Lesson Plan

Alexis McKnight

Learning Segment Focus: Mathematics   Lesson: 1 of 1

Course & topic addressed: Determining the Unknown Number   Date: 11/4/2020   Grade: 1st

Student Outcomes

Specific learning **objectives** for this lesson.	Students will be able to determine the unknown whole number in an addition equation relating three whole numbers
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will have learned the meaning of the equal sign and determine if equations involving addition
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students will be able to use this skill to develop their knowledge in mathematics while also to develop their skills in the real world. They can use this knowledge to create problem solving skills.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.1.OA.D.8

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Addition, Unknown Number, Equation**

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Testing Papers
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Pencil Red Ink Pen

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	**Introduction**: • Stretch • Go over last-minute materials • Ask students if they have any questions • Pass out the test	I will start out by having the students stand behind their chair a follow me in a 2-minute stretch to get their mind awake. Then I will have them sit down in their seats. I will then go over any last-minute materials that I would like the students to know before the test. I will ask the students if they have any question before passing out the test.
30 minutes	**Instruction**:	My students will have 15 minutes to complete the 10-question exam to test their knowledge on finding the missing number in an equation. As the

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	• I will walk around while the students are completing the test • After the students complete their exam, we will grade them as a class	students are finishing their test, I will be walking around in case anyone has any questions. After the 15 minutes are up, I will have the students put away their pencils and take out their red pens. We will grade the tests together so the students can see and hear where they went wrong for future corrections. The students will turn their tests into the box and continue on with another activity.
15 minutes	**Closure:** • Direct students to another activity • Check over grading • Put grades into a grading spreadsheet and compare past test scores to look at progress	I will direct my students to do quiet activities at their desks while I start looking over everyone's test. I will take the exams back to my desk while I look over them to make sure the students graded correctly. Then I will log their grades into a progress worksheet. This is not a grade book, but a spreadsheet to track the student's progress. I will then calculate their test averages