

Lesson Plan Template

Date: 3/23/21

Grade: Kindergarten		Subject: Math	
Materials: Easter eggs Beads Easter baskets Recording sheets		Technology Needed:	
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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		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: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) K.OA.1 Represent addition and subtraction in a variety of ways.		Differentiation Below Proficiency: student will count total number of beads inside of the egg and record there findings Above Proficiency: creating harder eggs that have double digits and are bigger numbers. Also when students get finished with their addition they can move on to subtraction Approaching/Emerging Proficiency: students will work on creating number sentences to do addition Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: there will be beads do the student can see visually how many there are all together • Auditory: teacher will explain how to write number sentences and how to find the total • Kinesthetic: • Tactile : students will be able to touch the eggs and bead to help them add 	
Objective(s) Students will create number sentences and solve them by counting and adding beads inside of Easter Eggs by the end of the lesson. Bloom's Taxonomy Cognitive Level: Recognizing, understanding, applying			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Start with large group on the outside of the carpet - Students will move to desk once time to do individual work 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Students are expected to have voice level 0 or 1 - If student have a question or need help they may raise their hand - To have student interact in large group we will do thumbs up or thumbs down 	
Minutes	Procedures		
	Set-up/Prep: Have eggs set up with beads in them and letter on the egg Have a set of eggs from A-F in 7 different baskets Have enough paper printed out for students		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - “hey, boys and girls I came into the classroom today and you will not believe what I found” - “I think the waster bunny left us and early Easter gift because I found some Easter baskets and eggs” 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - For this I would do “I do, We do, You do” - I would start with pulling and egg out of the Easter egg - I would look to see what letter I have and write it on my paper so my friends could see <ul style="list-style-type: none"> • As a I am doing these actions I would also be talking through each thing I do • “Look boys and girls I pulled out and egg with the letter B, letter B makes the sound” • “I am going to write this down on my paper right here, do you see where I put it? Can you give me a thumbs up if you 		

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	<p>see where I wrote the letter B”</p> <ul style="list-style-type: none">- Next I would open the egg<ul style="list-style-type: none">• Would demonstrate how to do this properly to make sure my beads done go every where- I would separate both colors out- I would count one color and right it on my paper, than count the other color<ul style="list-style-type: none">• This next step the students could either use the beads to count to figure out the total or they might be able to do it in their head- For demonstrating purposes I would count the total amount of the beads and write the total up- I would than show them how we clean up all the beads and properly put the egg away in out basket so our other friends at the table can use them <p>WE DO</p> <ul style="list-style-type: none">- I Would repeat this steps while asking the class questions and guiding them through the process<ul style="list-style-type: none">• “Okay friends so I am going to start with pulling out and egg which letter did I pull out?” When you know give me a thumbs up. Okay every one tell me what letter I Pulled out.” “If you can tell me what sound this makes raise your hand”- I would write it out and again I would demonstrate how to properly open the egg- I would have the student help me sort the color and count<ul style="list-style-type: none">• “Alright boys and girls our number sentence has a 4 plus 2. Think quietly in your brains what the total will be. Remember to think quietly so all of our friends can think to. When you know what it is give me two thumbs up. Okay all together what is it.”- I would write it down and demonstrate once again the proper way to put away our eggs- As a class we would do a couple more, solidifying the process for the students <p>Once we get done with our number sentences we are going to do our switch-a-Roos *the class has been working on switch-a-Roos with Mrs. Schuchard</p> <ul style="list-style-type: none">- “class once we have done all the eggs in our Basket we are going to move on to the other side of our paper and we are going to do some switch-a-Roos”- I would model the hand gesture and have the students repeat after me- as a class we would review switch-a-roos and do some switch-a-Roos together on a our paper <p>“You guys did such and awesome job working as a team to figure out our number sentences now its your turn. When you get a record sheet you may go find your seat and get started on your eggs.”</p> <ul style="list-style-type: none">- For dismissing the students I would give one student 2 papers, that student will know to give one of the papers to a friend, than they both may get up and find their seat”
	<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>I DO</p> <ul style="list-style-type: none">- The student will go back to their tables- At this point they will be working individually to crack each egg open, write a number sentence and solve- Teacher will be going around the classroom observing and helping<ul style="list-style-type: none">• “How did you know that $2 + 3 = 5$?” “How did you figure that out?”• “Can you show me how you figured out this number sentence?”• “I see you did a switch-a-roo, how did you know to switch the 5 and 4?” “Do they still equal the same total?” “Are they same number sentence or different number sentence?” <p>For students who get done early their will baskets of subtraction number sentences</p> <ul style="list-style-type: none">- They can raise their hand and get a star on their paper- The teacher will show the student where they can get their subtraction work sheet and subtraction basket <p>During this time either the aid or teacher will sit by the two new student and go over the activity</p> <ul style="list-style-type: none">- The student will take an egg write down the number on their recording sheet- They will than count the total number of Beads (these two new students are struggling with counting, total amount, and number recognition)<ul style="list-style-type: none">• “how many yellow beads are there? “How many green beads?” How many beads are there all together?” “How did you know that” “can you show me what you did to figure that out?”
	<p>Review (wrap up and transition to next activity):</p> <p>“Pencils down, eyes up, boys and girls its time to move on to our next activity”</p> <ul style="list-style-type: none">- “before we move on turn to a neighbor and tell them one of the number equations you found in a egg”

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<p>Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?)</p> <ul style="list-style-type: none">- Teacher will be walking around the classroom and observing students- Taking note which students are struggling and helping where it is needed	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">- Student will turn In their recording sheets
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?)</p> <p>I thought the lesson went well. The students were engaged and super excited to know what were in the baskets. The student were working on adding up to the number 10, as well as switch-a-Roos. The student were able to record their problems on an activity sheet. I was able to see if students were able to add to 10. I also got the chance to see which student understood switch-a-Roos and how the number sentence still had the same value. For this lesson, I thin, it would have been good to see it as a small group. I could have worked with different groups of learners. It would have been great to extend the learning of those highs-flyers. I could have made the addition problems more complex. I really liked how how I was able to adapt the learning to meet my new learners that were working on sets and totals. I wish would have worked more with my to new learners on this lesson. I created a different recording sheet for them and it would have been interesting to observe and help them.</p>	