Name_Mandi H	Baker_
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## Lesson Plan

Lesson Segment Focus\_Counting to 20\_

Course & topic addressed \_Mathematics, Counting Objects Up to 20\_

Lesson \_\_\_\_1\_

Date\_09/01/2019\_\_\_\_ Grade\_\_K\_\_\_

of

#### **Student Outcomes**

Specific learning objectives for	The student will be able to count up to 20 objects in an arrangement, count up to 10 objects in a		
this lesson.	scattered configuration and count out a selected number of objects.		
Describe the connection to	Prior to this lesson, students were able to inconsistently count objects up to 20.		
previous lessons. (Prior knowledge of students this builds upon)	tangrams are in the		
Knowledge of student's background (personal, cultural, or community assets)	Students are still learning to consistently count objects up to 20.		

# State Academic Content Standards

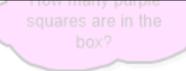
List the state academic content	AR.Math.Content.K.CC.B.5 – Count to answer "how many?":	
standards with which this lesson is	- Count up to 20 objects in any arrangement	
aligned. Include state abbreviation and number & text of the standard.	- Count up to 10 objects in a scattered configuration	
number & text of the standard.	- Given a number from 1-20, count out that many objects	

#### Academic Language Support

Academic Language Support	( tandrams are in the )
What planned instructional supports might you use to assist	tangitanto are in are
students to understand key academic language to express and	Instructional supports will include
develop their content learning?	histidettoliai supports will include
What will you do to provide varying supports for students at	
different levels of academic language development?	

#### **Key Vocabulary**

What vocabulary terms/content specific	Other than general instruction explanation, the students will need to know what tangrams are.
terminology must be addressed for	
students to master the lesson?	



### Materials

	How many blue
Materials needed by teacher for	Smartboard, projector and interactive diagram
this lesson.	trialigie tangrams
Materials needed by students for	Tangrams, dry erase markers
this lesson.	the box?

### Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.	
30MIN	Introduction:	Teacher and students at individual desks with small boxes of 20 mixed, tangrams. Teacher uses projector to introduce and simulate counting objects up to 20 activity.	
IHR tang	Instruction: uare rams are in the box?	We will use the interactive diagram to count how many of each variety each student has. For example, each student will count how many yellow tangrams they have in their box and teacher will note the numbers on the diagram. Students will write the number on their desk with the dry erase marker. Next the students will create questions to add to the diagram and then students will count those as well. For example, little Johnny suggests counting how many purple squares are in the box. The question is then added to the diagram and then the counts are added. Students will write the number on their desk with the dry erase marker. Last, magnetic tangrams are put on the smartboard by students and other students come up to the board, count them and write the total beside the tangrams with their dry erase marker. Teacher walks around room observing and assisting as needed throughout activity.	
30MIN	Closure: How many purple	To close and assess the lesson, teacher calls out numbers and/or colors and students line up tangrams on their desks and write numbers with dry erase marker to match.	
	box?		

Accommodations/Modifications			
How might I modify instruction for:			
Remediation? Intervention? IEP/504? LEP/ESL?			
Differentiation:			
How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	The students using tangrams is playful and appealing, the students suggesting their own questions and seeing them on the diagram is a documented view of their own work and counting the tangrams out and writing the numbers is similar to the "see it, say it, write it" theory. The students work together and individually all in one activity.		
Assessments: Formative and/or Summative		DOX /	
Describe the tools/procedures that will be used in this lesson to monitor students'	X Formative / Summative	Students work is monitored as the teacher walks around the room throughout the activity.	
learning of the lesson objective/s (include type of assessment & what is assessed).	□ Formative / x Summative	Students are tested in small group or whole class sessions by objects being set out by teacher and counted and written down on an answer sheet by student.	
	$\Box$ Formative / $\Box$ Summative		
Research/Theory			

Identify theories or research that supports	VAK - Visual, Auditory and Kinesthetic learning styles	were developed in the 1920s	by psychologists to
the approach you used.	describe the most common ways people learn.		
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#### Lesson Reflection/Evaluation

What went well?	TO BE FILLED IN AFTER TEACHING	
What changes should be made?		
How will I use assessment data for next		
steps?		

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

How many purple \*adapted from: http://webcache.googleusercontent.com/search?g=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; http://www.mcneese.edu/f/c/9eb690d2/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; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://ww https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx