

## Lesson Plan Template

Lesson Segment Focus: Counting, Sorting, Comparing Lesson 1 of                     

Course & topic addressed Collecting Bottle Caps for Sorting and Counting Date 10/7/18 Grade K

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn to count the to tell the number of objects and they will also learn to count to compare. They will understand the meaning of sort, compare, most, and least.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students already know their colors and they already know how to count, this lesson is an extension of sorting into color categories and counting the amount of each color and then comparing each team's results.
Knowledge of students background (personal, cultural, or community assets)	

### 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>Counting and Cardinality: Count to tell number of objects and count to compare.</p> <p>AR.Math.Content.K.CC.B.5: Count to answer “how many?”:</p> <p>Count up to 20 objects in any arrangement, Count up to 10 objects in a scattered configuration, Given a number from 1-20, count out that many objects</p> <p>Note: As students progress they may first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count them by visually scanning without touching the items.</p> <p>AR.Math.Content.K.CC.C.6:</p> <p>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</p> <p>For example: Use matching and counting strategies to compare values.</p>
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**Academic Language Support**

<p>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?</p>	<p>To make sure that students from all levels of academic language development understands, I will have to explain what sort, compare, most, and least means.</p>
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**Key Vocabulary**

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p><b>Sorting, comparing, average</b></p>
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**Materials**

<p>Materials needed by teacher for <b>this lesson.</b></p>	<p>Charts and Graphs on Smartboard, provide one bucket per team</p>
<p>Materials needed by students for <b>this lesson.</b></p>	<p>Students will need to bring in bottle caps for their team basket. Teacher will have the baskets labeled group 1, 2, and 3. They will have a period of two weeks prior to the lesson, to collect bottle caps from home, family, and friends and bring them to school to place in their team’s basket. Each team will need 1 piece of paper and 1 pencil.</p>

**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	<u>Introduction:</u>	Ok students, today you all noticed when you came into the classroom that I have re-arranged your tables so that you are all sitting with your Bottle Cap-Collecting team-mates. I did that for a reason, since the collecting period is over, today we are going to count and sort all of our bottle caps.

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.
40 minutes	<p><u>Instruction:</u></p>	<p>*I'll call one volunteer from each team to come up front and collect their team's basket. Then, I will deliver the instructions*...Ok class here is what I want everyone to do, dump your baskets out onto the table and then SORT out all of your bottle caps, does anyone know what I mean by sort them? All I mean by that is I want you to separate out each individual color of bottle caps and put all of the like colors together, for example put all of your blue caps in one pile, all of your white caps in a pile together, and so on. Then, I want your group to choose two counters and one recorder, the first counter will count how many caps are in each of your piles, and the recorder's job is to write down the color and how many your group has of each color. I will write each color on the board so you know how to spell them. The job of the second counter is to go behind the first counter to check the count and be sure it is correct. I'll be walking around to help as you all complete this activity, if you have any questions just raise your hand and I will help as much as I can, but I would like for you to do your best to do it on your own. Once you have counted all of your colors, the whole team needs to clean up your bottle caps, put them back into your basket and return it to the front where we had them at the beginning of class. The recorder will bring me the paper with your numbers and I will enter them into a special chart that we can pull up on the smartboard and look at it together, then we will compare each team's numbers.</p> <p>*I will enter the data from each team into our charts quickly as each team finishes their sorting and counting.*</p> <p>Now that I have entered every team's numbers into our chart, we will look at them together and compare all of our data. Let me tell you what it means to compare, comparing is when you look at and point out how multiple things are alike and how they are different. Since we have 3 teams we will look at each team's chart individually then we will look at the numbers from each team together to compare.</p> <p>*Starting with team one, we will look at each individual chart to see how many of each color bottle caps were collected, the averages, and the total number that each individual student brought. We will also view graphs. As we are going, I will ask questions such as...*</p> <p>Ok, what color bottle cap did this team collect the most of? Let's look at this graph, which bar is the highest? How do you know it's the most? Let's look at the least and most graph, notice, the least amount collected is this number down lower, and the most is up high. Which color did they collect the least of? How do we know it's the least? Which team-mate collected the most bottle caps? Let's look at this bar graph, which student has the highest total number? Students let's look at this row right here, these numbers are the average amount of each color that the team collected. Now all this number means is around about how many of each color bottle cap was collect, like if we added all these colors together and split them up equally between all of your team-mates, this is the number that each student would get.</p> <p>*I will go through this process with every team's chart. Once we make it to the comparison chart, I will ask questions such as...*</p>

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.
		<p>Ok class, now let's look at the final chart, this is information from each team's chart put together. Which team collected the most bottle caps? How can you tell it's the most using this graph? Is this number bigger or smaller than this number? Which color bottle caps did the whole class collect the most of? Check the pie chart, which color takes up the most amount of pie?</p>
5 minutes	<b><u>Closure:</u></b>	<p>Thank you all for being good participants and bringing your bottle caps to school and thank you for doing a good job in our activities today. Now, let's think about some of the things we learned today. Who can explain to me what it means to compare? Who knows what "having the most" means? What does it mean to "have the least"? Who can explain to me what it means to sort?</p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I could change this activity to meet pretty much any modifications that may need to be made. I could make the tasks a little more simple if need be, I could count with kids that need me too, I can help them identify colors they may have not learned yet, and I can write down their numbers for them. For children that may be a little more advanced I could possibly have them put two color stacks together and count the totals of two colors. I could also ask them to help me read some of the information from the chart to the class.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p><b>See previous box, accommodations/modifications.</b></p>
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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>