UK Elementary Education Formal Lesson Plan

Name: Claire Cullen | Date: 4/12/24 | Lesson Length: 90 minutes
School: Lansdowne Elementary | Grade Level: 1st | # of Students: 20
Subject: Mathematics | Topic: Grouping by 10 | # of IEPs: 0

Objective (*performance, and condition that matches assessment***):**

After review on building 10s, and successfully playing the build it game with a partner, the students will be able to complete their workbook pages with 70% accuracy or above.

Learning Intention/Success Criteria:

I am learning to represent groups of ten through building them with objects.

I will know I am successful when I can correctly build groups of ten and show an equation to represent my thinking.

Kentucky Core Academic Standards (and Practices):

KY.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. MP.2, MP.8

Differentiation/Accommodations:

Use the table below to identify differentiation (variation) in

- **content** (how students access material),
- **process** (what students do with material), and
- **product** (how students show what they know).

Also, be mindful of the **cultural backgrounds** of students in the room and consider if and how they see themselves reflected in the curriculum.

In your lesson plan, highlight at least **2 options** from each column in the table below to show how your lesson plan **is differentiated to meet a** variety of students' needs. Then in your procedures, **highlight the strategies you integrate**.

Universal Design for Learning			
Representation (access to **content**)	Engagement (interaction w/ content)	Expression (**products** created from content)	Cultural Considerations
Content	**Process**	**Product**	
Artifacts/ Concrete Models Pictures Graphic organizers Video clips Audio recordings Other _____	Group work Partner work Manipulatives Movement Debates Role plays Simulations Open-ended Task Other _____	Written response Illustrated response Oral response Model creation or construction Other _____	Nature of content and ethnicity/culture of students Use of native languages Community and familial connections Other_____

Specific accommodations

Based on the students in your class, note how you will address specific needs

- **Certain students will be accommodated with extra help throughout the lesson while some students work independently.**
- **Movement and manipulatives will be use determine the answers of problems to aid with visual learning**
- **Students will be able to express their understanding in many different ways.**

ELL: 10

Behavior: None

IEPs/504s: None

Enrichment for early finishers: They can work backwards to complete pages in their notebooks that they hadn't finished.

Materials and Technology:

- **View board**
- **Math workbooks**
- **Ten frames**
- **Building blocks**
- **Popsicle sticks**
- **Multiples of ten cards**
- **Build it! Worksheets**
- **Rekenrek**
- **Hand cards**
- **Dimes**

<u>Procedures</u>*: (Provide sufficient detail for a substitute teacher to follow the plan.*

1. **ENGAGE/LAUNCH**

a. 7:45-8:05

b. Students will complete number of the day warm-up. This will be completed on white boards at their tables.

    i. Write the number in word form

    ii. Write ten less

    iii. Write ten more

c. The students will engage in class discussion throughout, talking about how to get ten more or ten less, how we count to get there, etc.

2. **EXPLORE and EXPLAIN**

a. Students come down to the carpet and engage in the first classroom discussion, introducing math workshop.

b. Teacher will follow the class discussion prompts in the investigation's workbook

    i. If Sam came into the class and delivered 30 red cubes and we had to organize them, how many stacks of ten could we make?

c. Let the carpet partners collaborate with one another about how they think it could happen and how they would organize the blocks.

    i. Allow the students to bounce ideas off one another and think of a solution to the problem in different ways.

d. Repeat with a similar prompt.

e. Have the students gather around the parameter of the carpet and place the popsicle sticks in the middle of the of the carpet and ask the students what an efficient way is to count the sticks.

f. Students will raise their hand to respond.

g. After class discussion and determining that grouping them in tens could be the most efficient way the teacher will introduce the build it game.

    i. The game has students flip over a card that has a multiple of ten on it.

    ii. The student will determine how many sets of ten are in that number

    iii. They will use their manipulatives to build it.

    iv. Then they will complete their recording sheet with an equation and an explanation.

h. Teacher will allow the students to go back to their seats and get buckets while she explains one round of the game on the board.

i. The students will play the game with their partner for around 20-30 minutes.

j. Discussion and review of yesterday's concepts: How Many Fingers

    i. Review of page 296; There are seven people in a group, how many fingers are there?

    ii. The teacher will complete an example of this with a few different strategies on the board.

