

# Lesson Plan Template

Lesson Segment Focus Math

Lesson 1 of 1

Course & topic addressed Counting & Comparing

Date 10/29/19 Grade K

## Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to count (1-10) and how to compare colors of M&M's.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In previous lessons, we have been counting to 10 and also learning how to separate things by their individual color.
Knowledge of students background (personal, cultural, or community assets)	Students must know how to count to at least 10 and the following colors: Red, Orange, Green, Blue, Yellow and Dark Brown.

## State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include state abbreviation and number &amp; text of the standard.</p>	<p><b>AR.Math.Content.K.CC.B.5 Count to answer “how many?”:</b></p> <ul style="list-style-type: none"><li>• <b>Count up to 20 objects in any arrangement</b></li><li>• <b>Count up to 10 objects in a scattered configuration</b></li><li>• <b>Given a number from 1-20, count out that many objects</b></li></ul> <p><b>Note: As students progress they may first move the objects, counting as they move them.</b></p> <p><b>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 them by visually scanning without touching the items.</b></p>
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## Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Addition, Red, Yellow, Orange, Green, Blue, & Dark Brown
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### Materials

Materials needed by teacher for <b>this lesson</b> .	A fun size bag of M&M's (enough for each student to have one bag)
Materials needed by students for <b>this lesson</b> .	Blank Excel Template

### 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.
5 mins	<p><b><u>Introduction:</u></b></p> <p>This consists of handing out the regular M&amp;Ms &amp; blank spreadsheet they will fill in.</p>	<p>While I am passing out the fun-sized M&amp;M packs to the class, I will instruct them to open the bag and lay out all the M&amp;Ms and categorize them by color. Once this was done, I would give each student a blank spreadsheet to give them the opportunity to fill in the blanks with their personalized data.</p>

10 mins	<p><b><u>Instruction:</u></b> This consists of observing and assisting the class with inserting the data to the table and making sure it is being done correctly.</p>	<p>During this time, I will walk around and make sure each student is counting correctly and that each bag has been color-categorized correctly. If a student needs assistance, I will have them raise their hand so that I can help. If a student has 4 red M&amp;Ms and 2 blue M&amp;Ms, they will need to write “4” under the “red” category and “2” under the “blue” category. I will also explain to the class that everyone’s sheet will be different and that most likely no one will have the same exact numbers and results as someone next to them.</p>
5 mins	<p><b><u>Closure:</u></b> This is the Clean-Up portion of the lesson.</p>	<p>During this time, I will go around and pick up all of the completed spreadsheets. I will ensure that every students’ name is on their paper. Then, I will instruct all of the students to clean up their desk. I will make sure that all the trash ends up in the proper place and that there is no mess anywhere in the room.</p>

**Click here to view an example of a filled in spreadsheet.**

**Click here to view a template of the spreadsheet.**

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>If a student has an allergy, I will exchange the M&amp;Ms for some sort of manipulative for them to use. I will also let them sit in a different place to ensure that there will be no contact with anything that can cause an allergic reaction.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>(try)</p>
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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 type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	I will take the completed spreadsheet up for a participation grade.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<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**

<p>What went well?</p> <p>What changes should be made?</p> <p>How will I use assessment data for next steps?</p>	<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&gl=us;>  
[http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;](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>