies to one another. In this lesson students will work together to solve a variety of different types of problems. Based on their prior learning they should be able to determine what the question is asking and what strategies they can use to solve it.

Essential Questions:

- What happens when we join 2 quantities or take one from another?
- How can we find the total when we join two quantities?

- How can we find what is left when we take one quantity from another?
- What happens when we change the order of numbers when we add or subtract?
- How do we add 3 quantities together?

Whole Group

- Teacher will remind students that the days before they practiced different word problems but before they did they categorized the problems by putting them in a T-Chart and determining if they could be solved using addition or subtraction.
- Read part of *Rooster's off to see the World* by Eric Carle. While the book is being read students will solve 3 different addition or subtraction word problems that go along with the story. (add to and take from)
- Students will solve the problems then turn and talk to their neighbor about how they solved it.
- Students will be led in a discussion about how the word problems are different and how students need to understand what the problem is asking before they can solve it.

Partners

- Each pair will receive a bag of manipulatives they can use to solve their number stories.
- Teacher will explain the expectations and tell students that at the end of their lesson they will fill out a rubric reflecting on how they felt they did.

Group A

- Students will get with partners they chose the day before. They will be given several word problems. They will read each problem together. They will work independently to illustrate, solve and write how they solved it. They will then share with their partner what they did. They will check to see if they came up with the same answers.

Group B

- These students will get with a partner and work with the teacher to solve word problems. These students need assistance with reading the problem and determining what the problem is asking. Teacher will read the problems with students. They will be asked guided questions to help them figure out ways to solve the problem.

Closing

- Students will return to their seats. Teacher will call on volunteers to come up and model how they solved one of their problems. They will model by showing

how they solved the problem. They will use transition words to help guide them through the process. Ex. First, I... Next... Then... Last...

- Teacher will explain to students that next time they will be working on word problems that compare.
- Teacher will show a sample word problem to students. Ex. Ryan has 3 stickers. Clare has 6 stickers. How many more stickers does Clare have than Ryan.
- Teacher will tell students that tomorrow they will talk about this problem and how it is different from the ones they solved today.
- Students will fill out a rubric reflecting on how they did during the lesson. Students will reflect on if they built their stamina and if they met their learning target.

Core Action 1:

- A. The lesson focuses on grade-level clusters, grade level content standards.
- B. The lesson intentionally relates new concepts to students' prior skills and knowledge.

Core Action 2:

- C. The teacher provides time for students to work with and practice grade level problems and exercises.
- D. The teacher uses a variation in students solution methods to strengthen other students' understanding of the content.

Core Action 3:

- A. The teacher uses strategies to keep all students persevering through challenging problems.
- B. The teacher establishes a classroom culture in which students explain their thinking.
- E. The teacher has established a classroom culture in which students choose and use appropriate tools when solving a problem.