

Dakota State University
College of Education
LESSON PLAN FORMAT

Name: Katie Stier
Grade Level: First Grade
School: Kennedy Elementary
Date: 10/18/18
Time: 8:30-8:55am

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 have also learned how to find the missing addend when trying to make 10. The students need to work on putting all of these skills together to combine their knowledge.

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.

Lesson Objectives:

After instruction, students will correctly name at least 4 ways to make 10 and identify at least 3 correct missing addends in problems about making 10.

While playing a game, students will independently identify and model missing addends in finding ways to make 10.

Materials Needed:

10s Go Fish
Promethean board
timer

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. This is usual for the students, as they typically get to learn through play. 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 you guys learned about how to find missing numbers when you are trying to make 10.”
- creating a need to know (related to past knowledge)
 - 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. You need to practice finding the missing number so that we could make 10.
- sharing objective, in general terms
 - Today we are going to practice our skills with making 10 and finding the missing number by playing a game called 10s go fish.

2. Content Delivery (20 minutes)

Review (5 minutes)

- “Let;s talk really quick before we play our game. This will help you know what you are looking for. If I draw a 5, what number should I be looking out for to make 10?” “What about a 1?”

10s go fish (15 minutes)

- Instructions
 - “Each of you are going to need 5 cards. The rest of the cards should be stacked and facing down in the pile.”
 - “Look at your cards to see if you have any pairs to make 10. If you find any, put them together and place them to the side.”
 - Now you are going to take turns asking for a card that you can have that will make you get 10. So if I have a 3 in my hands, I’m going to ask ____ if they have a ???” *students should respond with 7.*
 - Once you get your turn, whether you make a pair or not, your turn is over. Now it’s your friend’s turn.
 - If you run out, you need to grab 2 new cards. The game is over when all of the cards have been used to make 10.
- Independent Play time
 - Students will be paired according to math level, and will be given the rest of the time to practice their skills by playing the game.

3. Closure (3 minutes)

Cleanup

“You will be given a visual of how much time you have to clean up your game. When you are ready to put it away, it goes on the game table. You have 1 minute to transition.” *set timer*

Review of facts

- Let's talk about some of the pairs you came up with. Raise your hand if you can give me a set of pairs that you came up with.

B. Assessments Used

Informal Observation

- Were students participating in 10s go fish? Could students play the game without needing their rainbow? Were students making smart choices during game play?

C. Differentiated Instruction

Students will play the game in pairs, grouped according to level. This will provide an even playing field for everyone, as well as providing the teacher time to work with the lower groups.

D. Resources

10s go fish