

College of Education
LESSON PLAN FORMAT

Name:	Nicole Beckett
Grade Level:	First Grade
School:	Plankinton Elementary
Date:	January 13, 2012
Time:	9:45-10:30

Reflection:

The last lesson went very well. The students were able to complete the fact families with very little struggles. They were engaged throughout the entire lesson, because they enjoyed being able to use food to help them with math. It did get a little messy and in turn, several worksheets were full of chocolate; however I thought the lesson went over very well. It worked to have them assist me on the board and by drawing names out of the cup, they paid attention, because they never knew when their name was going to be called.

Background, Context, and Purpose:

- Contextual factors/learner characteristics:
 - 16 students
 - 2 hispanic, 14 caucasian
 - Have students write name on papers and then raise their hand
 - Have short bursts of energy
 - Short attention span
 - Learn best with manipulative materials and active involvement
 - Needed reminded of simple rules: no talking, raise hands, put pencils down, etc.
 - Enjoy telling stories when asked questions

Goals

- 1.N.3.1. Students are able to solve addition and subtraction problems up to 20 in context.

Objectives

- After the lesson, the students will be able to correctly create three separate fact families using three dominoes with 100% accuracy.

Materials and Resources Needed:

- Dominoes (48)
- Fact Family Domino worksheets (16)
- 4 Large Paper Dominoes (various numbers)

1. The Lesson (10min)

Introduction

Getting attention	Oh no! Oh man! I forgot what I used these big dominoes for! How can I teach you if I can't remember what they are for? Can anyone help me? (They are used to make fact families) Oh right! I remember!
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Relating to past experience and/or knowledge	We learned about fact families yesterday and today we are going to review them by using your own dominoes.
Creating a need to know	It is important to learn fact families, because it will make subtraction and addition much easier for you.
Sharing objective, in general terms	Today we are going to make three fact families using dominoes!

2. Content (core of the lesson) (15min)

- Now, I think I need some help remembering how I do this. When I make a fact family, how many addition facts do I have to have? (2) How many subtraction facts? (2) Good job! So now, what do I do first? (write the first part, 3) Ok, and then what? (+) , and what is my second part? (5) and how many dots are their all together on my domino? (8) So who can tell me what the first addition fact is? ($3+5=8$). Now, what do we have to do next? (turn our domino around) Who can tell me the first part? (5) the second part? (3) and the how many dots were their again? (8) Right! So our second addition fact is going to be what? ($5+3=8$)
- What number are we going to start with? (8) Right, but why? (because it's the biggest!) What number will I write next? (5) Why? (because it is the first part) Good and what will be the last number? (3) Why? (because it's missing) So our first subtraction fact is $8-5=3$. Now what do I have to do next? (turn our domino around). What number do we start with again? (8). Good job! Now what is next? (3) and what number is missing? (5) What is the second subtraction fact? ($8-3=5$.) Now who remembers what this whole thing is called? (A fact family)
- (Do the same thing with the rest of the dominoes. Have the students tell you the steps)

3. Closure (10min)

- Now that we have learned about fact families it is your turn to practice. Remember that we learn about fact families to help us add and subtract more easily.
- (Pass out the domino worksheet) I am going to give each person one domino. Use the domino just like we did up here to make the fact family. Don't forget to turn it around and what number you have to start with when you subtract. Once you complete the first fact family, raise your hand and I will give you your second one. Raise your hand when you have that done and I'll give you your third. Once you are done with all three, put your paper in the basket, your dominoes up front and read from your book bags.
- Does anyone have any questions?

A. Show the type/s of Assessment/s used in this lesson.

- Fact Family Domino worksheet

B. Back Pocket Idea

- If the students are finished early they may read from their book bags until everyone is finished.