

Math Lesson Plans—Week of March 28-April 1, 2011

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Unit 6 Week 4	Essential Questions: How can I use numbers?
SOL	1.1 SW count from 0-100 and write the corresponding numerals, group a collection of up to 100 objects into 10s, 1s and group according to place value; 1.2 SW count forward by 1s, 2s, 5s, 10s and backwards by 1s from 30; 1.7 SW id the number of pennies equal to a nickel, dime, and quarter and their value; 1.15 SW interpret info displayed in a picture or object graph using vocabulary <i>more</i> , <i>less</i> , <i>fewer</i> , <i>greater than</i> , <i>less than</i> , and <i>equal to</i> .

Thursday March 30, 2011	Materials: Calendar Math materials (Everyday Counts), large printed representations of coins, domino-like cards with different coins/amounts on each side, plastic eggs with varying amounts of play money in them, play money coins, 18 score sheets, timer			
	Calendar Math (7min.)	Engage & Hook (3 min.)	Explain & Model (5 min.)	Evaluate (25 min.)
	Students will (SW) gather on the calendar math carpet and the calendar leader (CL) will stand and face the class. <ul style="list-style-type: none"> • CL will ask classmates the following questions and students will answer using complete sentences • What is today's date? What day is today? What day was yesterday? What day will tomorrow be? How many days have we been in school? • CL will write the number of days we've been in school on the colored post it that next falls into the pattern, add it to the number line while students skip count by 2s, 5s, and 10s. • CL will change the time on the calendar clock and ask classmates what time it is 2-3 times. 	Teacher will (TW) remind students that we have been learning about money and counting coins. <ul style="list-style-type: none"> • TW use the printed representations of coins to check student understanding of coin names, values, and representative portraits <p> Penny- 1¢, Abraham Lincoln Nickel- 5¢, Thomas Jefferson Dime-10¢, Franklin Roosevelt Quarter- 25¢, George Washington </p>	<ul style="list-style-type: none"> • TW explain to students that today we will be going to different money challenge stations. Each team will start at their "home court" (teams will be named after final four basketball results) and rotate in a clockwise fashion every 4 minutes. The teacher will have a timer to alert students to when they need to transition (1 minute for transitions) • TW briefly explain each station and how they work with the score sheet. <p> Less Than, Greater Than, Equal To VCU: at this station, students will have to decide whether the amount on one side of the card equals the amount on the other side of the card. Students will fill in the blanks on their score sheets with "less than, equal to, or greater than." For example, if there are 5 pennies on one side and one nickel on the other side the answer would be, "5 pennies is <u>equal to</u> 1 nickel." </p> <p> Kentucky Counters: this station has different colored eggs with different amounts of coins inside of them. Open one egg at a time and count the number of coins in that egg and the value of the coins in that egg and write it in colored spot on your score sheet. </p> <p> Connecticut Clues: at this station, each team will have to come up with as many different ways as they can to make the value listed on their score sheets. For example, you can make 10¢ using 10 pennies or 2 nickels or 1 dime. </p> <p> Bulldog Banking: at this station, you will count the number of coins at your table and circle what items you have enough money to buy. Remind students that they do not need to have the exact amount of money as the price tag of an item, they just need to have at least as much as on the price tag. </p>	<ul style="list-style-type: none"> • TW divide students into their four teams and give each player in the money challenge a score sheet and assign them a team. • SW go to their "home tables" and work on their final four challenge for 4 minutes. • TW circulate the stations, prompt students when necessary, and monitor time. • SW rotate through each of the 4 stations and complete at least one item at each station. <p>At the end of the rotation, all teams will walk around to each station together and a representative from each "home team" will explain how their team solved their first problem and the answer they reached.</p>
Evaluation: student attention to and participation in calendar math, engagement activity, explanation, and station rotations; student completion of individual score card; team's ability to explain their answer.				
Differentiation: students may work in pairs instead of small groups, teacher could remain at one station to help with challenging material.				