

Name Mandi Baker

Lesson Plan Template

Lesson Segment Focus Using Skittles to add objects Lesson 3 of 5

Course & topic addressed Addition using objects Date 11/01/2019 Grade K

Student Outcomes

Specific learning objectives for this lesson.	TSW reinforce addition skills by adding with objects (Skittles).
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have recently been learning basic one-digit addition.
Knowledge of students background (personal, cultural, or community assets)	Students have been learning addition over the last several days and this lesson is strictly to reinforce the standard.

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.OA.A.1 - K-ESS3-1 Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., $2+3$), or equations (e.g., $2+3 =$)
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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?	All content specific language will be explained prior to beginning lesson. Examples and modeling will be provided.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Adding, Equals, + sign, = sign
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Materials

Materials needed by teacher for this lesson.	Smart board, Document camera, Skittles, Skittles Addition Spreadsheet
Materials needed by students for this lesson.	Laminated Elkonin boxes, Skittles, Dry erase markers, Erasers

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.
15min	<u>Introduction:</u>	TTW remind students about the addition of single digits numbers that they have been previously working on. She will draw a few examples on the board and let the students answer. TTW ask the students to get out their laminated Elkonin boxes, dry erase markers and erasers. She will tell them she is going to model what we're going to do on the document camera and will then pass out something really yummy to play with but they have to listen very carefully to the instruction. TTW model single digit addition using skittles.
30 min	<u>Instruction:</u>	TTW hand out the students' skittles and remind them that are not to eat them, yet. TTW write problems on her laminated Elkonin boxes under the document camera. She will put the same number of skittles under the boxes. The students will repeat. TTW stop for questions as well as walk around and monitor and scaffold as needed. TSW use their skittles colors to make addition problems. TTW fill in the Skittles Addition spreadsheet as the activity progresses to see who has the most of each color skittles.
10min	<u>Closure:</u>	TTW tell the students what a great job they did and tell them they can eat their Skittles now!

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Different kind of candy, other manipulatives instead of candy, individual assistance, longer wait times, hands on assistance, peer assistance, let students come to Smartboard and write out problems
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	This activity is one of the many ways this standard would be instructed. Also, teacher to whole class instruction, one on one instruction, addition board game, addition morning work and addition around the room activity.
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Assessments: Formative and/or Summative

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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Progress monitoring while activity is being administered
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Math quiz worksheet when activity is complete.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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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