

Lesson Plan Model¹



Lesson Title/#: Water for One, Water for Everyone

Grade Level: Kindergarten

Learning Central Focus

<p>Central Focus</p> <p>What is the central focus for the content in the learning segment?</p>	<p>The central focus for the content in the learning segment is</p>
<p>Content Standard</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>AR.Math.Content.K.CC.A.3: Read, write, and represent numerals from 0 to 20</p> <p>Note: K.CC.A.3 addresses the writing of numbers and using the written numerals 0-20 to describe the amount of a set of objects. Due to varied progression of fine motor and visual development, a reversal of numerals is anticipated for the majority of students. While reversals should be pointed out to students, the emphasis is on the use of numerals to represent quantities rather than the correct handwriting of the actual number itself.</p>
<p>Student Learning Goal(s)/ Objective(s)</p> <p>Skills/procedures What are the specific learning goal(s) for student in this lesson?</p> <p>Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	<p>The students will represent numbers with manipulatives.</p> <p>The students will help to fill out an inspiration web with the numbers from the story that was read.</p> <p>They will recognize the numbers written as well as in 1 form.</p>
<p>Prior Academic Knowledge and Conceptions</p>	<p>The students will need to know their numbers 1-10, written and in number form.</p> <p>The students will need to know how to represent the numbers in physical form with manipulatives.</p>

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

<p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	<p>The students may not know about animals at a watering hole or where the location is for the story.</p>
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 2-3 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I'll start the lesson by playing some safari music.</p>
<p>Instruction 15 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p>	<p>I will engage the students by reading the story with an interesting tone and attitude. I'll walk around and make sure each child is listening and paying attention.</p> <p>I'll ask them for help when I fill out the Inspiration web.</p>

<p>How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>I will link the new content to previous skills by going back over counting from 1-10, using our fingers and when the students come up to place their animals. I will introduce the setting of the story, because it's not one we've gone over. I will also link the book to any that we've read previously that have to do with counting.</p> <p>I'll ask the students to hold up their hands as we count the animals. I'll ask if the students have ever seen these animals from the book at the zoo, or on television.</p> <p>The students will count the animals on their fingers. I'll make them help fill out the Inspiration web, using numbers and the spelling of numbers. The students will place their animals around the carpet when asked.</p> <p>If the students are using their fingers and the manipulatives correctly, I'll know if the students are understanding.</p>
<p>Structured Practice and Application 10 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p>	<p>The student's will be in groups with their different animal manipulatives, and they will come up to the "watering hole" (which is the carpet area) and place their animals, in the correct amount, around the edge. I'll make sure the students are placing the correct number of animals around the pond, the correct amount being the corresponding numbers in the book.</p>

<p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>I will end the lesson after each group of students have placed their manipulatives around the watering hole (blue sheet of paper on the floor on the carpet). I'll ask the students to give me feedback, like how they enjoyed the lesson, and ask what they've learned.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work</p>	<p>Student's will share the manipulatives given to them to count the animals. Different groups will have the different animal and the corresponding amounts of them. The student will be grouped randomly by hand picking. I will make sure to note any issues in the room and respond accordingly.</p>

<p>with partners or in groups? What criteria will you use when forming groups?</p>	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>The technology might not be available or acting correctly at the time, so the teacher would need to make the inspiration web by hand. They will need the big white pad of paper and some markers to use.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>The teacher will need the book, a computer, and the inspiration software.</p> <p>The students will need their listening ears and different animal manipulatives for the counting lesson.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
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What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.