# Dakota State University <br> College of Education <br> LESSON PLAN FORMAT 

Name: ___Katie Stier
Grade Level: __First Grade

## School: _Kennedy Elementary

Date: 10/17/18
Time: $\qquad$ 8:30-9:00am

## Reflection from prior lesson:

In the lessons leading up to today, students learned about all of the ways to make 10, and the pairs that go along with them. The students need to learn how to find missing addends that may make 10, however. I anticipate this topic being a 2-day lesson, as the students tend to need both instructional lessons and game play in order to fully grasp the lesson.

## Lesson Goal(s) / Standards:

Content Standards
1.OA.3 Apply commutative, associative, and additive identity properties of operations as strategies to add.
1.OA.4. Understand subtraction as an unknown-addend problem.

## Mathematical Practices

Math Practice 1 Make sense of problems and persevere in solving them.
Math Practice 4 Model with mathematics.

## Lesson Objectives:

During the lesson, students will model number pairs using the commutative property of addition to make 10 with $90 \%$ accuracy.

When presented with a number problem, students can name and model the missing addend to reach 10.

## Materials Needed:

Fingers
Promethean Board

## Contextual Factors/ Learner Characteristics:

The students in this class love Math. This provides an engaging learning environment. During today's lesson, the students will be participating kinestethically. This will provide increased engagement as well as increased chances for undesired behavior. For this reason, expectations will be reinforced early in the lesson and students will be informed that few warnings for behavior will be given before a consequence is given.

## A. The Lesson

1. Introduction (2 minutes)

- getting attention
- This lesson is the first thing the students will participate in after their morning work, so getting attention can go either very easily, or very hard.
- "When you are finished with your morning work, close your desk and show me what whole body listening looks and sounds like." If this is not immediately successful, I will use their immediate freeze call "Hands, Hands, hands and eyes". Students responds by saying it back and holding their hands together and eyes are glued to the teacher. Consequences are enforced if this call does not yield success.
- relating to past experience and/or knowledge
- The past few lessons, you learned how to make 10 and all of the pairs that make 10.
- creating a need to know (related to past knowledge)
- But what if you were missing a number...? Now that you know all of the ways to make 10, you need to know what number you might be missing in order to get to 10 .
- sharing objective, in general terms
- Today we are going to fill in the number that we need in order to make 10.

2. Content Delivery ( 25 minutes)
"Hands On" (15 minutes)

- When I call your name, I want you to come up, and I am going to whisper in your ear how many fingers I want you to hold up. Then I will call another student, and do the same. One student will hold up 10 finger, and one student will hold a different number. It is up to you to decide what number is missing in order to make the 10 that your friend is holding.
- "Let's do one together. $\qquad$ come up here. I want you to hold up 10 fingers. We want to make 10. Remember that! Now I need $\qquad$ to come up here." *whispers a number to the student* "Okay, $\qquad$ is holding up 5 fingers. Raise your hands if you can come up here and show the class how many more fingers we need to get to 10."
- "Great!" " $\qquad$ , come up to the board and write the number sentence." "You may go back to your seat. Let's do another one"
- This will continue until all of the combinations are completed.
- Teacher should expect at least 5 minutes of instructional time to ease any confusion associated with the lesson, or for students that didn't grasp the content as well as others.
- Expect common errors such as one more or less than necessary. Remind students to count the fingers and think about the 10s rainbow.
Promethean Activity (10 minutes)
- On the board, problems will be listed with missing addends.
- "When I call your name, I want you to come up and see if you can fill in the missing number. Use your fingers while you are at your desk to see if you can determine what number I am looking for."
- Call on a student to fill in the addend. "How did you know that I was looking for the number $\qquad$ ?" Possible responses include: because I looked at my fingers, because $\qquad$ $+$ $=10$, because I just knew.
- this will continue until all pairs of 10 have been exposed.


## 3. Closure (3 minutes)

Review of today's content

- "Let's do a review of some of the ones we did today. If I hold up 4 fingers, you hold up how many more fingers I need in order to get to 10 ." *Students should hold up 6 fingers. If not, reiterate the content briefly and count fingers together.*
Reiterate importance
- It's important that we know how to find the missing number. If your mom or dad needs help making 10, and they can't find the number they are missing, you need to be able to help them right away!
- And in the next lessons, you're going to need to know how to find the missing number too, so that you can play and win our new game!


## B. Assessments Used

Hands On - Informal Observation

- Were students using their resources to persevere and answer the problems? Was assistance needed in order to accurately come up with the combination of 10?
Promethean Activity
- Were students able to connect the finger model to a number sentence? Was the number sentence accurate in order? Could students recognize the pairs and missing addends?


## C. Differentiated Instruction

The students that have been a little slower than the majority will be given the problems in which they need to use an entire hand, or no hand. They will also be given the opportunity to both use their 10s rainbow, and sit in the front of the room, closer to the teacher.

## D. Resources

Promethean Board

