**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Snowman/ Snowball Addition Sentences** | | | | |
| **Your name:**  **Kayleen Malizzi**  **Sussie Deveney**  **Ellie Rashid** | **Age or Grade Level:**  **First Grade** | | **Integrated Disciplines/Subjects:**  **Math**  **Whole Numbers**  **Addition Sentences** | **Time frame for Lesson:**  **45 minutes** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**  **MA 1.1.1 .a Count, read, and write numbers a – 100**  **MA 1.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action**  **MA 1.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole**  **MA 1.1 .2.c Use objects, drawings, words, and symbols to explain subtraction as a separation action**  **MA 1.1.2.d Use drawings, words, and symbols to explain subtraction as finding part of a whole**  **MA 1.1.3.a Fluently add whole number sums up to 10**  **MA 1.1.3.b Fluently subtract whole number differences from 10**  **MA 1.3.3 Procedures: Students will use concrete, verbal, and visual representations to solve number sentences.**  **MA 1.3.3.a Write number sentences to represent fact families** | | | | |
| **Objectives:** *Make certain to include When, Who, What and How (criterion for success) in your objectives. You may find terms related to* [*Bloom’s Taxonomy of Cognitive Development*](http://img.docstoccdn.com/thumb/orig/27373481.png) *helpful in formulating your objectives. Sample lead in phrases for writing learning objectives are listed below.*  During the activity, the child will be able to:  **OR**  The students will be able to:  Students will be able to write number sentences.  Students will be able to describe what adding means.  Students will be able to recognize whole numbers that add to the number ten.  Students will be able to recognize whole numbers.  Students will be able to identify sets of whole numbers that add up to equal the number ten by using the snowman visual provided, the base ten chart provided, and dry erase boards provided. | | | | |
| **Assessment:** *Must link to the objective above – assessments can be either formative or summative. You must clearly describe strategies and tools used to document student learning.*  The students will write and share addition number sentences by writing them on a dry erase marker board, or using the snowman visual, and base ten visual provided by their teacher. | | | | |
| **Materials:** *Include any materials that will be essential to conducting the lesson.*  *Snowman Visual, Base ten visual, Dry Erase Marker Boards, Dry Erase Markers, Homemade Paper Snowballs (White printer paper), Homemade Colored Paper Snowballs (Colored construction paper), Kleenex for Dry Erase Board Eraser.* | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** *How will you hook the students into your lesson? How will you involve as many as students as possible, piquing their interests for the subject matter to come? How will you inform your students of the lesson’s context and objective, in student-friendly language?*  The teacher will instruct students to have a seat in a circle around the Snowman and Base Ten Visual set up on the ground in the classroom. The teacher will then explain to the students that they will be working on creating number sentences using addition (the teacher will draw on the board what an addition sign looks like and also what a number sentence looks like so the students know what to expect). Also, the teacher will ask the students if they have heard of adding or what adding means to them? Can call on students with their hands raised. Then the teacher will discuss the Snowball activity and guidelines. The students will be expected to participate through the end of class. | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  ***DETAILS*** *are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.* | | | | |
| **Teacher will do:**   * The teacher will start by guiding students to sit in a circle around the Snowman activity set up on the floor. * The teacher will explain to the students that they are going to be learning how to write a number sentence with the practice of adding. * The teacher will write on the board what an addition sign looks like. Then ask the students what adding means to them. * The teacher will then dive in to explaining how to do the Snowman/Snowball activity. * Teacher will demonstrate one round of the activity. * Teacher will pull sticks for volunteers to do the activity. * The teacher will walk around to make sure students understand how to write the addition number sentence on their dry erase boards. * At the end of the activity, teacher will have students throw away their Kleenexes, and stack their dry erase boards, and collect their markers. | | **Student will do:**   * Students will follow teachers instructions and sit in a circle around the Snowman Activity set up on the floor. * Students will listen to teacher describe what writing an addition sentence is and what an addition sign looks like. * Students will raise hands to answer the teachers question on what adding means to them. * Students will listen to teacher explain the Snowman/Snowball Activity instructions. * Students will watch the teacher do the first round of the Snowman/Snowball activity. * Students will follow through with the activity. * Students will be responsible for putting away their provided supplies when the activity is finished. | | |
| **Closure:** *Can be whole group review or opportunities for individual responses.*  *The teacher will remind the students what an addition sentence is and what it can be used for by giving a real world example. This will help the students understand that writing addition sentences is important and will be carried on throughout their daily lives even though they may not have it always written out but it can and will be done in their head in the future.*  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| **Differentiation:**  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations and/or modifications related to methods of instruction and student(s)’ ability to show evidence of learning*. *Check out*  [*Accommodations and Modifications*](http://www.pacer.org/parent/php/php-c49.pdf) *to assist you.*  HAL: The HAL will write out the addition sentence and then they will write out using their knowledge of fact families what a subtraction sentence would be using the same numbers provided in the activity.  Resource: These students will either be paired up with a partner or a para and will use counting blocks to create the addition sentences.  ELL: The ELL students will have a translator to help with math terms. The Teacher should also learn the simple math terms in Spanish such as addition, as well as numbers 1-10. | | | | |
| **References:** *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,*  [*http://thefirstgradeparade.blogspot.com*](http://thefirstgradeparade.blogspot.com)  [*http://www.pinterest.com*](http://www.pinterest.com) | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  Students should have little foundation/ knowledge of adding using whole numbers. Also students should have knowledge on how to write numbers 1-10. Students will also be required to use controlled tossing skills.  **Teaching Methods/Strategies:**  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?*  The teaching methods used in this lesson are hands on and a little bit of lecture. These methods were chosen because it involves the students in a fun, creative way while teaching them a concept. | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Updated by Dr. M. K. Felton

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