

Lesson Plan By: Amanda Dennis

Lesson: Things in a Line

Length: 15-20 minutes

Age or Grade Intended: 1st grade

Source: Mrs. Wilhelm

Academic Standard:

Standard 1

Number Sense

Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.

1.1.6 Match the number names (*first, second, third, etc.*) with an ordered set of up to 10 items.

Example: Point out the fifth child from the front of a line of children.

Performance/Behavioral Objectives:

When shown five objects in a line, students will be able to match the number names (first, second, third, etc.) with an ordered set of up to five items 3 out of 4 times.

Assessment:

The teacher will observe students during discussion and while working on the worksheet. She will then take the worksheet to see which students understood the concept.

Advanced Preparation by Teacher:

The teacher will have to make copies of the worksheet so that each student has one. It will also be important to make sure that each child has the assigned coloring crayons so they complete their worksheet correctly.

Procedure:

Introduction/Motivation:

To begin the lesson, the teacher will have five student volunteers come to the front of the class. She will then have them line up facing the wall giving the first person a sign that says 1st, the next a sign that says 2nd, etc., while instructing them not to show the rest of the class their sign. The teacher will then ask the class, “Who is the first person in line?” “Who is the second person in line?” (Blooms: Knowledge) As the students respond correctly that student will turn around displaying their sign. (Bodily-Kinesthetic Intelligence)

Step by Step Plan:

- Explain ordinal number by having five students line up in front of the class (Bodily-Kinesthetic Intelligence)
- Ask students which person is first, second, etc. (Logical Mathematical Intelligence; Blooms: Knowledge)
- Have a new set of students come to the front of the room reinforcing ordinal numbers

- Explain that order starts at the front of the line, you can recognize the front by which way the line is facing
- Pass out worksheet
- Go over directions with class
- Pass out crayons
- Tell them which color to color the object in first, second, etc.

Closure:

Reinforce that when counting objects in a line and giving them a place value, you must start with the first object that is looking at something. Give the example of racing. If the object were racing which one would be first? (second, third, fourth, and fifth) Why might a person want to know the order of the racers? (Blooms: Application)

Accommodations/Enrichments

For students with autism it maybe important for the teacher to stay close to that student and keep them on task. If their fine motor skills are not fully developed it might be helpful to make the objects on the worksheet larger so it is easier for them to color; using large crayons might also be helpful so they are easier for the student to grasp.

For students with ADHD it will be important to limit the distractions. Do not give them more crayons than they need, only give them the needed colors.

For children with hearing impairments the teacher could write the directions on the worksheet. For example with this lesson the teacher could write 1st and put a red slash next to it so the student knows to color the first object red.

Reflection:

The teacher will know the lesson was successful if:

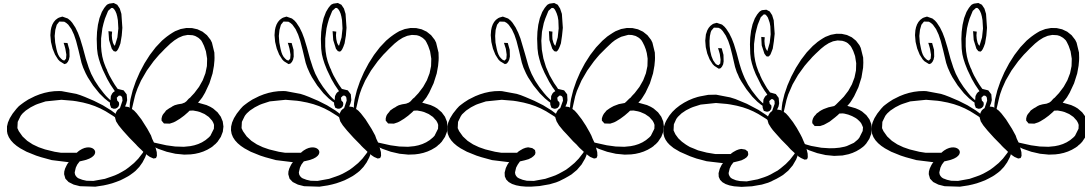
- All students have completed the worksheet with 80 percent accuracy
- Students answered the questions throughout the lesson correctly

The teacher may also give a short assessment on ordinal numbers to see if students have grasped the concept. This assessment could be similar to the worksheet, having five objects in a line and the student then matching the number names with the correct object. They could do this by coloring, giving each number name a specified color, or by matching, drawing line from the object to the correct number name.

Ordinal Numbers

Name _____

1.)



2.)



3.)



4.)

