

## Lesson Plan: Describing Objects

**Lesson Segment Focus:** Describing the difference when comparing objects

**Lesson:** 1 of 1

**Course & topic addressed:** Math, Describing Objects     **Date:** October 30, 2019

**Grade:** Kindergarten

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to describe the difference when comparing two objects (side-by-side) with a measurable attribute in common.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have prior knowledge of what vocabulary is used when describing two objects (shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more)
Knowledge of students background (personal, cultural, or community assets)	Students may compare two objects differently based on level of vocabulary (may classify the objects as “hot” and “cold” rather than “warmer” and “cooler”).

### 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.	AR.Math.Content.K.MD.A.2: Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute. Note: Vocabulary may include shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
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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?	A list of examples of the vocabulary words (Example: pictures of two people where one is shorter than the other and have each one labeled).
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
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### Materials

Materials needed by teacher for this lesson.	Vocabulary sheet with examples, several different objects that can be compared, Printed off spreadsheet for each student
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Materials needed by students for this lesson.	Pencil, Vocabulary sheet with examples
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**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 minutes	<b><u>Introduction:</u></b>	I will begin by reviewing the vocabulary words that we have already been talking about. I will ask students to look around the room and find examples of the vocabulary words as well. I will then organize the students into groups of four. I will place several different objects at each group's workspace for them to compare as well as a spreadsheet for them to fill in throughout the lesson.
20 minutes	<b><u>Instruction:</u></b>	I will instruct my students to begin observing the different objects that I have placed at their desks. They will fill in the spreadsheet that is given to them using the vocabulary words that we have been learning in class. When they are done, they will compare their answers to their group members to see similarities and differences in their answers.
5 minutes	<b><u>Closure:</u></b>	The whole class will come together and compare their answers with each other. I will go around and ask each group to pick to objects and tell the class about how they compared them to each other. Then the other students will discuss whether or not they got the same answer or not.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Remediation: Place students in groups with classmates who have a good understanding of the vocabulary  Intervention: Provide increased instructional time for students to observe the objects  IEP: Have larger objects that are easier for students with disabilities to handle  ESL: Provide a vocabulary sheet that has the vocabulary words in both English and their primary language
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Large handwriting: I would provide larger cells in the spreadsheet for them to write in ADHD: Provide objects that are more interesting to maintain attention
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Checking for understanding of vocabulary words
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Observing students while they are playing with the objects
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Assessing the spreadsheets that students turn in

**Research/Theory**

Identify theories or research that supports the approach you used.	Lev Vygotsky's Theory: Community plays a central role in the process of "making meaning."
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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>