

Lesson Plan Model

Lesson Title/#: Trick or Treat/Counting Candy

Grade Level: Kindergarten

Learning Central Focus

| | |
|---|---|
| Central Focus What is the central focus for the content in the learning segment? | To teach students that when counting objects, that they hold an actual quantity. |
| Content Standard What standard(s) are most relevant to the learning goals? | AR.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality When counting objects: • Say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence) • Understand that the last number said tells the number of objects counted • Understand that each successive number refers to a quantity that is one larger Note: Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted. & AR.Math.Content.K.CC.B.5 Count to answer “how many?”: • 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 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. |
| Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies¹ What are the specific learning goal(s) for students in this lesson? | -To know that objects hold value when counting. If the number of objects decrease, so does the amount. -Learning that objects hold value. |

¹ 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>Prior Academic Knowledge and Conceptions</p> <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>-They will need to know how to count to at least 25 by ones.</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 ____5____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p> | <p>(This lesson will take place around Halloween time)</p> <p>To introduce the lesson, I will ask what holiday we are close to. I will be looking for “Halloween!”. I will then ask my students what they do for Halloween. I will be looking for “trick or treat”. Once I get those answers, I will introduce the story we will be reading, “Trick or Treat”.</p> |
| Instruction | The book we read had them count pieces of candy. |

| | |
|--|---|
| <p>____15____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</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 ask what happened to the amount of candy, as we counted up. I'm looking for answers like, "the amount got bigger" or, "the number of candies got bigger when the numbers got bigger"</p> <p>If I don't get those answers then I will begin to show them how the numbers as we count, relate to the quantity of objects we're counting.</p> <p>To link old content with new content, I will have them count to 25. (We will do this as a class)</p> <p>Then, I will pull back the book to a page with the candies, and have them count the number of candies again, showing the relationship between numbers a quantity.</p> <p>I will walk around the room to monitor my students. This will help me see if they're meeting the intended learning objectives.</p> |
| <p>Structured Practice and Application</p> | <p>I will have a worksheet for my students with groups of objects, for them to count how many are there.</p> <p>Also on that worksheet I will have a number. The students will see the number and then have to draw that number of objects. Both of these exercises will help the students know the relationship between the numbers and quantities.</p> |

| | |
|---|--|
| <p>____15____ 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>How will you determine if students are meeting the intended learning objectives?</p> | <p>I will be able to walk around the classroom, to observe my students. This will help me see if my students are meeting the learning objectives.</p> |
| <p>Closure ____5____ Minutes</p> <p>How will you end the lesson?</p> | <p>I will end the lesson with a group discussion. Ask them what all they learned, and see if someone can show to the class what they 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> |

| | |
|--|---|
| | <i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i> |
| Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups? | My students will be seated in pods of 4. So, throughout the whole lesson, they will be able to work with their partners. When working their worksheets, they will be able to work together and complete the worksheet. |
| What Ifs What might not go as planned and how can you be ready to make adjustment? | There may be students who struggle with counting. So, I will make sure to make the correct adjustments to ensure their learning. For example, pair them with students who may be advanced counters, or maybe I can sit by them, to help them when needed. |
| Theoretical Principles and/or Research-Based Best Practices Why are the learning tasks for this lesson appropriate for your students? | |
| Materials | Trick or Treat book Worksheets |

| | |
|--|--|
| <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p> | <p>Students:</p> <p>Worksheets</p> <p>Writing utensils</p> |
|--|--|

Academic Language Demand(s):

| | |
|--|--|
| 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? | |
| 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 be taught

| | |
|---|--|
| What worked? What didn't? For whom? | |
| Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow? | |
| Proposed Changes. If you could teach this lesson again to this group of students what changes would you | <p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> |

| | |
|---|----------------------|
| make to your instruction? | Individual students: |
| Justification Why will these changes improve student learning? What research/theory supports these changes? | |

Resources:

Attach each assessment and associated evaluation criteria/rubric.