

Lesson Plan

Lesson Segment Focus__ Counting to 20__

Lesson ___1___ of ___5___

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

Date_09/01/2019___ Grade_K__

Student Outcomes

Specific learning objectives for this lesson.	The student will be able to count up to 20 objects in an arrangement, count up to 10 objects in a scattered configuration and count out a selected number of objects.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Prior to this lesson, students were able to inconsistently count objects up to 20.
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 standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	AR.Math.Content.K.CC.B.5 – Count to answer “how many?”: <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
--	---

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Instructional supports will include
--	-------------------------------------

Key Vocabulary

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

Materials

Materials needed by teacher for this lesson.	Smartboard, projector and interactive diagram
Materials needed by students for this lesson.	Tangrams, dry erase markers

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	<u>Introduction:</u>	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.
1HR	<u>Instruction:</u>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Teacher walks around room observing and assisting as needed throughout activity.</p>
30MIN	<u>Closure:</u>	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.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>Individual, one on one instruction would be a beneficial modification. Using different or less objects is another modification.</p>
--	--

Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>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.</p>
---	--

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>Students work is monitored as the teacher walks around the room throughout the activity.</p>
	<p><input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative</p>	<p>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.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

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

Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
--	--

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&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/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://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>