

MStM Math Curriculum Lesson Plan Template

Grade Level: Kindergarten

Teacher: Mrs. Henson & Mrs. Webster

Math Standard/Benchmark:

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

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

Grade Level Objective: 1.A.K.1: Count, represent, read, compare, and order whole numbers. (C,G,T)

Instructional Strategies:

Give students pictures of objects representing a number and give students corresponding number cards to match with the pictures. This can be done in small or whole group setting. Once students have matched pictures to the corresponding number have them read aloud each number. Next have students order the numbers from biggest to smallest. Daily oral math with counting practice during calendar and flash card drills.

Assessments: Teacher observation, completed math center activities, and one-on-one completed activities.

Instructional Timeline:

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

Grade Level Objective: 1.A.K.3: Count by ones, fives, and tens up to 100.

Instructional Strategies: Through daily calendar compile a number chart of the days of school, adding a number each day. Numbers at the five and ten interval need to be a designated color so the pattern is visible. Complete this chart after 100 days of school. Use patterning chants with claps and taps to designate counting by fives or tens. Tap your legs when you say a number than ends in five, and clap your hands when you say a number that ends in zero. Use flash cards to help students count their way to 100 using these chants.

Assessments: Teacher observation and one-on-one counting for the teacher.

Instructional Timeline:

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Grade Level: Kindergarten

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Math Standard/Benchmark:

Standard 1: Students can understand and apply a variety of math concepts.
B. Students can understand and apply concepts and procedures of algebra.

Grade Level Objective: 1.B.K.1: Recognize, describe, create and extend repeating and growing patterns such as physical, geometric and number patterns.

Instructional Strategies: For each child give a variety of manipulatives, such as bear counters, pattern blocks or connecting cubes. Have children create a color pattern with connecting cubes, a size pattern using bear counters, or a shape pattern using pattern blocks. Ask children to change seats with a partner and use appropriate manipulatives to extend the partner's pattern.

Assessments: Teacher observation, partner check on patterns, one-on-one completed and extended patterns, and Independent work of created patterns.

Instructional Timeline:

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Grade Level: Kindergarten

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Math Standard/Benchmark:

Standard 1: Students can understand and apply a variety of math concepts.
B. Students can understand and apply concepts and procedures of algebra.

Grade Level Objective: 1.B.K.2: Sort, classify, and order objects by size, number, and other properties.

Instructional Strategies: Give each student groups of large paper circles squares, and triangles of 3 colors and 3 different sizes. Invite them to chose one shape or color and put it in a separate group. Next have children look for another shape that is the same as the shaped they originally picked. Model this activity whole group. Let students continue to divide up the shapes and sort them into groups. They may pick to sort by size, color, or shape. Once all students have sorted their shapes let them share why the chose to group them in the way that they did.

Assessments: Teacher observation of completed sorted groups organized by shape, size or color. Also can use completed math centers using manipulative to sort.

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Math Standard/Benchmark:

Standard 1: Students can understand and apply a variety of math concepts.
B. Students can understand and apply concepts and procedures of algebra.

Grade Level Objective: 1.B.K.3: Develop concepts of addition and subtraction using manipulatives working with numbers up to 10.

Instructional Strategies: Gather children in the book center or area. Tell addition stories like these for children to act out. Use children's names. "Bill put five books in his backpack. Then he put three more books in his backpack. How many books did he put in his backpack in all?" Another example, "Victoria put four books on her table. Tim came and put two more books on Victoria's table. How many books are on Victoria's table?" Ask volunteers to make up more addition problems to act out and solve. Complete a similar activity for subtraction story problems using classroom objects.

Assessments: Student developed story problems with classroom items, participation during whole group story problems, and one-on-one work with manipulatives to complete addition stories with correct answers.

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Math Standard/Benchmark:

Standard 1: Students can understand and apply a variety of math concepts.
B. Students can understand and apply concepts and procedures of algebra.

Grade Level Objective: 1.B.K.4: Understanding equality as meaning “the same as” and use = 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. They may use number flash cards, addition and subtraction symbols to complete these problems. Make sure students read the problems to a partner or a teacher.

Assessments: Teacher observation during lesson of student discussion and vocabulary usage of “the same as” and understanding of this vocabulary in the whole group setting.

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Grade Level: Kindergarten

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Math Standard/Benchmark:

Standard 1: Students can understand and apply a variety of math concepts.
C. Students can understand and apply concepts of geometry.

Grade Level Objective: 1.C.K.1 Experience and recognize symmetry.

Instructional Strategies: Give students a large sheet of paper and access to tempera paints. Then have children fold their papers in half and then unfold them. Dribble a small amount of paint on the fold of their papers in a freeform design. Fold the paper along the crease and press gently over the folded surface. Open the paper and tell what they see on each side of the fold. Have students repeat the procedure with different colors. Discuss with children the line of symmetry. “What do you see to the right of the fold?” “What do you see to the left of the fold?” “What can you tell me about both sides of the paper?” “What separates the two matching parts?”

Assessments: Observe and check, as students study their completed paintings, observe how they compare detail for detail on each side of the line of symmetry. Note how they use the fold line as a reference.

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Grade Level: Kindergarten

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Math Standard/Benchmark:

Standard 2: Students can understand and apply a variety of math concepts.
D. Students can understand and apply concepts of measurement.

Grade Level Objective: 1.D.K.1 Identify attributes that are measurable, such as length, weight, time and money, and use these attributes to order objects and make direct comparisons.

Instructional Strategies: Prepare picture cards of analog clocks showing all 12 times to the hour, along with matching digital clock cards. Give each student a card and ask them to find their partner clock without speaking. This will ensure students are reading the clock times to find their match. Then call out the times or write them on the board and have student pairs share their matches.

