Math Lesson Plan #2

Grade: 1st	Subject: Math
Materials: • Comparing two-digit Numbers video ○ https://www.youtube.com/watch?v=Fui9VPoiIWc (3:56) • Comparing two-digit numbers Math Scoot activity cards (x 1 set) • Comparing two-digit numbers Math Scoot recording sheet (x18) • The Bake-Off Comparing Challenge activity cards (x3 sets) • The Bake-Off Comparing Challenge Activity Mats (x5)	**Technology Needed:** • Promethean Board • Teacher Computer

Instructional Strategies:		Guided Practices and Concrete Application:	
Direct instruction ==Guided practice== Socratic Seminar ==Learning Centers== Lecture Technology integration Other (list)	Peer teaching/collaboration/ cooperative learning ==Visuals/Graphic organizers== PBL Discussion/Debate Modeling	==Large group activity== ==Independent activity== ==Pairing/collaboration== Simulations/Scenarios Other (list) Explain: Large group activity when I review comparing numbers on the board. Independent activity when doing the Math Scoot game and when asking them if it is >, =, or < on the board at the beginning. Pairing/collaboration and hands-on when participating in the Bake-Off Comparing Challenge Math Game.	==Hands-on== Technology integration Imitation/Repeat/Mimic

Standard(s) **1.NBT.B.3:** Compare two-digit numbers based on meanings of the tens and one's digits, recording the results of comparisons with the symbols >, =, and <.	**Below Proficiency:** • Students will be able to compare one-digit numbers. **Above Proficiency:** • Students will be able to compare two-digit numbers and start comparing larger numbers or numbers with a different number of digits. **Approaching/Emerging Proficiency:** • Students will be able to compare two-digit numbers. **Modalities/Learning Preferences** **Visual (see):** • Students will be able to see the video on the board, along with my demonstration on the board. Students will also be able to see the cards they are comparing or the numbers they are comparing. **Auditory (hear):** • Students will be able to hear the video explain comparing two-digit numbers and hear me explain how to compare two-digit numbers. **Kinesthetic (move):** • Students will be able to move around the room when participating in the scoot activity. **Tactile (touch):**
Objective(s) The students will be able to demonstrate comparing two-digit numbers using symbols by filling out the Comparing two-digit numbers math Scoot Recording Sheet by the end of the lesson. **Bloom's Taxonomy Cognitive Level:** Application	

	- Students will be able to use the cards when doing the bake-off challenge against a partner.

Classroom Management- (grouping(s), movement/transitions, etc.)	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**

During the explaining of >, <, or = and of the activities they will be doing:
- Students will raise hands and wait to be called on if have question/answer/response to give
- Students will be respectful of the individual who is talking
 	
During participation in the activities:
- Students will remain on task
- Students will be comparing two-digit numbers to the best of their abilities
- Students will walk around the room (if doing the scoot activity)
- Students will participate in a friendly manner (no put-downs, bullying, etc.) with another student in comparing two-digit numbers (if doing the bake-off challenge activity)
	- Thinking before speaking
	    ○ At all times, not just during lesson
	- Giving compliments
	    ○ No negative comments or words
	- Paying attention
	    ○ During lesson to teacher
	    ○ During lesson to other students talking

Minutes	Procedures
~120 Minutes	**Set-up/Prep:** Create the Bake-Off Comparing Challenge Activity Cards for two-digit numbers, print, laminate, and cut out (x3 sets) Create, print and laminate the Bake-Off Comparing Challenge Activity Mat (x5) Print off, laminate, and cut out the Comparing two-digit numbers Math Scoot activity cards (x1 set) Make 18 copies of the comparing two-digit numbers Math Scoot Activity Recording Sheet
~4 Minutes	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** *watch the comparing two-digit numbers video (link found above)

~5 Minutes	**Explain: (concepts, procedures, vocabulary, etc.)**
	write 24 __ 42 on the board
	"When we compare two numbers that have two-digits, do we look at the tens digit or the ones digit before comparing the two numbers?"
	    - Answer should be: We look at the tens digit, because it is larger/bigger
	"Yes, we look at the tens digit. When looking at the tens spot in 24 are we looking at the 2 or the 4?"
	    - Answer should be: the 2
	"Yes the 2 is in the tens spot. When are looking at the tens spot in 42 are looking at the 4 or the 2?"
	    - Answer should be: the 4
	"Yes the 4 is in the tens spot. When we are looking at the tens spot since both of them are different, we can easily compare the numbers. Is 24 greater than, less than, or equal to 42?"
	    - Answer should be: 24 is less than 42
	"Who else agrees that 24 is less than 42?"
	"That is correct!"
	write 38 __ 35 on the board
	"What number do we have in the tens spot on both of these numbers?"
	    - Answer should be: a 3
	"Yes, we have a 3 in the tens spot on both of these numbers. When we have the same number in the bigger spot where should we look next to compare these numbers?"
	    - Answer should be: the ones spot
	"Yes, we should look at the ones spot. Which two numbers are in the ones spot?"
	    - Answer should be: 5 and 8
	"Yes, in 38 we have an 8 in the ones spot and in 35 we have a 5 in the ones spot. Is 358greater than, less than or equal to 35?"
	    - Answer should be: 38 is greater than 35
	"Who else agrees that 35 is less than 38?"
	"That is correct!"
	write 51 ___ 51 on the board
	"Do we have the same number or a different number in the tens spot in these two numbers?"
	    - Answer should be: same number, a five
	"Yes, we have the same number in the tens spot in these two numbers. The number in the tens spot is a five. Do we have the same number or a different number in the ones spot in these two numbers?"

