|  |
| --- |
|  |

**ASSURE Model Template**

**Adding and Subtracting Math**

**Author(s): Larisa Weber and Brea Sabatka
Date: March 4, 2014**

|  |
| --- |
| **Introduction**Student’s grade level is 1st grade in the beginning to mid of the year point. Our content subject is Math; adding and subtracting. Our overall goals are to teach all 1st graders to be proficient and timely in answering basic adding and subtracting problems, starting with addition then subtraction. We will effectively integrate technology throughout this unit by using an electronic textbook on smart board for whole classroom learning and math fact programs on the laptops to help quiz and keep track of the student’s progress and knowledge. |
| **A** | **Analyze the Learner**There are 18 boys and 7 girls in this first grade classroom. The ethnicity in the classroom is a little diverse as we have 6 ELL students who have a harder time understanding math in English but understand it perfectly in Spanish. The ELL students need to be reinforced and some one on one time with the para-professional. The learning styles in the classroom are always diverse as everyone’s learning. We give the students multiple different skills to help them in math such as using your fingers, cubes, and writing it out just to name a few. |
| **S** | **Objectives**MA 1.1.2 Students will demonstrate the meaning of addition and subtraction with whole numbers. MA 1.1.3 Students will compute fluently and accurately using appropriate strategies and tools.  |
| **S** | **Select Strategies, Technology, Media, and Materials*** Whole group to go over textbook material – Teacher will use smart board and the electric copy of the textbook so the children who are more visual learners can follow along.
* Small group/ Individual group to help ELL students or any student who may be struggling – para-professional will pull student(s) aside to her table in the back of the classroom to help assist students who are struggling in the certain subject more one on one.
* Individual work with laptops to help quiz and keep track of our students’ progress throughout this mathematical unit.
 |
| **U** | **Utilize Media and Materials**We will use technology to help quiz and keep track our students’ progress throughout this mathematical unit. In our classroom we are given six laptops to use that are kept in the back of the classroom. On the laptops there is a math fact program on the desktop for easy access. Once the students click on the math fact program, they will need to click on the box that applies to them. The boxes will say, adding, subtracting, multiplying, and dividing. The students will first start with doing the adding math facts. In math facts they are given 30 basic addition problems, each addition problem needs to be solved in 10 seconds or less. The student will then record their final score on the score sheet. Please note that if a student receives a 100 percent they need to show the teacher or para-professional there computer screen and have the teacher initial there score on the score sheet. The student needs to get three 100 percent quizzes in order to move on to subtracting. Once they are on to subtracting the same process applies. In the classroom the teacher will also use a smart board daily during math time to show the electronic copy of the textbook. The smart board is a great tool to assist the teacher in showing and helping the student improve their addition and subtracting skills. The textbook has a variety of different ways to figure out the same problem. |
| **R** | **Require Learner Participation**The students will be participating in the lesson in multiple ways. When the students are doing math facts on the laptops, they will be working alone and getting tons of practice with addition and subtraction. Along with practice they will be working on how quick they are able to think and solve the problems and will hopefully get better every time they do it. During lecture the teacher will be using the smart board to get the students attention. Throughout the lesson, there will be problems that the class needs to work through. The teacher will call on students to come up and solve the problems on the smart board, which will keep students interested. They will also be excited to use the smart board for participation rather than just doing problems from a book the entire time. When they are working from the book they will have manipulatives such as counters, cubes, etc.  |
| **E** | **Evaluate and Revise**The teacher can evaluate the impact of the lesson by seeing how much they improve on their math facts the next day. Giving a written quiz or test over what they learned the day before is going to bore first graders and they might not try. The lesson went well overall, but there probably could’ve been some more group work. After giving the students a problem, let them work it out themselves then share with their neighbor to compare answers and if one of them got the answer wrong then the other is able to teach them the correct way to do it. That way when they get called up to the board the student isn’t doing it alone, they have their classmates behind them doing it too. At the end of each day, the teachers need to make sure and look at the math facts score sheet to see if all of the students are improving, and if some are not, they need to figure out the reason why. All of the students also might be getting super good scores every day, that lets the teachers know that what they are doing is too easy and they need more advanced problems. |

|  |
| --- |
|  |

|  |
| --- |
|  |

**ASSURE MODEL LESSON Grading Checklist:**

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **Meets Requirement** | **Does Not Meet Requirement** | **Points Earned/ Points Possible** |
| All sections of the ASSURE Model are represented in the lesson. |  |  | /4 |
| Alignment is present among objective, strategies, and assessment. |  |  | /4 |
| Lesson shared addresses the specific learning style and standard assigned to the group. |  |  | /4 |
| Technologies presented promote student engagement/participation in the learning. |  |  | /4 |
| Author presented lesson accurately and with obvious understanding of each aspect of the lesson. |  |  | /4 |
|  | /20 |
|  |