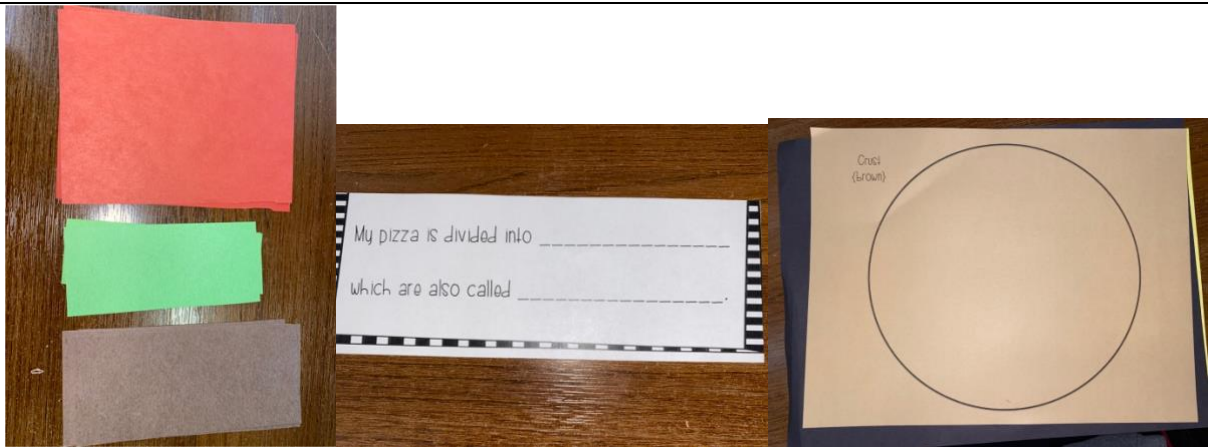


# Lesson Plan Template

Date: 1-28-2020

|  |   |
|--|---|
| <b>Grade:</b> 1 <sup>st</sup>  | <b>Subject:</b> Math  |
| <b>Materials:</b> White board, scissors, glue sticks, construction paper, fill in the blank slip   | <b>Technology Needed:</b> None  |
| <b>Instructional Strategies:</b><br><input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning<br><input checked="" type="checkbox"/> <b>Guided practice</b><br><input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> <b>Visuals/Graphic organizers</b><br><input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL<br><input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate<br><input type="checkbox"/> Other (list) <input type="checkbox"/> Modeling | <b>Guided Practices and Concrete Application:</b><br><input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on<br><input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Technology integration<br><input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Imitation/Repeat/Mimic<br><input type="checkbox"/> Simulations/Scenarios<br><input type="checkbox"/> Other (list)<br>Explain:  |
| <b>Standard</b><br><br>1.G.3 Partition circles and rectangles into two equal shares. Describe the shares using the word halves, and use the phrase half of. Describe the whole as two of the shares.   | <b>Universal Design for Learning</b><br><b>Below Proficiency:</b><br>Students below proficiency can cut the pizza into two pieces and only need to make at least 2 different pizza toppings.<br><b>Above Proficiency:</b><br>Students above proficiency can be challenged by cutting their pizzas into 4 pieces. From there they would have different toppings for all pieces.<br><br><b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> I would show the students an example for them to use while creating their own pizzas.</li> <li>• <b>Auditory:</b> I would explain the directions out loud to the class.</li> <li>• <b>Kinesthetic:</b> The students would begin the activity on the carpet, and then head back to their seats to work on the project.</li> <li>• <b>Tactile:</b> The students would use many different materials and use their scissors to cut out different shapes.</li> </ul> |
| <b>Objectives</b><br><br>By the end of the lesson, students will review fractions and understand the difference between halves and fourths by working on a project and sharing their work with their classmates.<br><br><b>Bloom's Taxonomy Cognitive Level:</b> Comprehension, knowledge  | <b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b><br><br>Students are expected to follow directions and work independently on their projects. They are also expected to use their materials appropriately and be safe with their scissors and glue.  |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br><br>Students will begin in a large group on the floor<br>When it is time to work on the project, students will quietly go back to their seats.   | <b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b><br><br>Students are expected to follow directions and work independently on their projects. They are also expected to use their materials appropriately and be safe with their scissors and glue.  |
| <b>Minutes</b>   | <b>Procedures</b>   |
| 5  | <b>Set-up/Prep before lesson:</b><br>-Print slips and cutouts<br>-cut construction paper<br>-have materials ready (scissors, glue sticks, different colored paper, fill in the blank slips)   |



