

# **General Information**

# **Lesson Parts & Duration**

Total Duration: 2 to 2 ½ hours

- Segment 1: Read aloud & Guided Art Activity (45 Minutes)
- Segment 2: Categorizing Names by Quantity (45 Minutes)
- Segment 3: Add and Subtract Within 20 (30 Minutes)
- Segment 4: Game: Add and Subtract Within 20, Using Mental Math (30 Minutes)

# Subject(s)

• Represent and interpret data (1.MD.C.4); Review comparing numbers or quantities as "greater than" or "less than" (1.NBT.3); Add and subtract within 20 (1.OA.A.1)

# Objective

- <u>Students will</u> draw a chrysanthemum flower and write their name above their drawing.
- <u>Students will</u> count the letters in their own names; Categorize their name in a graphic organizer by number of letters in their name; after analyzing the graphic organizer, discuss which names have more, less, greater than, and less than letters between categories; Write the names of other students who have the same number of letters in their names.
- <u>Students will</u> add and subtract using mental math strategies.
- <u>Students will</u> solve word problems using addition strategies.

# **Materials**

- **Required:** a copy of <u>Chrysanthemum</u>, by Kevin Henkes for the teacher (picture book)
- blank paper (3 pieces per student)
- scissors for students
- pencils
- scotch tape (1 piece per student)
- document camera or whiteboard
- white or chalk board eraser, or item of similar size.
- clipboard with paper that has numbers of half of the student class count written down the left side (if there are 28 students, write #'s 1-14)
- **Prep:** chart paper with a graphic organizer for categorizing names (numbers on the chart will depend on the minimum and maximum letters in the names within this class) or create it on the whiteboard (see page 4)
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 13)

# Protocols (page 12)

- Used throughout lesson be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

### Throughout these lessons, you will find:

- Scripted Text indicates things that need to be said directly. Bullets starting with a "T" followed by italicized type indicate scripted text
- Clarifiers within scripted text are in orange
- Teacher Directions indicate things you should be doing
- **Side notes** provide helpful hints, ELL strategies, differentiation and information
- **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

#### **Remember!**

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

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Page 1 of 13



# Instructional Plan: Segment 1: 45 minutes

# Subject

• Read aloud & Guided Art Activity

# Objective

• <u>Students will</u> draw a chrysanthemum flower and write their name above their drawing.

# **Materials**

- **Required:** a copy of <u>Chrysanthemum</u>, by Kevin Henkes for the teacher (picture book)
- blank paper (1 piece per student)
- pencil
- document camera or whiteboard

#### Have students seated on the rug or in a place where they can see the story as you read it to them.

# Introduction

*T* Today we will be reading the story <u>Chrysanthemum</u>, by Kevin Henkes.

# **Read Aloud**

Read story aloud for students. See notes for read aloud tips!

- *T* After listening to <u>Chrysanthemum</u>, I want you to think about what part of the story was your favorite.
- *T* You are going to share your favorite part with a partner.
- *T* I would like you to turn to a partner someone sitting close to them and share your favorite part of the story.

# Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

### Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

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**Guided** Art Activity You will be modeling each step and allow the students to "copy" the step before moving on in the sequence.

Pass out one piece of blank paper to each student and send students back to their seat/desk.

- **T** Once you are back at your seat, write your name on the back of your paper. See example & model so students can follow.
- T Flip your paper over and then hold your pencil up in their air to show me you are ready to listen for directions! Once most students are holding up their pencil begin a directed draw to make the t-chart on the paper (see steps below:)
- *T* When I say the magic word, which is "Chrysanthemum", then you can begin, but please do not start until you hear the magic word!
- *T* Make sure you have your paper vertically on your desk. Model this step so students can follow along with your example. Look around the room to verify and assist if necessary.

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### Page 3 of 13

- **T** Draw a line across the bottom of the paper.
- Т This will be the ground. Model this step so students can follow along with your example.
- T Ok, "Chrysanthemum".
- *T* Hold your pencil back up when you have finished this step.

