

Name: Amber Whitaker

## Lesson Plan Template

Lesson Segment Focus: Kindergarten Review

Lesson 1 of 1

Course & topic addressed: Knowledge of shapes, numbers and color.

Date: May 15<sup>th</sup>, 2019

Grade: K

### Student Outcomes

Specific learning objectives for this lesson.	Learning objectives for this lesson include: Reviewing students' knowledge of basic colors, shapes, and numbers. Also, small review of addition and subtraction. Students should work collaboratively in a productive manner.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is yearly review. Students previous knowledge of colors, shapes, numbers, addition and subtraction will be utilized.
Knowledge of students background (personal, cultural, or community assets)	N/A

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>AR.Math.Content.K.CC.A.3 Read, write, and represent numerals from 0 to 20</p> <p>AR.Math.Content.K.CC.C.8 Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames)</p> <p>AR.Math.Content.K.OA.A.1 Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., <math>2+3</math>), or equations (e.g., <math>2+3 = </math> )</p> <p>AR.Math.Content.K.OA.A.5 Fluently add and subtract within 10 by using various strategies and manipulatives</p> <p>AR.Math.Content.K.MD.B.3 Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape</p> <p>AR.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size</p> <p>AR.Math.Content.K.G.A.3 Identify shapes as two-dimensional (flat) or three-dimensional (solid)</p>
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AR.Math.Content.K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length)

Note: 2-D shapes: squares, circles, triangles, rectangles, and hexagons      3-D shapes: cube, cone, cylinder, and sphere

AR.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)

AR.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract

For example: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known (commutative property of addition). To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$  (associative property of addition).

AR.Math.Content.1.OA.B.4 Understand subtraction as an unknown-addend problem

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.7 With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).

RI.K.10 Actively engage in teacher-led reading activities with purpose and understanding.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.1.A Follow words from left to right, top to bottom, and page by page.

RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.

	RF.K.1.C Understand that words are separated by spaces in print.
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Class discussion will be utilized for this activity. The purpose is to review what students have already learned. With some prompting, students should be able to navigate the game themselves. Students who struggle may need additional scaffolding.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Shapes, triangle, rectangle, square, sphere, cube, addition, subtraction, sum, colors, red, blue, yellow, orange, purple, green...etc.</b>
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### Materials

Materials needed by teacher for <b>this lesson</b> .	Jeopardy PowerPoint Game Smart Board. Speakers
Materials needed by students for <b>this lesson</b> .	Students will need scratch paper and pencils for the addition and subtraction portion of the game.

### Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 min	<b><u>Introduction:</u></b> Introduce the game.	I will tell the students that we will be playing a fun game called Jeopardy. I will show them the game and explain how the game works. Briefly discuss the rules. I will then tell the students that the game is a review of what they have learned in kindergarten. I will explain that a review is what they have already learned, and they should all do very well.
30 min.	<b><u>Instruction:</u></b> The classroom will play the game.	We will begin the game. I will draw names for who gets to select their question. The entire classroom will have an opportunity to answer each question. This is a class discussion activity.
5 min	<b><u>Closure: End the Game</u></b>	Once students have completed the game, I will ask them if there is anything they would like to review again. I will then award the students for a job well done.

#### **Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	. Remediation or intervention students may need a chance to answer their questions on their own. Class discussion may become overwhelming to them. It would be appropriate to pause and ask the class to allow the student to answer on their own. IEP/504 or LEP/ESL students may need visual or hearing accommodations. I will arrange the classroom seating as necessary. The PowerPoint is designed to be visually appealing but appropriate for kindergarten.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This lesson could be modified for a one on one instruction method. Lesson could also be modified to be a physical format for evaluation instead of classroom discussion.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>