**Presentation Lesson Plan**

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**11/20/2014**

**ED308**

* **Content**: Groups of ten with ones left over.
* **Time**: Nov 10th, 8:30
* **ALCOS**:
* Understanding that the two digits of a two-digit number represent amounts of tens and ones. Understanding the following as special cases: [1-NBT2]
* Ten can be thought of as a bundle of ten ones, called a “ten.” [1-NBT2a]
* The numbers from eleven to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. [1-NBT2b].
* The numbers ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, and ninety refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). [1-NBT2c]
* **Instructional Model:** For this lesson we will be using the “Direct Instruction” model. In which the teacher will review and introduce the lesson. Then present the lesson. After the presentation students will be tasked to do a practice assessment with teacher guidance, finally the students will be tasked with and independent practice. We will be teaching a mathematics lesson with a clear procedure, which is a perfect lesson for this model.
* **Materials:** The only materials needed for this model are handouts and a lesson plan. Handouts will be part of the PowerPoint presentation. Both teachers collaborated on the PowerPoint presentation. Katie was responsible for finishing it and sending it to Isaiah for feedback, Isaiah was responsible for printing it out and typing up the lesson plan.
* **Procedures:**
1. **Introduction**: “You have learned how to make sums to 10. Today we will be teaching you how to show two digit numbers as groups of ten, and leftover ones!”
2. **Review**: Counting from 10-100 by tens, show video.
3. **Present Hook**: Five of the students are asked to come to the front of the class to demonstrate the tens and ones concept using their fingers.
4. **Presentation:**
	1. Teacher: Katie will do the presentation, she will go over the concept of counting by tens and adding the remaining ones on the smart board while asking questions and engaging the students
	2. Student: Will answer questions and provide feedback, showing that they are engaged and paying attention.
5. **Guided Practice:**
	1. Teacher: Isaiah will do the guided practice, he will again go over the concept of counting by tens and adding the remaining ones. He will ensure that the students are on task and filling in their practice pages.
	2. Student: Will fill in their practice pages while also providing feedback to the teacher and remaining engaged.
6. **Independent Practice:**
	1. Teacher: Both teachers will hand out the independent practice sheets. Teachers will observe and provide feedback on student efforts.
	2. Student: Students will attempt to complete independent practice sheets with as little guidance as possible.
7. **Review/Closure**:
	1. Teacher: Katie and Isaiah will review the information presented, and congratulate the students on a job well done.
* **Accommodations**: None
* **Assessment**: Assessment is a combination of the guided practice and the standard common core assessment given at the end of class. We will be able to assess the student’s performance in both phases of the practice. The results of the practice sheets, as well as the required level of teacher guidance will be indicative of whether or not the students have learned the content.