

## Lesson Plan 11

### GENERAL INFORMATION

Author	Mrs. Brianna D'Alessio
Subject	Math
Grade level	First
Length of class	60 minutes

### CONTENT STANDARD (S)

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

#### Central Focus

The central focus is for students to recognize and distinguish shapes to be able to create patterns and images. Students will use quilt tangibles to create images and problem solve to figure out how to make certain figures with shapes given.

### LESSON OBJECTIVE AND LANGUAGE DEMANDS

#### Learning Objective

Given shapes, students will work in 4 centers for 15 minutes each to solve pattern block problems.

### ASSESSMENT

#### Formative

Review shapes again with students.

#### Summative

Students will work in 4 centers and rotate every 15 minutes.

### FOCUS STUDENTS

#### Accommodations/Modifications/Support

2 students with classified as OHI (other health impairments). Students have an instructional assistant who helps during instruction and independent work. Also the co-teacher works with these students during group instruction and independent study based off of the lesson plan and materials I have provided. (IEPs)

2 students who struggle with reading. Students work with the co-teacher during group instruction and independent study based off of the lesson plan and materials I have provided.

#### OHI (2)

Content: Work with students in small group. Go through problems using the Smart Board and white boards.

Process: Use games to provide reinforcement of math skills, use graph paper, allow students to use tables for basic mathematics 100's chart, use manipulatives, read directions, rephrase and restate in mathematical process, provide sample problem for reference, continue review of all operations after new concept is mastered, check work immediately before giving more, limit number of problems given at a time, allow student to work at own pace

Product: Students will have a modified worksheet. Students will work the co-teacher and myself.

### Struggling Readers (2)

Content: Work with students in a small group. Go through problems using the Smart Board and white boards.

Process: Give one problem at a time, move on only after counting concept is mastered, check in with students, math specialist provides out of classroom support, provide oral explanations for directions, chunk work

Product: Students will have a modified worksheet. Students will work the co-teacher and myself.

*(13 middle-range learners, 2 OHI, 2 Struggling Readers: Total 17 students)*

## **THE INSTRUCTIONAL PLAN**

- First, refresh students by looking at shapes.
- Second, explain the 4 centers: Pattern Block Fill, Tracing Blocks, Smart Board Shape BINGO, and Lady Bugs.
- Third, place into centers. Have students in centers for 15 minutes and rotate clock wise.
- Fourth, call students back to the carpet. Ask questions about what they learned today.