

Lesson Plan

Learning Segment Focus: Math Lesson 2 of 2

Course & topic addressed: Counting forward and counting to answer how many. Date: 11/8/20

Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will count how many M&Ms are in a package by the color. Students will add the total from all of the 6 colors up to find the sum.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students should have prior knowledge with numbers, counting, and sorting. This project is a fun interactive counting project that will help students learn to sort objects and count objects in a set.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Learning to count and sort is a fundamental lesson for everyone to learn in their life. Counting is used almost everyday 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).	<u>AR.Math.Content.K.CC.A.2</u> Count forward, by ones, from any given number up to 100 <u>AR.Math.Content.K.CC.B.5</u> Count to answer "how many?"
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Counting, Sorting, Spreadsheet
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Academic Language Support

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? 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)?	
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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, Package of M&Ms, 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"> • Tell students to sit in their assigned seats • Pass out napkins • Have students wash their hands • Pass out M&M packages, tell students not to open it until they have permission • Tell them they will be sorting M&Ms by the color and counting how many M&M there are for each color 	<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 M&M bags to the students 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 M&Ms and sorting them by color then counting how many M&Ms there are per color. The students will need to record their data on a piece of paper so we can fill out a class spreadsheet together. Students will need to sort by color before they begin to count.</p>
30 minutes	<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 M&M packages and start sorting the colors. I will walk around the classroom to observe and offer simple help if needed. Once all of the students finish sorting I will tell the class to begin counting the M&Ms by the color and write the data collected down on paper. I will again walk around the class to observe and offer simple help if needed. I will remind everyone to be writing down their data as I walk around the classroom.</p>
30 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • When everyone is finished sorting and 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 M&Ms 	<p>When everyone in the class is finished sorting and counting their M&Ms we will get on the class computers and open up the M&M 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 their M&Ms or take them home for later in a Ziplock baggie. After</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)
	<ul style="list-style-type: none"> • Clean up any messes and prepare for the next assignment 	we finish with a 10 minute M&M snack break we will clean up and prepare for the next lesson.

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.)	.
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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.)	
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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

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.	
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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>;

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>;
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