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| **Date:** | **4/18/17** | | | **Grade:** | **1st** |
| **Title:** | | | Battleship Baseball: Hit or Miss | | |
| **Source:** | | | Teach Junkie: Numbers to 120 Battleship Game | | |
| **Content Standard(s) addressed:**  *(Write out)* | | | Ccss.math.content.1.nbt.a.1  Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | |
| **Student objectives:**  *(“Student will be able to” or “I can” statement* | | | Students will be able to count to 120.  Students can read and write numerals to 120.  Students will be able to start counting at any number less than 120. | | |
| **Materials/**  **technology/**  **resources:** | | | * Glue * Scissors * Battleship print off pages * Pencils * Markers * Privacy boards * Number puzzle charts * Construction paper * Blank white paper | | |
| **Key academic vocabulary** | | | * Numbers * Counting * Range * Numeral | | |
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| **Warmup/Fluency:** | | Students will be given a numbers chart that has blanks on certain spaces where numbers should be. These number puzzle charts will help start off the lesson and get the students thinking about numbers to 120 because they will fill in the missing numbers. | | | |

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| **Identify and explain what standards of mathematical practice will be utilized in your lesson** |
| I will be using standards of mathematical practice in my lesson and the ones i selected with their explanation are:  **Look for and make use of structure**   * Students will be looking for a pattern or a structure in this lesson especially with determining the structure or pattern within numbers to 120. * Students will be learning and understanding the relationship between 1s, 10s, and 100s.   **Look for and express regularity in repeated reasoning**   * Students will see the repetition in numbers to 120 * Students will start to see that 100 is just repeated 10 times   **Attend to precision**   * Students will need to communicate clearly and accurately during this lesson * Students will need to be precise and accurate with the numbers to 120 students will be saying to their partner * Students will need to accurately express their reasoning to their partners |

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| **Learning Connections** | |
| **Explain how this lesson connects to past concepts/skills** | This lesson connects to students understanding of numbers to 120 and activates their previous knowledge. This activity also connects to students skills and fluency with numbers because they will have to quickly answer and locate their partners number on the number chart. |
| **Explain how this lesson connects to future concepts/skills** | This lesson builds on students number sense and their fluency with numbers over 100. This will help students when they start working with higher numbers and with subtraction, multiplication, and division skills. |
| **Teaching the Lesson** | |
| **Launch** | To grab the attention of the students and get the students moving I will be doing an activity that makes the students get out of their seats. I will cut out different numbers to 120 in contruction paper and glue them onto white paper for each student to get their own number. All the numbers will be out of order. Students will have to stand up and put themselves in correct numerical order. After students have successfully ordered themselves I will have each child say their number and dismiss them to their seats as we go through number to 120. |
| **Conceptual Development** | To start off the lesson I will post a numbers chart to 120 and have the students talk to their face partner about patterns that they see. After, I will bring the class back together and call on a couple of kids to share what they have talked about. After addressing some misconceptions they might have about these numbers I will pass out number charts to 120 with blank spaces. Similar to the warm up but these numbers will be in strategic missing places. All of the numbers will be in rows or columns. After the students have filled in all the missing numbers I will ask the class relationships or patterns they saw from these blank spaces. |
| **Application** | Following my lesson I will have students do an activity that allows them to apply what they just learned. I will have students work with their face partners for “Battleship: Hit or Miss”. Students will cut out the baseballs at the bottom of their battleship board that is made up of numbers to 120. They will then glue these baseballs on their number sheet and their partners will call out numbers to try to guess where their baseballs are on the sheet. |

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| **Closure/Debrief** | This is where I will assess students knowledge by doing a formative assessment. I will ask some questions about how they are feeling with the concept and they will give me a fist to 5. Now, I will give students an opportunity to ask questions or express concerns they might have. |
| **Differentiation** | |
| **Content** | Math buddy groups that I will work one on one with to extend or explain content more in detail. |
| **Process** | Use manipulatives for teaching numbers to 120 by allowing students to use base ten blocks. |
| **Product** | Give children multiple ways of showing their understanding. For example, I would give students exit slips, fist to 5s, or graded discussion to check understanding. |
| **Learning Environment** | I will create individual learning environments for students who prefer to complete assignments alone. |
| **ELL** | Provide manipulatives for ELL students to visually see the values during the battleship portion of the lesson. |

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| **Assessment** | |
| **Formative** | Fist to 5 on how they feel about with the concepts covered in the lesson. I plan on asking this after I wrap up the lesson to see where some of the students feel they are at. |
| **Summative** | I will be giving out my teachers chapter test to assess students understanding on numbers to 120. |