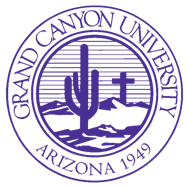
*****GCU College of Education***

**LESSON PLAN TEMPLATE**

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| **Teacher Candidate:**  **Grade Level:**  **Date:**  **Unit/Subject:**  **Instructional Plan Title** | | Ms. Hogans  1st grade  08/23/2017  Math | | |
| **I. Planning** | | | | |
| **Lesson summary and focus**: | Students will be able to solve one and two-step word problems with adding and subtracting within 10. They will be able to solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriates | | | |
| **Classroom and student factors**: | *The students with similar needs are in one group for them to be attended efficiently. The class uses the visual and verbal formats to increase the retaining capacity of the students with disabilities. Graph papers are availed in the class with scrap papers getting supplied for rough calculations. For the students with disabilities, the key words are highlighted. More examples are shown as assistance to the students with disabilities while they track their problematic areas. The students are supplied with whiteboards and question papers with the word problems. The changes enable the monitoring of the students to boost their grades.* | | | |
| **National / State Learning Standards:** | |  |  |  | | --- | --- | --- | | **1.OA.C**  **Add and subtract within 10.** | **1.OA.C.5** | Relate counting to addition and subtraction (e.g., by using counting on 2 to add 2). | | **1.OA.C.6** | Fluently add and subtract within 10. | | | | |
| **Specific learning target(s) / objectives:**  Solve one-step and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate calculation strategies, including calculator use*.* | | | **Teaching notes:**  *This lesson comes after learning integers, fractions and decimal with their computations to enhance the manipulations. The exponential form and the scientific notations and forms have just had been studied implying that the students can manipulate figures while being able to classify geometric figures giving their proportions.* | |
| Agenda:. | | | **Formative assessment:**  Mini plenaries throughout the lesson. At the very end of the lesson, return to the WILFs (**What I’m Looking For)**on the whiteboard and ask the children to complete a WILF grid to stick in to show how confident they are that they have met each area with success. Ask groups to come and stick any questions that they could not answer onto the whiteboard to look at in a future lesson. | |
| **Academic Language:** | **Key Vocabulary:**  Word problem, calculation, addition, subtraction, multiplication, division, chunking, grid method, number line, round up/down, percentage, decimal, fraction, measures, pound, pence, context, real life | | ***Function:***  *The language is emphasized as it is the core element in the answering of the word problems. The use of the words such as ‘not more than’, ‘greater than’, ‘at least’, ‘not exceeding’ and ‘less than’ is crucial in this lesson and should be explained before the start of the lesson. The students demonstrate the understanding of the language through expressing the word problems into expressions and equations ready to get solved.* | ***Form:***  ***Use the RUCSAC method:***   * Read and understand the question carefully in the context * Recognize what is important information * Choose the appropriate calculation * Choose an appropriate mental or written method to work out the calculation * Answer the question in its context * Check their working out with another method   Also:   * Use and apply taught calculation methods and explain the steps of |
| **Instructional Materials, Equipment and Technology:** | PowerPoint, Teaching whiteboard, Children’s whiteboards, pens, cloths, Pots with cut out differentiated word problems on different colored paper. **Addition word problems on yellow paper**, **Subtraction word problems on blue paper**, **Multiplication word problems on pink paper**, **Division word problems on dark Green**, **2 step/multi word problems on pale Green**, Glue, Math books and any equipment usually used for calculating, e.g. number lines, cubes etc. | | | |
| **Grouping:** | *The class will engage in the use of the cooperative groups whereby the students with diverse abilities and characteristics will converge to learn the new content together. The tasks and goals as assigned will get explained by the teacher for each of the group. After giving the group assignment, each of the members will have a task to work on with no intergroup competition. The students learn the new content and practice it in groups to emphasize on the concepts and theories taught.* | | | |

