**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Fact Families | | Grade Level: 1st |
| Lesson Purpose: Students will be introduced to the mathematical concept of fact families. | | Class Periods Required:  1 ½ hours |
| Key Concepts (2-3):  1. Fact families  2. Addition  3. Subtraction | Essential Questions (2-3):  1. How many facts are included in a fact family?  2. How many numbers are needed to make a fact family? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)   1. Students will construct a visual representation of a fact family. 2. Students will match numbers in order to make a fact family. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)   1. Math.2.2.A.Grade1.RepresentOperations 2. Math.3.1.B.Grade1.DevelopAndDemonstrateFluency 3. Art.StrandI.2.Grade1.A.UseGlueWithControl | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)   1. [CCSS.Math.Content.1.OA.D.7](http://www.corestandards.org/Math/Content/1/OA/D/7) Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. | |
| Integrated Content Areas:   1. Math 2. Literacy 3. Visual Art | Transition:  This will be the second lesson in my family lesson. I will say that we learned about different families yesterday in our literacy time and now we will learn about a special kind of family in math called fact families. | |
| Anticipatory Set (Gaining Attention):  I will gain attention by beginning my lesson with an interactive fact family story. | Closure (Reflecting Anticipatory Set):  I will close the lesson with the students constructing their fact family homes and meeting with me individually and creating all 4 members of their fact family. | |
| Lesson Activities & Procedure(s):   1. Have students to sit at their carpet spots with a pencil and remind students about carpet expectations. 2. Pull up a photo of a house on the Smart Board to begin interactive story. 3. Pull 3 name sticks to play the part of Daddy, Mommy, and baby. 4. Pass out math notebooks. 5. Give daddy big number 5 for him to hold, Give mommy big number 3 to hold, and Give baby big number 2 to hold. 6. Write these three numbers in any order on the wipe board in the front of classroom next to image of a house on Smart Board. 7. Have Daddy, Mommy, Baby do what is said in the poem that is read for each line. When a person leaves home they must go on the outside of the Smart Board. 8. Instruct students with math notebooks to see what they notice about the poem and what math problems they see made during the interactive poem. 9. Read poem line by line and have daddy, mommy, and baby act accordingly. 10. Have whole group discussion about what students saw within the poem. From there construct a list of “rules” to making a fact family on Smart Board. Dissect lines that they may have missed a rule within. (Use symbols when possible ex. 2+ and 2-) 11. After discussion, gage students by having them turn to a partner and tell them something they need to know about fact families. 12. Ask students if they have any questions. If so, go back and answer them. If not, continue on. 13. Instruct students to return to their seats and put their math notebooks in front of them. 14. Pass each student a different index card with a number sentence on it. 15. Have students keep number sentence card face down on their desks while instructions are being given so they can focus on instructions. 16. Explain to students that their objective is to have find all the members of their families. Remind them of what is needed in a fact family from the list they compiled on the Smart Board (two subtraction/2 addition, 4 number sentences, same three numbers throughout etc.) Tell them they have 2 minutes to find their entire family and when they do they need to sit down where they found their last member. No matter, if they find all four members or not when the music stops they need to stop, be quiet, and raise their hand. 17. Depending on how the students take to this activity, do about 2 or 3 rounds of this game by collecting cards after a round mix them up and distribute to students again. Between rounds have students to write the fact family they composed in their math journals so they will have a reference list. 18. Have students return to their carpet spots and read the fact family poem to allow them to calm down. Have fact family poem up on Smart Board so the readers can read along. Tell students this poem will be posted out on the bulletin board wit the craft they are about to create. 19. Show students examples of homes that can be made out of the construction paper I will provide for them. 20. Have individual colors grouped together on the reading group table and call tables separately to come up and get paper. I will monitor to make sure that students aren’t abusing the amount of construction paper they can get. 21. After students get their paper they can go and get a glue stick and pair of scissors from the scissor and glue bin. 22. Remind students that it may be a good idea to sketch out their homes first on a scrap sheet of paper so they know what colors they want to use and how their home will look. 23. After everyone has begun on their homes I will call students up individually for them to write the 4 “members’” of their fact family they choose on 4 individual slips of paper to be glued on top of their homes once finish. 24. I will stress that their names go onto each “member” just incase some get lost. 25. When students finish, I will staple them onto the bulletin board. Each student is responsible for cleaning up their individual areas. Once everyone is done, I will have room inspectors go around and see what needs to be cleaned up and students who used whatever is still a mess will clean it up. | Lesson Texts & Materials:  -Interactive Fact Family Story  -Math notebooks  -Large numbers  -Popsicle sticks with each students’ name on one  -Index cards with number sentences  -Pencils  -Laptop with Itunes library  -Fact Family Poem  -Construction Paper  -Sharpie  -Crayons  -Glue  -Scissors  -Scrap sheets of paper  -Smart Board  -Bulletin Board decorations | |
| Lesson **adaptations** for challenged learners:  Challenged learners will have tons of practice constructing different fact families. They will be able to play the game in which they all have a “member” of a family and search for their other members. After each round of this game students will copy their fact families they are apart of into their math journals so they will have examples of fact families and will have their class constructed rules in their math journals as well. Students will also have a class discussion after constructing rules for fact families so if they are confused there will be an opportunity for them to discuss them with me. There is a part of the lesson that students pair up and tell their neighbor something needed to have a fact family. I will listen and see who may be struggling. While working on the craft, I will be individually speaking with each student on the fact family they want to put on their homes. This will definitely allow me to pinpoint and work with any students who have misconceptions. | Lesson **extensions/enrichments** for gifted learners:  Gifted learners will have the opportunity to complete one or more fact family crafts if they finish their first one extremely fast. I have a pair share in the lesson plan so that way gifted learners will have the ability to help others that may be struggling that they are paired with. My gifted learners can also construct more fact families in their math journals upon completion of their math craft. | |
| **Formative Assessment** strategies:  I will observe who is taking part in my initial discussion about the rules of fact families and what they believe to be true. During the pair share activity I will able to listen to what my students believe is important and essential to know. The finding my family members activity can serve as an assessment so this way I will know who gets it and who may be struggling. Making our fact family homes at the end of the lesson will be a great assessment because I will be able to meet with each student individually and hear what they believe to be true. | | |