

Lesson Plan Template

Lexi Selzler

Grade: 1 st Grade		Subject: Math – Addition/Doubles	
Materials: blank sheets of paper & writing utensils		Technology Needed: Active board & computer	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input checked="" type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) <ul style="list-style-type: none"> 1.OA.6 Use strategies to add and subtract within 20. Fluently add and subtract within 10 		Differentiation Below Proficiency: These students will be given lower numbers to work with (2-5). Above Proficiency: These students will be challenged to use higher numbers (10-20). Approaching/Emerging Proficiency: These students will successfully create an addition sentence using the numbers 4-9. Modalities/Learning Preferences: <ul style="list-style-type: none"> Visual: I will model how to use symbols to create the addition sentence. Auditory: I will give the directions orally. Kinesthetic: Students will move to work with partners Tactile: drawing on and folding the paper 	
Objective(s) Students will be able to apply knowledge of addition to create an addition sentence using doubles. Bloom's Taxonomy Cognitive Level: Apply – Applying			
N Classroom Management- (grouping(s), movement/transitions, etc.) "3, 2, 1 – My talking is done" Students will be at the carpet to view the video, and will move to their seats for the rest of the lesson.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to have a voice of zero while I am explaining the lesson. Each student will be expected to participate in the activity.	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> I will have enough sheets of paper for each pair. I will have my pre-made example of the doubles sheet with the addition sentence written on it. 		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Opening element – I will show the EnVision Math 5.1 Doubles video to introduce the concept of doubles. What are doubles? "Can you think of any doubles in your life? For example, my hands are doubles, because they are two of the same thing. What else are doubles in real life? (Twins, eyes, etc.) In math, doubles are addition sentences that have the same addends." 		
15	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Vocabulary: doubles, equal, addition, addends After watching the video I will pass out sheets of paper to each student. I will instruct the students to leave their piece of paper on the table until we are ready to use them. I will then explain that we are going to practice making a doubles addition sentence, and that the piece of paper will help us. I will instruct the students to fold the piece of paper in half, while modeling how to do it. I will then explain to the students that they will need to choose a number between 4 and 9 and keep the number in their head. Then they will need to choose a symbol (something easy to draw, such as a heart, star, circle, square, or line), and draw the symbol they choose however many times as the number they chose, on one half of the sheet of paper. I will model this while explaining. They will then draw the same number of symbols on the other half of the folded sheet of paper (for example, if the student chose the number 6 and star symbol, she will draw 6 stars on the first half of the sheet of paper and then draw 6 stars on the half of the sheet of paper). After we finish writing the symbols on both sides, I will ask the students to hold up their papers so I can see what they drew. Next, I will tell the students we are going to make our addition sentence with the help of our papers. "What we need to do is write the number from each side below the symbols, and then put in our addition sign and equal sign. This will give us our double addition sentence," (6 + 6 = 12). I will model this, writing the number below the left side first, then the right side, and then add in the addition and equal sign. When finished, I will ask the students to solve their addition sentence by adding the two numbers. 		

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	<ul style="list-style-type: none"> • “We used our knowledge of addition to create a double. This (my example) is the addition sentence for the double _____, because I chose to draw (number) of (symbol) which doubles to _____.” • How are you guys feeling with this? Do you think you can make two more double addition sentences on your own? Give me a thumbs up if you think you can, or thumbs down if you still have questions.
12	<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"> • Students will work individually to create two more doubles addition sentences using the backside of their sheets of paper. • While students are working, I will travel around the room to make sure students are on task and answer any questions that may come up. During this time, I will differentiate by having higher-achieving students to use greater numbers, and allowing lower-achieving students to use lower numbers. • Reflection questions: how did you know $7 + 7 = 14$? When could you use doubles in your life? Raise your hands and tell me what you learned about doubles today.
3	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • I will have a few students share their addition sentences with the class. • Students will write their names on their addition sentence sheet and turn it in on the blue table when they are finished. • Students that finish early can practice making doubles with the connection blocks until everyone is ready to move on.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) • Thumbs up & thumbs down check • Addition sentence sheets will serve as a formative assessment. • Informative writing paragraph on doubles 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • This lesson is part of a unit. • The students’ understanding of doubles and addition will be assessed through the use of a unit test. •
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	