MVSU NCLB 2017 Summer Reading Institute
Math Lesson Plan Template

Name: Denotrice Gary	**Name of Unit** **Alexander and the Terrible, Horrible, No Good, Very Bad Day**	**Date** **6/21/2017**	**Grade Level** **First Grade**
Objective	Procedures	Materials	Evaluation
1.MD.4 Organize, represent, and interpret data with up to three categories: ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. 1.OA.5 Relate counting to addition and subtraction(e.g., by counting on 2 to add 2)	**Anticipatory Set:** **Monday**- Using a graphic organizer, collaborate with the students on more and less as it relates to Math **Tuesday**- Introduce Alexander and the Terrible, Horrible, No Good, Very Bad Day. Identify important math vocabulary words as it relates to the story. Reintroduce more and less. **Wednesday**- Reintroduce the story, identifying the title page. Use anchor chart to identify objects in the story that have more than one or less of one. **Thursday**- Use a graphic organizer to write down the students response as it relates to which part of the story they like the most. **Friday**- Create a bar graph to match a data set. . **Instructional Delivery:**	Book: Alexander and the Terrible, Horrible, Very Bad, No Good Day Graphic organizer- web Graph pictures. 4 square chart Vocabulary math words Graph chart	Observation Check for understanding Written quiz Exit Ticket

	M- TTW introduce a bar graph to correspond pictures T- TTW read the sentences from the story and have students hold up math vocabulary words on cards. TSW use a four square chart to give their definition, a synonym, a sentence, and break the words into syllables. W- TTW conduct a picture walk with the story. TTW read the story aloud, asking questions and graph. Th- TTW describe the objects and label them. TTW use a graphic organizer to brainstorm ideas. TTW write ideas and solve word problems in the graphic organizer. F- TTW describe how to retell a story using a math map. **Guided Practice** M- TSW sort data into categories. T- TSW record information using a symbol to represent each student choice W- TSW represent data in an appropriate graph such as a picture graph. TH- TSW answer questions about the data such as, "Which category has more?" "Which category has less?" .	Pre-graphic organizer Brainstorming bar math web	

	F- TSW solve simple put-together, take apart, and compare problems using the information represented in the sorted sets. **Independent Practice**: M- TSW create objects graphs and tally charts using data relevant to their lives . T- TSW count objects reinforced when collecting, representing, and interpreting data. W- TSW reinforce understanding of place value, identifying ten more and ten less.. TH- TSW interpret the data by comparing categories. F- TSW apply one-to-one correspondence when comparing the data from different categories **Closure:** **Exit ticket**- M- Write a word problem and solve it.. T- Have students count the objects and graph by coloring W- Use the bar graph to answer questions Th- Explore the graph and answer questions about your data F- Share summary of the story.		

	Reteach- 1- Match the pictures with the numbers 2- Match math vocabulary words to the pictures 3- Read a short story. Use chart to identify objects. 4- Use addition and subtraction problems 5- Read a short story and graph objects. **Enrichment**- 1- Read the cause and add an effect. 2- Use math vocabulary in a sentence. 3- Use a story element in a sentence to show a graph. 4- Write a narrative about the first day of school using numbers.		