

**Math Lesson Plan**  
**Date: Wednesday, February 24, 2021**

<b>Grade: First</b>		<b>Subject: Math</b>	
<b>Materials:</b> Primary number cards – ten packs, counting chips – ten for each student, page of Shake and Spill, page of Ten Again – crossword puzzle, plastic sleeve, expo marker, eraser, yellow crayon or colored pencil, red crayon or colored pencil.		<b>Technology Needed:</b> Teacher will show video on active board.	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> 1.OA.6 Fluently add and subtract within 10.		<b>Differentiation</b> <b>Below Proficiency:</b> Students who are below proficiency will be grouped with the above proficiency students to help assist them with the lesson. I will also give guidance when need.  <b>Above Proficiency:</b> Students who are above proficiency, will be assisting the below proficiency ones.  <b>Approaching/Emerging Proficiency:</b> Students who understand the lesson, can help others to understand it. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: Students will watch teacher model activity.</li> <li>• Auditory: Students will listen to teacher to the directions for the games.</li> <li>• Kinesthetic: Students will play a matching game of finding two numbers that add to ten with Primary Number cards.</li> <li>• Tactile: Students will use counting chips to manipulate and they will also use a red and yellow crayon to color on their recording sheet. Students are encouraged to sing along with the video and move if they want to.</li> </ul>	
<b>Objective(s)</b> By the end of the lesson, students will be able to fluently add within 10 by practicing with a matching card game, two number cards equal ten.  <b>Bloom's Taxonomy Cognitive Level:</b> Remembering and Applying			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Large group – when other are talking, voice off and listening to the speaker. Group work – Students are to have voice level of 1 or 2 and should take turns respectively. Students should be focused on the game and not be talking about other things. Students will use Primary Number Cards without the Wild card and will be respectful materials. Students will use the counting chips and will be respectful using them. Transitions – I will use an attention getter to get their attention to move on to the next activity. I use a timer for each round of activities.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> When other are talking. Students are expected not to be talking. Students are expected to raise their hand if they have a comment or a question. Students are expected to give full attention and listening earing to whoever is speaking. Students will be working in groups and should be respectful of everyone and when speaking in groups they should only hear their group members and no other group.	
<b>Minutes</b>	<b>Procedures</b>		
20	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Print out Shake and Spill recording sheets.</li> <li>• Print out Ten Again crossword Puzzle sheets.</li> <li>• Each student has 10 counting chips. (they will use their own set)</li> <li>• The primary cards will be ready to use up front. (Remind them to use hand sanitizer before and after use)</li> </ul>		
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> A YouTube song that they already know and like to listen too. (Lets Make 10)		
7	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Today students, we are going to do activities with adding two numbers to make 10. Some of you will play the matching game first, where you lay your cards out and pick two cards at a time and the two that add to 10 will be a match and then you will go again, for the matches you get, you will write it on your plastic sleeve with your expo marker. The other students will play Shake		

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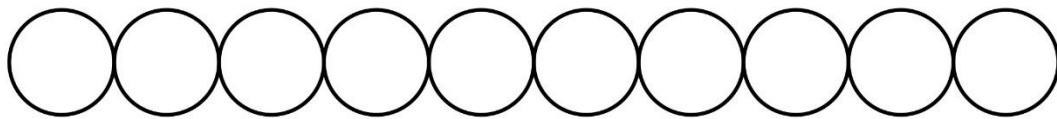
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	<p>and Spill, you will have ten counting chips in a cup, and you will shake it and then spill it out, you will count how many are red and how many are yellow and then on the recording page you will get, you will color that many red and that many yellow and write the number on the lines provided.</p> <p>I do: I will demonstrate the activity and display primary cards in rows and columns and remind students that they should be this way so it is easier to keep track of the matches. I will demonstrate the shake and spill activity; by shaking the cup of counting chips and spilling them out onto the desk. I will put the red ones together and the yellow ones together. I will count the red ones and then count the yellow ones. I will color in however many red I shook and however many yellow I shook on the paper of shake and spill.</p>	
<p>30 (15 minutes of two rounds)</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> <li>• Students will play a matching card game that involves matching two numbers to add to ten.</li> <li>• Students who play the matching game with the primary cards will need their plastic sleeve and expo marker and eraser.</li> <li>• Students who play the shake and spill game will need red and yellow crayons or colored pencils.</li> <li>• Students will play a shake and spill and record game involving counting chips in a cup and a recording sheet.</li> <li>• Students will work in groups and after 15 minutes; some students will play the matching game and the other students will play the shake and spill game; and after 15 minutes we will switch groups and play the other game that they did not play yet.</li> </ul>	
<p>5</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>*Review what they learned from this activity.</li> <li>* Transition to next activity.</li> </ul>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?)</li> </ul> <p>I will use turn in talks before beginning game to make sure everyone understands the directions. I will walk around while they are playing and interact with them and take note of who is getting the concept and who needs more time. I am looking to see if they are adding the numbers and if they can recall which numbers equal ten, fluently.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>For the summative assessment, the students will receive a sheet of paper that has a crossword puzzle on it, they will find two numbers that add to ten and circle them. They are required to find 10 pairs; more is good also. I am checking to see if they can find number pairs that equal ten fluently in a timely fashion. They will have 3 minutes to complete this assessment.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students like this activity. They were having trouble lining up the cards to play the matching game but I helped with that and showed them how to line them up so they were even and easier to see. I was told that the students had their own set of red and yellow counting chips but when they went to get them out, some students could not find theirs, so they had to share with their partner. This worked out well but was thinking they would have had their own. The students liked shake and spill activity because they got color in the circles on the paper. The students enjoyed circling the two numbers that equaled ten on the summative assessment page and were quick to hand them in.</p>		

