

## Lesson Plan

**Learning Segment Focus:** Counting and Sorting

**Lesson 1 of 1**

**Course & topic addressed:** Math

**Date:** 01-15-2020

**Grade:** Kindergarten

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will learn to sort colors and count.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students will use their knowledge of the numbers to count.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students will be able to use this task in the future to help assist the community and to get a job in the future.

### 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).	<ul style="list-style-type: none"> <li>- AR.Math.Content.K.CC.A.1 Count to 100 by ones, fives, and tens</li> <li>- AR.Math.Content.K.CC.A.3 Read, write, and represent numerals from 0 to 20</li> <li>- AR.Math.Content.K.CC.B.5 Count to answer "how many?"</li> <li>- 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</li> <li>- AR.Math.Content.K.CC.C.7 Compare two numbers between 0 and 20 presented as written numerals</li> <li>- AR.Math.Content.K.MD.B.3 Classify, sort, and count objects using both measureable and non-measureable attributes such as size, number, color, or shape</li> </ul>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<ul style="list-style-type: none"> <li>- <b>Red</b></li> <li>- <b>Yellow</b></li> <li>- <b>Orange</b></li> <li>- <b>Blue</b></li> <li>- <b>Green</b></li> <li>- <b>Brown</b></li> <li>- <b>Numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)</b></li> <li>- <b>More</b></li> <li>- <b>Less</b></li> <li>- <b>Greater</b></li> <li>- <b>Least</b></li> </ul>
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the	We will talk about the colors and numbers and get an understanding of them. We will also discuss words: more, less, greater, least.
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<p>active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?  <b>What planned 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>	
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**Materials**

<p>Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<ul style="list-style-type: none"> <li>- Original, Peanut Butter, Fudge Brownie, Dark Chocolate, Caramel, and Pretzel M&amp;Ms</li> <li>- Projector</li> <li>- Computer</li> </ul>
<p>Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)</p>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Pencil</li> <li>- Or tablet</li> </ul>

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
<p>10-15 minutes</p>	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>- Go over vocabulary</li> <li>- Go over skills needed</li> <li>- Explain what the lesson is</li> </ul>	<p>We will have a discussion about our vocabulary for this lesson. I will show them some objects and ask what color they are. I will have them count to 20. I will also ask them what they think greater than, least, more and less mean.</p>
<p>25-35 minutes</p>	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>- Sort Original M&amp;M bag by color and count</li> <li>- Sort Peanut Butter M&amp;M bag by color and count</li> <li>- Sort Fudge Brownie M&amp;M bag by color and count</li> <li>- Sort Dark Chocolate M&amp;M bag by color and count</li> <li>- Sort Caramel M&amp;M bag by color and count</li> <li>- Sort Pretzel M&amp;M bag by color and count</li> </ul>	<p>We will sort each flavor bag by color and count how many each flavor has of that color. We will record our findings in the excel sheet.</p>

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)
10-15 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>- Go over what skills they learned</li> <li>- Go over vocabulary words used</li> </ul>	We will discuss what skills and vocabulary words we learned. We will also discuss how we can use these skills at home.

**Accommodations/Modifications**

<p>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.)</p>	.I will have a teacher or peer assist them.
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**Differentiation**

<p>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.)</p>	<ul style="list-style-type: none"> <li>- <b>I can have them watch me count.</b></li> <li>- <b>I could give them a bag to count.</b></li> <li>- <b>I would have them count outloud.</b></li> </ul>
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**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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Excel sheet
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Form quiz
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

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>	IDK
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Updated 12-17-19 NLC

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>;  
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