3. **EVALUATE/ELABORATE/SUMMARIZE** *(Students share their learning & make connections)*

a. The students will be released back to their tables to independently complete their workbook pages 300-301.

b. Teachers will walk around the room and check the students before they can move on.

c. The teacher will grade based on the game/activity Build It! As well as their workbook pages.

    i. To exceed criteria, you need to complete more than 8 builds.

    ii. To meet criteria, you need to complete at least 6.

    iii. To be below criteria for have to complete less than 6.

Procedures must be connected to the objective(s).

Lesson Reflection: *(Did you depart from your plan? If so, how and why? Be sure to use data to indicate the degree to which students met, exceeded, or fell below criteria from objectives.)* **Briefly describe strengths and areas of growth for each group.**

Below criteria 6 # of students

Meets criteria 9 # of students

Exceeds criteria 4 # of students

One student absent

Please include a copy of the formative assessment with the criteria or rubric used to determine the students' performance on the objective(s).

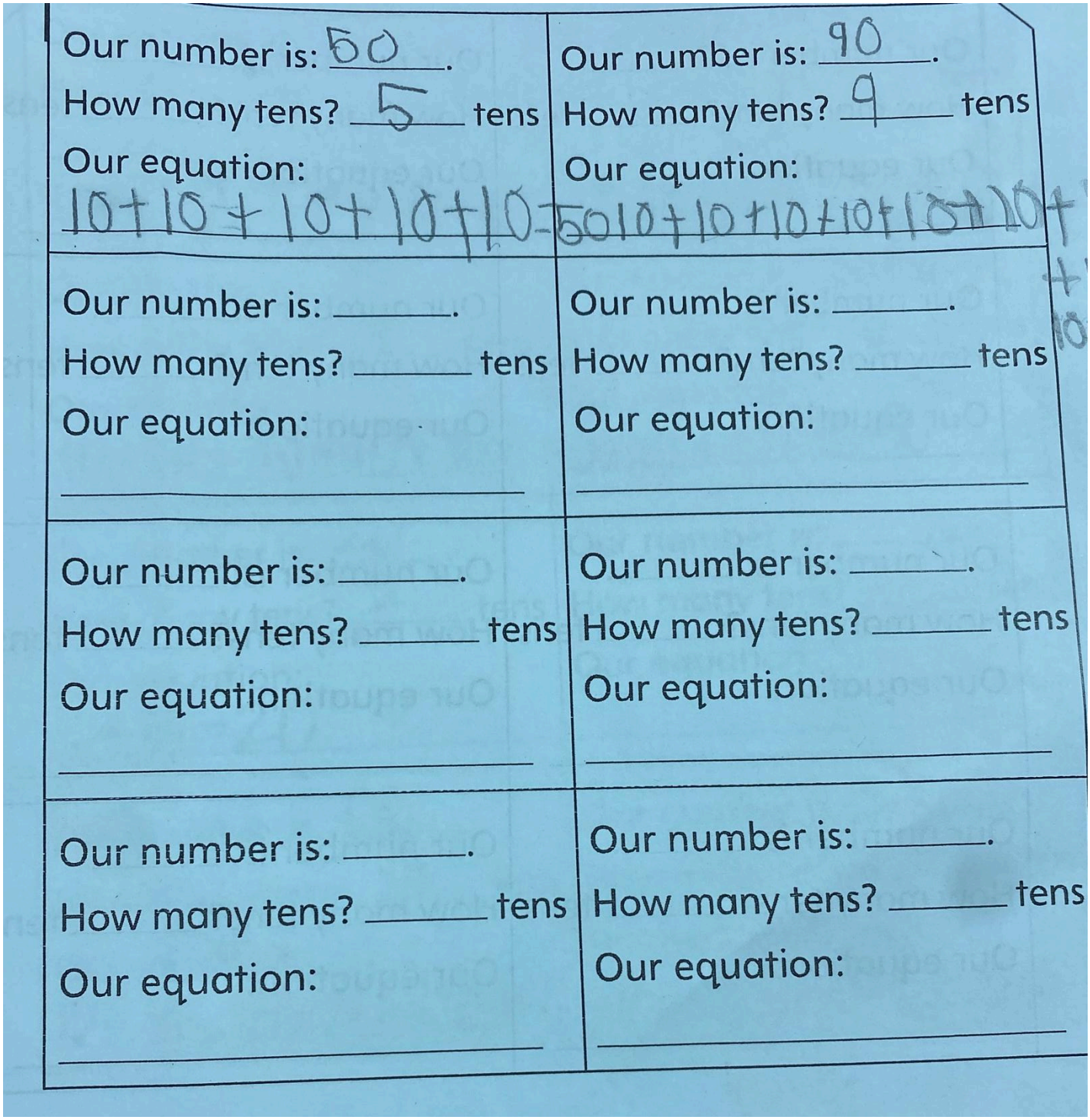
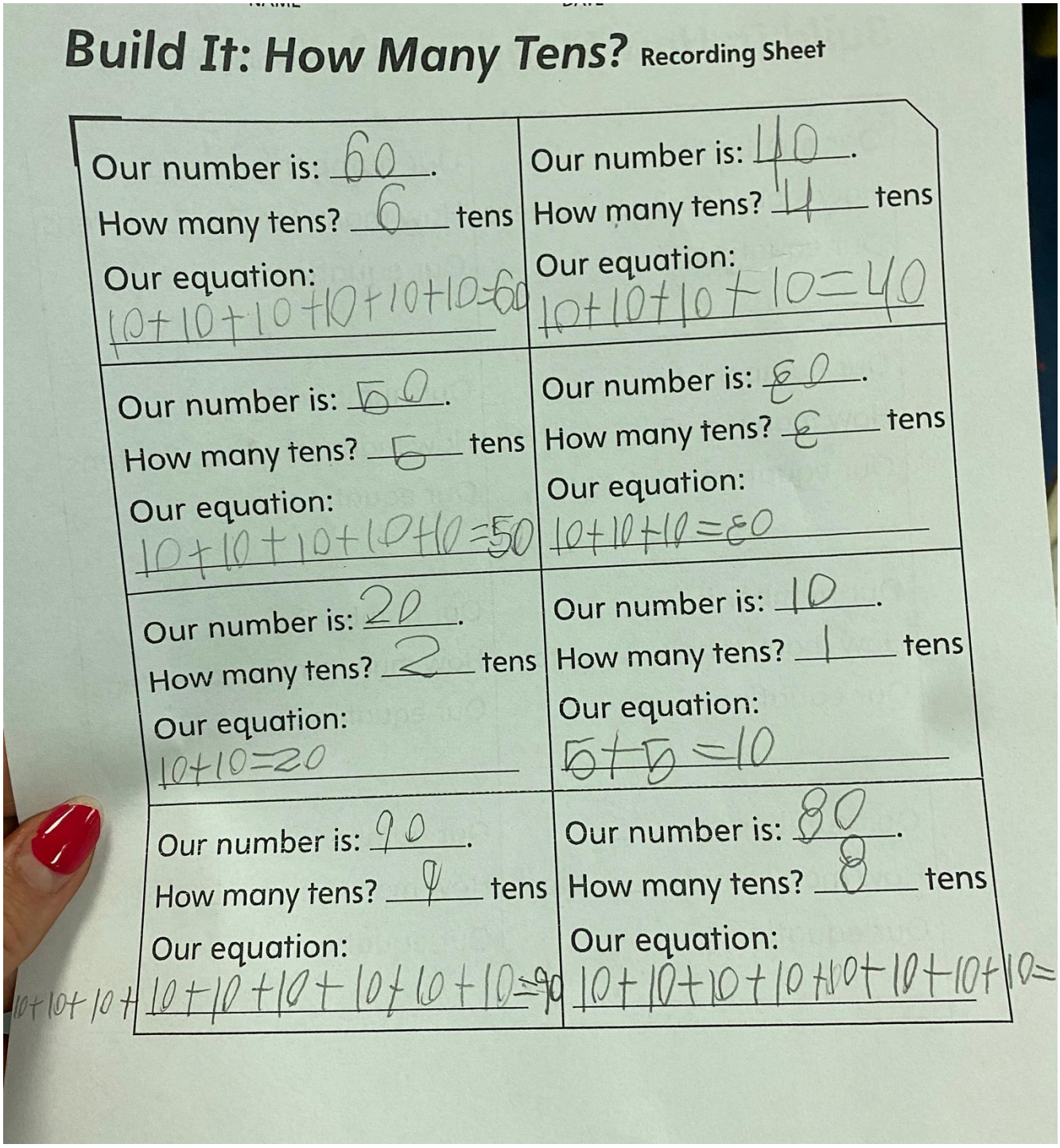


