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Group Lesson Plan

ELD 375

3-7-13

RATIONALE:

* We are teaching this lesson so students get a better understanding of addition by solving word problems.

CORE Standards:

* 1.0A.2- Represent and solve problems involving addition and subtraction
* 1.OA.8- Work with addition and subtraction equations
* This lesson is important because it allows students to understand different strategies for problem solving

OBJECTIVE

* Students will be able to solve basic addition word problems.

LESSON PROGRESSION

* We will introduce the lesson by going through three addition problems and solve them. The numbers that we use in the basic addition will be the same numbers that will be in the word problems that they will be working with later (6+11, 7+4, 15+3). After we have reviewed, we will engage them by saying “I am going to tell you a story”. This way they are excited for what is to come. The story is actually going to be the word problem. It will also be fun and engaging to them because the word problem (story) will use will use some of the children’s names and the topic will be relevant to the students.
* This activity fits into the big picture because it makes for constant progression in their knowledge of math. We took a skill of addition and make it more complex for the students, turned it into word problems which is problem solving and got them thinking that in everyday life they will have to do math and problems like this.
* This lesson is for 1st grade students and it is appropriate for the grade because when choosing the activity, we first looked at the Common Core State Standards for the 1st grade. While looking through them we chose two and made a lesson around them.
* In order to proceed, we must see that the children are understanding it. If they are struggling to the point of frustration, we know that we have to find a different way to teach them or maybe we were going too fast. If this does occur we would have to explain it again or go to individual students who are really struggling. We would work together to find the solution. If our students are understanding it, then we can add bigger numbers and/or more objects into the problem to make it more complex. We could even have them write out an explanation of how they got their answer. Also, if they were struggling we could have them work in bigger groups.
* We plan to work as a group to do the opening activity, then they will go to their seats and work on the guided practice worksheet in which they will practice their skills as a group. They will work on solving word problems with pictures and then without. After that, they will make their own word problem.
* This lesson will be closed by the students creating their own word problems. After mastering addition, practicing solving word problems with pictures and then with just words, we want the students to make their own word problem. They are allowed to draw pictures if necessary in order to help them.

OTHER CONSIDERATIONS

* We will use a whiteboard to go over the addition problems. Students will use markers and pencils to complete the worksheet.
* The source of the lesson came from our group because we came up with the idea on our own. It also adjusted and works with the curriculum.
* We will make sure that students use words that change between using math words and literacy language. We will ask math questions as we complete the lesson. Some questions include, “How many are there in total?, How did you get that answer?, Can you show me how you did that?” “Can you draw me a picture of how you figured that out?” “Show me another way you can do that?”
* When considering classroom management we will dismiss students from the carpet to the tables or desks by asking the children to get up by their birthdays. We will make sure that each student has a turn and talk partner when asked to discuss questions with a partner.
* We expect the lesson to go well. Students will have a smooth transition when they are asked to transition from basic addition problems to word problems. We will ensure that students all students have knowledge of basic addition problems before transitioning to word problems.

DIFFERENTIATION

* We will plan for differentiation by having the final worksheet the students will be working on go from easy addition word problems to tougher addition word problems.
* Students will be able to draw pictures to help them with their word problem(s).
* We will give students bonus problems for students who are willing to take on a challenge.
* We will put the problems into context for students who have difficulty reading.
* Students will have the option to work in partners if they are struggling with the work.

ASSESSMENT

* The assessment is linked to the objective of the lesson because students will be able to write out their own word problem and solve it.
* We will specifically see that the students were able to use addition to solve given word problems.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GUIDED PRACTICE:

1. Kim has 6 apples. John has 11. How many apples to Kim and John have together?

  + 

 6 apples + 11 apples = \_\_\_\_\_\_\_\_\_\_\_ apples

2. Fred buys 7 crayons. His mom gives him 4 more. How many crayons does he have now?

  + 

 7 crayons + 4 crayons = \_\_\_\_\_\_\_\_\_\_\_\_\_ crayons

3. Erin has 15 pennies. She finds 3 more . How many does she have now?

  + 

 15 pennies + 3 pennies = \_\_\_\_\_\_\_\_\_\_\_\_\_ pennies

4. Tim has 3 toy trucks and 2 toy airplanes. He gets 2 toy trains for his birthday. How many toy trucks, airplanes and trains does he have all together?

  + + 

 3 trucks + 2 airplanes + 2 trains = \_\_\_\_\_\_\_\_\_\_\_\_ total

PRACTICE:

1. Andy has 7 carrots. His dad gives him 2 more. How many carrots does he have now?

2. Jane is having a tea party. She needs to set out 4 teacups and 4 saucers. How many teacups and saucers does she need all together?

3. Michael is saving up to buy a book. He has saved 3 dollars. He needs to save 6 more dollars to buy the book. How much money will Michael need total to buy the book?

4. At recess, Jamie, Ashley, Michelle and Jake are playing tag. Ryan, Tommy and Cassie join the game. How many children are playing tag now?

5. Alyssa has 7 cupcakes and bakes 9 more. How many cupcakes does she have now?

\*BONUS QUESTION\*

6. Abby has 12 strawberries. Lee gives her 2 more. Arielle has 8 strawberries. How many strawberries does Abby have? How many strawberries do Abby and Arielle have all together?

CREATE YOUR OWN

Write your own word problem using the numbers 14 and 5 and solve it in the space below. You can draw pictures to help you.