|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | Teacher: Ana M. Santapau | | | Day # \_\_1\_  Classifying | | |
| Mathematics Common Core Standards Addressed:   * Mathematics grade 1= Geometry, 1.G.1. Distinguish between defining attributes versus non-defining attributes.   Learning Objective:  The students will be able to classify and sort objects into groups with similar characteristics. | | | | Students will engage in:  \* Partnering Work | | |  |
| **Time** | **Teachers Role** | | **What are students doing?** | | |  | **Materials** |
| 3-5 minutes | Class Starter:  Tell the students to stand up, and divide the class; on the rights the girls on the left the boys.  Ask: What did I just do?  Possible questions after that:  What do you call that?  Why did I put this group here and that group over there?  How else can we have divided you? | | The students will stand next to their seats. Girls will stand on the right side of the room and the boys on the left side of the room.  (After the activity the students may sit back on their seats) | | | | No materials needed |
| \_\_5\_ minutes | Review/ Connections to prior knowledge:  Questions to ask:  Have you ever classified something?  What have you classified? | | The students are in their seats, listening to the teacher and their classmates and answering questions. | | | | No materials needed |
| \_15\_ minutes | Learning Activity/ Lesson:  The teacher will place a big clear bowl with different kinds of fruits in it.  Questions to ask:  What do you see on this desk?  Think of ways you can sort then classify these fruits (shape, size and color)  The teacher will model first, taking fruits and classifying them by shape.  Have some student’s (one at a time) come up and sort, and then classify the fruits by a particular group. | | The students will answer questions, observe the bowl of fruits and thinks of ways to sort and classify. Some students will come and sort the fruits on the desk. The other students will observe.  They will be able to sort the fruits by color and shape and any other way they can come up with. | | | | 3 bananas (yellow)  3 lemons (yellow)  3 yellow apples  3 limes (green)  3 green apples  3 oranges (orange) |
| \_20\_ minutes | Potential Independent Practice:  The students will work in pairs. Ask the students to look around the room and decide what objects can be classified. They may walk around the room and take the objects to their working area. They can take manipulatives, books, and random objects in the room.  Questions to ask:  Think of what things in this room you can classify and how will you classify it. | | The students (in pairs) will look around the room and decide what they can sort by similar characteristics. They will take the objects to their seats and classify them. | | | | Objects from the classroom (books, manipulatives, toys, pencils, etc) |
| \_\_5\_ minutes | Closure:  Questions to ask:  What did you learn about classifying? | | Each student will answer orally, what he or she learned in the day’s lesson. | | | | No materials needed |
| Homework assigned:  Look around your bedroom and list the things you find that are sorted and write what category they are sorted in.  Example: White Socks in one drawer | | | | | | | Notebook, pencil |
| Assessment:  As the students are doing their independent work (classification in pairs), the teacher will circulate around the room observing how the pairs are working. As each pair finishes classifying the teacher will go to the pairs and determine if they have classified correctly. | | | | | | | Paper and pencil  (for the teacher’s notes) |