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| **II. Instruction** | | | |
| **A. Opening** | | | |
| **Prior knowledge connection:** | *The fractional knowledge is a pre-requisite for the learning of this topic. It is because of the correlation between the quantitative reasoning with fraction and the reasoning g in algebra. The fractional knowledge is used in the operations and schemes while enhancing the relational thinking. Standard algebra classes are also a pre-requisite which includes the basic operations with negative and positive numbers.* | | |
| **Anticipatory set:** | *The learning of this lesson assists the students by fostering their thinking whereby their explorations, arguing and conjecturing skills get boosted. It will assist the students in testing their ideas before their application which will help them evade problems in the real world. This will be through the translation of the real-world problems to numerical data of which its solution justifies the reason for the implementation.* | | |
| **B. Learning and Teaching Activities (Teaching and Guided Practice):** | | | |
| **I Do** | | **Students Do** | **Differentiation** |
| Explain that the children will be solving word problems of one and two steps. Introduce RUCSAC method and go through the steps | | Copy date and title and to choose a yellow piece of paper from the pot/basket. To stick it to their books and to work out the answer using the RUCSAC method. Together we will discuss which operation they used. | *Allow extra time for the students to complete the tasks given.*  *Walk around the class to check the accuracy levels of the students who are challenged.*  *List the steps to be followed at their tables for them to use.*  *Extension activities*  *Early finishers are asked to scribble the procedures of solutions on the board.*  *The students compose their questions based on the day’s experience.*  *Manipulate the facts provided in the worded questions for the students to get solutions.* |

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| **III. ASSESSMENT** | | |
| **Summative Assessment:** | *I will give short one-word problem quizzes throughout the lesson* | *Keep a sample of the math solution at their table*  *Engage in the use of their individual dry and erase boards for their assistance.*  *The students with a compromised behavior get rewarded after portraying positive behavior throughout the lesson.* |
| **Closure:** | What vocab was there that was a clue that the calculation needed to be an addition? What methods did you use to work out the answer? Ask children to explain their methods, e.g. partitioning. Did you need to know any facts to work out the question? Was there anything tricky or difficult about the question? | |
| **Homework:** | *The homework entails the solving of word problems which engage in the use of whole numbers in which the sum is less or equal to 30. The homework uses equations with an unknown number in the representation of the problem. This type of task is skill-practice-based and supports the solving of the two-step word problems in money terms.*  *Example: John, James and Mary have 29 dollars. If James has 10 dollars and Mary has 9 dollars, how may dollars does John have?* | |

Lesson plans

1. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&cad=rja&uact=8&ved=0ahUKEwjJn4X6u-3VAhWJLcAKHfIrA14QFghIMAU&url=http%3A%2F%2Fwww.scusd.edu%2Fsites%2Fmain%2Ffiles%2Ffile-attachments%2Fnumber_tiles_lesson_plan_for_k-2.docx&usg=AFQjCNHOIz0XEkXiAPqsAWadgpba1L08ZA>
2. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&cad=rja&uact=8&ved=0ahUKEwjJn4X6u-3VAhWJLcAKHfIrA14QFghYMAg&url=http%3A%2F%2Fmdk12.msde.maryland.gov%2Finstruction%2Facademies%2Fresources_2013%2Fmath%2Fpdf%2Fmath_unit_resources%2Fgrade1%2Flessonplan1_oa_a_1solveproblems.pdf&usg=AFQjCNGhk5XS82HKjsLEskpAnGSOGRrXaQ>
3. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&cad=rja&uact=8&ved=0ahUKEwjJn4X6u-3VAhWJLcAKHfIrA14QFghIMAU&url=http%3A%2F%2Fwww.scusd.edu%2Fsites%2Fmain%2Ffiles%2Ffile-attachments%2Fnumber_tiles_lesson_plan_for_k-2.docx&usg=AFQjCNHOIz0XEkXiAPqsAWadgpba1L08ZA>
4. <https://sites.google.com/a/nebo.edu/math5/5oa/lesson-plans/5OA123_Beekeeper_Romney.doc?attredirects=0&d=1>