2

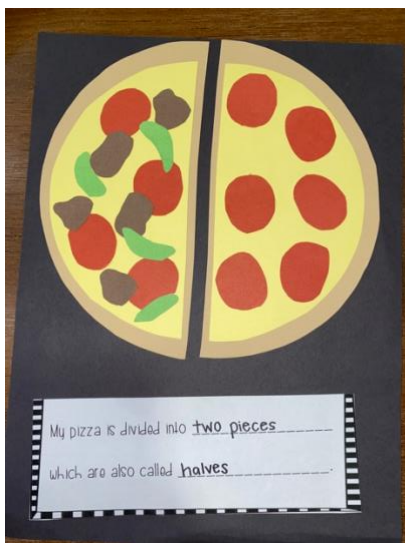
**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**

- Have the students sit on the carpet up by the board.
- Begin the activity with a review. “Today we have a really fun activity planned, but before we get started we need to review what we have been learning the past few days. Can anyone raise their hand and tell us what we did yesterday in math class?”
- Take time to let a couple students share out with the class.

7

**Explain: (teacher-led)**

- Draw a circle on the board and cut in half. “If we cut this circle in half it will create 2 equal pieces. Thumbs up if you agree”
- Draw another circle and cut in fourths. “so what would happen if we cut this circle into fourths? Turn and talk with your neighbor”
- To get the students’ attention again, clap in a pattern and the students should repeat the pattern.
- Have a student share out and then come up to the board to draw four equal parts in the circle.
- “Good job everyone! Now we are going to make pizzas and add our favorite toppings! Turn to a neighbor and tell them your favorite pizza topping”.
- show the class an example of the final product.
- “this is what we will be making today. You will all get construction paper and cut your pizzas in halves or fourths. Look at my example. Is it cut into two equal pieces or four equal pieces?”
- “Great job! What I’m going to have you guys do, is decide how you’re going to cut your pizza. Either in halves or fourths. Then you’re going to make your topping and glue them on to your pizza. I want each piece to be different. When you look at my example, one side has pepperoni, sausage, and pepper while the other has only pepperoni because that’s my favorite topping.



Example to show to the class

# Lesson Plan Template

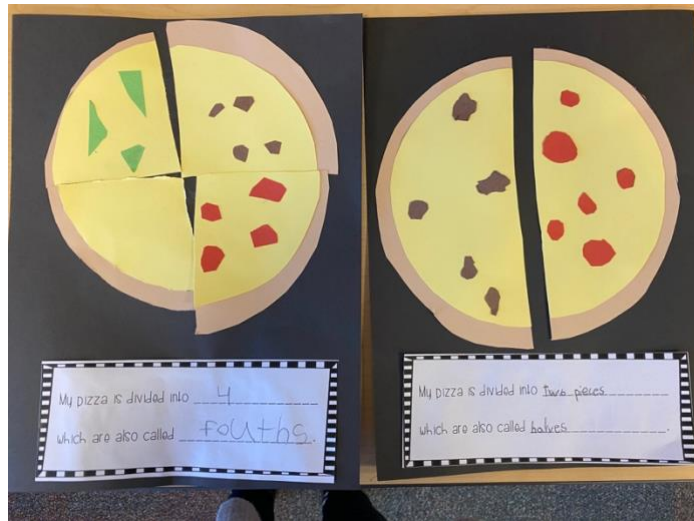
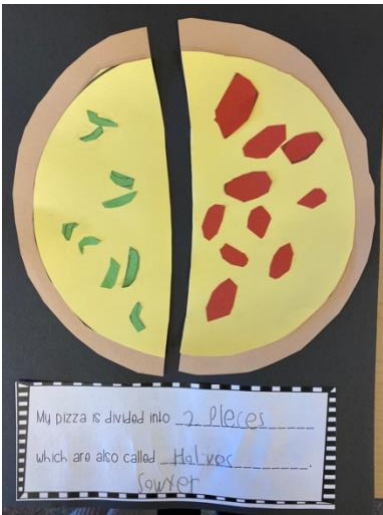
Date: 1-28-2020

