**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title: Popcorn Math** |
| **Your name:****Kayleen Malizzi****Sussie Deveney****Ellie Rashid** | **Age or Grade Level:****First Grade** | **Integrated Disciplines/Subjects:****Math****Whole Numbers****Addition****Subtraction****Greater than, Less than, or equal to practice** | **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****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* Students will be able to add two whole numbers together to get a sum.Student will be able to subtract two whole numbers to get a solution.Students will be able to compare two whole numbers and explain which whole number is Greater than, Less than, or equal.Students will be able to work cooperatively in a group setting.Students will be able to visualize whole number sentences and write them out on a piece of paper to solve. |
| **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 to apply previous knowledge of learning addition and subtraction to write out proper whole number sentences to solve for a final solution and also be able to share with their group their solution verbally. |
| **Materials:** *Include any materials that will be essential to conducting the lesson.***Popcorn containers****White construction paper with whole numbers written on them.****Yellow construction paper with math symbols on them (+, -, <, =, >)****\*\*\*paper will be torn and crumpled apart to look like pieces of popcorn (see resources for picture demo)****Lined paper** **Pencil****VICKS Popcorn****Paper towels** |
| **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 start with students on the floor and share with them that they will be working in small groups to do math practice on whole number using addition, subtraction, and comparing symbols such as greater than, Less than, or Equal. Tell them that the activity is called “Popcorn Math” and explain to the students that since they have been working hard on all their math facts that they deserve a treat… only if they can handle it! Tell the students that they are going to get to eat popcorn while getting to do their “Popcorn Math” activity.  |
| **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:*** **Teacher will guide students to the floor after entering the classroom.**
* **Teacher will tell students that they will be doing and activity called “Popcorn Math” which will include practicing using whole numbers to create number sentences of addition, subtraction, greater than, less than, or equals.**
* **Teacher will explain to the students that they will be getting to eat popcorn while doing the activity in small groups already assigned.**
* **Teacher will allow students to get with their groups after being called off.**
* **Teacher will give each group their activity materials.**
* **After each group gets settled into playing the teacher will come around with a bag of popcorn and paper towels so each child gets popcorn.**
* **Teacher will walk around and assist students with problems as needed.**
* **Teacher will give a five minute clean up warning.**
* **Teacher will have students finish on the floor to reflect the day’s lesson.**
* **Teacher will dismiss students to line up for buses.**
 | **Student will do:*** **Students will be instructed to sit on the floor by their teacher.**
* **Students will listen to teacher explain what activity they will be doing for the day’s lesson.**
* **Students will get into their assigned groups as the teacher calls them off.**
* **Students will start the activity once given the activity materials.**
* **Students will get popcorn to eat while doing their activity.**
* **Students will be responsible for picking up the activity together and make sure that their area is clean of any stray popcorn pieces and trash before getting back to the class group as a whole.**
* **Students reflect on the day’s lesson with the teacher.**
* **Students will be dismissed to line up by name.**
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| **Closure:** *Can be whole group review or opportunities for individual responses.* Teacher will have students gather as a whole group on the floor after the activity is finished and the area is all cleaned of any trash and stray popcorn. The teacher will ask students if they feel more confident in writing out number sentences using whole numbers. The teacher will also ask the students if they enjoyed the day’s lesson; allowing students to share their experiences from the activity.*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 students will be able to make 2- digit numbers and be able to write a number sentence. Or the HAL students will be able to write not only one number sentence, but show more than just one way to write number sentence out than just with the limited numbers and symbols drawn from the popcorn bowl.Resource: the student will be paired with a para and will be able to use manipulatives such as counting blocks or if they want they could use their popcorn pieces to show the number sentence that they have drawn out of the popcorn bowl.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, subtraction, greater than, less than, equal to, 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,*[*https://reliefteachingideas.wordpress.com/category/maths/*](https://reliefteachingideas.wordpress.com/category/maths/)[*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 be able to use prior knowledge of addition, subtraction, comparing skills using terms like greater than, less than, or equal to form and write number sentences.**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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