**Co-Teaching Lesson Plan**

**Subject Area:** Mathematics: Addition within 20 sums less than 20? **Grade Level: 1**

**Class Description:** 18 1st grade students with two teachers.

**Classroom Arrangement:** Group instruction oncentral rug. Desks arranged in groups of 4. Teachers are circulating the classroom as needed.

**Students with Disabilities:**

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| **Student** | **Disability Classification** | **IEP Accommodations and Assistive Technology** | **Additional Modifications for this Lesson** |
| **Maria Colon** | **Speech & Language Disorder** | **Additional Time** |  |
| **Ashley Williams** | **Autism** |  |  |

1. **Preparation**
   1. **Purpose:** The purpose of this lesson is for students to gain accuracy adding to sums within 10 using pictorial representations, manipulatives and 10 frames.
   2. **Objective(s):**

* When given a 1 digit to 1 digit addition problem students will accurately add numbers 3 out of 3 trials
* When given an addition problem, students will accurately display information on a 10 frame. 3 out of 3 trials
* When given an addition problem, the student will correctly compute the sums using at least two different strategies 3 out of 3 trials.
  1. **Content Standards:**
* **Common Core Learning Standards:**
* Math.1.OA.1: Use addition and subtraction within 20, solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. By using objects drawings, and equations with a symbol for the unknown number to present the problem.
* Math.1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
* ELA.1.RF.1.4: Read with sufficient accuracy and fluent to support comprehension
* **New York State Standards:**
* ARTS.VA.E.1.1.C: Students understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.
* MST1.E.MA1.1: Students use special mathematical notation and symbolism to communicate in mathematics and compare and describe quantities, express relationships, and relate mathematics to their immediate environment.
  1. **Essential Questions**
* What are different ways to represent addition?
  1. **Key Vocabulary**
* Number sentence
* Addition
* Representation
  1. **Materials**
* Various dinosaur manipulatives
* Large 10 from boards for students
* Crayons/pencils
* Addition worksheet
* Computer projector and internet access
* 10 frame dot flash cards

1. **Procedures (This is an example to use if you were co-teaching. Complete your duties and then add hypothetical duties for the special education teacher.)**
   1. **Anticipatory Set**

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| **Co-Teaching Method** | **Time** | **General Education Teacher** | **Special Education Provider** | **Assessment** |
| **Parallel teaching** | **3 min.** | * The lesson will begin by the teacher explaining to the students that they will be working to help “Ethan the archeologist” by adding the groups of dinosaurs he has found. * Following by explaining to students they will be working to solve addition word problems in this lesson * Using 10 frame dot flash cards, the teacher will hold up a card, count to 3 and snap. Once the teacher snaps the students are to then put up the amount of fingers that are represented on the flashcard. * This activity will allow the teacher to activate the student’s background knowledge. * After several cards the teacher will then lead into the day’s lesson. | * The teacher will use this point to observe the students and make notes of students who will need a more individualized intervention (child with speech and language disorder, and one with Autism) of this concept. | * Formative assessment for this portion of the lesson will be taken through observations of how the students respond to the flashcards. |

* 1. **Body of the Lesson/Lesson Development**

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| **Co-Teaching Method** | **Time** | **General Education Teacher** | **Special Education Provider** | **Assessment** |
| **Parallel teaching** | **11 min.** | * **I DO:** As a group the teacher will lead students in creating 3 number sentences and answering the questions during a “number talk”   + Example: “Ethan a saw 4 tyrannosaurus rexes on a lawn, then 2 pterodactyls came and joined them. How many dinosaurs does Ethan see all together?”   + The teacher will represent the 4 tyrannosaurus rexes on a 10 frame on the board.   + The teacher will then add the pterodactyls to the 10 frame.   + The teacher will model how to create a number sentence with this information.   + The teacher will then have students all record their solutions on a marker board and then all them to share their solution as to how many total dinosaurs. * **WE DO:** While remaining in the group the students will each be supplied with a ten frame and a group of dinosaur manipulatives. * The teacher will write several addition word problems on the board and the students will represent them on the 10 frame and discuss their solutions * Students will then be instructed to return to desks. * **YOU DO:** Each student will receive a handout with several word problems. * For each problem students are to represent the problem using a 10 frame. They must then use at least 2 strategies to find a solution. | * The teacher will assist the general teacher by engaging with any students that are having difficulty, repeating instructions to students who may need it and providing an alternate representation of the problems for the students**.** * The teacher will support any students that need assistance with completing this task. * Special education teacher will read the problems to Maria to ensure understanding. * The teacher will move about the room assisting students and providing positive reinforcement and corrective feedback. * The teacher will also work to remove any students from a distracting environment or making accommodations for students based on their needs. | * Assessment for this part of the lesson will be taken from the contributions that students make during the group discussion as well as the work done on the handout. |

* 1. **Closure or Concluding Activity**

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| **Co-Teaching Method** | **Time** | **General Education Teacher** | **Special Education Provider** | **Assessment** |
| **Parallel teaching** | **2 min.** | * Students will engage in whole group discussion about the concepts that were addressed in the lesson. The students will also share their individual experiences when working on the handout. |  | * Assessment will be taken by oral contributes of the students. |

1. **Follow-Up Activities: Independent Practice, Enrichment, or Reinforcement**
   * As an exit ticket each student will write their own addition problem using a specific dinosaur, create a number sentence and include one fact about that dinosaur.
   * This serves the purpose of allowing students to connect the mathematics to others concepts including dinosaurs.
2. **Evaluation**
   1. **Of Student Learning:**
   * The assessment for this lesson will be conducted through discussion, observation and the student’s work on the handout and exit ticket. During the initial group discussion student’s conceptual understanding will be assessed. The teacher will also assess students while they are working to determine their problem solving strategies. Did the students meet the learning objectives?
   1. **Of Teacher Processes: - focus on your teaching - see sample questions below**
   * The teacher will evaluate the students and reflect on their learning.
   * The teacher will question:
     + What elements of the lesson were effective? Ineffective?
     + Were all learning objectives or experiences addressed through this activity?
     + Did we alter our instructional plan as we taught the lesson? Why/why not
     + What would we change the next time we implement this lesson?