Instructor: Heidi Oliver

Grade level: First Grade

Topic: M&M Math

Materials Used:

Fun size bag of M&M's for each student, 2 Large bag of M&M's, M&M books listed below, markers, glue, scissors, paint, M&M puzzle, M&M math games, M&M worksheets, Canon Digital Camera, Scanner, and Smartboard

Books:

- The M&M's Brand Counting Book
  By: Barbara Barbieri McGrath
- The M&M's All-American Parade Book
  By: Barbara Barbieri McGrath
- The M&M's Brand Addition Book
  By: Barbara Barbieri McGrath
- The M&M's Brand Count to 100 Book
  By: Barbara Barbieri McGrath
- The M&M's Color Pattern Book
  By: Barbara Barbieri McGrath
- M&M's Count Around The Circle
  By: Barbara Barbieri McGrath
- M&M Brand Chocolate Candies Math
  By: Barbara Barbieri McGrath
- The M&M's Subtraction Book
  By: Barbara Barbieri McGrath

Objectives:

- Students will estimate how many M&M's are in a fun size package.
- Students will sort a fun size bag of M&M's.
- Students will graph their fun size bag of M&M's on their worksheet.
- Students will graph their favorite color of M&M on the class total of M&M favorites on the SmartBoard.
Students will use tally marks to show how many of each color of M&M's they have.

- Students will ask each class member their favorite color of M&M and use tally marks to record the data.
- Students will report information to teacher and we will make a class favorite chart with tally marks.
- Students will add M&M's according to color on their addition worksheet.
- Students will make patterns with the M&M's. AB, ABB, ABC, AAB
- Students will read M&M math books.
- Students will write in their journal about the M&M math lesson.
- Students will be put in two groups and then they will sort a large bag of M&M's.
- Students will place M&M's in groups of 10 and then count by 10's to determine how many M&M's they have in a large bag.
- Students will answer word problem with the data they have collected from graphing.
- Students will enjoy their M&M snack!

**PASS Objectives:**

**Standard 1: Patterns** - The student will use a variety of problem-solving approaches to model, describe and extend patterns.
1. Describe, extend and create a variety of patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).
2. Describe and extend number patterns in a variety of situations (e.g., addition charts, skip counting, calendars).

**Standard 3: Number Operations and Computation** - The student will use models to construct addition and subtraction facts with whole numbers through 10.
1. Develop and apply the concepts of addition and subtraction.
   *a. Use models to construct addition and subtraction facts through 10 (e.g., counters, cubes).
   b. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.
Web Sites for M&M Math Thematic Unit:

http://www.mymms.com/customprint/

http://us.mms.com/us/fungames/games/

This M&M Thematic Unit is scheduled to take one week. You can adjust the time for your activities.

Day 1:

Pass out the fun size bags of M&M’s to each student. Tell the students that they are not allowed to open the bag of M&M’s. They can smell, feel, and look at the bag. After they have looked at the bag of M&M’s for a couple of minutes I then tell them to lay the bag down on their desk. Ask the students what does prediction mean? We discuss the definition of prediction and look at the definition on the SmartBoard. After we discuss what a prediction is we each make a prediction of how many M&M’s are in each of the fun size bags of M&M’s. I call on each student and let them make their prediction. We record our data on the chart made on the SmartBoard. After we record all the predictions the students are asked to open their bag of M&M’s and count how many the really have in their bag. The information is recorded on the chart that we made on the smartboard. Compare their prediction with the actual number of M&M’s that each student has. Have a class discussion about sorting. We discuss different ways to sort items. The class decides that we should sort the M&M’s by color. On the smartboard I have several M&M’s that are all mixed up. I call on students to come up and begin sorting the M&M’s. Discuss what a graph is and talk about the graphs that we use in our classroom, the weather graph, tooth graph, reading graph, and spelling graph. After the class discussion have the students begin working on their graph. The students are given the M&M’s Candy Color Chart Worksheet and they are to record the data from their fun size bag of M&M’s on the graph.

Day 2:

Discuss what a tally mark is. Ask students for ideas and have them show what they think a tally mark is on the SmartBoard. Talk to students about when they could use tally marks. Such as keeping score during a game and checking to see how many students are eating lunch at school. After the class discussion do a classroom tally mark chart on the SmartBoard. Ask each student their favorite color of M&M. Record the data on the classroom tally chart. Each student has a
classroom tally mark chart worksheet at their desk to record the data on their worksheet while I am recording the data on the SmartBoard.

Day 3:

Start the M&M lesson for day 3 with several M&M’s on the SmartBoard. Talk about patterns with the students. Remind them what the AB, ABB, ABC, and AAB patterns are. They have already been practicing them this school year so I am just going to review and let them use hands on to make these patterns. Call on a student to come to the SmartBoard and let them arrange the M&M’s in the pattern of their choice. After we do this on the SmartBoard each student will get out their M&M’s and place them in patterns. When they have put the M&M’s in a pattern they will then draw their pattern with the correct colors and label what kind of pattern it is.

Day 4:

Students will be with a partner working on the M&M math activity for the day. Each group will be given a large bag of M&M’s for this activity. We will begin the lesson by counting together as a class to 100 by 10’s and 5’s. I will then have the students get with their partner and sort their M&M’s in piles of 10. After sorting in piles of 10 they will have to count by 10’s to determine how many M&M’s they have. The same activity will be done again with piles of 5.

Day 5:

This day is for M&M Centers. I have several different activities for the students to do. Each center will be completed by each student in the classroom. The have 20 minutes at each center. I have a rotation system that we use during regular classroom center so they know the routine for these centers. The students are also going to write in their journal about M&M Math activities they did throughout the week. They have to illustrate the writing.

Learning Center Stations:
2 Students per each station

1. SmartBoard with M&M game
2. M&M Creation Station game
3. M&M Puzzle
4. M&M Learn and Count Math Center
5. M&M Sorting Center
6. M&M Library Center
Technology:

I included the SmartBoard for many if my direct teaching lessons and for my student interaction. The students love to be able to use the SmartBoard in the classroom. It is a great teaching tool!

Closure:

To close the lesson I will review all of the objectives we covered for the lesson. We will talk about tally marks, sorting, addition, making a graph for different things, and M&M’s. The students will get to share with the class their favorite M&M activity. The students will get to enjoy fresh M&M’s for their snack.

Assessment:

The students will be given a Pre/Post Test to determine their prior knowledge and to assess the objectives taught.

 Modifications/Accommodations:

I have two special need students in my classroom that I have to make modifications for each day. For this specific lesson plan I would have my para-professional help her student with all of the activities and let the student participate as much as possible with the class. I would allow more time for both students to complete the objectives and I would assist them as needed with specific activities. When the class starts the graphing activity I will assist the students with their graphs.

Reflection:

I feel like this lesson went very well. The students loved the M&M’s and loved to do all of the hands on activities that we had. They were very engaged to all of the SmartBoard activities and each student participated at some time on the SmartBoard. Next time I would make the pre-test and post-test different. I would do an oral assessment with a rubric to determine what they know before we start. The pre-test was just too difficult for this age of students. I had to read all the questions to them. I used my own observations for assessing their understanding of my teaching during the lesson. I asked the students questions
and we had group discussions about the different activities. When they did not know what to write for a tally mark I just told them to make whatever they thought it was.

The journal entry helped the students reflect on what we did throughout the week in math. They got to be authors and illustrators in their journal. We do journal writing several times a week. The students really like to write in their journals. I am doing better at journaling with math activities. Recently I had my students journal about time to the hour. We were studying time to the hour and they had to draw a clock and write a sentence to tell me what time it was and what they were doing on their clock.