

Erin Delger
Practicum 2 Centennial Elementary
Date: October 2, 2018

Grade: 1st Materials: <ul style="list-style-type: none"> • Tape • Addition and subtraction flashcards (equal to or less than 20) • Addition and subtraction exit slip • Overhead projector 	Subject: Math Technology Needed: <ul style="list-style-type: none"> • Overhead projector 																								
Instructional Strategies: <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/ cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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Standard(s) 1.OA.6 Use strategies to add and subtract within 20. Fluently add and subtract within 10.	Differentiation Below Proficiency: I will be there to support these students if they need extra help. I may also have them ask a friend for assistance. I will not be giving them the answer, but I will providing further instruction and strategies that can be used to add or subtract on a number line. For the independent activity, I will gather the students that are struggling with the instructions, and I will break them down in simpler terms. This way the students will be able to comprehend what their task is. Above Proficiency: I may provide them with more difficult problems to challenge them and keep them engaged with the content. If they finish early, I will have math flashcards for them to practice with. Approaching/Emerging Proficiency: I will encourage that they work independently, but if they become stuck on a problem, I will allow them to ask for peer assistance. I will also be coming by to check in on the students and their progress. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Kinesthetic: The number line activity at the beginning of the lesson will allow students to get up and move on the number line. Also during the guided group practice, the kids will be able to jump while I make the jumps on the number line. • Visual: The exit slip number line will help the students understand the addition and subtraction process. • Mathematical: The addition and subtraction portion will be appealing to this type of learner. • Spatial: The hands on number line exit slip will keep the students engaged and will help the content become more concrete. 																								
Objective(s) By the end of the lesson, students will be able to model addition and subtraction within 20 by using number lines. "I can use a number line to add and subtract." Bloom's Taxonomy Cognitive Level: Applying																									
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Group Work <ul style="list-style-type: none"> • Hands to self. • Voice level zero unless answering/asking a question. • Eyes are watching. • Ears are listening. • Independent Work <ul style="list-style-type: none"> • On task. • Ask questions. • Voice level 0 or 1. • Moving Around the Room 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Direct Instruction <ul style="list-style-type: none"> • Students are expected to be good listeners. • Students are expected to not talk out of turn. • Students are expected to participate when asked questions. • Students are expected to be respectful to themselves, the speakers, and other classmates. • Independent Work <ul style="list-style-type: none"> • Students are required to use a voice level 0 or 1. 																								

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<ul style="list-style-type: none"> • Walk. • Watch for others. • Using Materials <ul style="list-style-type: none"> • Do not rip, tear, or destroy. • Clean up. • Cleaning Up <ul style="list-style-type: none"> • All must help. • Pick up after yourself. • Help others. • Voice level 1. • Number Line Activity <ul style="list-style-type: none"> • One student at a time. • Out of the way of the jumper. • Group Jumping Activity <ul style="list-style-type: none"> • Stay in one spot. • Stop when you are done. • Hands to self. 	<ul style="list-style-type: none"> • Students are encouraged to ask for help. • Students are required to participate and use their time wisely. • Moving Around the Room: <ul style="list-style-type: none"> • Students are expected to walk. • Students are expected to not push or hurt others. • Students are expected to have a voice level 0. • Using Materials <ul style="list-style-type: none"> • Students are required to be gentle. • Students are expected to return the materials. • Students are required to clean up when they are done. • Jumping Activities <ul style="list-style-type: none"> • Students are required to stay in one spot when jumping. • Students are expected to participate. • Students are expected to stay out of the way of other jumpers. <p>If a student is unable to follow these expectations, they will practice the procedure until they can get it right. If they hurt others, they will have to remain at their desk for the activity.</p>
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Minutes	Procedures
30 minutes	<p>Set-up/Prep:</p> <ol style="list-style-type: none"> 1. Create math exit slip. 2. Print math exit slip. 3. Create addition and subtraction problems. 4. Print addition and subtraction problems. 5. Lay a long piece of tape on the floor. 6. Number the tape. 7. Set out math flash cards.
6 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Gather students at the carpet. 2. “I want everybody to look behind them. Do you notice that number line on the ground?” <ol style="list-style-type: none"> a. Allow time for the students to respond. 3. “What could we use that number line for?” <ol style="list-style-type: none"> a. Allow time for the students to respond. 4. “We are going to practice addition and subtraction with that number line, but I need your help. Do you think you can help me?” <ol style="list-style-type: none"> a. Allow time for the students to respond. 5. “Before we start, let’s look at our goal for the day. It says, “I can use a number line to add and subtract.” Let’s see if we can reach that goal. When I say go, I want everyone to walk over to the number line and take a seat in front of it, so you are able to read the numbers. You may go.” <ol style="list-style-type: none"> a. Allow time for the students to transition. 6. “I have some math problems, and I need your help to solve them. We are going to use this number line to help us. Can I have someone read the first math problem to the group?” <ol style="list-style-type: none"> a. Allow time for the student to read the first problem (6+3). 7. “Could someone stand on the six for me?” <ol style="list-style-type: none"> a. Allow time for a student to volunteer. 8. “If you are not up there right now, I want you to try and solve the problem all on your own. Now, we need to add three. Can I have someone come stand next to (insert student name) and jump three spots on our number line?” <ol style="list-style-type: none"> a. Select a student. 9. “Who knows which way he/she should move?” <ol style="list-style-type: none"> a. Allow time for the students to respond. 10. “Good work! What number did you land on?” <ol style="list-style-type: none"> a. Allow time for the student to respond. 11. “Does 6+3=9?” <ol style="list-style-type: none"> a. Allow time for the group to respond. 12. “Great! Let’s try a couple more!” <ol style="list-style-type: none"> a. Proceed to do two more examples. Only do a few to keep all students engaged. Listed below are possible examples: <ol style="list-style-type: none"> a. $8+9 =17$ b. $15-5=10$