# Step #2:

- **T** Draw a short straight line starting at your "ground" and going towards the top of the paper. Model this step so students can follow along with your example
- T Ok, "Chrysanthemum".
- *T* Hold your pencil back up when you have finished this step.

# **Step #3**

- *T* Now let's start the chrysanthemum.
- *T* Let's look at the cover page of the book. Show book cover
- *T* The petals of the flower look like little bananas.
- *T* Let's make some curvy lines and build the flower. Model this step so students can follow along with your example.
- T Ok, "Chrysanthemum".
- *T* Hold your pencil back up when you have finished this step.

After they copy 3 or four of your curvy lines, allow them to add on

their own. Finish yours quickly to show them to leave room at the top of the page for their name.

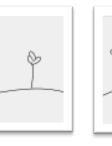
Walk around to make sure they don't get carried away.

# Note:

Give the students 5 to 6 minutes to "color" their chrysanthemum and the ground green or brown. They can add a leaf if as well.

# 🐨 Make sure to "Break Up Your Day!"

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 13)





Name





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# Instructional Plan: Segment 2: 45 minutes

# Subject

• Categorizing Names by Quantity

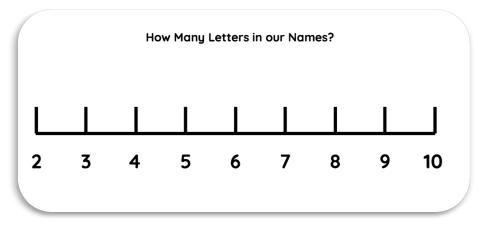
# Objective

- <u>Students will</u> count the letters in their own names.
- <u>Students will</u> categorize their name in a graphic organizer by number of letters in their name.
- <u>Students will</u> analyze the graphic organizer, discuss which names have more letters and less letters, using the terms "greater than" and "less than".
- <u>Students will</u> write the names of other students who have the same number of letters in their names.

#### **Materials**

- **Required:** a copy of <u>Chrysanthemum</u>, by Kevin Henkes for the teacher (picture book)
- blank paper (1 piece per student)
- scissors for students
- pencil
- scotch tape
- document camera or whiteboard
- **Prep:** chart paper with a graphic organizer for categorizing names (numbers on the chart will depend on the minimum and maximum letters in the names within this class)

#### Prep this graphic organizer before beginning the lesson or create it as you go with the students.



### Introduction

- *T* Today, we have been reading and drawing a Chrysanthemum.
- *T* Now we are going to use this book to help us do some Math!
- **T** Who knows how many letters are in Chrysanthemum's name? students raise hands or everyone can call out...
- *T* Let's see if you are correct.
- T Count with me. Point to the words on the cover of the book.

If possible put the book under a document camera and cover each letter up and count the letters. You may want to rewrite the name Chrysanthemum on a separate piece of paper in large letters so that you can cover each letter with a single math manipulative

- T 1 (C), 2 (H), 3 (R), 4 (Y), 5 (S), 6, (A), 7 (N), 8 (T), 9 (H), 10 (E), 11 (M), 12 (U), 13 (M).
- *T* There are 13 letters in the name, Chrysanthemum!
- *T* I wonder how many letters are in your names.

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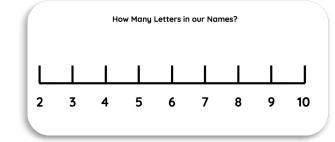


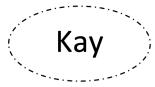
- T Let's find out!
- *T* I would like you to quietly return to your seats.
- *T* I will be giving you a plain white piece of paper.
- *T* Please do not do anything with it until I give you the direction.

Distribute 1 piece of blank paper per student. Students will also need scissors. If the teacher keeps all of the scissors in one central place, now would be a good time to pass those out as well.

