Jessica Trelstad

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  TPA- Referenced Lesson Template  Date: 9-22-15 Grade: First Time: 2:00 pm |

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| **Lesson Title** | The Calendar |
| **MN/CC State Standard(s)** | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. |
| **Central Focus** | Students apply counting and ordering skills for whole numbers up to 120. |
| **Learning Target** | Students count forward by 1s.  Students order whole numbers.  Students use a calendar to answer questions about days, weeks, months, and dates. |
| **Academic Language (AL)**   1. Domain-specific vocabulary 2. Any needed sentence structures 3. Language demands: Planned points where students would use AL | Calendar- a chart or series of pages showing the days, weeks, and months of a particular year, or giving particular seasonal information.  Date- the day of the month or year as specified by a number.  Students will respond to the sentence structure in Part 2: Today's date is \_\_\_\_\_\_\_\_. |
| **Needed modifications/supports**  Planned points for specific students |  |

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| Lesson Part | Activity description/teacher does | Students do |
| Part 1: Initiating Instruction   * Preview * Review of pre-requisite knowledge/skills | Materials needed: Math Journal 1, p.4  "The first thing we are going to do today is dance! Follow what I am doing and sing along. The first song is about the days of the week and the second song is about the months of the year. It's okay if you don't know all the words yet, that is what we are learning today!" Teacher plays "Days of the Week" and "Months of the Year" songs. | Students listen to the songs play and watch the teacher's dance moves. The students copy the teachers dance moves during the song. |
| Assess 1.1  Check for Understanding | Teacher asks the students if they recognized some of the names of the month or days of the week. | Students respond that they have recognized some of the names of the months or days of the week. |
| Part 2: Teacher Input/ Inquiry   * Intro of learning target * Explanation/procedures * Teacher demonstration * Teacher think aloud | "Today we are going to talk about calendars. Some calendars help us keep track of the time, appointments, and special days like birth dates and holidays."  "What are the names of the months?"  Teacher writes the months in order on the SMART board. "What month are we in right now?" Students respond with September. Teacher puts a star next to September. "Now, what are the days of the week?" Teacher writes the days of the week on the SMART board. "What day of the week is it today?" Students respond with Tuesday. Teacher puts a star next to Tuesday. "Now, who can tell me what year we are in now? I am looking for the full number of what year we are in." Students respond with 2015. "What is todays full date?" Students respond and teacher writes: Today's date is Tuesday, September 22, 2015. | Students participate in listing the names of the months on the board as well as the days of the week. The students determine what month of the year and day of the week it is for that specific day. The students then determine what year they are in. The students then construct with teachers assistance the date. They read the sentence structure for the date as a class aloud. |
| Assess 1.2  Check for Understanding | Teacher checks for students' understanding of what the date is by having the students repeat the full date as a class. | As a class, students repeat the date written on the board. |
| Part 3: Guided support/practice   * Paired/collaborative work * Individual work & partner check * Teacher(s) roam & assist | The teacher then asks students to head back to their parking spots. Passers are asked to pass out the math journals. The teacher puts a copy of the page the students are working on up on the SMART board. The teacher first asks students what month they are in. Teacher then writes September at the top of the calendar. The teacher explains to students that this month started on a Tuesday, but different months start on different days of the week. The teacher fills in the first Tuesday box with a 1. The teacher then guides students through filling out the first week, through the 5th of the month. The teacher guides the students through filling out the dates for each week of the month, stopping after every week to make sure the students had not gotten off track. | Students will fill in the calendar in their math journals. Students will follow along with the teacher by first putting the month at the top of their calendar. Then, students will fill out their calendar dates week by week along with the teacher. |
| Assess 1.3  Check for Understanding | Teacher will roam the room while students are filling out their calendar dates. Teacher will be checking for accuracy with the dates counting up throughout the month by 1s. | Students will continue to fill out their calendar dates. |
| Part 4: Closure   * Restate learning target | The teacher asks the students what month will go at the top of the calendar next month. The teacher also asks the students where the 1 will go next month. The teacher restates how the dates go up by 1 and in order. The teacher closes by asking students what the date for tomorrow will be. | The students answer what month will go at the top of their calendar next month, as well as where the 1 would go. The students answer what the date for tomorrow is. |