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	<p style="text-align: center;">c. $12+8=20$ d. $20-14=6$</p> <p>13. "If you can hear me clap once. If you can hear me clap twice. If you can hear me clap three times." a. Allow time for the students to do the clap response.</p> <p>14. "I need all eyes on me. I need you to quietly walk back to the carpet. If we cannot do it the first time, then we will have to practice again. You may go." a. Allow time for the students to transition.</p>
10 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. "Thanks for helping me out with those number line problems. Why do we use a number line in math?" a. Allow time for the students to respond. 2. "Number lines help us move from number to number so we can add or subtract the right way. It is called a math strategy which helps make math easier for us. This is just one way we can do math. Thumbs up if you think there are other ways we can do math." a. Allow time for the students to respond. 3. "Right! There are other ways to do math, but today we are just going to practice number lines because I want to see how you guys can use a number line to solve problems. If we had a number line like the one on our anchor chart, how would we mark that we are moving from one number to another number?" a. Allow time for the students to respond. 4. "We would make little jumps." a. Demonstrate. 5. "Let's look at these three number lines. When I make the jumps on the anchor chart, I want you to stand up and count the jumps with me. Let's remember to stay in one spot, so we do not hurt our friends, and you need to jump the same time I make a jump that way we can get the right answer. Thumbs up if that makes sense." a. Allow time for the students to respond. 6. "Here is our first problem $9+10$. Where would I start?" a. Allow time for the students to respond. 7. "Does it matter?" a. Allow time for the students to respond. 8. "No, it does not matter where we start when it is addition. I think it is easier just to start at the beginning of our problem, so I will start at nine." a. Place marker at nine on the anchor chart. 9. "Now, which way would I move? Forward or backward?" a. Allow time for the students to respond. 10. "Why do I have to move that way?" a. Allow time for the students to respond. 11. "Great work! I will make 10 little jumps from the nine. Everybody up. You are going to jump with me! Remember to jump with me; do not jump ahead. If you do, you may lose track of how many jumps you made. So when I say one, you jump." a. Demonstrate and count out loud. Students should be jumping as you count. 12. "Alright sit back down. Does $9+10=19$?" a. Allow time for the students to respond. 13. "It sure does. Man, you are all super great at math. Let's do two more and move on to your own practice." a. Do a couple more examples with the students. Make sure one of them is a subtraction problem. Stress the importance of going the correct way on the number line. Remind them that if it is subtraction, they need to go backwards. For every problem, the students will have to get up and make the correct amount of jumps that I am making on the number line. 14. "Now, it is your turn to practice. I will have some helpers hand out our math number line problems as we head back to our desks. You may quietly walk back to your desk." a. Allow time for the students to transition. 15. "Everyone should have one of these sheets. I need everyone's eyes up here. We will do the first one together. Each problem gets its own number line. I need you to use this number line to solve the problem. I know that some of you might be able to do it in your head, but remember, we are practicing a math strategy. The number line will help you, and it will help me understand how you got your answer. Let's look at the first one. Raise your hand if you think you know what to do, first?" a. Allow time for the children to respond. 16. "Yes, we find the first number in the problem. Then what?" a. Allow time for the students to answer. 17. "Yes, then we make seven tiny jumps to get our answer. Can someone come up here and point to where the answer goes?" a. Allow time for a volunteer. 18. "Good work. The answer goes on the side. Does anybody have questions?" a. Allow time for questions.