- *T* I am going to show you how I would like you to write your name on your paper, by writing my name first.
- *T* If my name was "Kay," I would write K-A-Y. Write it about the size of a large index card.
- *T* Then I will "Bubble" cut around my name. Model this so that students can see. Example on right.
- **T** Okay, now it is your turn.
- *T* Please write your name in your best printing.
- *T* Bubble cut it out.
- *T* Throw your extra paper into the scrap bin (or trash).
- *T* Put your pencils and scissors away.
- *T* Then, return to the floor with your cut out name.

#### Have the chart with the graphic organizer ready. Example shown below





# **Differentiation:**

If students cannot write their own name, have them copy from the name tag on their desks OR write their name with a highlighter and have them trace their name.

- *T* Class this is a map to sort or categorize our names into groups by how many letters are in each of your names.
- *T* Now let's practice with my name.
- *T* Let's all count the letters in my name.
- **T** I have three letters in my name (Kay), that means I will categorize it under the number three. Tape teacher name above the #3, OR however many letters are in your name.
- T How many of you have 2 letters in your name? Use whatever number appears first on the chart
- *T* Each of you with 2 letters, come up to the map and tape your name in the proper category. Put a piece of tape on the back of their name as they come up.

**Continue until all names are on the graphic organizer.** Verify the accuracy of where students are placing their names. Help students to modify the placement of their names if necessary.

- *T* Now that we have finished, please go back to your seats to get your paper drawing of the flower and their name. From segment 1
- *T* Then come back to the carpet with paper drawing of the flower and your name.



- T I'm looking for a buddy to compare letters with; I am going to choose a buddy who is sitting nicely and following directions. Choose a student to be your "buddy." Choose at least one student with the same number of letters as yours (if possible)
- *T* I am going to show you how my buddy and I can compare the letters in our names.
- *T* We will count the letters in each other's names to see if it is the same number.
- *T* On the back of my flower paper from earlier I will write my buddy's name.
- T On the back of his/her paper he/she will write my name.

Model this at least 3 times by choosing 3 new buddies and follow the steps again.

- *T* It's your turn to compare names with a buddy.
- *T* I will pair you up with a different buddy 3 times.
- *T* Each time you will compare how many letters are in each of your names.

Pair students up and have them "compare" letters. Give them enough time to complete this work.

Have students pair up with at least 3 different people.

When the students have paired up at least 3 times, call them back to the carpet.

- *T* Now I will sort you all by the number of letters in your names.
- **T** You will be in groups on the carpet. like the graphic organizer

Put students into groups with other students who have the same number of letter in their names.

- *T* Let's count together the number of students in each group.
- *T* I will write the number on the graphic organizer at the bottom of each category.

Write the numbers at the bottom of the graphic organizer to show how many students have 2, 3, 4, etc. letters in their names.

- *T* Which group has the most?
- *T* If your group has the most, Stand Up!
- *T* Which group has the least?
- *T* If your group has the least, Stand Up!
- *T* Did anyone have 13 letters like Chrysanthemum?

Collect student papers, paper clip together and put on teacher desk.

# 🏶 Make sure to "Break Up Your Day!" 規

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 13)

# Differentiation:

FIRST GRADE

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Extension Activity: if you have students that finish very quickly, challenge them to find a student that has "more" or "less" letters in his/her name.

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# Instructional Plan: Segment 3: 30 minutes

## Subject

• Add and Subtract Within 20

# Objective

- <u>Students will</u> add and subtract using mental math strategies.
- <u>Students will</u> solve word problems using addition strategies.

#### Materials

- lined paper
- pencil
- document camera or whiteboard

Pass out one piece of lined paper to each student, reminding them to print their name at the top. They will need their pencils.

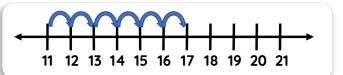
#### On the board, or document camera, write or display the first word problem.

Problem #1

The ball box had 11 red balls and 6 yellow balls. How many balls were in the ball box all together?