	• Answer should be: same number, a one "Yes, we have the same number in the ones spot in these two numbers. The number in the ones spot is a one. If both digits are the same in both numbers are, they less than, greater than, or equal to?" • Answer should be: equal to "Why do you say they are equal to each other?" • Answer could be: they have the same number for the tens and one's spots, etc. "Yes, they are equal to each other because they both have the same number in the tens spot and the ones spot." "You have learned about tens and one's places in two-digit numbers. Today you will use tens and one's places to compare two digit-numbers in two different activities that I have created for you."
~25 Minutes	**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** "Today you are going to be doing two different activities. One group will participate in the comparing two-digit numbers math scoot game which is like a write the room except instead of writing a word down all you have to write down is less than, greater than, or equal to symbol in the box on your papers. But be careful, because each little card has a number on it which is where you have to write your answer on your sheet. (*show students a card as an example*) The other activity is a partner activity where you can choose your partner that you will work best with. This activity is called The Bake-Off Comparing Challenge. You and your partner will share with another group of two for the cards that you will compare, but each group will have their own mat to compare numbers on for the challenge (*demonstrate this to the students*) *show and demonstrate both activities to the students* *number students off 1,2,1,2…until all have been numbered with the last person being a 2, because need a group of 8 and a group of 9* "If you were a 1, I want you to grab a clipboard, a pencil, and a Comparing two-digit numbers math scoot recording sheet. If you were a 2, I want you to come to the carpet and find a partner." *once students who are in 2ⁿᵈ group found a partner give them supplies and group they will be sharing with, group 1 can start the write the room activity* *Give students about 10 minutes to participate in activity they were assigned before switching* *give students about another 10 minutes to participate in the other activity*
~1-2 Minutes	**Review (wrap up and transition to next activity):** *have students pick up, put clipboards and pencils away, put cards in baggies, return supplies to carpet or table* *have students return to the carpet* "Where else could you use comparing numbers outside of math in school?" • Answers can vary "Place value is important because it can be used to compare and order numbers. In this math lesson today with Miss Toepke you learned to compare two-digit numbers by comparing the tens. You learned that the number with more tens is greater. If the tens are equal the number with more ones is greater."

Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.	Summative Assessment (linked back to objectives) End of lesson:
• Thumbs-up/down during explain to see if other students agree or got same answer as another student **Consideration for Back-up Plan:** • Use manipulatives such as blocks to demonstrate place value and numbers to students when comparing two-digit numbers	• Collection of the Comparing two-digit Numbers Math Scoot Recording Sheet **If applicable- overall unit, chapter, concept, etc.:** • Understanding Place Value

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
The students were engaged in this math lesson for it was taken off of the worksheet and put into fun activities that would also help them learn the same content or standard in which they were to originally learn from a worksheet. During both activities the students were focused on working on comparing two-digit numbers using the greater than, equal to, or less than symbols.

During the Bake-off Challenge the students were able to compete in a nice manner against a partner of their choosing from their group they were in. All of the students got a long and managed this activity very well why I was monitoring everything else that was occurring during the groups while answering any questions from students. There was no yelling or fighting that had occurred between the first graders while participating in this activity. For one group during this activity there was a student who did not have a partner due to one student being sick today, so I was her partner which was nice to be able to participate with the students. While I was partners with this student, I asked her why one number was bigger than another when she would tell me whether it was greater than, less than, or equal to. I also asked her how she knew one number was smaller, bigger, or what if we switched the digits around, etc.

During the Love is in the Air Scoot activity the students were working independently by themselves with me checking in here and there to ask them questions and see how they were determining which way to put the symbol or how they were comparing the numbers in their heads. I

would also ask them questions such as, "How do you know _ is bigger than _?", "Why are you putting the _ (greater than, less than, or equal to) _ symbol?", etc.

Overall, I felt that transitions were not as good as they could have been because the students got louder during this part and got slightly confused. One thing I will have to work on for the next time I do this lesson will be better communicating my expectations for transitioning and how I expect it to look and sound.