

<b>Grade: First</b>		<b>Subject: Math</b>	
<b>Materials: Uno cards, &gt;/&lt; symbol, worksheets, dice</b>		<b>Technology Needed: None</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>  1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$		<b>Differentiation</b> <b>Below Proficiency:</b> I will keep an eye on students below proficiency during the independent activity and repeat the problem multiple times to ensure they have time to think it through.  <b>Above Proficiency:</b> Students above proficiency will be allowed to be the examples for the rest of the class, reading the problem and answering it with a proper symbol. I will challenge them to think harder about the problems, asking them why? and if I changed a number to ____, would the symbol stay the same? (EX: The problem is $14 < 32$ , if I changed 14 to 41, is it still $<$ ? Why or why not?)  <b>Approaching/Emerging Proficiency:</b> Students approaching proficiency are expected to be able to correctly answer the comparison questions. They will also be challenged similar to those above proficiency if I feel it is needed.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Having the students actually put the <math>&gt;/&lt;</math> shape up will be great for visual learners. In addition, the worksheet will be pulled up on the board so visual learners can see.</li> <li>• <b>Auditory:</b> I will read the problems out loud for auditory learners.</li> <li>• <b>Kinesthetic:</b> Students will be moving out of their seats to come up and answer the questions on the board.</li> <li>• <b>Tactile :</b> If needed, these students can take a break in the safe space.</li> </ul>	
<b>Objective(s)</b>  By the end of the lesson, students will be able to compare two numbers by using the $<$ and $>$ symbols by solving the problems correctly on the alligator worksheet.  <b>Bloom's Taxonomy Cognitive Level:</b>  Knowledge – students will recall the $>/<$ symbols and what they mean.  Comprehension – students will demonstrate their understanding by comparing two symbols with the symbols.  Application – Students will be able to apply their knowledge by solving the problems during independent learning.			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> -Students will be at their desks to increase focus and good behavior. -If students lose focus, I will say “eyes on me” and they will respond “eyes on you.” -If needed, I will say “pencils down” and “hands in lap,” in which they will repeat both back to me.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> -Students are expected to raise their hands when I ask for volunteers. -Students will not be sharing answers with others during the independent activity. -Students are expected to sit in their flexible seating properly, otherwise it will be taken away.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> -Print off sheets, create $>/<$ symbol		
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> -Begin by holding up the $>/<$ shape, asking students if they recognize it (make sure they say greater than and less than). -Remind the students you use these symbols to compare two numbers. -Ask students if they remember which way the alligator mouth is supposed to open to (the bigger number, because the alligator wants to eat more)		

**Lesson Plan Template**

**Date:** \_\_\_\_\_

7	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>-Explain to students that we will be using UNO cards to create numbers to compare. Students will then use the symbol to show which number is bigger.</li> <li>-Begin by doing it together as a class, asking students to give you a thumbs up or thumbs down based on the problem (EX: If the problem is <math>34 &gt; 12</math>, I would expect students to give me a thumbs up).</li> <li>-After a few times, I will ask students to come up and do it themselves. Then, I will have the student read the problem out loud, and the class will give thumbs up or thumbs down.</li> <li>-For the last few, I will ask students to draw the UNO cards and create the numbers themselves.</li> </ul>
15	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>-For the independent activity, students will receive an alligator worksheet. I will roll the dice, and students will fill in the numbers on the worksheet and solve the problem with <math>&gt;/&lt;</math>.</li> <li>-If students are doing well, I will stop at their desks and let them roll the dice.</li> <li>-I will also have a sheet up on the white board that I will fill out as we go so students can check it for the right numbers.</li> <li>-After doing the dice for a bit, I will switch up the numbers by asking students different questions (When's your birthday? What's our favorite number? How many pets do you have?)</li> <li>-After every student gets a chance to contribute a number, have those students who understand the concept well go ahead and finish the last problems (I will fill numbers in on the sheet for them to see). During this time, struggling learners will receive the extra guidance needed.</li> </ul>
5	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>-After students finish the problems on their own, we will go through the remaining problems as a class, discussing the answers for each.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>-I will monitor students' understanding by walking around and see how they are answering the worksheet problems.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>-I will know how well students understood at the end of the lesson when we go over the problems, checking to see how many they got right.</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Although I did like the outline of this lesson and the activities were very engaging for the kids, the lesson was not as effective as I wanted. For my UNO activity, numbers were created from the cards and to be hung on the board with magnets; however, none of the magnets were strong enough to hold the cards. Although this was not a huge deal, it did cut down on the time for the activity and caused the kids to lose a little focus. In the future, I would either test the magnets ahead of time or do what my backup plan was, which was to just place the cards on the white board ledge. Despite this, I actually do feel the number of UNO problems was enough, because a majority of the students did a good job of recalling the information from the intro lesson last week. If possible, I should try to do the introduction and UNO activity on the carpet so the students are not sitting in their desks the whole time.</p> <p>During the assessment activity, I was fortunate enough to have both Mrs. Steiner and an aid's help in ensuring the kids who needed extra guidance received the help they needed. When I planned this lesson, I originally intended to go over the answers for the whole worksheet at the end, but since I was walking around and seeing the students' answers and also our lack of time, I did not. One suggestion Mrs. Steiner gave me was to go over the answer for each problem, because although it may take a little more time, it gives those struggling learners the visual on the board. Also, we did not fill in the last ten problems on the sheet, but I definitely should have told those who understand the symbols to go ahead and finish by filling in their own numbers. By doing this, those students are occupied with more practice problems and I will be able to focus on helping the struggling learners. After encountering this, I realize that I need to really focus on when I am the only teacher in the room, how will I keep everyone engaged and on track when the students have different levels of understanding on the lesson?</p> <p>Throughout the whole lesson, I need to do a better job of using the vocabulary of the lesson so kids get used to hearing it and are able to use it themselves. For example, after we completed a problem I should have emphasized "12 is greater than 6 because 12 is bigger than 6," while pointing at the symbol and showing how the mouth is open to the greater number. Then after some practice, I can guide the students to start saying it on their own.</p> <p>Despite these changes I need to look into, there were a lot of parts I will keep for a future lesson. First, I would definitely use the UNO cards for an activity like that. Second, I will plan to use the Smart Board camera to give students examples in a lot of future lessons. Third, I would plan to give students a choice in my lessons. For this particular lesson, having students choose the number made it fun and more engaging.</p>	