## Problem #1

- *T* The ball box had 11 red balls and 6 yellow balls. How many balls were in the ball box all together?
- *T* Does this problem require addition or subtraction to solve?
- T Let's see if there are some words in the problem to help us? Help them to notice the words that indicate that the problem is addition. Ex.: "more", "all together", "in all'
- *T* Copy me as we write the numbers on an open number line. See directions in the "Note" box.
- *T* What is our answer? Let's check by doing it one more way.
- *T* Copy me as I draw a place value chart for tens and ones.
- *T* Let's record the first number as tens and ones. "11"



#### Note:

- 1. Draw an open number line utilizing the first number as the starting point.
- 2. Next, model adding hash marks to the line for the next number that is to be added.
- 3. Finally, model drawing "hops" from first number to the last and writing the numbers underneath.

T Now let's record the second number to the chart as tens and ones. "6" adding this to the same diagram

Put students in partners. Someone sitting near them or mix all of the students up.



#### Ask and Justify

- Put students in pairs: have them assign
  - themselves a number 1 or 2 Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will
    - respond
- Share out and check for understanding
- Follow the protocol for Ask and Justify
  Ask students to share their response to the
- question

.....

- Verify that response or conclusion is correct
  If needed, provide clarification
- If needed, provide clarification
- *T* We are going to use the <u>Ask</u>, <u>Answer and Justify</u> protocol with our partners.
- *T* With your partner, please decide who is going to be the 1 and who is going to be the 2.
- *T* 1's will ask the questions first and then 2's will respond or answer the question.
- *T* Then the 2's will ask the next question and the 1's will respond.
- *T* Next time you will switch and 2's will go first asking the question.
- *T* For each question, you will first take a moment and find your answer in the text.
- *T* Then you will <u>Ask</u>, <u>Answer and Justify</u> with your partner.
- *T* Last, we will share our answers with the class.
- *T* Talk to your buddy.
- T Are we adding them or subtracting them?

#### Ask, Answer and Justify

### **Partner Discussion**

Question: Are we adding them or subtracting them?

**Provide time for students to discuss this question.** Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

### Share out and check for understanding

T Who would like to share their answer? Using equity sticks, if available, choose students to answer. Answer: We will be adding.

Verify that responses are correct, provide clarification if needed.

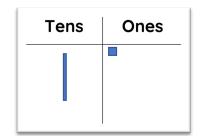
Follow example to add the "towers" and "cubes". Have students check to see if the answer matches the answer for the open number line strategy. If yes, go on. If no, go back and model how to re-check work.

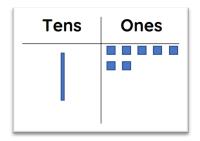
- *T* Now we need to write this word problem as an equation.
- *T* Let's record the first number, plus the second number, or addend, record the equal sign, and the sum.

Example: 11 + 6 = 17 (equation)

*T* Last, we will re-read the word problem and record the answer as a complete sentence.

**Example: There are 17 balls in the ball box.** (Answer in complete sentence form)







#### On the board, or document camera, write or display the 2nd word problem.

#### Problem #2

When Abe got to school, he had 9 sheets of paper. He found 5 more sheets of paper in his desk. How many sheets of paper does he have now?

#### Problem #2

- *T* When Abe got to school, he had 9 sheets of paper. He found 5 more sheets of paper in his desk. How many sheets of paper does he have now?
- *T* Does this problem require addition or subtraction to solve?
- T Let's see if there are some words in the problem to help us? Help them to notice the words that indicate that the problem is addition. Ex.: "more", "all together", "in all'
- *T* Copy me as we write the numbers on an open number line. See directions in the "Note" box.
- *T* What is our answer?
- *T* Let's check by doing it one more way.
- *T* Copy me as I draw a place value chart for tens and ones.
- *T* Let's record the first number as tens and ones. "9"
- Now let's record the second number to the chart as tens and ones. "5" adding this to the same diagram.
   Discuss how once you have 10 ones. It becomes 1- "10"
- T Talk to your buddy. Ask, Answer and Justify

### **Partner Discussion**

**Question:** Are we adding them or subtracting them?

**Provide time for students to discuss this question.** Monitor to ensure that 1's are asking 2's and 2's are answering and then they switch and 2's ask 1's and 1's answer.

