

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark A** Students can understand and apply number properties and operations.

**Grade Level Objective:** 1.A.1.1 Count, represent, read, compare and order numbers.

**Instructional Strategies:** The teacher will model and count to act out addition stories with *in all*. For partners, use six 2 color counters. Have groups of children act out simple addition stories, such as, **Two children are sitting at the table. Two more come. How many children are there in all?** Make up additional stories to act out. Have one partner hold up 1 to 3 fingers on the other hand. Have the other partner use counters to show the number of fingers held up on each hand. Then ask partners to join both groups of counters and count to find how many in all.

**Assessments:** Teacher Observation

**Instructional Timeline:**

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**Grade Level:** 1<sup>st</sup> Grade

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**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark A** Students can understand and apply number properties and operations.

**Grade Level Objective:** 1.A.1.2 Develop an understanding of whole number relationships, including grouping in tens and ones and apply place-value concepts.

**Instructional Strategies:** Teacher will model tens and ones to 100. Using base ten blocks, give each group 5 tens and 6 ones. Tell them that each long block is ten. Have children write how many tens they have and how many ones. *5 tens, 6 ones* Finally, ask them to write the number that equals 5 tens and 6 ones. Repeat this activity with other numbers.

**Assessments:** Workbook page/Teacher Observation

**Instructional Timeline:**

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**Grade Level:** 1<sup>st</sup> Grade

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**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark A** Students can understand and apply number properties and operations.

**Grade Level Objective:** 1.A.1.3 Understand fractional parts are equal shares or equal portions of a whole unit (a unit can be an object or a collection of things).

**Instructional Strategies:**

The teacher will model halves and identify  $\frac{1}{2}$ . Draw on the board two same size circles. Divide the first circle into 2 equal parts and the other circle into 2 unequal parts. Explain to children that when divided into 2 equal parts, those parts are halves of the original shape. One of the two equal parts is called one half. Provide the children with a whole circle and the halves circle cut into 2 parts. Have children place the 2 halves on the whole circle. Explain that 2 halves equal 1 whole. Then have children color one of the halves red. Explain that the shaded part is  $\frac{1}{2}$  of the whole.

**Assessments:** Distribute half and whole plates randomly and students will find the matching half. Workbook pages/Teacher Observation

**Instructional Timeline:**

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**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark B** Students can understand and apply concepts procedures of algebra.

**Grade Level Objective:** 1.B.1.1 Recognize, describe, create and extend repeating and growing patterns such as physical, geometric and numeric patterns and translate from one representation to another.

**Instructional Strategies:**

Use clapping patterns to review how to describe and extend rhythmic pattern. Establish a simple pattern such as clap, pause, clap, clap, clap. Have children join in when they seem to know the pattern. Have them extend the pattern when you stop. Then invite volunteers to describe the pattern.

**Assessments:**

Display a pattern of shapes and have children copy it using different objects. Workbook pages/Teacher Observation

**Instructional Timeline:**

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**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark B** Students can understand and apply concepts procedures of algebra.

**Grade Level Objective:** 1.B.1.2 Sort, classify, and order objects by size, number and other properties.

**Instructional Strategies:**

The teacher will sort and label objects. Ask each child to contribute one shoe to a pile in the middle of the group. Have children discuss how the shoes can be sorted into two groups. Ask them to consider color, size, shape, style, laces or no laces. Then have the children sort the shoes into two groups. Put the groups in boxes and write labels for each box, using markers and cards. Have each group explain to the class how they sorted their shoes.

**Assessments:**

Teacher Observation/Workbook pages

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark C** Students can understand and apply concepts of geometry.

**Grade Level Objective:** 1.B.1.3 Understand equality as meaning "the same as" and use the = symbol appropriately.

**Instructional Strategies:**

Write on the board an addition sentence, such as  $3+1=4$ . Introduce the vocabulary (equals, sum & plus) and point out how each word relates to a part of the addition sentence. For example, circle the = symbol and show the card that says equals. Point out that the = sign means, "the same as". Ask children to make up their own number stories using the terms sum, plus and equals.

