

## 1<sup>st</sup> Grade Math Lesson Plan

### Part One:

#### 1. Student Learning Objectives:

State Standards [e.g. CCSS, NGSS, HGSS]

1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones.

Understand the following as special cases:

1.NBT.B.2.A

10 can be thought of as a bundle of ten ones — called a “ten.”

1.NBT.B.2.B

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.B.2.C

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Student Learning Objectives [i.e. Domain, Level] [audience, behavior ONLY]

The students will be able to group base ten blocks into tens and ones to model two digit numbers.

#### 2. Assessment [based on Student Learning Objective]:

|                                                 | Objective 1                                                                                                                                                                                                                                                                                                                                                                                                                                  | Objective 2 [if needed] |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Assessment                                      | Place Value Bingo                                                                                                                                                                                                                                                                                                                                                                                                                            |                         |
| Score/Level/Criteria needed to master Objective | N/A (Informal Observation)                                                                                                                                                                                                                                                                                                                                                                                                                   |                         |
| Scoring Guide                                   | Each student will have a bingo card and chips. As I call out a number, the students will look at the base ten card and identify if they have the correct model that represents that particular number. (Ex: I call out the number 35. The student will look to see if one of the base ten models displays 3-rods, and 5-bits. Once a student fills five in a row, I will look over their chips to make sure they have placed them correctly. |                         |

#### 3. Description of Classroom Environment

|                          |                                                                                                                                                                                                                                                                                                                   |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arrangement of Classroom | <ul style="list-style-type: none"><li>-Well organized, easy to get around</li><li>-Windows along the wall facing the playground for recess</li><li>-Desks are all connected (side by side)</li><li>-Library is located next to the teacher's desk</li><li>-Word Wall is located at the back of the room</li></ul> |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Mathematics Grade 1term Lesson Plans

**Rachel S Tattersall**



## **Mathematics Grade 1term Lesson Plans:**

## **Mathematics Grade 1term Lesson Plans** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Mathematics Grade 1term Lesson Plans**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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