

Lesson Plan Template

Grade: Kindergarten		Subject: Mathematics	
Materials: Crayons Worksheet Shape blocks		Technology Needed: video clip about counting	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). This ARC addresses this standard within 10, although it could be adapted or revisited to address numbers within 20. K.CC.B.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.4.c Understand that each successive number name refers to a quantity that is one larger. K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. 		Differentiation Below Proficiency: Use a worksheet with lower number and shapes. Above Proficiency: Give them more and ask them to add and subtract the number of two shapes. Approaching/Emerging Proficiency: Be able to complete activity with minor difficulties Modalities/Learning Preferences: Auditory: listening to directions and counting out loud Visual: Demonstration of the activity Tactile: Having students use the materials Kinesthetic: able to stand and count or move to a comfortable position if needed.	
Objective(s)			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep: have bins with needed materials have one student from each group go grab a bin.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)		
	Read Ten Little Ladybugs by Melanie Gerth Have students say the numbers aloud as you read the story		
	Explain: (concepts, procedures, vocabulary, etc.)		

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	<p>Vocab: Numerals Counting</p> <p>Procedures: Have students count on their fingers when they sing the song Color the work sheet and then count aloud the number of each shape they have and fill out the graph</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Count in classroom Count at home Count objects in supermarket and notice shape differentiation Count objects in playground Notice numbers on the clock</p> <p>How do you know that? How do you remember what comes next? How do you know the difference between the shapes? What color did you use for that? Can you count the sides on _____? What number is one more than this? How do you know?</p>
	<p>Review (wrap up and transition to next activity): What did you learn today? How do you know the difference? How do you remember that? Have seen this at home, school, outside?</p> <p>Gather students in a circle bring different shapes and number of objects then pose the question "How many objects do you see today?"</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>walk around and ask students reflective questions such as: What shape is that? What is different from _____ to _____? How many _____ are there? How many different shapes did you learn today?</p> <p>Consideration for Back-up Plan: Look around the classroom and count the number of shapes or objects for me. Allow students to play the game concentration in pairs on the computer or ipad.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will play a life size game of candyland in which they will roll a dice and move that many spaces while moving spaces they will have to count aloud as they advance through math during the year they could add the numbers on two dice and move that many spaces. If they get stuck in one of the characters places they have to roll a specific number or they have to add or subtract two dice for one turn and then they are able to go the next round If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>How did students cope with the notion of 0 and how to record the numbers? What number did students struggle with the most? How can I help them better understand? How can I help them gain confidence in their counting abilities?</p>	

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