**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** |
| **Title:** Doubles |
| **Your name:**Brittany Hanson | **Age or Grade Level:**1st Grade | **Integrated Disciplines/Subjects:**Math | **Time frame for Lesson:**1 hour |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**ISTE Standards**](http://www.iste.org/standards/standards-for-students) **(as appropriate for the lesson):**MA 1.1.2.b Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten). MA 1.1.2.c Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., 90 – 70 = 20). MA 1.1.2.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43). MA 1.1.2.e Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value. |
| **Objectives:** The student will be able to: 1. Recognize doubles as a strategy for remembering sums.
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| **Assessment:** The teacher will use a formative assessment. Students will complete the independent questions on the math worksheet on their own. The teacher will check the questions as a class.  |
| **Materials:** Teacher’s ManualComputerSmart boardNumber cards 0-11Connecting Cubes |
| **LESSON PROCEDURES** |
| **Anticipatory Set:** The teacher will review adding facts with 0, 1, and 2. Then the teacher will introduce the lesson to students, by telling students that they will learn how to add doubles.  |
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| **Teacher will do:*** The teacher will begin by asking students how many legs does a dog have? (4). Imagine we have two dogs. How could we find how many legs 2 dogs have? (Add 4+4).
* The teacher will tell students that when we add two numbers that are the same, we are adding doubles.
* The teacher will give another example, this time using connecting blocks to solve the problem.
* The teacher will give this example: Jan and Fran are twins. They have the same number of toys. If they each have 3 toys, how many toys do they have in all? What two numbers are we adding?
* Show students the front of the worksheet on the smart board.
* Tell students they will work in pairs, and each pair will get a set of number cars 1-6 and 12 connecting cubes.
* Tell students to put their number cards in a pile. Have one partner choose a card and show the number of toys that Jan and Fran each have.
* Tell students to work with their partner to put cubes in each box to match the number. Write the addition number sentence in Item 2.
* Have children complete the activity to complete Item 3.
* Next have student meet you on the rug for the math concept video.
* Pause the video at times and ask questions to check for student understanding.
* After the concept video do a quick brain break activity. (What did the Fox Say?)
* After the brain break redirect students to the rug.
* Show students what the inside of their math worksheet looks like.
* Go over number one on the guided practice.
* Send students back to their seats to trace the number sentence on problem number one.
* Then go on to the rest of the problems in the guided practice.
* Have students go to the back of the math worksheet. Complete the story problems as a class.
* After this have student go back to the independent problems and complete those on their own.
 | **Student will do:*** Students will participate in the group discussions.
* Students will listen to a math concept video.
* Students will complete the guided practice on the math worksheet as a whole class.
* Students will do two independent problems on their own.
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| **Closure:** Ask students what they know about doubles. Reinforce that doubles are addition facts in which the addends are the same.  |
| **Differentiation:****ELL:** Have children verbalize what they are thinking. Tell students that Jan and Fran have the same number of toys. So I know that the addends are the same. **Resource:** Students may have difficulty findings sums of doubles. Encourage students to use manipulatives such as connecting cubes or counters until they become fluent in adding doubles. **HAL:** Have these students think of other doubles that weren’t mentioned in this lesson.  |
| **References:** Teacher’s Manual |
| **LESSON ANALYSIS** |
| **Content Knowledge:** In this lesson, I want students to understand that doubles facts have the same addends. I want students to be able to use any method that works for them to solve double math facts. **Teaching Methods/Strategies:** In this lesson I will use technology and manipulatives to teach students doubles facts.  |
| **REFLECTION** |
| This lesson went well. Students had the option to use manipulatives, such as cubes or counters to help them solve double facts. Students were highly engaged in this lesson. I began the lesson by using twin students as example. I asked students, if Tanisi has 3 toys and I handed her three cubes then how many toys does her sister have if they both have the same number of toys. Students were able to see that Tanisi had 3 so that means if they have the same number of toys, her sister will have 3. I then asked who could tell me how many toys the twins had in all. What would be my addition sentence? (3+3=6). I told students that doubles have the same addends. 3 are my two addends and the sum of 3 + 3 is 6. In this lesson I differentiated instruction by demonstrating with the students at the beginning of the lesson, which helped those who are visual learners. I also had students use manipulatives such as: cubes and counters to help them solve double facts. For the advanced students, I had them take a piece of paper and start with 0 + 0=0, 1+1=2, and so on. I challenged them to see if they could go as far as they could with double facts. Some students were able to get to 20 + 20=40.  |