**Assessments:**

Teacher observation/Workbook pages/Completion of task

**Instructional Timeline:**

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**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark C** Students can understand and apply concepts of geometry.

**Grade Level Objective:** 1.C.1.1 Experience and recognize slides, flips, turns and symmetry to analyze mathematical situations.

**Instructional Strategies:**

Teacher will use pattern blocks to slide and turn figures. Review the meanings of slides and turns by modeling each. Have children trace the triangle pattern block onto a sheet of paper. Then have them lay the pattern block over the trace and slide the pattern block to a new position. Instruct them to trace the shape again. Draw an arrow from the first figure to the 2<sup>nd</sup> and label the drawing as a slide. Repeat these directions for turning the triangle, showing a turn.

**Assessments:**

*Teacher Observation/ Workbook pages*

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark C** Students can understand and apply concepts of geometry.

**Grade Level Objective:** 1.C.1.2 Name and identify two and three-dimensional geometric shapes, including plane and solid figures.

**Instructional Strategies:**

Students will identify plane shapes on solid figures. Give each child an object or a solid. Have children trace around one end of the object or solid. Tell children to look at their drawings and follow these directions. **Hold up your right hand if you drew a circle. Hold up your left hand if you drew a square. Stand if you drew a triangle. Jump in place if you drew a rectangle.** Repeat activity using different solid figures. Identify the plane shape.

**Assessments:**

Teacher Observation/Completion of task

**Instructional Timeline:**



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**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark D** Students can understand and apply concepts of measurement.

**Grade Level Objective:** 1.D.1.1 Identify attributes that are measurable, such as length, weight, time and money and use these attributes to order objects and make direct comparisons. (MC) (C) (G)

**Instructional Strategies:**

Teacher will model identifying and describing the penny and nickel and counting their values.

Display 1 penny and 1 nickel. Have children identify and describe each one. Point out that 1 penny is worth 1 cent. Have children count out 5 pennies. Then have them exchange the 5 pennies for 1 nickel. Explain that 1 nickel is worth 5 cents, the value of 5 pennies.

Show a group of pennies and a group of nickels. Model how to count the group of pennies by ones and skip count nickels by fives to figure out total amounts. Have partners practice counting first group of pennies and next groups of nickels. Have one partner show several pennies. Have the other partner count and say the amount. Have children switch roles and repeat for nickels.

**Assessments:**

Teacher observation/Workbook pages

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 1** Students can understand and apply a variety of math concepts.

**Benchmark D** Students can understand and apply concepts of measurement.

**Grade Level Objective:** 1.D.1.2 Measure length using standard and non-standard units with comprehension.

**Instructional Strategies:**

Have children search the room for 4 different objects – one that is about 1 craft stick long, one shorter than 1 craft stick, one that is longer than 1 craft stick and one that measures 6 craft sticks.

Record their information. Then using the same objects, measure using an inch ruler.

**Assessments:**

Teacher observation/Workbook pages

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 2 Students can understand and apply methods of estimation.**

**Benchmark A Students can understand and apply concepts and procedures of estimation and number sense.**

**Grade Level Objective:** 2.A.1.1 Estimate, measure and compute measurable attributes while solving problems.

**Instructional Strategies:**

For each group, draw 3 lines on separate sheets of paper: 1 line about 3 paper clips long, 1 line about 5 paper clips long, and one line about 8 paper clips long. Tell children to look at the lines and their paper clips and estimate how many paper clips would fit along each line. Guide children through the practice.

**Assessments:**

Teacher observation

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 2 Students can understand and apply methods of estimation.**

**Benchmark A Students can understand and apply concepts and procedures of estimation and number sense.**

**Grade Level Objective:** 2.A.1.2 Estimate the answer to an addition or subtraction problem before computing, and determine whether the computed answer makes sense.

**Instructional Strategies:**

Teacher will model how to identify reasonable estimates. Explain that one way to find reasonable estimates is to use numbers close to those in the problem that are easy to add or subtract. Write on the board **There are 18 children on the bus. 11 more get on. About how many children are there now? 3, 30, or 300.  $18 + 11 = \underline{\quad}$ .** Model how to estimate this sum by showing that 18 is close to 20 and 11 is close to 10. So a reasonable estimate is  $20 + 10 = 30$ .

