

## Lesson Plan

### Learning Segment Focus\_ - Sorting and counting objects\_Lesson- 3 of- 3

**Course & topic addressed-** Measurement and Data    **Date –** 11/07/2020    **Grade -** Kindergarten

#### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	The student will be able to sort M&Ms by color and count how many of each.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>	The prior knowledge of counting and colors will help further advance the child in sorting.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b>	

#### 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).	<b>AR.Math.Content.K.MD.B.3</b> <b>Classify, sort and count objects using both measurable and non-measurable attributes as size, number, color, or shape.</b>
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Blue, Brown, Green, Orange, Red, Yellow, Average</b>
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#### Academic Language Support

<p>What are 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>	
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#### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Six packs of regular M&Ms, Caramel M&Ms, and Peanut M&Ms.
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Large paper bag (for sorting out each color of M&Ms)

#### Lesson Timeline with Instructional Strategies & Learning Tasks

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
2-3 Minutes	<b><u>Introduction:</u></b> TTW introduce the children to sorting by colors and counting. She will tell them they are going to use all M&Ms and after the exercise they get to eat them.	The teacher will open a bag of M&Ms and sort each one by color. She will demonstrate how to sort each color separately.
	<b><u>Instruction:</u></b>  <ul style="list-style-type: none"> <li>• Open each bag of M&amp;Ms separately</li> <li>• Sort each color of M&amp;Ms</li> <li>• Record each number</li> </ul>	TTW begin by passing out the M&Ms to six different students. She will then give each student one paper bag to sort the candy on. TTW tell each student to open the regular bag of M&Ms. She will tell them to empty the one bag in a small pile. She will tell them to sort each M&M by the different colors, modeling how to do it. She will ask one student to repeat how to sort each M&M. After getting all M&Ms sorted, TSW count out all the different colors and record the amount. TTW record the amount of each color on a spreadsheet on excel on a smartboard. After sorting all the M&Ms, there will be a class discussion about the amount of each color in each different type of bag. When they have finished discussing the M&Ms, TTW tell each student they can eat their M&Ms for doing so good.
	<b><u>Closure:</u></b>	

**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>If a child needs the help, I will sort the candy for them and they will count. If intervention is needed, the amount of M&amp;Ms would be halved. For English language learners, TTW allow the student to count in their language then go over them in English.</p>
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**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></p>	<p><b>Providing different techniques allows all children to have adequate instruction to all students.</b></p>
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(All students who are not on specific plans mandated by federal and state law.)	
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**Assessments: Formative and/or Summative**

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 & what is assessed).	<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	Each student will be given an individual bag of M&Ms. The teacher will call one student at a time to the back table. The student will sort each color and count how many total for each color
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

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> .	
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**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>
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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.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>;  
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