

Lesson Plan

Learning Segment Focus: Math Lesson 1 of 2

Course & topic addressed: Counting and counting forward **Date:** 11/8/20 **Grade:** Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will count the amount of chips in 2 bags of BBQ chips, Cheetos, Doritos, and Cheddar chips. This will help them learn to count forward by any given number.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students should have prior knowledge with numbers and counting. This project is a fun interactive counting project that will help students learn to count objects and collect data.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Learning numbers and learning how to count is a fundamental lesson for everyone to learn in their life. Counting is used almost every day in day to day life making it a core skill.

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.CC.A.2 Count forward, by ones, from any given number up to 100
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Counting, Spreadsheet
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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>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Paper towels, Chip bags for the entire classroom, wet wipes, hand sanitizer, pencils, paper, Ziplock baggies.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Desk, Chair, Paper towels, 2 small bags each of BBQ chips, Cheetos, Doritos, and Cheddar cheese chips, Pencil, Paper, Computer to complete spreadsheet, Ziplock baggies.

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)
15 Minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Have students wash their hands • Tell students to go to their assigned seats • Pass out napkins • Pass out chip bags (2 BBQ, 2 Cheetos, 2 Doritos, 2 Cheddar), tell students not to open it until they have permission • Tell them they will be counting the amount of chips in each chip bag • Students should keep their data on a piece of paper 	<p>I will begin by telling the students to wash their hands then return to their assigned seats. I will pass out napkins for the students to use. I will pass out all chip bags (2 BBQ, 2 Cheetos, 2 Doritos, 2 Cheddar) and tell the students not to open them until they are given further instruction. I will explain to them that they will be opening the chip bags one at a time and counting how many chips are in each bags. The students will need to record their data on a piece of paper so we can fill out a class spreadsheet together.</p>
30 minuets	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Allow students to open the package on M&Ms but they cannot begin eating them • Tell them to first sort them by color • Walk around and help with sorting if needed • When everyone is done sorting we will move on to counting • Walk around and help students count if needed, not an excessive amount of help • Remind students to be writing down their numbers on a piece of paper to keep up with the data 	<p>After I finished explaining the instructions I will allow the class to open their chip bags one by one and count the chips inside. I will remind them that everyone needs to be writing down their data on a piece of data and tell them that students should not be eating the chips. I will walk around the classroom to observe and offer simple help if needed.</p>
30 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • When everyone is finished counting we will get on the class computers to fill in the excel data as a class • After the class spreadsheet the class will be allowed to eat their bags of chips • Clean up any messes and prepare for the next assignment 	<p>When everyone in the class is finished counting the amount of chips in each bag we will get on the class computers and open up the counting project spreadsheet. I will call on students one by one and we will put in the data together as a class. After we are finished with the computers we will return them to the buggy and plug them in then students will return to their seats. When we are finished the students will be allowed to eat the chips or take them home for later in a</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)
		Ziplock baggie. After we finish with a 10 minute chip snack break we will clean up and prepare for the next lesson.

Accommodations/Modifications

<p>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.)</p>	
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Differentiation

<p>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.)</p>	
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Assessments: Formative and/or Summative

<p>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).</p>	<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

<p>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.</p>	
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Lesson Reflection/Evaluation

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

Updated 12-17-19 NLC

<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>