

Math Lesson Plan

2/5

Grade: 1st		Subject: Math	
Materials: Construction paper, Glue sticks, Book, Pencil		Technology Needed: N/A	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input 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)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 1.G.3 Partition circles and rectangles into two equal shares. Describe the shares using the word halves and use the phrase half of. Describe the whole as two of the shares.		Differentiation Below Proficiency: Pair with a partner. Complete even numbered review questions. Above Proficiency: Create and make observations without a partner. Complete full review Approaching/Emerging Proficiency: Complete all review questions Modalities/Learning Preferences: Complete all review questions.	
Objective(s) By the end of the lesson, students will be able to compare halves and fourths and know which one is larger by creating a pizza and comparing the slices by cutting it into halves and fourths.			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will move quickly and quietly when transitioning. Students will keep a voice level of 1. Students will be dismissed by who is doing their job. Students will raise their hand when answering a question. While working, students will keep a voice level of 1		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When students are pair sharing, they will keep their voice level at a 1. Students will take turns talking Students will be respectful while talking with a partner. While teacher is talking, students will be listening and not distracted	
Minutes	Procedures		
30	Set-up/Prep: Create lesson plan Print pizza outlines		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Can someone tell me what we have been learning about? Can someone tell me what $\frac{1}{2}$ is? Today we are going to do a little project comparing $\frac{1}{2}$ of a pizza to $\frac{1}{4}$ of a pizza! Who else likes pizza?! What is your favorite type of pizza? If you could put anything on your pizza, what would it be?		
10	Explain: (concepts, procedures, vocabulary, etc.) We have been working on fractions lately. Today, we are going to create our own pizzas, with our own toppings. When we are done creating our pizzas, we are going to be working with a partner. We are going to compare who's slice of pizza is larger, and how many slices you would need for you to each have the same amount of pizza. We are going to need glue sticks and our scissors. Remember when we use scissors, you should not be running around. When using scissors, you also only cut the materials that you are using. When using scissors, you also need to stay focused on what you are doing. When we use glue, remember we shouldn't be eating it We also should not be putting it on our fingers		

Math Lesson Plan

2/5

	<p>We also should only be putting glue on what we need to glue down.</p>	
<p>30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>After reviewing that a half means splitting something into two equal parts and a fourth means splitting something into four equal parts. Students will create their own whole pizza. Hand out the pre-made crust and cheese templates for the students to cut out. The students will then be able to create their own pizza toppings. When their pizzas are finished have students partner up. One partner needs to cut their pizza in half. (Student who cuts their pizza in half is the student who has the most letters in their name) The other partner needs to cut their pizza into fourths. When both partners have cut their pizza into the desired number of slices, they are to compare If they could only eat on slice of their pizza, which partner would get more pizza.</p> <p>Students should compare which slice is greater than the other slice.</p> <p>The partners should then discuss which pizza slice is bigger. How many slices would it take for the partner that sliced their pizza into fourths to have as much pizza as the partner with $\frac{1}{2}$ slice.</p> <p>Once students are done comparing, they will need to glue their pizza onto a larger piece of construction paper. They will then need to fill out the tag that states how many slices their pizza is divided into. They also will need to fill out the line another way to state what their pizza is divided into. (Fourth= quarters, Halves=Halves)</p>	
<p>10</p>	<p>Review (wrap up and transition to next activity):</p> <p>Today, we compared halves and fourths. Turn and talk with a partner what is 1 thing you learned about halves and fourths. Give students time to answer. Now that we have finished our project, I would like you to complete the practice activity worksheet. After the project is done, students will finish their workbook daily practice activity. P. 195 If you have any questions, or you get stuck on a question, please raise your hand and I will come help you. After you finish your worksheet, please hand it in. If there is time left, you may silent read, work on other work, or work on writing. Students will then hand in the paper for the teacher to assess the students understanding of the lesson.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Walk around and answer student questions Observe students while they work Assess the students final project.</p> <p>Consideration for Back-up Plan:</p> <p>If this project does not work, we will complete the lesson worksheets that are in the book.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>Students will be assessed at the end of the unit chapter test.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Math Lesson Plan

2/5

I always get so nervous when I teach my first lesson. My first lesson in the classroom I am observing in was a math lesson. I just so happened to be observed during this lesson as well. There are two different things I would definitely change for the next time I would teach this lesson. The first thing I would have changed was instead of partnering the students and then having them cut their pizzas and discuss with their partner. I also had the students fill out their little cards explaining how many pieces their pizza was with a partner. I would have changed this aspect of my lesson and had the students fill out the little part of how many parts individually. What I found by doing it with partners was beneficial to the high flyers of the group, but the low flyers just allowed their friend to fill in the information for them. By having the students write in their own answers, I could better know if the students understood the information, I was going over with them. The second thing that I would have changed would have been the time allowed for this lesson. In my classroom they have an hour block period. I made the whole lesson fit into the hour block. I feel like an hour for one lesson was way to long for the students. Besides those few things I would make changes to, I felt that overall the lesson went very well. The students were very engaged in the lesson, and the students all understood the directions and none of them sat there in confusion. The students during the lessons compared wholes, halves, and fourths. The students also worked on comparing fractions to find out which one is the bigger piece. The students stayed engaged and did a great job focusing on what the lesson was directed.

One thing I wish I would have focused more on was the transitions. I felt that if one thing could have gone better throughout the lesson it would have been transitions. The students seemed to transition pretty loudly. I think I should have focused on dismissing the students pods at a time instead of letting them all go at once. Once the students got back to their desks, they did start to immediately start to work on their project, but the challenge was getting to their seats without talking.