

## Lesson Plan

**Learning Segment Focus: Math Lesson 1 of 1**

**Course & topic addressed Math- Counting to 100      Date 9/18/2020      Grade K**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	<ul style="list-style-type: none"> <li>• Students should be able to verbally count to 100.</li> <li>• Students should be able to write numbers 1-100.</li> <li>• Students should be able to fill in the blanks on a chart from 1-100.</li> <li>• Students should be able to recognize and define vocabulary words associated with counting.</li> </ul>
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	This activity should be used to celebrate the 100 <sup>th</sup> day of class. Every day during circle time students add a popsicle stick to a jar to represent a new day of class. Once that popsicle stick is added, they count to that number. Students are able to verbally count and, due to work in math, they are able to write to 100 as well.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The elementary school is celebrating their 100 <sup>th</sup> day of school. There are multiple activities throughout the school that support this day. Students and parents were asked to participate in advance.

### 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.A.1 Count to 100 by ones, fives, and tens.
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<p><b>Numerals-</b> A symbol that stands for a number</p> <p><b>Counting-</b> Adding numbers one-by-one to see the total amount</p> <p><b>Ascending order-</b> going from the smallest number to the largest</p> <p><b>Row-</b> reading from left to right</p> <p><b>Digits-</b> numbers 0,1,2,3,4,5,6,7,8,9</p> <p><b>Ones</b></p> <p><b>Fives</b></p> <p><b>Tens</b></p>
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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>	<p>The academic language functions to be used in this lesson is explain and describe.</p> <p>The warmup provided gives students the ability to refresh themselves on important vocabulary. Since it will be done in a group setting, students who need extra help will be able to collaborate and listen to their peers.</p> <p>This supports all three aspects because it is a vocabulary review, that is spoken and written, and must be formed in put together and coherent sentences when being defined.</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.)	Prepare worksheet for activity Smart board/projector Computer Warmup activity Assessment Expo markers
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	1-100 worksheet Marker Partner Piece of scrap paper

**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	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Ask them when they found themselves counting something before/ when they use counting outside of school.</li> <li>Using the template made in Inspirations, as a class, fill out vocab words as a refresher and warmup with the students.</li> <li>The worksheet has every 5 and 10 blank. The students must agree on what physical activity to do for every 5 and 10.</li> </ul>	<p>Lead the students word by word through the warmup. They must raise their hands to define a vocabulary word. Assist when necessary.</p> <p>The students should be at a voice level 0, unless talking after being called on, and have their listening ears on.</p> <p>Once the warmup is done, have table leaders come up to collect the worksheet for their table. Table leaders should give every student at their table the worksheet.</p> <p>Students should find a space in the room and get with a partner.</p>
15	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>Once they are spread out in partners, the class should count together row by row (1-10, 11-20, ect.). For every blank space on the worksheet, the students should write that number in after doing the corresponding physical activity.</li> <li>Example: For every 5, the students will do 5 side to side jumps.</li> </ul>	<p>Students can be at a voice level 1.</p> <p>Play fun upbeat music quietly in the background.</p> <p>Count out loud with the students. Use the smartboard/projector to fill in the numbers with the students.</p> <p>Call on partners to answer questions during the lesson.</p> <p>For example, “Annie and Carla, if I skip count 5 from 50, what number will we get next?” “Brad and Frank, please lead the class for this next row.”</p>

<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>
	<ul style="list-style-type: none"> <li>Example: For every 10, the students will high fives their partner 10 times.</li> </ul>	<p>“John and Emma pick a new exercise to do for this number.”</p> <p>When complete, ask the students to turn in their papers and go to their desk. When they are at their desk they should be at a voice level 0.</p>
5-10	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>Have students fill out an assessment by themselves to test their knowledge.</li> </ul>	<p>Ask students to pull out a piece of paper.</p> <p>The students should be at a voice level 0.</p> <p>Project assessment on the board.</p> <p>Walk around the class to observe students.</p> <p>Have table leaders collect papers when their table is done.</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>Students could have special made worksheets that have more numbers filled in compared to their peers.</p> <p>Students that struggle could be paired with an excelling student to help them through the activity.</p> <p>If applicable, the teacher could be a partner with one of the students.</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>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>Auditory- hearing the teacher counting out loud.                  Visual- seeing the teacher fill out the worksheet.                  Kinesthetic- students are moving during this activity.                  Scribble- students are writing during this activity.</p>
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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	Assessment at the end of the activity.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Asking students questions during the activity to gauge understanding.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Conversations in the warm up discussing counting and vocabulary words.

