

## Lesson Plan

**Learning Segment Focus: Counting objects**

**Lesson: 1 of 5**

**Course & topic addressed: Counting, one- to one corresponding Date: 08/14/2020 Grade: K**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	How to count objects and correspond the number of objects to a number
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>	Knowing how to count to 100
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b>	Students will have to be able to count objects and be able to pair the objects with a number in real life.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.K.CC.B.4	<p>Understand the relationship between numbers and quantities; connect counting to cardinality When counting objects:</p> <ul style="list-style-type: none"> <li>Say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence)</li> <li>Understand that the last number said tells the number of objects counted</li> <li>Understand that each successive number refers to a quantity that is one larger</li> </ul> <p>Note: Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
	AR.Math.Content.K.CC.B.5	<p>Count to answer "how many?":</p> <ul style="list-style-type: none"> <li>Count up to 20 objects in any arrangement</li> <li>Count up to 10 objects in a scattered configuration</li> <li>Given a number from 1-20, count out that many objects</li> </ul> <p>Note: As students' progress they may first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count</p>

		them by visually scanning without touching the items.
--	--	---

### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>How many Count Quantity</b>
---	--------------------------------

### Academic Language Support

<p>What is the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	Students will have to understand the vocabulary to do this lesson.
--	--

### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Counters Computer Power point YouTube
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Counters

### 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)
5	<b><u>Introduction:</u></b> <b><u>Counting</u></b>	Teacher will count to 100 with the help the students.
20	<b><u>Instruction:</u></b>  Objects  Power point	Teacher will pull some objects out and set them in the front of the carpet then count the objects. After counting the objects one student will come write the corresponding number on the board. Then the class will agree or disagree on if the number is the correct number. After doing 5 examples with counters. The teacher will get the power point and project it on the board. This power point has slides that have different number of objects and the students have to count the objects and put the corresponding number with the number of objects. YouTube video on counting objects

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	<p><b>Closure:</b></p> <p>Test</p>	<p>Each student will have to count objects and tell the teacher how many and write the number on the board before leaving the carpet.</p>

**Accommodations/Modifications**

<p>How might I <b>modify</b> 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>Have enough objects and a number line for each student</p>
--	---

**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>Have the students get into groups and work a worksheet with counters and make sure that they all agree on the corresponding number with the number of objects</b></p>
---	---

**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> <b>Summative</b>	Leaving the carpet
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	
--	--

### Lesson Reflection/Evaluation

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

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activity's 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>