DAILY LESSON PLAN TEMPLATE

Preliminary Information	
Created by: Haley Lushington and Jayme Moorer	**Date developed**: 2/7/18
Lesson Title: Less than or equal to	**Date of lesson**: 2/14/18
Grade Level/ Subject: First grade math	**Number of students**: 20
Unit/Theme: Place value	**Period/Time/Estimated Duration**: 40 minutes
Resources and materials required for the lesson (e.g. textbook(s), module, equipment, technology, art materials): Alligator mouths, clipboard with dry erase, materials box with expo marker and eraser, Mouth math worksheet, smart board and smart board lesson, ones and tens rods (manipulatives)	
Any other information that you know about the context, including diversity among the students: Haley's Room: 2 ELL, 2 IEP, 4 quick finishers	
1. What are your goals for student learning and why are they appropriate for these students at this time?	
Big Idea or Concept Being Taught - - ESSENTIAL QUESTION	
What is place value and how is it used? --- this is from the teacher	
Content Standards	
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. [1-NBT.3] **Math practice standard**: Use appropriate tools strategically	
Rationale/Context for Learning - - JUSTIFICATION FOR YOUR PLANS	
The previous day, the students learned to compare numbers using greater than. We will further that knowledge by teaching how to use less than and equal to.	
Performance/ Learning Objective(s)	
Students will be able to use the greater than and less than symbols to compare sets of numbers.	
2. How will you know and document students' progress towards meeting your learning objectives?	
Evidence and Assessment of Student Learning	
Students used alligator mouths and ones and tens rods to review greater than and give the teacher an idea of how much they retained before this lesson was taught. The card game was a formative assessment. The teacher walked around and monitored conversation and took notes to see who had a firm grasp and who needed additional instruction. The after assessment was their mouth math activity that was given at the end of the lesson.	

3. How will you support students to meet your goals?

Students will watch a video about the greater than less than alligator.

Lyrics: "432 and 824 The gator eats the one that's worth more. He looks at the place values from left to right; eight's the greatest hundreds place, so he takes a big bite. The hungry alligator eats the number that is greater. The number that is least is never part of his feast. 355 and 332 The gator needs to eat the one with the greater value. He looks at the place values from left to right; five's the greatest tens place, so he takes a big bite. 145 and 149 The gator needs (or finds) the greater value on the number line. He looks at the place values from left to right; Nine's the greatest ones place, so he takes a big bite. Now the numbers are the same on both sides. The gator wants to eat, but he can't decide. Neither is greater or less; it's a perfect tie, so the alligator writes an "equal" sign. If there's a line underneath the "greater than" sign, "greater than or equal to" is how the sign is defined. Or write a line underneath the "less than" sign, and "less than or equal to" is the name of this design."

Link: https://www.youtube.com/watch?v=3qisu9NF1_0

We will begin by using manipulatives.

"Let's lay down 23 and 17 using our tens and ones rods. Which number is bigger?"

Students will answer: 23

"Do you remember what we talked about on Monday? If a number is bigger than another number, the math way to say that is to say that the number is greater. So we are going to use our alligator mouths to show which number is greater. Can everyone lay their alligator mouth down so that it eats the bigger number?"

Make sure all students have the mouth eating 23.

"Let's try another one, but this time I want you to write the numbers on your white board instead of making it with your tens rods. Let's do 64 and 37. I want you guys to use your alligator mouth to show me which number is greater than the other number."

Check that each student has the mouth eating 64.

"So which number did your mouth eat?"

Students will say 64.

"So using our math terms we say that 64 is greater than 37. For these next two numbers, we want to know which number is smaller. Show me 26 and 41 with your tens and ones rods. Which number is smaller?"

Students will answer 26.

"If a number is smaller than another number, the math way to say that is to say that the number is less than the other number. So we are going to use our alligator mouths to show which number is greater. But remember that in our song, he only eats big numbers so his head will be turned away from the number that is less than. Can everyone lay their alligator mouth down so that it faces away from the smaller number?"

Make sure all alligator mouths are pointed away from 26.

