

**Dakota State University**  
**College of Education**  
**LESSON PLAN FORMAT**

**Name:**   Katie Stier    
**Grade Level:**   First Grade    
**School:**   Kennedy Elementary    
**Date:**   11/7/2018    
**Time:**   8:30- 9:15  

**Reflection from prior lesson:**

In the lesson's prior to this, students were introduced to adding with doubles. The students comprehend doubles exceptionally well, as well as identify the solution that the doubles addition makes. Students are expected to master adding doubles within a few lessons, and this lesson being one of the last lessons. The majority of the students are quite close to mastery, so attention is a little hard, as the students become bored with the material. Ensuring a relevant and entertaining activity is crucial for success in this lesson.

**Lesson Goal(s) / Standards:**

*Content Standard*

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

*Mathematical Practices*

*Math Practice 1* Make sense of problems and persevere in solving them.

*Math Practice 4* Model with mathematics.

**Lesson Objectives:**

During a hands-on activity, students will independently the number that is needed in order to create a doubles sentence with 100% accuracy.

During a hands-on activity, students will independently create a doubles number sentence 8 out of 10 times.

While playing a game, students will identify the solution to a doubles addition problem 100% correctly.

**Materials Needed:**

expo markers  
marker boards  
'eraser' (sock)  
counters  
number sentence cards  
Reach for the Stars game

## **Contextual Factors/ Learner Characteristics:**

The students in this class love Math. This provides an engaging learning environment. Students will get to play a game today as well as write on marker boards. This is usual for the students, as they typically get to learn through play. It is unusual, however, when the students get to learn on the marker boards. 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
  - Yesterday and on Monday, we learned about doubles. Raise your hand if you can remind me and the class what it means to have a double. Expected student responses include “having two of the same number, having doubles, etc.” “Great! having doubles means having the same number in each part.”
- creating a need to know (related to past knowledge)
  - Just like before, we need to keep working towards becoming mathematicians. Good mathematicians learn all about adding, including doubles. We need to learn doubles so that we can be quick at math facts, which will help us become better mathematicians.
- sharing objective, in general terms
  - Today we are going to work towards mastery in working with doubles.

### **2. Content Delivery (35 minutes)**

#### **Review of doubles facts (5 minutes)**

- “We have been learning about doubles, and I want to test you to see how much you remember. If I give you the number 4, what number do I need to give me a double?” \*students should respond with 4\* “yes! 4! I have 4+4. So what is my answer?” \*students should respond with 8\*.
- This continues until the teacher is comfortable continuing to the activity.

#### **Hands-on Doubles (15 minutes)**

- For this activity, students will get to leave their seat AND write on their marker boards.
- “This next activity we are going to do requires you to need your expo marker and a marker board. Also you will need your eraser. Grab these please when I instruct you to do so. Rule 1.” \*students respond with *follow directions quickly*\*
- Play time (2 minutes)

- “You will be given 2 minutes to doodle on your marker board. When I get your attention, though, you get no warnings. You must be done doodling when I ask you to stop.” “Go ahead and begin doodling”
- Cooperative learning
  - I am going to hold up my fingers. \*for example, hold up 3 fingers\* I would like \_\_\_\_ to come up here and show the class how many fingers to hold up to make it a double. \*expect student to hold up 3 fingers\* Those of you that are not holding up fingers at the front, you get to write the number sentence on your marker board. Please write small so that you have enough room. What is our number sentence going to be? \*students should verbally respond with  $3+3=6$ \* Great! Write that down on our marker board.
  - Now let's do another.
    - Continue to call on students to do this. Allow the first student called up to pick a number, and have the second student match the first.
    - “Write the number sentence that they create on your marker board. When you are ready to say it, put your fist over your mouth to prevent you from blurting.” “Release your answer in 3,2,1” \*students get to shout the number sentence.\*
    - This will continue until majority of doubles within their intellectual grasp are identified.

Reach for the Stars! (15 minutes)

Modeling (1 minute)

- “When we play this game, you need to use the number sentence cards in order to solve the problems. When you get a number card, you will see doubles. You need to look at the doubles, and decide what they add up to. I will show you one. I have all my cards flipped upside down. I need to pick one.” \*picks a card\* “I got  $3+3$ . I need to look at my doubles, and add them together. I know that  $3+3=6$ , so I am going to put my counter on the square above the six. Now my partner is going to take a turn.” \*mimick partner doing the same\*
- “Now you are going to take a turn to play. When I say Get it, Got it, you say good.” “Get it, got it?” \*students respond with *good*\* “Now go ahead and play with your elbow partner.”

Independent Play (12 minutes)

- During this time, students will independently practice their skills of making doubles with a partner. Students will use the number sentences in order to solve the problem. When the student solves the problem, they will put a counter on the corresponding answer.
- A winner is determined when the entire game board is completed, and the winner is the student that has the most counters at the top of the board.

Clean up (2 minutes)

- This group of students requires a longer than desired clean up time. For this reason, 2 minutes is allotted for this transition. The special friend is in charge of picking up part of the activity, and they name a friend that they would like to help.

3. Closure (8 minutes)

Review Doubles (3 minutes)

- During the review of the doubles, teacher will hold up fingers in order to ask for the match. For example, teacher will hold up 5 fingers, with the expectation that

students will respond by holding up the same amount of fingers in order to build a double.

- Once the doubles are identified, students will be called on to explain the number sentence for the teacher to either reiterate or write on the board.

#### Review Quick Facts (3 minutes)

- Students are still working towards mastery of quickly naming fast facts. After every math lesson, students are given a single math problem, and are asked to answer it as quickly as they can. Whole body listening is expected while the teacher goes around and has quiet time with the student that is up for facts. Once the student has correctly named the fast fact, they are expected to begin the transition time.

#### Transition to Snack (2 minutes)

- Typically time is needed during math in order to efficiently transition to snack. Without extra transition time, there is often behavior problems in the hallways, bathrooms, etc. This extra transition time is necessary and helpful for those who need longer quick facts review.

### **B. Assessments Used**

#### Teacher observation

- Were students actively participating in both activities? Were behaviors maintained at expected levels?
- Were students able to identify the doubles that were presented?

### **C. Differentiated Instruction**

The students that have a hard time in math are in the first row, closest to the teacher. This allows for more direct yet subtle one on one instruction. During the game, students will be paired according to differing ability. The students that struggle will be paired with the students that can help them and guide them through the game.

### **D. Resources**

Rapid City Area Schools - Reach for the Stars

## Reach for the Stars!

Goal: To know double combinations to 12.

2	4	6	8	10	12

Turn over all the number sentence cards. First person turns over a card, solves the problem and places a counter on the first box above the answer. Next person takes a turn. Keep playing until all the columns have reached the stars. The person who has the most counters at the top of each column wins.

BRauert, Rapid City Area Schools