



LESSON PLAN

CYCLE: Two **YEAR:** Two **SUBJECT:** Math

UNIT: Halloween

TOPIC: Hansel & Gretel with a Pinch of Common Sense

DATE: Wednesday October 26, 2011 **DURATION:** 1 hour

MATHEMATICS COMPETENCY:

(3) To communicate by using mathematical language.

INTER-DISCIPLINARY COMPETENCY: ENGLISH LANGUAGE ARTS

(1) To read and listen to literary, popular and information-based texts.

CROSS-CURRICULAR COMPETENCY:

- (1) To use information.
- (2) To solve problems.

PROFESSIONAL COMPETENCY:

- (6) To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- (7) To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

PERSONAL DEVELOPMENTAL GOAL:

Instead of answering questions right away like I usually would, this time I will explain the worksheet, and give the students 5 minutes to start their work and attempt the problems without any of my help. I will only answer questions if I see that the student has made an effort to try to solve the problem on their own first.



ESSENTIAL KNOWLEDGES:

MATHEMATICS:

Arithmetic: Meaning of operations involving numbers

- Natural Numbers
 - *Operation, operation sense: addition (adding, uniting, comparing), sum, subtraction (taking away, comparing), difference*
 - *Choice of operation: addition, subtraction, multiplication, division*

ENGLISH LANGUAGE ARTS:

Reading Strategies:

- The four cuing systems, which include:
 - *Prior knowledge and personal experience of the content of a text*
 - *Knowledge of the ways books work (pragmatic) e.g. most fairy tales begin with, "Once upon a time..."*
 - *Use of pictures and other graphic representations to interpret texts.*
- Strategies for locating information and/or ideas in texts, which include:
 - *A trial-and-error approach*
 - *Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skimming unimportant parts*

EVIDENCE OF LEARNING: (Students will be able to ... by ...)

The main objective is to review addition, subtraction, and place value concepts, as well as rounding to the nearest ten or hundred.

- Students will be able to show their understanding of the questions by successfully choosing the correct application to solve each problem.
- Students will be able to demonstrate their understanding of the problems by "showing their work" clearly indicating their use of strategies.
- Students will demonstrate their ability to solve word problems by successfully choosing the correct numbers from the story.

RESOURCES:

SMART Board, laptop, Mac-to-PC connector

MATERIALS:

6 varied worksheets, story, cut outs (image, word, number), sticky tack



TIME:	INTRODUCTION:
10 mins	<ul style="list-style-type: none"> Gather the students on the floor in front of the SMART Board. Explain that we will be reading a story that they may be familiar with, but even if they do know the story, they need to listen closely because we will use the information from the story to answer math problems. Read the story (students can follow along with the large copy on the SMART Board).
10 mins	<ul style="list-style-type: none"> Ask students to move so that they can see the whiteboard. Ask several students (mentioned in the “adaptations” section) to help put up the visual aids. The class will pick out the important numbers together so that everybody knows which numbers they will need to use to answer the questions.

TIME:	DEVELOPMENT:
10 mins	<ul style="list-style-type: none"> Students can go back to their seats. I will tell students where to sit when I put their worksheet down at the desk because they will be grouped according to their worksheet level. This is done so that students who are working on the same worksheet can help each other. It also prevents others from seeing the different types of worksheets and asking why theirs is easier or harder than their friend’s worksheet. The “Big Cheese” (daily class helper) will hand out the stories since they are all the same except for the few who cannot read about Halloween. Talk about the importance of reading the questions. Ask students what information is important to look for when trying to figure out what application to use. All together/In all: addition How many more: subtraction (bigger number on top) Rounding: (which numbers are we looking at) Hundred: If the tens are bigger than 50, it rounds up. Ten: If the ones are bigger than 5, it rounds up.
5 mins	<ul style="list-style-type: none"> Students have 5 minutes to look over their worksheets and try



20 mins	<p>to start as many problems as they can without my help. During this time, I will be able to see each group and explain their specific worksheet (instead of explaining all three versions to the whole class).</p> <ul style="list-style-type: none"> • Students can work on their worksheets individually or with a partner in their group, as long as the voice level is respected and they are discussing the story/math problems.
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TIME:	CONCLUSION:
5 mins	<ul style="list-style-type: none"> • Have students hold up their work and say that they are “proud of their quality work”. Pat themselves on the back. • Choose three students (who I have observed working exceptionally well) to share the word problem that they have created. • Tell students how proud I am of their hard work.

ADAPTATIONS:

Tier Level 1: (7 students)

Tier Level 2: (9 students)

Tier Level 3: (5 students)

Halloween-free text/worksheet: (2 students)

- Students in the 1st tier either have a difficult time reading or show great difficulty in math. I will call upon these students to help me set of the visual aid on the board. They will stick the picture of the candy, the name of the candy, and they will find the number that corresponds to the story, which will be found and read by another student. This exact format is presented as the first number on their worksheet so that they know which numbers they are always working with.
- The worksheet for the 1st tier also has less word problems and has more place values problems where students need to draw base-ten blocks.
- The 2nd tier also has the same visual aid of the candies and the amount of candies discussed in the text because many students in the class are visual learners. This is the first time that they will be finding numbers from a story and I



want them all to know which numbers they are working with for each question. This visual aid at the top of the page is a constant reminder. The questions are slightly harder than the 1st tier, and there are more word problems. There is also a question asking the students to think of their own math problem relating to the story.

- Some students do not celebrate Halloween and are not allowed to do activities related to that subject. For these students, I have altered the text and I have taken out the paragraph discussing Halloween night. The worksheets for each tier are similar to the regular worksheets, but there are no questions involving Halloween. I have also changed the picture on the story (it was Hansel and Gretel in Halloween costumes, but I replaced it with a picture of Hansel eating cookies from the gingerbread house).

STUDENTS WHO FINISH EARLY:

- Because the students who usually finish early are fast at solving math problems and reading stories, they were given worksheets in the 3rd tier. The activities are more challenging and have more questions.
- If any student finishes much earlier than the rest of the class, they can draw a picture of the gingerbread house or of Hansel and Gretel on Halloween night somehow incorporating the candies discussed in the story.

TYPES OF LEARNERS:

Visual: Pictures of the candies on the board, with the name of the candy and the amount written beside it. Story is displayed on the SMART Board for students to read while it is being read aloud.

Auditory: The story will be read out loud and students can listen to the words.

Kinesthetic: Changing positions from sitting on the floor in a group, to working at their table.

Tactile: Selected students are asked to sort cards displaying the pictures, names, and amount of candy on them, and then asked to post them on the board.