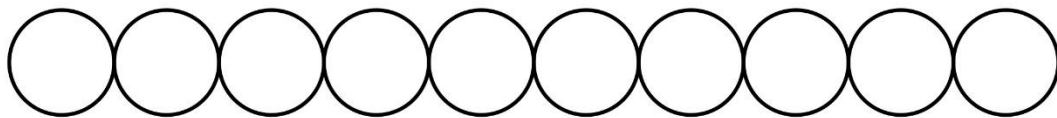
Amy Steiner

Name \_\_\_\_\_

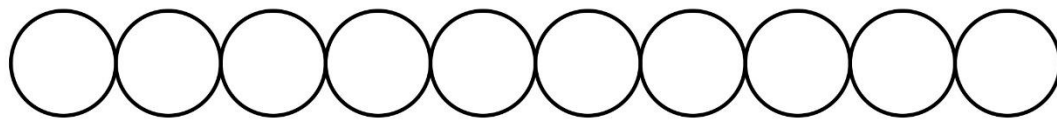
# Shake and Spell



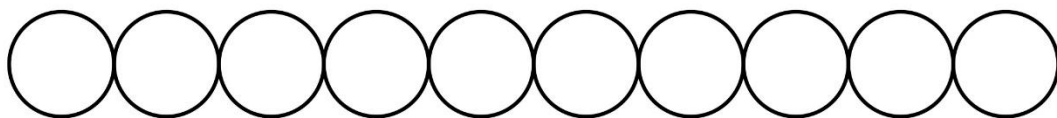
\_\_\_\_\_ red and \_\_\_\_\_ yellow makes \_\_\_\_\_.



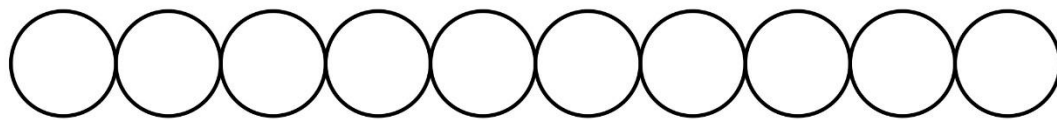
\_\_\_\_\_ red and \_\_\_\_\_ yellow makes \_\_\_\_\_.



\_\_\_\_\_ red and \_\_\_\_\_ yellow makes \_\_\_\_\_.



\_\_\_\_\_ red and \_\_\_\_\_ yellow makes \_\_\_\_\_.



\_\_\_\_\_ red and \_\_\_\_\_ yellow makes \_\_\_\_\_.

Summative Assessment:



Name \_\_\_\_\_ Date \_\_\_\_\_

Use a crayon to loop sets of two numbers that total ten. The sets can be horizontal, vertical, or diagonal. Use lots of different colors to make your sets easier to count.

6	4	7	5	5
2	8	3	6	2
9	10	4	9	7
1	0	8	3	4
6	5	2	9	6
3	7	1	5	5
4	7	3	2	8

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☆☆ Found 10? Great job! Found 14 or more? That's amazing! ☆☆