**Assessments:**

Workbook pages

**Instructional Timeline:**

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**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 2 Students can understand and apply methods of estimation.**

**Benchmark A Students can understand and apply concepts and procedures of estimation and number sense.**

**Grade Level Objective:** 2.A.1.3 Estimate length using standard and non-standard units with comprehension.

**Instructional Strategies:**

Have children form groups of 3 and assign each group a large object such as a rug. Explain that you want the group to estimate its length, using a child as the unit.

Have them repeat the activity using a ruler.

**Assessments:**

Teacher Observation

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 3 Students can solve a variety of math problems.**

**Benchmark A Students understand and apply problem solving approaches and procedures.**

**Grade Level Objective:** 3.A.1.1 Develop understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts.

**Instructional Strategies:**

Review related addition and subtraction facts. Write  $7 + 3 = \underline{\quad}$  on the board. Have children find the sum (10). Write  $10 - 3 = \underline{\quad}$  on the board. Discuss that these exercises are related because they use the same numbers. Point out that you know  $10 - 3 = 7$ , because  $7 + 3 = 10$  in the exercise to make 10. Continue modeling and practicing with students using different related facts.

**Assessments:**

Teacher Observation/Workbook pages

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 3 Students can solve a variety of math problems.**

**Benchmark A Students understand and apply problem solving approaches and procedures.**

**Grade Level Objective:** 3.A.1.2 Develop fluency and quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.

**Instructional Strategies:**

Students will practice memorized subtraction and addition facts by playing the game “Around The World”. Two students start the game by answering correctly the given flash card. Whoever answers correctly first, moves to the next student in line. Play continues until the student has gone “around the world”.

**Assessments:**

Weekly Math Timed Tests

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 4: Students can interpret data presented in a variety of ways.**

**Benchmark A Students can use and interpret tables and graphs to locate and read information.**

**Grade Level Objective:** 4.A.1.1 Collect, sort, organize, and represent data to ask and answer questions relevant to the K-2 environment.

**Instructional Strategies:**

Students will make a graph using objects with different shapes. Show children how to sort and organize the pattern blocks to make a concrete graph. Distribute the pattern blocks to each group and have them work together to make the graph. Ask each group to present its graph and summarize the information in it for the class. In particular, they tell how many of each shape there are and explain how they know. Give children in other groups the opportunity to ask questions about the graph and have children in the group use the graph to answer those questions.

**Assessments:**

Completion of task  
Teacher Observation

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 4: Students can interpret data presented in a variety of ways.**

**Benchmark A Students can use and interpret tables and graphs to locate and read information.**

**Grade Level Objective:** 4.A.1.2 Compare different representations of the same data using these types of graphs: bar graphs, frequency tables, line plots, and picture graphs.

**Instructional Strategies:**

Guide children to make a picture graph that shows the kinds and numbers of balls in a box. First, help set up graphs. Draw an example on the board, including labels and picture symbols. Then, have them take turns picking balls out of the box. Let them decide together where to draw each picture in the graph. Repeat this procedure using a frequency table.

**Assessments:**

**Instructional Timeline:**

## **MStM Math Curriculum Lesson Plan Template**

**Grade Level:** 1<sup>st</sup> Grade

**Teacher:** Schad/Devore

**Math Standard/Benchmark:**

**Standard 4: Students can interpret data presented in a variety of ways.**

**Benchmark A Students can use and interpret tables and graphs to locate and read information.**

**Grade Level Objective:** 4.A.1.3 Use information displayed on graphs to answer questions and make predictions, inferences and generalizations.

**Instructional Strategies:**

Lead children through the process of sorting paper clips and recording the data in a tally table. Have children sort their paper clips one way (by size or color) and make a tally table. Then have them sort their paper clips in a different way and make another table. Have children ask and answer questions about their table.

**Assessments:**

Completion of task/Workbook pages

**Instructional Timeline:**