|   |   |
|---|---|
|   | <p><b>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</b></p> <p>-“Before we get our materials let’s talk about how to use them. Can someone please raise their hand and explain to the class how to be safe when using scissors and glue?”</p> <p>-Once you have went over the expectations, excuse each row individually to go get their materials</p> <p>-walk them through the materials that are at their desks</p> <p>-Show the students how to make the different toppings by drawing on the whiteboard</p> <p>-“When you are finished with the pizzas fill out this little sheet and glue it on.” Show the students your example, “my pizza is divided into two pieces, which are also called halves”.</p> <p>-Have the students create their pizzas and walk around to help students if necessary.</p> |
|   | <p><b>Closure (wrap up and transition to next activity):</b></p> <p>-Have the students compare their pizzas with their neighbors</p> <p>-“great job today everyone! Your pizzas look great!”</p>  |
| <p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"><li>• <b>Progress monitoring throughout lesson (document of student learning, data collection)</b></li></ul> <p>-I will walk around to monitor the classroom and answer any possible questions that may come up</p> <p>-I will have students turn and talk with their neighbors</p> <p>-“If you agree give me a thumbs up”</p> <p>-Students will share and compare their end products with a partner.</p>  | <p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <p>-Students will turn in their projects and they will be displayed for others to see.</p> <p>-Students will take a quiz the following day</p>  |
| <p><b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This was the first lesson that I taught as well as my first observation by Mr. Curry this semester. I though it went pretty well. I realized that teaching first graders is a lot different from the fifth grade setting that I’ve been used to and so I found myself making quite a few adjustments throughout the lesson. Since the students were pretty full of energy that day, I decided to have the students do some calming down exercises before starting my lesson. One student volunteered to lead the exercise, while the rest of us followed his lead. I’m glad I did this prior to teaching, because it helped the students to quiet down and smoothly transition into the next activity. For my first lesson, I wanted to do something fun with the students, so I had them create pizzas and cut them into either halves or fourths. My original plan was to review what we have been learning about fractions and then I would explain the project and let them work. However, I quickly realized that these students needed the steps to be a bit more broken down. After the students were calm, I had them sit on the carpet to review the content. At this time I was able to incorporate turn and talks as a tool for formative assessment. I also had the students give me a thumbs up if they agreed with a couple different statements. For example, I said “If we cut this circle in half, it would create two equal pieces. Thumbs up if you agree.” These strategies really helped me to see where the students were at and if they understood what was being taught. After the review, I began to explain the project. Since there was a lot to do, I decided to take it one step at a time. After explaining a</p> |   |

# Lesson Plan Template

Date: 1-28-2020

step, I would give the students some time to complete it. Once most of the students were ready I would use chimes or clap my hands to get the students' attention again. From there, we would go over the next step. I'm glad I modified the lesson this way because I think it would have gotten a bit out of control if I would have just showed them an example and let them go. This way the students knew exactly what was expected from them and it was a lot more organized overall. I'm glad that Mr. Curry came in to observe this lesson because he was able to give me a lot of great feedback on both things I did well and things I need to work on. This was only the second day of practicum and I wasn't too familiar with the students yet and since that was my first lesson, it was still pretty early for me to know how the class is run and what helps the students learn best. This make me hopeful because I know as the semester progresses, I will be able to improve my lessons and make sure that I use teaching strategies that fit the needs of each individual. Like Mr. Curry explained, this will be a great experience for me and I can only go up from here.



Student

Samples:

**Lesson Plan Template**

**Date: 1-28-2020**