

Lesson Plan Template

Grade: 1st		Subject: Mathematics	
Materials: Math cards, Fly swatters, Powerpoint		Technology Needed: Smartboard	
Instructional Strategies: € Direct instruction € Peer teaching/collaboration/ € Guided practice perative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate € Technology integration € Modeling € Other (list) € Activity/Game		Guided Practices and Concrete Application: € Large group activity € Hands-on € Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:	
Standard(s) 1.OA.6 Use strategies to add and subtract within 20. Fluently add and subtract within 10		Differentiation Below Proficiency: The below proficient students will be paired together so that they both have the chance to work on the math. In the second adaptation of the game, these students will have more chances to answer math problems after the other students have answered some. Above Proficiency: These students will be paired together. I will put some more challenging problems on the board for them. Approaching/Emerging Proficiency: These students will participate in all regular lesson activities. Modalities/Learning Preferences: Visual and tactile learning preferences. Interpersonal intelligence preference.	
Objective(s) By the end of the lesson, students will express their knowledge of subtraction and addition by solving problems and finding the answers on cards spread throughout the classroom. Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will begin at their desks or on the carpet if easier. They will then stay at their desks with their partners. During the activity, the students will be free to roam the room.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will participate in all of the activities. The students will use their fly swatters appropriately. The students will walk, not run around the classroom. The students will keep their hands to themselves and work on the tasks in front of them.	
Minutes	Procedures		
5	Set-up/Prep: Get out Fly Swatters, have whiteboards accessible, have math cards spread out throughout the room.		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) “What have you all been learning in math? Subtraction! What do we know about subtraction? How about addition? Can someone show me an addition problem on the board? What are the keywords that distinguish an addition problem from a subtraction problem, especially with word problems?”		
8	Explain: (concepts, procedures, vocabulary, etc.) “Today we are going to use subtraction, along with our knowledge of addition, to play a game! This game involves teams. I will give you partners for your teams. Each team will get a whiteboard. I am going to put a subtraction problem up on the board. Your job as a team is to solve the problem using your board. Make sure your work is clear! When you figure out the solution, you will find one of these cards in the room with the answer on it. (Hold up Card) Now, each team will get one fly swatter. The first person to start with the fly swatter will be the one to find the answer around the room. When they see it, they will slap it with their fly swatter. The team that slaps the correct answer first gets a point! Then, you will return to your tables and hand the fly swatter to your partner. Make sure everyone gets a turn. I may check your work on the whiteboards so make sure you write it down! Does anyone have any questions? Great! Now can you hand out the whiteboards?”		

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	<p>How are we going to use the fly swatters? What are we slapping with the fly swatters? Good. Are we going to run in the classroom, or walk?"</p>
<p>15-20</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> <p>"Great! Here is the first problem."</p> <p>https://docs.google.com/presentation/d/1VDiw43bKwrXqiwu6JZEol2xM3zT8FA2yP6fVvafPO0w/edit#slide=id.g43da0f2fca_0_0</p> <p>I will display the problems on the board and say them as well. If applicable, I will ask students to show their work. I may ask some students to show the problem on the board for everyone if they want.</p> <p>Adaptations:</p> <p>If the higher level students end up getting all of the answers, I will adapt the game so that once a team slaps a correct number, they sit down for the next round. This could repeat until all of the teams have had a chance to slap a number.</p> <p>I could also ask students to show me how they did their problems after each round. A students would do it on the board to help reinforce learning.</p>
<p>5-10</p>	<p>Review (wrap up and transition to next activity):</p> <p>"What did you learn from playing the game? What do you think we need to work on? Can anyone show me how to do this problem? (Review some of the problems from the activity) Alright, if you can return your whiteboards and then give me the fly swatters and then take a seat. Then turn your attention back to Mrs. Ryberg."</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>The formative assessment will be their work and their problem solving.</p> <p>Consideration for Back-up Plan:</p> <p>If students engagement dwindles, I will finish up early and allow them to play other math games.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The summative assessment would be having them write out the answers to several of the problems on the board at the end of the activity. I could also have them do it on their own whiteboards and then walk around so I could document their learning.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went well! The students were highly engaged and actually surpassed my expectations in regards to their math abilities. It seemed to be that the competition motivated them to work harder. In the future, I will make sure to have more problems ready on the powerpoint for the students so that we do not run out! I paired students together that had similar abilities. This turned out to work very well because the students were more likely to all work together and take turns instead of just one student doing all of the work. Surprisingly, all of the teams did really well and were pretty equally matched. This activity only took about half an hour, so it was good to have other math games planned. I think that in the future I would add a rule that the students could only have either one or two chances to slap the right answer. Although I added this rule halfway through the activity, I think the students needed to hear it at the beginning. This would help the students to be more cautious and not just slap random numbers but really do the math on their whiteboards and think about the problems first.</p> <p>The classroom management worked well because the students were eager to see the next problem. Therefore, after I told them once that I couldn't move on until everyone was sitting and quiet, it quickly became a routine. I did not end up using any of the adaptations that I developed for this activity. I think that in the future in would be very interesting to try them. Although the first adaptation was not really needed because all of the teams did well, I think that it would definitely be a good adaptation for older grades who are even more competitive. I think that I could even try it with first graders as well and see how it goes. The second adaptation would be really good to add in the future. I think that allowing the winning teams to show their work would give them a sense of pride and also give the other students a chance to see how they did their problem either differently or similarly.</p>	

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As I was reflecting, I also realized that I could put the problems into different categories i.e., subtraction problems, addition problems, and word problems. Then I could have the students go through different rounds using the first adaptation. The last team to get a slap per round would be 'out'. Then I could use the final round to mix together the problems. I think that this adaptation would be fun for fourth or fifth graders and a final activity for math. It would be a math competition for a prize and I could easily use any type of math.

I think that this could be a really cool activity to use with many different subject areas. It is engaging, simple, and increases motivation using competition, just as Marzano indicates in his research findings.