Assessments: Student participation during activity and teacher observation

Instructional Timeline:

MstM Math Curriculum Lesson Plan Template

Grade Level: Kindergarten

Teacher: Mrs. Henson & Mrs. Webster

Math Standard/Benchmark:

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

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

Grade Level Objective: 2.A.K.1: Estimate, measure, and compute measurable attributes while solving problems. (G, C, T).

Instructional Strategies: Partners select a distance to measure from the classroom door to a specific place in the room, using their own “giant steps.” Partners take turns pacing off the chosen distance. Each child writes the number of steps he or she took to cover the distance and then compares the number with that of his or her partner. Discuss with children why their might be a different number of steps to cover the same distance.

Assessments: Teacher observation of students completing the activity and teacher observation of student discussion/participation.

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Grade Level: Kindergarten

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Math Standard/Benchmark:

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

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

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

Instructional Strategies: For each child, provide classroom objects, connecting cubes, record sheet, and crayons. Help children draw three rows on the Recording Sheet. Have children pick three classroom objects and draw them on their sheet. Next have each child estimate a length for their object compared to connecting cubes. Finally have each student make a cube train to measure length of the object they have chosen. Record the actual length next to their estimation. Ask children to tell which object is longest and which is shortest. Have children discuss comparisons of their estimations to their actual measurements.

Assessments: Completed student work, estimations that are reasonable and teacher observation of student measurement.

Instructional Timeline:

MstM Math Curriculum Lesson Plan Template

Grade Level: Kindergarten

Teacher: Mrs. Henson & Mrs. Webster

Math Standard/Benchmark:

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

A. Students can understand and apply problem solving approaches and procedures.

Grade Level Objective: 3.A.K.1: Develop understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts.

Instructional Strategies: Prepare 10 plastic bottles of similar size and shape, 1 tennis ball, and dry erase boards for each student. Line up the bottles in rows similar to bowling set up. Mark a line about four feet away from the row of bottles. Have children take turns standing on the line and using the ball to try to bowl over the bottles. When they knock over bottles have students complete a subtraction sentence on their white boards to show how they removed the bottles from the group and how many are left. Have a partner then write the addition sentence to symbolize adding the bottles back to the bowling set up for the next student's turn.

Assessments: Check student boards as they create addition and subtraction problems as well as their given answers.

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Math Standard/Benchmark:

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

A. Students can understand and apply problem solving approaches and procedures.

Grade Level Objective: 3.A.K.2: Develop fluency and quick recall of addition facts and related subtraction facts and fluency with single digit addition and subtraction. **(C,T).**

Instructional Strategies: Prepare addition flash cards and mix within the set, and have students play “around the world” by answering correctly when a flash card is shown. The goal is to be the first one to say the correct answer. The student who correctly answers first may move to the next student in line as they try to make their way “around the world” to each student. Stopping only when they give a wrong answer or another student states the answer before them.

Assessments: Student participation and teacher observation.

Instructional Timeline:

MStM Math Curriculum Lesson Plan Template

Grade Level: Kindergarten

Teacher: Mrs. Henson & Mrs. Webster

Math Standard/Benchmark:

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

A. Students can understand and apply problem solving approaches and procedures.

Grade Level Objective: 4.A.K.1: Collect, sort, organize, and represent data to ask and answer questions relevant to the K-2 environment.

Instructional Strategies: Give partners graphing grids and crayons. Have partners use a class roster to check off names as they survey the class. The partners record on a graph grid the number of children wearing shirts with buttons and the number of children wearing shirts without buttons. Then they give the graph a title and label the rows. When their graph is complete, have partners write which type of shirt more children are wearing and explain their work to classmates.

Assessments: Completed student graph and teacher observation of student discussion.

Instructional Timeline:

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Grade Level: Kindergarten

Teacher: Mrs. Henson & Mrs. Webster

Math Standard/Benchmark:

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

A. Students can understand and apply problem solving approaches and procedures.

Grade Level Objective: 4.A.K.2: Compare representations of data using these types of graphs: bar graphs and picture graphs. **(C,G,T)**.

Instructional Strategies: Have students decide three possible places for a class trip such as museum, a zoo, or a fire station and draw row headings to match. Have each student come up and draw a picture of them in the appropriate place on the graph. When graph is finished, discuss which choice is more popular and name a few people in each choice to check for understanding. Next have the class transfer the collected information to make a bar graph. Decide how many columns will be needed to represent the amount of students and how the graph will be completed. Compare the pros and cons of the two finished graphs.

Assessments: Whole group completed graphs and teacher observation of student discussion.

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Math Standard/Benchmark:

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

A. Students can understand and apply problem solving approaches and procedures.

Grade Level Objective: 4.A.K.3: Use information displayed on graphs to answer questions and make predictions, inferences and generalizations such as likely or unlikely events.

Instructional Strategies: Using a graph of items you wear in the winter make a picture of what is more or less likely to happen in this weather. Have children cut an index card in half so that is cut like a jigsaw puzzle. Ask children to draw a picture of an event that is less likely, such as wearing a bathing suit on a snowy day, on one half of the card. Have them draw on the other half of a picture of a related more likely event, such as wearing a snow suit on a snowy day. Ask children to trade puzzles with a friend and put together each other's puzzles. Have them identify the more likely and less likely events shown in each puzzle.

Assessments: Completed puzzles and student participation within partners.

Instructional Timeline:

MStM Math Curriculum Lesson Plan Template

Grade Level: 1st 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:

Instructional Timeline: