

Name _____ **Raven Pickett** _____

Lesson Plan

Learning Segment Focus: Counting and Cardinality _____ **Lesson** 1 **of** 3 _____

Course & topic addressed: Number Names and the Count Sequence **Date** 09/20/2020 _____

Grade K _____

Student Outcomes

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| Specific learning objectives for this lesson. | Count to 100 by ones, fives, and tens |
| Justify how learning tasks are appropriate using examples of students' prior academic learning . | Children will be able to transfer any prior knowledge to Kindergarten for counting numbers. Anything they have been taught in preschool or Pre-K will be a foundation to base further learning. |
| Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets . | It is important to take in the differences in the culture of the classroom. Some students might be English Language Learners that need a different language of numbers. Introducing this in the classroom teacher the other children to be accepting of other cultures that are different. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | AR.Math.Content.K.CC.A.1 Count to 100 by ones, fives, and tens |
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Key Vocabulary

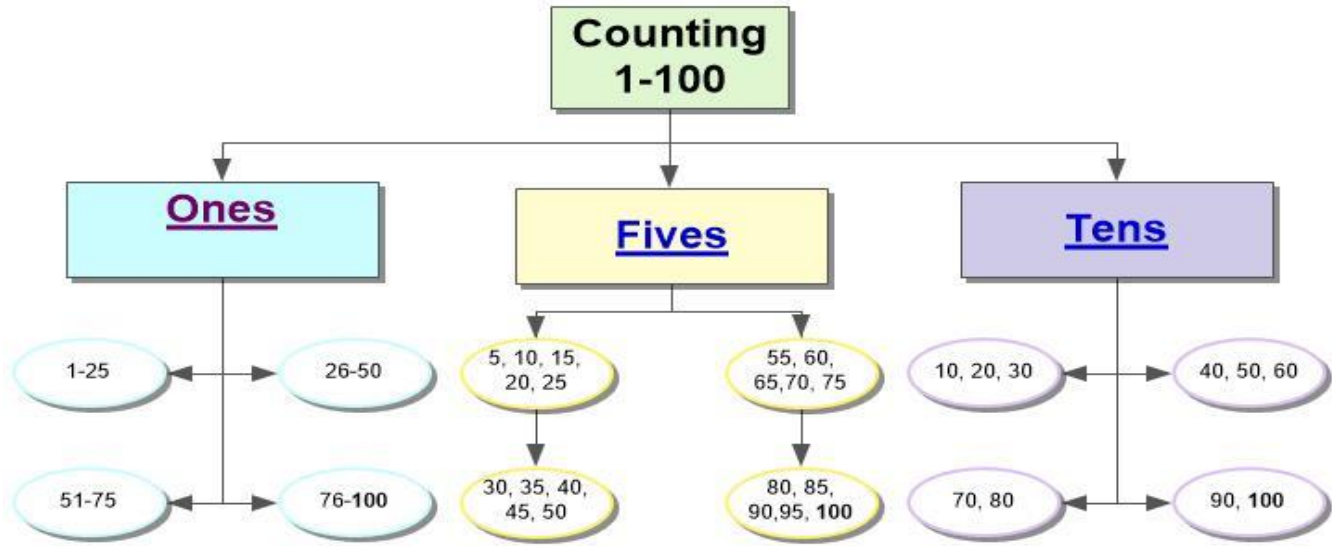
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| What vocabulary terms/content specific terminology must be addressed for students to master the content? | Numbers, Skip counting, Ones, Fives, Tens, all numbers from 1-100 |
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Academic Language Support

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| What are the Academic Language Function(s) (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? What planned Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse) ? | The child will be able to use all the numbers 1-100. They will have a sense of amounts via numbers (bigger, smaller, greater, less than) |
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Materials

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| Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Computer with internet access, Flash cards, Transparent Color Counting Chips |
| Materials needed by students for this lesson. (computers, journals, textbook, etc.) | Transparent color counting chips, provided |



