

Lesson Plan

Learning Segment Focus MathematicsLesson 1 of 1Course & topic addressed Sorting and CountingDate April 1, 2020Grade Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to sort items by color and count the number of skittles they have per color.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will already have had lessons on counting, colors, and simple addition.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	I will understand that not all students will understand how a Google spreadsheet works or even how to type numbers on a computer. I will use this background knowledge to make sure that I show students which buttons to press when they help enter their individual data into the spreadsheet.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	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.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Sort, category, color
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	In order to make sure the students understand the vocabulary and material, I will give them a demonstration of what I want from them. I will show them how to sort the Skittles by color and then I will demonstrate how to count each pile of colors. This way the students will do it exactly how I want.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smart Board, Google Sheets, bag of skittles, worksheet, computer
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	Introduction: Introduction (5 minutes)	To introduce the lesson, I will go over the vocabulary words listed above. I will also tell the students that we will be sorting and counting Skittles. I will use this time to pass out the bags of skittles. Each bag has 15 Skittles and the colors were randomly placed in each bag.
30 minutes	Instruction: Lesson (10 minutes) Sorting and Counting (10 minutes) Google Sheets (10 minutes)	<p>To begin, I will show the students what I expect from them. I will explain and show that they will empty the skittles onto their desk and make 5 different piles for each of the colors of skittles (red, orange, yellow, green, and purple). Then, they will count each of the piles one at a time and write down how many Skittles of each color they have on their worksheet. For example, if they have 4 purple skittles, they will write the number 4 next to the word/color purple. They will do this for all five colors.</p> <p>Once I have explained and demonstrated what the students should do, then they will do it on their own. During this time, I will walk around to assist any students who have questions.</p> <p>After every student has sorted, counted, and written how many Skittles of each color they have, they will one at a time come to the front of the room and bring their worksheet with them and tell me their data. Either they or I will enter this data under their name in the spreadsheet. Once all the student's have told me their data, I will turn the data into a graph to show the students which students had more or less of certain colored Skittles. I will also make individual graphs of a few student's data and have the class as a whole tell me which color they had the most of and which color they had the least number of Skittles.</p>

5 minutes	Closure: Closure (5 minutes)	To finish this lesson, I will give the students an exit slip to practice their addition between 2 colors of skittles.
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Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	For students with dyslexia, their worksheet could just have the colors of the skittles rather than the color as a word and instead of them having to write the number of skittles for each color, they could just shade in how many skittles they had. For example, if they had 4 purple skittles, they will use their purple crayon to color in 4 circles next to the color purple.
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Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	For visual students, they will benefit by seeing the skittles in front of them and the sorting of the skittles by colors. This will also be helpful for hands-on learners because they will be the ones sorting the skittles. And finally, the auditory learners will benefit when I teach the lesson and talk about it with them.
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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	I will give each student an exit slip while they still have their skittles out on their desk. I will have students practice adding a few of their skittle colors together. For example, I will have them write down how many they had for each color and then have a spot for them to add the red and orange ones together and then add the yellow and green together. This will test their simple addition.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>;
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