#### Share out and check for understanding

**T** Who would like to share their answer? Using equity sticks, if available, choose students to answer. Answer: We will be adding.

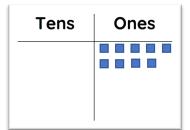
Verify that responses are correct, provide clarification if needed.

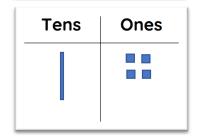
Follow example to add the "towers" and "cubes". Have students check to see if the answer matches the answer for the open number line strategy. If yes, go on. If no, go back and model how to re-check work.



#### Note:

- 4. Draw an open number line utilizing the first number as the starting point.
- 5. Next, model adding hash marks to the line for the next number that is to be added.
- 6. Finally, model drawing "hops" from first number to the last and writing the numbers underneath.





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- *T* Now we need to write this word problem as an equation.
- *T* Let's record the first number, plus the second number, or addend, record the equal sign, and the sum. Example: 9 + 5= 14 (equation)
- *T* Last, we will re-read the word problem and record the answer as a complete sentence. Example: Abe has 14 sheets of paper now. (Answer in complete sentence form)

Collect papers, paper clip and leave on teacher's desk.





# Instructional Plan: Segment 4: 30 minutes

# Subject

• Game: Add and Subtract Within 20, Using Mental Math

# Objective

• <u>Students will</u> add and subtract using mental math strategies.

# Materials

- white or chalk board eraser, or item of similar size.
- clipboard with paper that has numbers of half of the student class count written down the left side (if there are 28 students, write #'s 1-14).

# Let's Go Outside!!

# Activity: Steal the Bacon with Mental Math Equations!

# Setting Up the Teams:

- Divide students into two teams
- Each team will line up (preferably on opposites sides of a basketball court)
- Assign each student a number, but count them off from reverse sides. (See example to the right.)

# How to Play

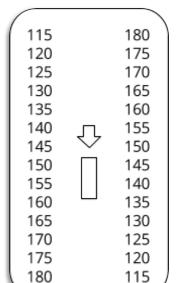
- *T* We are going to play a game called, "Steal the Bacon."
- *T* I will put you in 2 teams.
- *T* You will line up facing the other team.
- *T* Each of you will have a number. There will be a person on the opposite team that has that same number.
- ${\it T}$  I will think of a number, but I won't say it.
- *T* Instead, I will tell you an addition or subtraction problem.
- *T* If your number equals that problem, you run to the center to try to steal the "bacon" and run back to your spot without being tagged.
- *T* Remember there is someone on the other team who also has that same number and is trying to steal the "bacon."
- *T* Whichever person doesn't get the "bacon" first has to run and try to tag the person with the "bacon" before they get back to their spot.
- *T* Let's try a practice! I will say a problem. If your number equals that run to the middle. "10+1."
- T "11's" run to try to steal the bacon and get back to your spot first.
- *T* If you get back to your spot without being tagged, your team earns a point.
- **T** If you get tagged, your team doesn't get a point.

Proceed by calling out addition or subtraction equations for all numbers on the list (randomly). After all numbers have been called, the team with the most points wins!!

# 🍀 Make sure to "Break Up Your Day!" 🖲

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 13)

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MATH





# Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond
  - The next time 2's ask the question first

# On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a "new" partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

# Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

# Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

# Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.) Note: Place Protocols under a document camera (if available) as necessary throughout the lessons.

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# Make sure to "Break Up Your Day!"

These can be used in the middle of a lesson or at the end of your lesson. Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!