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) |
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| 5 Minutes | <p>Introduction: <u>Today's class will cover counting to 100. We will count by ones fives and tens.</u></p> | <p>At this time, I will simply tell the class what today's lesson will be. They will just listen.</p> |
| 40 Minutes | <p>Instruction:</p> <ul style="list-style-type: none"> • Count by ones <ul style="list-style-type: none"> ○ 1-25 ○ 26-50 ○ 51-75 ○ 76-100 • Count by fives <ul style="list-style-type: none"> ○ 5-25 ○ 30-50 ○ 55-75 ○ 80-100 • Count by 10 <ul style="list-style-type: none"> ○ 10-30 ○ 40-60 ○ 70 & 80 ○ 90 & 100 | <p>At the beginning of each number group, we will watch the video hyperlinked to the graphic organizer. After the children listen to the video all the way through, I will then count, separating the numbers into four parts, 25 at a time. I will count, then we all will count. Once 1- 25 is covered and understood, we will move on the 26 through 50. We will cover this group the same way we did the first group. I will count, allowing them to count IF they want and can. Then we all will count together. To review the 2 groups together, we will count all the way from 1-50. We will continue on to the next 2 groups the same way. At the end of the 51-75, we will start over at 1 all the way to 75. Then continue on 76-100. After I count then we count, we will count from 1 all the way to 100. After congratulating the whole class for their work, we will start skip counting. I will explain to then we are skipping to every fifth number. Before counting, we'll watch another video from the graphic organizer. The video will show counting by fives to 100. I will start the counting again to</p> |

| 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) |
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| | | <p>25 (5, 10, 15, 20, 25). I will count, then we will count. I'll continue on to the next 5 numbers to 50. I will count, we will count. We will then count from the beginning to 50 (5, 10, 15....50). We will continue on all the way to 100, stopping when needed if anybody needs help. After reaching 100, we will start over from 5 and count to 100. I will make sure everybody is on the same page before moving to the last; tens.</p> <p>To begin the tens, we will watch the last video associated with the lesson on the graphic organizer. After the video, I'll explain this skip count is skipping to every tenth number, all the way to ten, all the way to twenty and so on. I will count the first 3 (10, 20, 30). Then we all will count. I will then count the next 3 (40, 50, 60). After I count, we will count. We will then start over at 10 and count to 60. As long as everybody is on the same page, we will go on. We will start with 70 and go to 100. I will count, then they will count. After reaching 100 we will all start back at 10 and count all the way to 100 again.</p> <p>To End our Lesson, we will have flashcards numbered in order to be called out as I switch cards.</p> |
| 10 Minutes | <p>Closure: After the lesson, we will do an activity with numbered counting chips. They will be numbered by fives and tens. The child will put the chips in order by fives or tens. I will walk around and observe each child. Once in order, with or without help, the child will be rewarded with a piece of candy.</p> | |

Accommodations/Modifications

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| <p>How might I modify 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>I will modify this lesson by only requiring learning disabled children to count to 50 (or less depending on the child).</p> |
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Differentiation

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| <p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p> | <p>If needed, extra flashcard work will be added. We can also listen to the videos more than once. I will work one on one with any child as needed.</p> |
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Assessments: Formative and/or Summative

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| <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>Depending on the number of students in class, each child will count to a certain number until we reach 100.</p> |
| | <p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p> | <p>We will review counting the numbers as we did the first time. I will monitor each child to ensure they are on track.</p> |
| | <p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p> | <p>Each child will have an unknown amount of counting chips on their desk. They will count how many they have, raise their hand when done, then tell me when called on.</p> |

Research/Theory

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| <p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p> | <p>Children that are involved in the lesson have a greater chance of staying entuned with the lesson. The Videos use music and dancing to keep the children entertained while learning.</p> |
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Lesson Reflection/Evaluation

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| <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> |
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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://w.ebcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&q=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>;
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