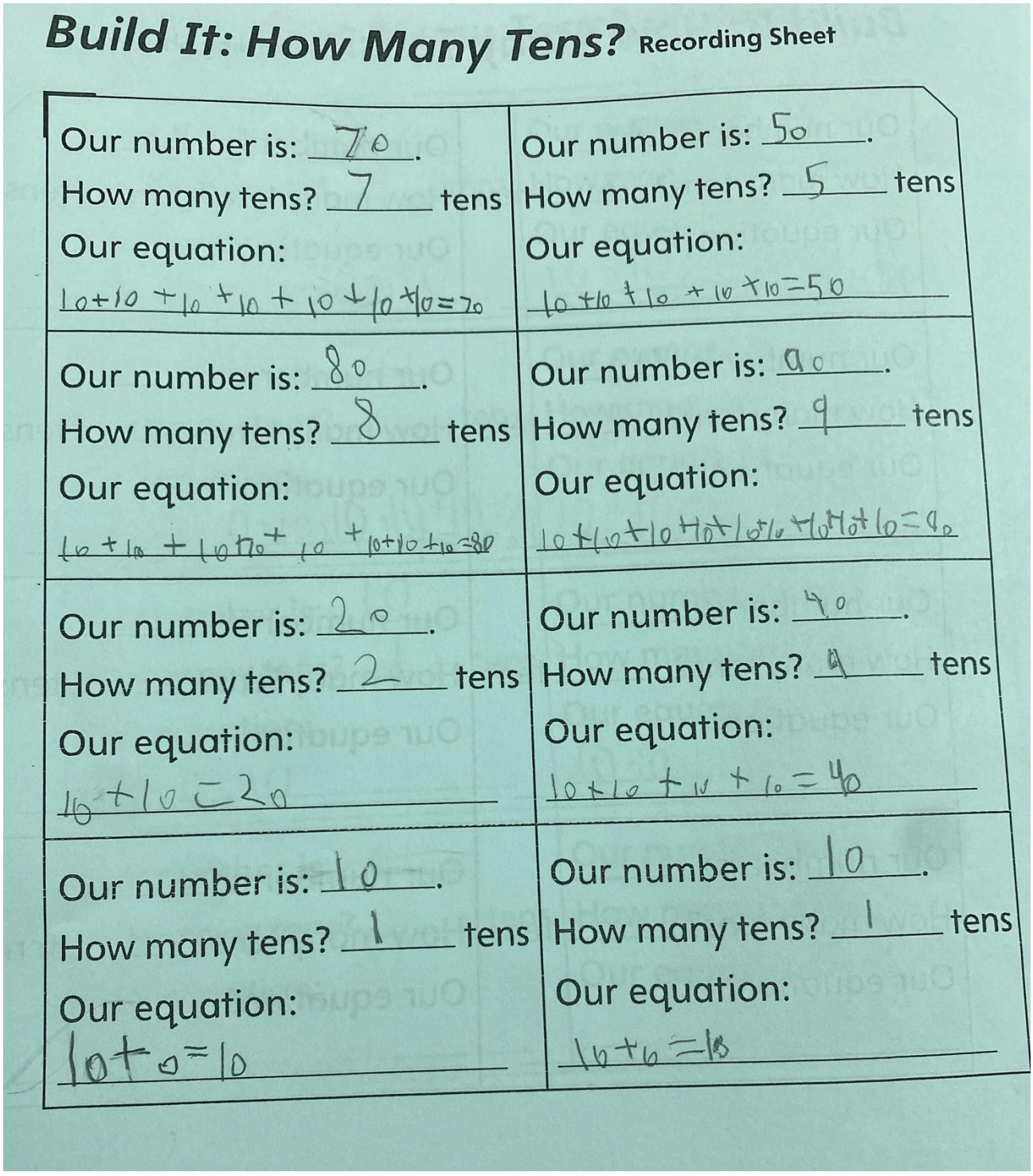
Figure 1 Below Criteria



Build It: How Many Tens? Recording Sheet

Our number is: 60. How many tens? 6 tens Our equation: 10+10+10+10+10+10=60	Our number is: 40. How many tens? 4 tens Our equation: 10+10+10+10=40
Our number is: 50. How many tens? 5 tens Our equation: 10+10+10+10+10=50	Our number is: 80. How many tens? 8 tens Our equation: 10+10+10=80
Our number is: 20. How many tens? 2 tens Our equation: 10+10=20	Our number is: 10. How many tens? 1 tens Our equation: 5+5=10
Our number is: 90. How many tens? 9 tens Our equation: 10+10+10+10+10+10+10+10+10=	Our number is: 80. How many tens? 8 tens Our equation: 10+10+10+10+10+10+10+10=

