

Lesson Plan

Learning Segment Focus: Counting up to 10 Lesson: 1 of 2

Course & topic addressed: Mathematics/Counting to 10 Date: 10/15/2020 Grade: K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify numbers by counting to 10.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	I will pull up the app ABCmouse for the students to look through, so they are familiar with it before getting started on the lesson. The students will then be comfortable with the app, so it will be easier to use in the classroom. This is important because you do not want to overwhelm the students with something new.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	The students will need to know how to count to ten in the future because our world is full of counting different items. For instance, when they are doing dramatic play in the kitchen, they will be able to count out the materials they are using. This will be helpful for themselves and their peers. When they are brushing their teeth, they will even be able to count how long it takes them.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>Kindergarten Arkansas Standards</p> <p>AR.Math.Content.K.CC.B.5</p> <p>Count to answer "how many?":</p> <ul style="list-style-type: none"> • 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
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	One, two, three, four, five, six, seven, eight, nine, ten
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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>	<p>The students will be learning how to count up to 10 on their fingers and with objects. I will show them the video on the app ABCmouse called "Counting 1 to 10 at the zoo." This will make the students excited to work on something besides worksheets. I will have the students listen to the story. They will be counting along with the story and doing it on their fingers. I plan to have an activity that corresponds with the story on the app. I will have the students pick an animal for the story and get the draw and make it on their own afterwards. They can use any number of items up 10 on their animal they chose.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad, Smart board, construction paper
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Art materials, such as scissors, glue, paint, markers, crayons

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)
10 min	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Have students turn to look and pay attention to the Smartboard • Introduce the app ABCmouse • Allow the children to navigate through it • Explain the importance of knowing how to count to 10 	<p>The students will be seated in their desks paying attention to myself and the Smartboard where I will be showing the how to navigate ABCmouse. I will be standing at the front of the room making sure the students are engaged in the activity. If the students have a question, then they will have to raise their hand.</p>
20	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • I will explain to the students that they will be watching a video on ABCmouse about counting 1 to 10. • The students will sit quietly during the video until it is time for the activity. • While they are watching, they will decide what animal they would like to create on their own. • They will be given art materials to create an animal of their choice. • They will put items onto the animal that are up to 10. • I will ask the student how many items are on their paper. 	<p>I will let the children choose what art materials they would like to use. I will play the video over again for the students who might need a refresher. When they are finished creating their animal, they will tell me how many items are on the paper. They may even use their fingers to count.</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)
5 min	<p>Closure:</p> <ul style="list-style-type: none"> • Go over what the lesson was about • Ask the students if they have any questions • If there aren't any questions, then I will ask the students what they learned today 	The students will clean up the mess they created when completing the activity. When they are finished, I will hand up the artwork that they created all by themselves.

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>	<p>.I would have the students work as partners on the same animal if a student is struggling being by themselves. I would also put partners together if one student is having a harder time counting than the other. This would be great because one student would create the animal picture and the other student could count out the items that need to go on the picture.</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>	<p>Once I know the students understand how to count to 10 properly, I can now move on to count up to 15 or 20. This will get the children excited to learn more. I may even ask how many of a type of animal that was in the video to see if they were paying attention to the video.</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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Having the students create an animal on a piece of paper by themselves with putting up to 10 items on to the paper.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>I will quiz the students by placing items in front of them and having them count the items for me.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

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</p>	<p>As the students learn how to count up to 10, they are learning the numbers one after another. This is Cognitive Learning Theory because the students will hold on to counting their whole lives. This learning process is having the students retain the information of one number after another. The students will then be</p>
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choices using principles of the connected theories and/or research.	able to jump from one number to the next by explained how many numbers are in between the numbers they skipped from
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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&qI=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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