"Let's try another one, but this time I want you to write the numbers on your white board instead of making it with your tens rods. Let's do 89 and 82. I want you guys to use your alligator mouth to show me which number is less than the other number."

Check that each student has the mouth pointing away from 82.

"Now that we know how to tell which number is greater than and which is less than, we are going to play a game. You and a partner are each going to get a deck of cards that have numbers on them. I will also give each pair a card that says greater than and a card that says less than. You all have your alligator mouths and you will need those. To play the game, you and your partner will each draw a card with a number on it. Then, using your alligator mouths I want you to show which number is greater than and which is less than. Then I will tell you which card to use for that round, greater than or less than. You and your partner will have to arrange the numbers so they make sense with the card I chose. Let me show you an example."

Model one round of the game with a student. After each round, teacher will call on a few groups (strategically) to share their results. This can be another formative assessment to ensure they understand the concept.

After the game, students will come back to the board to answer two hot questions.

"Ok guys, let's do our HOT problem for the day. Which number is greater: 189 or 175? Use your white boards to answer this question."

Students should answer 189. Call someone up to draw the sign and explain their answer.

To model students' progress and ensure they understand the lesson, I will give students an exit ticket. It ask them to place a greater than or less than sign between pairs of numbers.

Differentiation/Extension

Supporting students with special needs (this includes an explicit and specific description of how you will implement accommodations/ modifications required by IEPs/504 Plans and other ways that you will address diverse student needs. If you do not have a student who meets this criteria, you still need to list a way you would support a student with a special need in this lesson):

The students with IEP's that need extra attention will be place in a location close to the teacher to aid in their focus and to ensure they are obtaining authentic knowledge.

Supporting ELL students:

There are two ELL students in my classroom. Student A will need no accommodation. He does well in math and stays engaged with the class. Student two is on a much lower math level so I have a separate deck of cards he can use to play with that goes up to 20. I will be his partner. I have translated the simple directions into Spanish so he is still doing the math but doesn't have to use the terminology.

Challenging early finishers: Early finishers will be prompted to go to their math stations. This gives them a way to continue their learning without disrupting other students. Also the hot questions at the end use numbers that are larger than the students have seen before so they will be challenged and have a chance to extend their knowledge.

Challenging students who master objective early in lesson: Since this lesson has different levels of difficulty in the activity students who master the objective early will still be able to participate and further their knowledge.

Thoughts and Concerns

I am concerned with keeping students engaged throughout the lesson since this information has already been introduced to them. I worry they will lose focus and get off task.

References

(Cite all sources used in the development of this lesson including URLs or other references)..

https://www.youtube.com/watch?v=3qisu9NF1_0

After Lesson Noticings

How did your lesson change because of your student learning noticings?

One thing that wasn't going well was the group of lower level students that I attempted to let play the game by themselves. I had one group playing with me already so I tried to let these two girls play alone but I noticed that they didn't seem to be playing correctly so I asked them to join in our group and made it one big game. The girls then began to focus better and correctly answer the questions.

Reflection

1. What when well? What evidence do you have that it went well?
   Overall, I feel that the fun aspect of the lesson along with the mastery of the skill went well. The students were laughing and smiling while playing the game and singing the song at the beginning of the lesson. The worksheet provided as their golden ticket also showed that students understood the concept. The game record sheet also showed that the students were learning while they were having fun.

2. What didn't go well? What did you change because it wasn't going well?
   One thing that wasn't going well was the group of lower level students that I attempted to let play the game by themselves. I had one group playing with me already so I tried to let these two girls play alone but I noticed that they didn't seem to be playing correctly so I asked them to join in our group and made it one big game. The girls then began to focus better and correctly answer the questions.

Greater Than, Less Than Record Sheet

After you draw your cards with your partner, record your number sentences here.

Name:_____

EXAMPLE: _____57 greater than 42_____

1:

_____

_____

2:_____

_____

3:

_____

_____

4:_____

_____

5:_____

_____

3 2	6 4	5 5	1 2
1 8	9 6	7 4	1 3

2 2	2 3	8 1	4 6
5	3 8	1 1	6 9