

Name Lauren Perkey

Lesson Plan Template

Lesson Segment Focus And and Subtract within 20 (Subtracting by Making Ten)

Lesson 2 of 5

Course & topic addressed Mathematics/ Operations and Algebraic Thinking

Date 03-11-19 Grade 1st Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to correctly subtract numbers by making them into tens.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to had learned how to count to 20 in a previous lesson. Students will also have to know how to subtract. Students will also have to know how to add numbers together.
Knowledge of students background (personal, cultural, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>Arkansas State Mathematics Standard: AR.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10</p> <p>Use strategies such as: • Counting on • Making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$) • Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$) • Using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) • Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)</p> <p>Note: Computational fluency is demonstrating the method of student choice. Students should understand the strategy he/she selected and be able to explain how it can efficiently produce accurate answers.</p>
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>The students will have access to their textbook that has a chapter and information/details about problems such as these. The students will have access to a QR code reader so that they may check their work on the worksheet.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	QR code, QR code reader/creator, making ten, subtract.
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Materials

Materials needed by teacher for this lesson.	The teacher will need either a smart board, whiteboard, or projector to show the kids how to subtract while making tens. The teacher will need either whiteboard markers, smartboard pen, or paper and pencil for the projector. The teacher may also use counters as an example. The teacher will need an iPad that can airdrop to the big screen to demonstrate to the students how to use the QR code app.
Materials needed by students for this lesson.	Students will need pencils to complete the worksheet. Students will need iPads in which they can use to decode the QR codes on the worksheets to check their work.

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 minutes	<u>Introduction:</u> The teacher will review with the class about subtracting from numbers less than or equal to 20.	The teacher will stand in front of the class and lead them. The teacher will have the students start at 20 and countdown to 0 as a class. The teacher will then explain to the class what a QR code and QR code reader is/what it does (if they haven't learned it previously). The teacher will go over the rules about using iPads/technology in the classroom. Then the teacher will say, "Do you guys remember that we learned to subtract by counting the numbers on our fingers? Today, we are going to learn how to subtract a different way!". The students will be sitting at their desks participating in counting down from 20 as well as listening to the teacher when she talks. The students will know that they are expected to follow the technology/iPad rules when they use the iPads for the QR code reader. The students will learn about QR codes and readers.
20 minutes	<u>Instruction:</u> The teacher will teach the lesson about subtracting by making tens.	The teacher will either be at the front of the classroom writing on the whiteboard/smartboard or she will be writing on a piece of paper on the projector. The teacher will then write several problems such as "12-4=?" for the students to see. Then she will put the counters so that the children can see them. She will have a tens frames sheet to place them on too. She will place 12 of the counters on the red side on the tens frames sheet. The teacher will then ask, "How do I subtract 4 from these 12 counters?". A child may say, "Take away 4 of the counters!" and so the teacher would take 4 of the red counters away. Then the teacher would ask the students, "How many counters do I have left in the boxes? Let's count them together!" and the class would count the remaining counters and come up with a total of 8 counters. The teacher would then say, "So what does 12-4= ?". Hopefully, the students will say 8 and then the teacher will ask them how they know that, and the child will say, "There are 8 counters left in the boxes!".
20 minutes	<u>Closure:</u>	

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	The teacher will assess the effectiveness of the lesson by having the students use their own sets of counters and fill out a worksheet.	The teacher will hand each student 20 counters to use and a tens frames sheet, and the worksheet with the questions for them to complete as well as the QR codes that they can check their work with. The students will use the counters to fill out the worksheet and then take it to the teacher to prove it is complete. The teacher will then hand the students an iPad with the QR code app called 'Scan QR Code: QR Reader and Creator' so that they may check their work. If the students have questions, they can ask the teacher.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	The teacher might help struggling students one on one to complete some problems on the worksheet then let them try it on their own. The teacher may seat the visually impaired students at the front of the classroom so that they can see the whole lesson and thus understand/learn better. The teacher may call upon a mathematics tutor/specialist for help teaching this lesson if some students struggle with it really bad.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could find/create a song/chant about the steps the children need to do in order to complete the process of subtracting by making tens. I could help when students raised their hands. I could find an interactive app or a video/music video that goes along with this lesson. I could make the students fill out a worksheet while I demonstrate the same worksheet and how to do it on the board.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	The teacher will give the students a worksheet to complete to assess their comprehension of the lesson. The teacher will ask the students to check their work using a QR code reader, but to leave the answer that they thought it was to begin with and write the real answer below that.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Tens Frames Sheet:

Ten Frames

QR Codes and Worksheet(s):

Pulled from cpalms.org (for FREE) made by Morgan Douglas.



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Name: _____

Make 10 to Subtract

<p style="text-align: center;">12-7</p> <p style="text-align: center;">□ □</p> <p>12-__=___</p> <p>____-____=____</p> <p>So, 12-7=___</p>	<p style="text-align: center;">15-6</p> <p style="text-align: center;">□ □</p> <p>15-__=___</p> <p>____-____=____</p> <p>So, 15-6=___</p>
<p style="text-align: center;">11-3</p> <p style="text-align: center;">□ □</p> <p>11-__=___</p> <p>____-____=____</p> <p>So, 11-3=___</p>	<p style="text-align: center;">16-7</p> <p style="text-align: center;">□ □</p> <p>16-__=___</p> <p>____-____=____</p> <p>So, 16-7=___</p>

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Name: _____

Make 10 to Subtract

<p style="text-align: center;">13-9</p> <p style="text-align: center;">□ □</p> <p>13-__=___</p> <p>____-____=____</p> <p>So, 13-9=___</p>	<p style="text-align: center;">15-8</p> <p style="text-align: center;">□ □</p> <p>15-__=___</p> <p>____-____=____</p> <p>So, 15-8=___</p>
<p style="text-align: center;">14-6</p> <p style="text-align: center;">□ □</p> <p>14-__=___</p> <p>____-____=____</p> <p>So, 14-6=___</p>	<p style="text-align: center;">11-4</p> <p style="text-align: center;">□ □</p> <p>11-__=___</p> <p>____-____=____</p> <p>So, 11-4=___</p>

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*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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