Lesson Plan Model

Lesson Title/#: Animal Habitat Memory Game

Grade Level: Kindergarten

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	To teach students how to sort objects into categories.
Content Standard What standard(s) are most relevant to the learning goals?	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 Note: Limit category count to be less than or equal to 10. Students should be able to give the reason for the way the objects were sorted.
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/strategies[1]** What are the specific learning goal(s) for students in this lesson?	- Students will be able to put the animals into groups by where they live. Also, there are 3 animals to each group, so students will be able to count how many animals are in each category.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary	-They will need to know these animals, and where they live to be able to play the game correctly.

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[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.*

to support the learning of the skills and concepts for this lesson?	
Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

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

Launch ____5____ Minutes How will you start the lesson to engage and motivate students in learning?	I will begin the lesson by asking students what kinds of animals live on the farm, in the ocean, or in the zoo. I will engage with them by asking what their favorite animals are, or trips they may have taken to see these animals.
Instruction ____15____ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts)	I will use the memory/matching game I have created to teach the lesson. This way, the students are learning how to categorize the animals, all while having fun by playing the game. The student will already know where the animals can be found, this way they will be able to separate them into the categories and will be able to count how many animals are in each category. I will ask why they think the live there. Hopefully, students will acknowledge that fish need water which is why they live in the ocean. I could also go in depth on the animals in the zoo. I could ask if students know where those certain zoo animals (mentioned in the game) come from. Being only in Kindergarten, they may not be this advanced yet.

to students' prior academic learning and their personal/cultural and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	Since this is a game, I will have it projected in the front of the class. It will be a group effort, to complete the game. I will be able to monitor my students, to make sure they are grasping the ideas.
Structured Practice and Application ____15____ Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned?	The whole game will be a practice of the lesson. It will be a game to test their knowledge of animals and where they live. Each student will get a turn guessing an animal to a habitat. By monitoring my students, I will be able to see how well they are grasping the concept.

How will you determine if students are meeting the intended learning objectives?	
Closure ____5____ Minutes How will you end the lesson?	I will end the lesson with the discussion. I will ask what all the students learned and ask if they have any questions.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	*Whole Class*: *Groups of students with similar needs*: *Individual students*: *Students with IEP's or 504 plans*: *Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings*:
Student Interactions How will you structure opportunities for	My students will be seated in pods of 4. So, throughout the whole lesson, they will be able to work with their partners. But, since the game is a group effort, I and the whole class will be working together to complete the game.

students to work with partners or in groups? What criteria will you use when forming groups?	
What Ifs What might not go as planned and how can you be ready to make adjustment?	There may be some students who can't see the board from where they are sitting, so I could adjust their seating, making sure that every student can see perfectly.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?**	Teacher: Game Computer Power Point Projector/Smart Board No materials for students

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 make to your **instruction**?	*Whole class*: *Groups of students*: *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.