Lesson Plan Template
Date: _____

Grade: 1	**Subject: Math**
Materials:	**Technology Needed:**
Instructional Strategies: ☐ Direct instruction ☐ Guided practice ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Other (list) ☐ Peer teaching/collaboration/ cooperative learning ☐ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling	**Guided Practices and Concrete Application:** ☐ Large group activity ☐ Independent activity ☐ Pairing/collaboration ☐ Simulations/Scenarios ☐ Other (list) ☐ Hands-on ☐ Technology integration ☐ Imitation/Repeat/Mimic Explain:
Standard: 1.NO.NBT.2 Compare two two-digit numbers using symbols >, <, and =. Justify comparisons based on the value of tens and ones.	**Universal Design for Learning** **Below Proficiency:** **Above Proficiency:** **Modalities/Learning Preferences:** • **Visual:** • **Auditory:** • **Kinesthetic:** • **Tactile:**
Objective Students will be able to demonstrate their understanding of two-digit number comparisons through playing games with dominos and dice and comparing the numbers to each other. **Bloom's Taxonomy Cognitive Level: compare**	
Classroom Management- (grouping(s), movement/transitions, etc.)	**Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)**

Minutes	Procedures
	Set-up/Prep before lesson:
5 minutes	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Students will play a domino game, which will entail deciding which side of the domino is greater, smaller, or equal. This will help the teacher to see where each of the students are at.
5-10 minutes	**Explain: (teacher-led)** Teacher will explain the basic principles or larger and smaller numbers. Students will have a basic understanding of this already, so the teacher should not spend more than 1-2 minutes on this. Afterwards, the teacher should introduce the symbols, using the crocodile analogy, as these visuals are very helpful for younger children. These should be drawn on the white board in front of the entire class. Here is a video that could be played: https://images.app.goo.gl/UBoqNhSyRDQe9dcZ6. Students could afterwards come up to the board and fill in the blanks of greater than/ less than/ or equal. (sample problem: 3 __ 4). Problems would increase in difficulty as they go on, as two digit numbers are essential to this standard. Teacher would discuss how it is easily seen in 20 < 30 as the 3 is greater than 2.
Age-level appropriate	**Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences)** Students would play domino game again, only writing their answers on a sheet of paper and working in small groups of 3 -5. Seeing the different answers (hopefully they are the same) from each group would help the teacher to understand which children are understanding the content and which ones aren't. After the dominos, the kiddos would use multiple dice, to help them work with larger, two-digit numbers. The groups would include students of differing levels, that way the high flyers can help those who are struggling. If the answers differ too much than it is a sign that more time should be spent on this topic. Students would also be given a small worksheet to use as homework. https://images.app.goo.gl/ztfbjdQrRjkzMLMZ8

Lesson Plan Template
Date: _____

1-2 minutes	**Closure (wrap up and transition to next activity):** Students will be asked how they enjoyed the assignment and if they liked using the visuals and working in groups with hands-on materials.

Formative Assessment: (linked to objective, during learning) • **Progress monitoring throughout lesson (document of student learning, data collection)** **This would be the domino/dice worksheet**	**Summative Assessment (linked back to standard, END of learning)**

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Lesson Plan Template
Date: _____