**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title: Bring out the Gators** |
| **Your name:****Kayleen Malizzi****Sussie Deveney****Ellie Rashid** | **Age or Grade Level:****First Grade** | **Integrated Disciplines/Subjects:****Math** **Whole Numbers****Comparing using greater than, less than, and equal to** | **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 1.1.1.j Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)****MA 1.4.1.d Compare and interpret information from displayed data (e.g., more, less, fewer)** |
| **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 distinguish between whole numbers using greater than, less than, and equal to math terms.Students will be able to create a greater than/ less than gator using provided materials.Students will be able to use manipulatives provided to demonstrate whole numbers 1-10. |
| **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.*Students will be able write whether a number is greater than, less than, or equal to its opposite number with a math worksheet provided by the teacher. |
| **Materials:** *Include any materials that will be essential to conducting the lesson.***Greater than, Less than, or Equal to Practice Problems Worksheet, counting cubes blocks, Greater than, Less than Gator, Playing Cards****Greater than, Less than Gator Craft:*** **Scissors**
* **Glue**
* **Googley Eyes or (White Construction Paper and a Black Sharpie)**
* **Green and White Construction Paper**
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| **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?*Teacher will have students start on the floor surrounding the Marker Board. Teacher will discuss with students that the lesson they are going to be working on will be Greater than, Less than, or Equal to problems using Whole Numbers. The teacher will then explain that part of the lesson includes getting to do a project to use while getting to do the Greater than, Less than, or Equal to activity with playing cards. The teacher will then instruct students to go back to their table and will have jump right into explaining how to make the Greater than or Less than Gator. Then the students will follow through with the project and start in on the Greater than, Less than, or Equal to activity with playing cards. |
| **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 guide students to sit on the floor after entering the classroom.**
* **The teacher will then explain what the lesson the students will be learning, which will be Greater than, Less than, and Equal to practice using whole numbers.**
* **Teacher will explain and show practice problems so that the students know what to expect when they are set free to do the playing card activity.**
* **Teacher will tell the students that they will be making Greater than and Less than Gators.**
* **Teacher will show example of the Gators the students will be expected to make.**
* **Teacher will instruct students to go back to the tables where all supplies will be handy for the students to start making their Greater than and Less than Gators.**
* **Teacher will walk around and help students as needed.**
* **Teacher will give students a five pick up warning.**
* **Teacher will have groups pre assigned before the lesson, then will have students get into their groups calling off students names.**
* **Teacher will hand out playing cards and worksheets to each group to start playing the activity.**
* **Teacher will give students a five minute warning to clean up activity spot and get students ready to go to the bus.**
 | **Student will do:*** **Students will follow teacher’s instructions to sit on the floor after entering the classroom.**
* **Students will listen to teacher’s lecture on Greater than, Less than, or Equal to using whole numbers.**
* **Students will listen and participate in the teacher’s discussion on how to set up and solve the practice problems.**
* **Students will go back to their work tables and start making their Gators.**
* **Students will listen to instructions on how to create a Greater than, Less than Gator.**
* **Students will make their Greater than, Less than Gators.**
* **Students will pick up their craft supplies.**
* **Students will listen to their teacher to hear their group assignments for the playing card activity.**
* **Students will listen to the teacher show an example of what they are expected to do with the playing cards and their gators.**
* **Students will be handed playing cards and a worksheet and then they will follow through with the playing card activity.**
* **Students will clean up activity and pass in their worksheet to the teacher.**
* **Students will wait to line up for the bus.**
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| **Closure:** *Can be whole group review or opportunities for individual responses.* After collecting all the worksheets, the teacher will go over with the students what they learned in their lesson. Also the teacher will ask the students if they had fun in the lesson. The teacher will remind all the students to take their gators home with them.*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: Students will be given the opportunity to double up playing cards to make bigger numbers to use when doing the playing cards activity. Resource: Students will be given manipulatives such as counting blocks or counting chips instead of having the playing cards to use and they can have a para help them with making greater than and less than and equal to problems. If needed the para can also record on the worksheet for that particular child. The child would still be able to work in a group of classmates so that they can have social interaction with friends.ELL: The ELL students will have a translator to help with math terms. The teacher should also learn Greater than, and less than and equal to Spanish terms as well as the number 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://www.pinterest.com*](http://www.pinterest.com)[*http://mrslevysfirstgradeclass.blogspot.com*](http://mrslevysfirstgradeclass.blogspot.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 prior knowledge of what whole numbers are. Students will should have knowledge on using scissors and glue. Students should be able to read or recognize numbers one through 10.**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?*
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Updated by Dr. M. K. Felton

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