**Research/Theory**

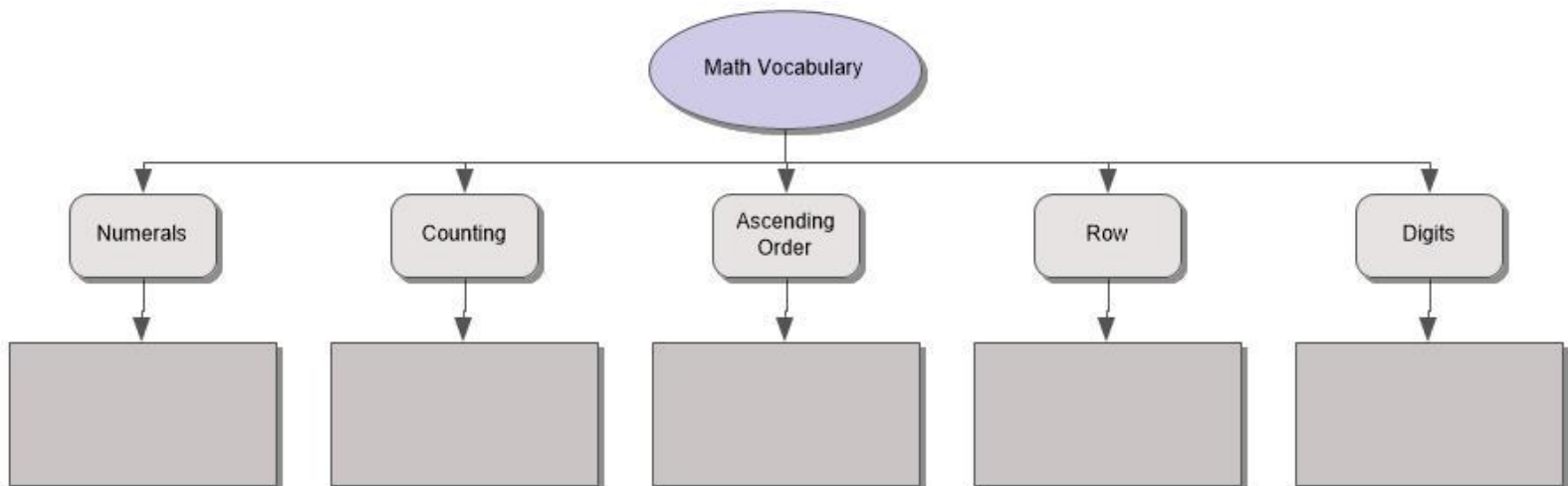
Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	<p><a href="https://blog.schoolspecialty.com/physical-activity-affect-academic-performance/">https://blog.schoolspecialty.com/physical-activity-affect-academic-performance/</a></p> <p>The CDC has done research that shows physical activity can positively impact academic performance. It benefits concentration, classroom behavior, and other cognitive skills. Physical activity has also been proven to enhance assessment scores.</p>
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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&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>;  
<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>



## Skip Counting 5's

1	2	3	4		6	7	8	9	
11	12	13	14		16	17	18	19	
21	22	23	24		26	27	28	29	
31	32	33	34		36	37	38	39	
41	42	43	44		46	47	48	49	
51	52	53	54		56	57	58	59	
61	62	63	64		66	67	68	69	
71	72	73	74		76	77	78	79	
81	82	83	84		86	87	88	89	
91	92	93	94		96	97	98	99	