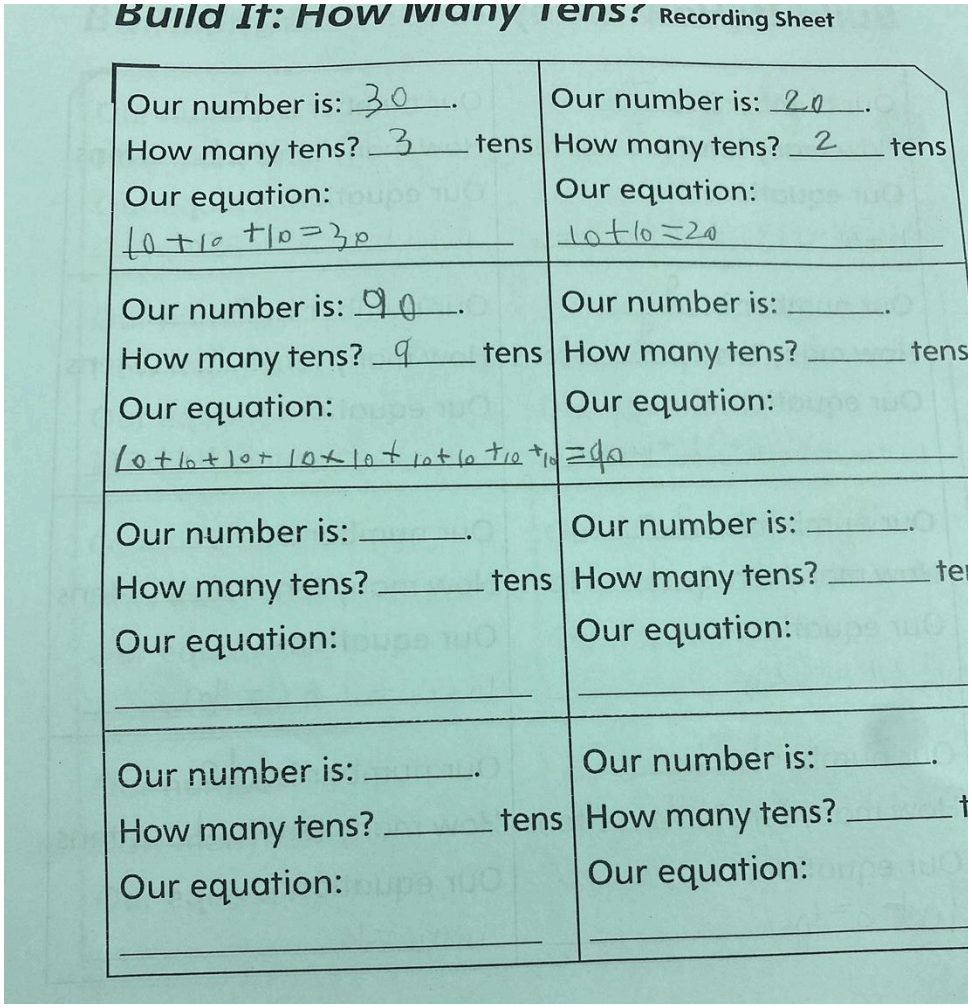
Figure 2 Meets Criteria



Build It: How Many Tens? Recording Sheet

Our number is: 70. How many tens? 7 tens Our equation: 10+10+10+10+10+10+10=70	Our number is: 50. How many tens? 5 tens Our equation: 10+10+10+10+10=50
Our number is: 80. How many tens? 8 tens Our equation: 10+10+10+10+10+10+10+10=80	Our number is: 90. How many tens? 9 tens Our equation: 10+10+10+10+10+10+10+10+10=90
Our number is: 20. How many tens? 2 tens Our equation: 10+10=20	Our number is: 40. How many tens? 4 tens Our equation: 10+10+10+10=40
Our number is: 10. How many tens? 1 tens Our equation: 10+0=10	Our number is: 10. How many tens? 1 tens Our equation: 10+6=16

Figure 3 Above criteria Part 1



Build It: How Many Tens? Recording Sheet

Our number is: 30. How many tens? 3 tens Our equation: 10+10+10=30	Our number is: 20. How many tens? 2 tens Our equation: 10+10=20
Our number is: 90. How many tens? 9 tens Our equation: 10+10+10+10+10+10+10+10+10=90	Our number is: _____. How many tens? _____ tens Our equation:
Our number is: _____. How many tens? _____ tens Our equation:	Our number is: _____. How many tens? _____ te Our equation:
Our number is: _____. How many tens? _____ tens Our equation:	Our number is: _____. How many tens? _____ t Our equation:

Figure 4 Above Criteria Part 2 (same student as part 1)

Strengths: *(What strategies/procedures supported student learning? What successful outcomes emerged? Use Data to support your assertions.)*

- I believe that I had a successful math whole group lesson. I was nervous about the length of the lesson and the fact that I hadn't taught for that long, but I think I had great strategies for classroom management and behavior management as well as engaging.

- Something that I turned into a learning opportunity is when we were counting and grouping the popsicle sticks by tens, when we counted them

around in a circle, we miscounted and didn't even notice, but when we laid them out neatly, they were able to count them correctly.

    - I genuinely miscounted just like them for the first time, but I was able to turn it into a learning opportunity and ask them if it is easier to count when our groups were jumbled up and spread out, or if they were easier to see when they were laid out and organized. They agreed they were better laid out and organized and this helped them in the future for their game.

- The students also excelled on the worksheet pages and the build ten game. They were able to work with one another and many of my students that were below criteria had behavior issues at their tables that blocked them from getting their work done.

- Many of my students completed six or more problems on the build ten game which met criteria and many students even did the front and back of the page.

- They were also able to solidify their knowledge in their math workbook and two students that were below criteria on the build ten game were able to complete their workbook pages with 80% accuracy or above.