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	<p>19. "Remember our expectations for independent work. We use a voice level 0 or 1, and we are working. So, we should not be acting silly running around the room, or talking at our best friend that sits far away. When you are done, hand in the sheet to me." a. Go through every problem with the students.</p>
<p>5 minutes for group 5 minutes for independent</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. During the large group explanation, we will be practicing the math strategy of using a number line to add and subtract. On the anchor chart, I will have three number lines and three addition or subtraction problems that go with those number lines. As a group, we will practice making the small jumps on the number line from one number to another. I make the jumps on the anchor chart and while I do this, the students will stand up and jump along with me. We will all count the jumps together. This will allow them to get some energy out. 2. For the independent activity, the students will work on their math number lines. Each sheet has four number lines and four problems. The students are required to solve the addition or subtraction problem by using the number line on their sheet. When they have solved the problem, they fill in the box next to the equation with the answer. We will do the first one together. 3. When they are done, they will be allowed to work on math flashcards with a partner.
<p>3 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. "You have two minutes." 2. "You have one minute, you need to start cleaning up." 3. "Hands on top, everybody stop." a. Allow time for the students to stop. 4. "I know that not everybody is done yet, but we do have a few minutes before snack time, so you will get to finish. Before we do have snack, I want to talk about what we learned in math today. Does anyone remember our math goal?" a. Allow time for the students to respond. 5. "I think we reached our goal today. Let's give ourselves a round of applause." a. Give a round of applause. 6. "Alright, so why is it important to use a number line?" a. Allow time for the students to respond. 7. "Is the number line the only way we can solve addition and subtraction problems?" a. Allow time for the students to respond. 8. "No, it is just one of the ways we can add and subtract. Good work today! If you are finished and have brought me your math number lines, you may grab your snack. If not, you have about three minutes until it is our regular snack time."
<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?) <p>When we are doing the engagement portion of the lesson plan, I will watch for the students that are not actively participating and try to understand if they do not understand, or if they are not motivated. During the direct instruction, I will call on students to answer questions and help me out. I will be able to see which ones may need more assistance and which ones have the concept down.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The independent activity will allow me to visually observe which students are understanding the idea of using a number line to add and subtract. If students are not getting the correct answers, I will be able to see where they went wrong and help them correct it. If there are students that do not get any of the answers right, I may pull them into a small group and reteach the lesson.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>There were positives and negatives to my math lesson today. The positive outcomes included time management, keeping students engaged, and dealing with any behavioral problems. I had set aside 30 minutes to teach my math lesson. We used all 30 minutes and one or two more. In the end, I think I was able to keep the students on track and achieve my lesson within the time frame that was allotted. Another part of my lesson that I believed went well was the engagement component. While of course there were a few that drifted away or wandered off, I think the majority of the class was entertained. The children were able to practice on a life size number line. They seemed thrilled to have a huge number line that they could work with. Another component that I think they enjoyed was the guided practice. Instead of me just doing the examples and making them watch, I tried to have them be actively engaged. I did this by having them make tiny jumps in place every time that I made a jump on the number line. I believe that these small movements helped make the information more concrete. The last portion of the lesson that I thought went well was the way I handled some of the behaviors. At times, one or two students seemed to remove themselves from the group. Instead of disrupting the other nineteen learners, I simply let it go. I did not acknowledge it until I had dismissed the other students. I felt this was the appropriate way to handle the situation because it did not put attention on anything other than the learning. When I dismissed the other students, I quietly went up to the student and politely redirected. Without any fuss, the student did their job. Behaviors will always occur and the strategies used to curve such actions may need to be altered based upon the student.</p>	

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While the lesson had several perks, there were a few downfalls. My main downfall throughout this lesson was not using explicit directions and not differentiating my instruction. First graders need a lot of detailed instruction. I think I assume they know how to do certain tasks and that is not always the case. I need to remember, that they are not mind readers, and I need to give them detailed steps of what I want them to do. While I managed this, it could have been done earlier and faster if I told them an explicit set of instructions before the activity. The last part of the activity that did not go so well was the independent work. I gave the students an exit slip and went through the first example with them. When I stopped to ask what they got for an answer, I was hearing random numbers. This sent me into a small panic. I went back and started the example over. It seemed that the second time they understood a little better. I tried to go slower for the students, so they could keep up. When I looked at the exit slips. Most of the students understood the addition problem, and half did not understand the subtraction problems. Next time, I would analyze the exit slips and gather the children that had a difficult time with the concept. Instead of a large class discussion, I could make it more personalized and be able to give the students the attention they needed.

Alterations to Lesson: To differentiate my instruction, I altered the lesson to go through every question with the students. While they are working, I can work one on one with those that are having a difficult time with the lesson.