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| **Grade:** 1st | | | **Subject:** Math | |
| **Materials:** Subtraction games: Roll and Record: Subtraction, Five-in-a-Row: Subtraction, and One or Two Less; dice, student activity book (pg. 44) | | | **Technology Needed:** Active Board | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s)**  1.OA.1 – “Use strategies to add and subtract within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.”  1.OA.5 - “Relate counting to addition and subtraction.”  1.OA.6 - “Use strategies to add and subtract within 20. Fluently add and subtract within 10.” | | | **Differentiation**  **Below Proficiency:** The student does not draw a picture or use different techniques to try and solve the word problem.  **Above Proficiency:** The student draws a model and shows several ways how to solve the word problem.  **Approaching/Emerging Proficiency:** The student uses a model to explain how to solve the problem.  **Modalities/Learning Preferences:** Verbal, logical, visual | |
| **Objective(s)**   * The student will apply what they have learned about subtracting within 20 to solve a word problem by drawing a picture or number line to show they know how to get the answer.   **Bloom’s Taxonomy Cognitive Level:** Apply | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.**   * Say 5,4,3,2,1 – to quiet down students * Say Macaroni and Cheese – for students to stop what they are doing and pretend to be statues * Transition students by making sure everyone has their voices off, eyes on the teacher, and are not touching anything. Have the students walk quietly to each station | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**   * Students are to sit criss cross on the area rug * Students are to walk quietly back to their seats * Students are to complete the assignment with no talking at all | |
| **Minutes** | **Procedures** | | | |
| 3 | **Set-up/Prep:**  Have the Start With/Get To: Get to 1 slide from Math Investigations on the Active Board | | | |
| 10 | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**   * Have the first graders sit on the carpet criss cross. * First graders, do you remember how you started with a small number and had to get to a large number? (Answers vary) * You had to add to get to the number on the board. Well today, we are going to subtract. * Choose a card from the Start With/Get To slide. * Tell the students we have the number \_\_\_\_\_. We need to get to 1. How are we going to get to the number 1? (Answers vary). * Give me a thumbs up if you know how to get to the number one or a thumbs down if you’re unsure. (Answers vary). * We have to count backward don’t we? (students will shake heads yes) * Grab the number line or draw a number line on the board with the starting number counting down to the number one. * Now, we are starting at the number \_\_\_\_\_. We have to get to one. Lets count until we get to one. Ready? (Start counting down while making little bumps from each dash mark on the number line. Make sure the class is counting down also). * Now, since we started with the number \_\_\_\_, we could take that number and subtract 1 to get the number \_\_\_\_ (show on the number line that the bumps made to count down to one is the answer). * Repeat with a new start with/get to number cards. * I want you to quietly walk back to your desk and take out the Student Activity Book and turn to page 44. What page will you be turning to? (Students answer). Yes, turn to page 44 from your student activity book. | | | |
| 10 | **Explain: (concepts, procedures, vocabulary, etc.)**   * Say “5,4,3,2,1” if needed. From the Student Activity Book page 44, read the problem aloud:   *Max picked 12 apples. He gave 6 of them to Rosa. How many apples did Max have then?*   * I want you to think in your head how you would solve that problem. * Ask the students “will Max have more or less than 12 apples. (Answers vary). Raise your hand if you think he will have less than 12 apples. (Pause). Hands down. Raise your hand if you think he will have more than 12 apples. * Now, you will have to solve the problem. Remember, you can draw a number line like we did earlier or a picture of explaining how to do the problem. * Allow time for students to complete the math problem. Once you are done, I want you to put the paper in the blue basket and return to your desk and sit quietly so that other students can finish. | | | |
| 35 | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences,** **reflective questions- probing or clarifying questions)**   * Tell the students that they are going to be playing subtraction games. The subtraction games are Roll and Record: Subtraction, Five-in-a-Row: Subtraction, and One or Two Less. * I am going to draw popsicle stick and you will have to get together with your buddy and go to the game I will assign for you to go to. Once I draw your popsicle sticks, you can go to the spot where the games are and begin. * Draw popsicle sticks. * Allow time for students to play the game * After 10 minutes, say macaroni and cheese. Wait until all of the students have stopped moving and talking and have become “statues.” * Tell the students to rotate to the next station (to the right). * Allow time for students to play the game * After 10 minutes, say macaroni and cheese. Wait until all of the students have stopped moving and talking and have become “statues.” * Tell the students to rotate to the next station (to the right). * Allow time for students to play the game * Say macaroni and cheese for students to stop what they are doing. Wait until all of the students are “statues.” * Have the students clean up their materials, put stuff away, and sit back down quietly. | | | |
|  | **Review (wrap up and transition to next activity):**   * Earlier, I read aloud the problem “*Max picked 12 apples. He gave 6 of them to Rosa. How many apples did Max have then?”* * Who knows one way how to solve this problem? (Answers vary). Solve the problem by how they are explaining to do the problem on the board. * Who knows another way how to solve this problem? (Answers vary). – Solve the problem by how they are explaining to do the problem on the board. * Did anyone else try a different way then this? (Answers vary). – Solve the problem by how they are explaining to do the problem on the board. * Now, I want you to quietly line up for recess. | | | |
| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.**   * Have the students give a thumbs up or down to see where their level of understanding is.     **Consideration for Back-up Plan:**   * If the active board does not work, write on the white board. | | | **Summative Assessment (linked back to objectives)**  **End of lesson:**  The students will use subtraction strategies to complete a word problem.  **If applicable- overall unit, chapter, concept, etc.:**  Concept: adding and subtracting within 20. | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  I thought this lesson went well. The students were excited to count down and give their answers on how to do the subtraction problems. I noticed some students were struggling when doing the math word problem. I had those students grab cubes as a visual guide on how to subtract. When showing examples of subtraction problems, I wish I had written the number line on the board before hand. This way it would have saved me time. I really liked how I transitioned the students into doing different math activities. I made sure everyone was a “statue” before I had the students move to their new station. After I saw Mrs. Nehls do this for a similar math rotation, I knew I had to do the same since the students were familiar with it. The rotations went great. I think partly why it went great is because they knew how to play the games so I didn’t have to explain them. Changes I would make would be to have some subtraction problems ready to go on the white board already. I would have made them solve the problem first by themselves. Then, this would have given me the opportunity to walk around and see the students who were struggling with the problem. After walking around and waiting for each student to do the problem, I would have showed them the different ways to solve the problem. | | | | |