Lesson Plan

Name: Melisa Burns Date: November 3, 2003
Content Area: Mathematics Unit Topic: Building Number Sense
Today’s Lesson: Towers of Ten Grade Level: First

New York State Standards:
ELA Standard #2: Language for Literacy Response and Expression
Key Ideas:
1. Listening and Reading: Listening and reading for literary response and expression involves identifying significant literary elements and use those to interpret the work.
2. Speaking and Writing: Speaking and writing for literary response involves responding to interpretations of literature making references to the literary elements and making connections with their own lives.

Math, Science and Technology #3: Mathematics
ELA #1: Language for Information and Understanding

Instructional Objectives:
1. Students will be able to record their answers with accuracy (comprehension).
2. Students will predict how many turns it will take to build the tower (synthesis).
3. After the teacher has modeled, the students should be able to play the game with ease (comprehension).
4. Students will be introduced to the concept of carrying in addition by showing carrying over with confidence (comprehension).
5. Students will be able to share their responses out loud with the class with confidence (comprehension).
6. Students will be able to create mathematical sentences from the activity (knowledge).

Adaptations:
- Students who have difficulty recording may focus on just drawing pictures rather than writing

Materials:
- cubes
- Pencils
- Paper
- crayons
- recording sheet

LESSON OPENING:
Say:  Come sit in my circle criss cross applesauce.  Who loves math? (wait for a few responses).  We are going to play a new and fun game today.  Who knows how to add? (wait for a few responses) Today, we are going to play a new game with our blocks! Can you help me count to ten? (count with them.) Easy, right?! Now, I am going to build something (create a tower).  What does this look like?  That is right, this is my Tower of Ten.  So if you can count to ten and build my tower then you can play my game.  Who wants to play?

- Introduce the game
- Who knows how to count to ten?
- Create a tower of ten

LESSON BODY:
- Model the Tower of Ten game with a student (check for understanding)
- Introduce the concept of carrying over…what should we do once we reach ten? (check for understanding.)
- Model for students how this game should be recorded (check for understanding.)
- Pair students up and allow them to play (check for understanding).
- Time permitting, allow students to write down mathematical sentences of what they are playing

LESSON CLOSURE:
Say: So what have we learned today? (wait for a few responses).  Wasn’t that fun?  What was your favorite part?  How many times did it take you to build a tower of ten?

LESSON FOLLOW-UP:
- Students will be encouraged to play this game as a center.
- Have students share their responses.

Evaluation: What did I want the student to take away from the lesson
- Make predictions about how many turns it would take to make ten
- The concept of carrying over and place value
- Different ways to make ten
- Be able to explain what they learned to the class

How will I know that they learned it?
- Quality of responses
- Class participation
- Observations
- Completeness of work-sheets

Resources:
Hand-out by Blooms received in class
Literacy by Cooper pages 196-197, 250.
Investigations textbook