**Template for Lesson Plan 1**

Title of lesson: pie chart

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| **STUDENTS (“WHO”)** | |
| - Grade 1C students  - 27 students  - 6-7 years  - 14 girls – 13 boys  - Native language: Arabic | \*who are they  \* how many  \* what ages  \* What grade  \* male/female ratio  \* native language(s)  \* learning styles (and student intelligences  \*personalities  \* special needs  \* prior learning  \* how this lesson fits into prior & future learning experiences |

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| **GOAL/OBJECTIVE (“WHAT”)** | |
| By the end of the lesson, students will be able to:  **1. Skills that students will learn:**  - They will learn how to use the pie chart to answer the given questions on it.  - They will understand that “How many more” means to subtract the two numbers to find the difference between them.  - Students will know what does “most and least” means and figure out the right number.  **2. Objectives:**  - Given a worksheet, students will be able to solve the questions in five minutes.  - Students will be able to pick a question from the box and try to solve it.  - Playing numbers song, students will be able to sing with the song. | \*what specific skill or concept would students have learned or experience by the end of the lesson  \* always expressed in terms of **student learning**  **\*** concrete, measurable & realistic  \* maximum of **three objectives**  \* include name of curriculum guide & objective numbers when & where applicable  \* ***goals are connected to students*** |
| ***MATERIALS/RESOURCES/STRATEGIES (“HOW & WITH WHAT?”)*** |  |
| **Materials & resources:**  - Video music about the numbers - Markers  - Reward cards  - Pie chart with images - Box of questions  **Technology integration:**  Using the laptop to integrate the music in the lesson.  **Strategies:**   1. We will use in our lesson different activities. First they will sing the song as a whole class, second we will choose students to pick a question from the box and try to solve it individually, third they will work in three groups to solve another pie chart that we created. At the end, they will do a quiz in five minutes individually. 2. Plan B: if the laptop didn’t work, we will sing the song by ourselves. | \*how DAP are the materials & resources?  \* have all safety & health considerations been taken into account?  \*remember technology is a tool & is not just limited to computers  \*incorporate technology when & if it supports & enhances what you’re already doing  \* do you have a plan B for technology upsets? |

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| **ACTIVITIES** | | |
| **Grabber:**  **- Playing numbers song**  **- Using images to show the student and improve their understanding of the lesson.** | | what will you do to grab student attention & to generate interest/enthusiasm in the lesson? |
| **Teacher will ……**  **Include your open and closed ended questions here**   1. **Play numbers song** 3. **After explaining the lesson the teacher will read the questions in the book** 4. **The teacher will give each group a poster of pie chart but different than the one in the book.** 5. **Give the students a short quiz to make sure they understood.** | **Students will …..**  **1. Sing with the song**  **2.**  **3. Students will think individually and try to answer**  **4. Each group will solve the questions underneath the chart.**  **5. Answer the quiz questions individually.** | \*description of activities used to meet the learning objectives  \* articulated in terms of student activity & teacher activity  \* how DAP are the activities?  \****activities are connected to my goals*** |
| **ANTICIPATED PROBLEMS (“WHAT IF ….?”)**   1. **If the laptop didn’t work.** 2. **If the water damaged the quiz papers.** | | \*list the problems that may occur  \*anticipate **at least two** problems  \*think of possible ways to deal with those problems when & if they occur |
| **ASSESSMENT (“WHAT DID ?”)** | | |
| 1. We will sing the song by ourselves. 2. We will give the students papers and write the questions on the board so they can solve and write them on the paper. | | \*what will you do to assess learning?  \*what will happen to measure that the goals were met?  \* how DAP is your assessment?  \* ***my assessments are very tightly connected to my goals*** |

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| **REFERENCES** | |
| Youtube  Math book for grade one | \* sources that you may have used/consulted in building your lesson (includes books, websites, magazines, journals, etc)  \* use APA citation (refer to *Noodle Tools* when in doubt). |