Challenges: *(What challenges emerged? Briefly describe how you addressed challenges.)*

- Transitions were my weakness. I felt like I wasted at least 10 minutes in transition time and redirecting once we changed activities. This class struggles with transitions to begin with but those were the least organized parts of my lesson and can be improved on.

- Timing is always something I think I will struggle with but it will come with practice. The time flies when I am teaching my lesson and today, I ended up having to cut a portion of it.

- I also would have liked more students to meet criteria so I could have helped a specific group of people more or had them work in a small group with me for a more one-on-one instruction.

Recommended Lesson Modifications: *(Recommend at least two specific changes to improve the lesson or your work with the students. Provide a rationale.)*

- For transitions I would say all expectations and directions before moving to the next place to reduce confusion and movement before actually doing the action.

- I would also watch my timing in the first part of the lesson because that is where we really went over on time and it set us back for the rest of the lesson.

Scoring Rubric for UK Elementary Education Formal Lesson Plan

Indicators	**Exemplary**	**Acceptable**	**Developing**
Objectives **<u>Learning Target</u> (I Can Statement or I am Learning to…)** **Standards** (3 points)	States clear and specific lesson objectives that include what the students will do to demonstrate learning and the criteria they will meet	States lesson objectives that include what the students will do to demonstrate learning and the criteria they will meet	Lesson objectives do not contain the learning expectation or criteria
	Student-friendly Learning Intention/Success Criteria statement is provided	Learning Intention/Success Criteria statement is provided	Learning Intention/Success Criteria statement is missing or does not align with objective and assessment
	Appropriate Kentucky Academic Standards are listed (3 points)	Appropriate Kentucky Academic Standards are listed (2 points)	Kentucky Academic Standards are incorrectly listed or missing (0-1 point)
Context Differentiation (3 points)	Provides clear analysis of learner backgrounds and classroom demographics	Provides information about learner backgrounds and classroom demographics	Does not provide information about learner backgrounds and classroom demographics
	Accommodations and modifications are specific (using the chart) and provide specific strategies used within the lesson (3 points)	Accommodations, modifications and strategies are listed (2 points)	Accommodations, modifications and/or strategies are missing (0-1 point)
Materials (1 point)	All materials needed are listed including website URLs, links, bibliographies, etc. (1 point)	Most materials are included but could be more specific	Materials are missing or incomplete

		(.5 points)	(0 points)
Procedures ● Engage (2 points)	Content is connected to real life and background knowledge is activated A "hook" is provided to capture student interest	Some connections are made to real life Lesson has a basic introduction	Background knowledge is not activated and no connections are made to real life No hook or intro is provided
● Explore, Explain, Extend (4 points) ● Evaluate, Closure (2 points)	A variety of instructional strategies are used that are relevant to students' needs, engaging, objective-based and provide opportunities for inquiry-based learning	Uses one or more instructional strategies that are somewhat engaging & relevant	Instructional strategies are not engaging, relevant, or varied
	Assessment is given Closure includes lesson summary and connects key ideas to real life	Assessment is given and some closure provided	No summary and/or assessment of lesson is given
Lesson Analysis and Reflection ● Data (2 points)	Data are provided for each objective including the number of students falling below, meeting and exceeding criteria. Strengths and areas of growth for each group are included.	Data are provided for each objective	Data are missing or inadequate
● Strengths (1 point)	Describes strengths of lesson in terms of teacher practice and student learning (related to objectives)	Strengths of lesson discussed but not related to objectives	Reflection is missing description of strengths
● Challenges (1 point)	States areas where students' understanding was challenged and possible reasons for this lapse in understanding	Identifies where understanding was challenged and possible reasons for lapse in understanding	Reflection is missing description of challenges

• Modifications (1 points) (February 2021 revision)	Includes thoughtful reflection on improving instruction in the future and reteaching content to those who did not meet criteria	Includes reflection on ways to improve instruction and reteach content	Modifications or reteaching strategies are not included

Total score: _____/20