California Learning Resource Network

Lesson Plan Builder Worksheet

Use this worksheet, either electronically as a Word document or manually as a printed document, to organize the information in your lesson before entering data in the CLRN Lesson Plan Builder. Items with an asterisk (*) are required for submission to CLRN for review and possible inclusion in the CLRN lesson database.

Step 1A: Enter Basic Information about the Lesson	
*Name of Lesson:	Adding and Subtracting simple numbers 0 to 30
*Lesson Grade Level:	First Grade
Additional Grade Levels:	Kindergarten year end introduction, or Second Grade beginning of year review
Co-Contributors	

Step 1B: Specify the Instructional Setting						
Instructional Setting:		Single Student		Small Group	X	Whole Class

Step 1C: Enter Lesson Description and Objective(s)	
*General Description of Lesson:	Visual Representation of Adding and Subtracting Concepts Using Students Input as well as providing examples.
*Objective(s) of Lesson:	*Number Sense* 2.5 Students will show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference). and *Number Sense* 2.6 Students will solve addition and subtraction problems with one-and two-digit numbers (e.g., 5 + 58 = __).

Step 2A: Select the Subject and Strand(s)/Domain(s)	
*Subject Area:	Math
*Strand(s)/Domain(s)	Number Sense
Additional Subjects:	Adding and subtracting using Science Data
Cross Curricular Connections:	*Earth Sciences* 3b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. *Investigations* 4a. Students will draw pictures that portray some features of the thing being described. 4b. Students will record observations and data with pictures, numbers, or written statements. 4c. Students will record observations on a bar graph.

Step 2B: Select the Standard(s) Addressed by your Lesson Plan	
Standard(s):	*Number Sense 2.5 and 2.6.* *Earth Science 3b and Science Investigations 4a, b, c*

Step 3A: Specify the types of assessments that will be used				
*Assessment type(s)	X	Writing Samples	X	Projects
		Demonstrations		Rubrics
	X	Observations		Journals
		Portfolios		Teacher-made test
		Surveys		Other:
		Interviews		

Step 3B: Specify how student learning will be assessed	
Describe the assessment plan:	Students will demonstrate knowledge of math concepts by using data gathered by observing daily weather, writing the data into sample adding and subtracting problems, and finally creating a graph and posting their work. Students will be expected to demonstrate use of adding and subtracting with any number combination between 0-30.

Step 4A: Select the electronic learning resource(s) you would like to use in this lesson plan	
Select resource(s):	Web sites for lesson practice, support, data, calendar sheets. http://www.mathplayground.com/flashaddsuba.html http://www.createdbyteachers.com/calmonthmain.html http://www.scweb4free.com/worksheets/first-grade-addition.htm http://www.weather.com/?from=globalnav

Step 4B: Select the computer and video resource(s) needed for this lesson				
Software Applications:		Database	X	Spreadsheet
		Email	X	Web Browser
		Presentation		Word Processing
		Publishing		Other:
Computer Equipment:	X	Computer (Win or Mac)		Sound Capabilities
	X	Internet Connection		Digital Camera
		CD Drive	X	Projection Device
		DVD Drive		Web TV
	X	Printer		Other:
Video Equipment:		VCR		Television
		DVD Player		Video Camera
		Laserdisc Player		Other:

Step 4C: Select the teacher's required technology competency level				
*Teacher Competency Level:		Novice		Advanced
	X	Intermediate		N/A (no computer skills required)

Step 4D: Add instructional materials to be used as resources with this lesson	
Materials and Resources used by teachers and students:	Web pages for math flash cards, web site of weather reporting for accurate data. Paper for printing and writing of drawings, flash cards, final graphs. Markers and poster for rubric to be posted.

Step 5: Specify how the lesson will be implemented				
*Teacher Procedure:	Teacher will first model the method of collecting data on graph. Teacher will reteach vocabulary terms of the types of weather and calendar. As students keep weekly sums, teacher demonstrates entering figures in spreadsheet. Teacher also sets up rotation schedule for students to have turns entering data. Final totals are displayed through projection, printed and posted in student work display areas.			
*Student Tasks:	Work with partner to tell weekly totals of weather, confirming or correcting each other as to accuracy of figures. Students work with partner to write sentences and draw pictures to tell sums and types of weather recorded. Students confirm final totals and post their work.			
*Time Required:	# of class periods:	Best if done daily, but at least twice weekly.	# of minutes per class period:	10 - 15 minutes depending on which part of project is being done. (Other individual time needed at the computer for each student to enter data at the end of project.)
Notes, tips, suggestions, and/or extension activities:	Students can develop their own weather symbols or vote as a class which ones to use for consistency. For example: puffy cloud for cloudy, sun with rays for sunny, rain drops for rainy etc. Students can write about what they do in different kinds of weather. Students can practice adding and subtracting totals from calendar days. For example: 31 days – 3 rainy = 28 other days. 3 rainy + 24 sunny + 4 windy = 31 etc. Students can collaborate on rubric and compare final work to determine possible grades.			

Step 6: Submit Lesson to Peer Editing Team or CLRN Review System