

Name: Bethany Niswonger

## Lesson Plan

Learning Segment Focus Birthdays Lesson 1 of 2

Course & topic addressed Mathematics – Measurement and Data Date Spet. 12, 2020 Grade K.

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape.
Justify how learning tasks are appropriate using examples of <b>students’ prior academic learning.</b>	The students should have a previous understanding of parts of groups, like 4 total but 2 are red and 2 are blue.
Justify how learning tasks are appropriate using examples of <b>students’ personal, cultural, linguistic, or community assets.</b>	We will use Inspiration to create a web to sort students into categories based on the month of their birthday. We will determine characteristics of the data by identifying which months have most and least, and which student is oldest or youngest. We will also determine who is the same age based on their birthday.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p><b>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.</b></p> <p><b>AR.Math.Content.K.MD.C.4: Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year.</b></p> <p><b>AR.Math.Content.K.CC.C.6: Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10.</b></p> <p><b>AR.Math.Content.K.CC.B.5: Count to answer “how many?”</b></p> <p><b>D.5.K.1: Identify purpose for data collection.</b></p> <p><b>D.5.K.2: Collect and arrange data based on characteristic as a class.</b></p>
---	--

### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>More, Less, Same, Different, Least, Most, Youngest, Oldest</b>
---	---

### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	
---	--

### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Master list of student’s birthdays, Inspiration, a projector or smart board.
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	N/A

**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	<b>Introduction:</b> <b>Describe activity</b>	Today we will create a diagram of our birthdays to hang up in our classroom. This will be a tool we can use to remember our friends birthdays.
30 Minutes	<u>Instruction:</u> <ul style="list-style-type: none"> <li>• Create topic bubble</li> <li>• Add months bubbles</li> <li>• Add birthday bubbles</li> </ul>	<ul style="list-style-type: none"> <li>• Insert topic bubble</li> <li>• Ask students to name the months of the year, adding them to the diagram as they list them.</li> <li>• Have students tell me their birthdays, adding to the diagram as we go.</li> </ul>
10 Minutes	<b>Closure: Discuss comparison topics</b>	Ask the students to describe which is more and less, who is oldest, who is youngest, if anyone shares a birthday,

**Accommodations/Modifications**

How might I <b>modify</b> 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.)	.I would have a master list available of birthdays so if a student doesn’t know or can’t voice their answer, I can help.
---	--

**Differentiation**

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)	<b>I will add appropriate graphics and colors to help students distinguish between months and students’ names. I will have the diagram blown up to poster size and attach small photos of each child next to their name when on display in the classroom.</b>
--	---

**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> 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	Ask questions to make sure they are understanding
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Observe to see how children are responding to the activity and interacting as a group
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Jot notes in my reflective log to gain an

		understanding of my students development over time.
--	--	---

### Research/Theory

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	
--	--

### Lesson Reflection/Evaluation

<p>What went <b>well</b>?          What <b>changes</b> should be made?          How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
---	--

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&qI=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>

