

Lesson Plan Template

Date: 3/23/21

Grade: Kindergarten	Subject: Math
Materials: Bin Rice Tags Locks and keys	Technology Needed:
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) K.OA.1 - Represent addition and subtraction in a variety of ways.	Differentiation Below Proficiency: students will work on counting total by counting the set number of dots on the tag and matching it to the correct lock Above Proficiency: students will be working on subtraction and addition using the number using the numbers 1-8 Approaching/Emerging Proficiency: students will be working on addition up to 12 Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: student will be able to set the set of dots as well as write a number equation • Auditory: student will be able to discuss to friends and teacher what they found and how they will solve it • Kinesthetic: • Tactile: students will be able to touch and feel the rice while exploring and working with the locks and keys
Objective(s) By the end of the lesson student will be practicing addition adding up to the number 12 and subtracting using numbers 1-8 by using a sensory bin of keys and locks. Bloom's Taxonomy Cognitive Level: Apply, recognizing , understanding	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - This is will be done in groups of 2 - They will transition after the bell is rung back on to the carpet 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Voice level is 1 or a 0 - Students are expected to let their classmates participate
Minutes	Procedures
	Set-up/Prep: A bin will be filled with rice There will be tags that will have equations on them <ul style="list-style-type: none"> - Both addition and subtraction There will also be tags that have a set of dots <ul style="list-style-type: none"> - For below proficient Keys will be attached to tags and machete up to the locks that have the correct number on it
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Student will be able to play and explore the bin before <ul style="list-style-type: none"> - “what do you see”
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - The student will find a key, on each key has a tag that contains two sets of dots and either a subtraction sign or an addition sign. - The students will write the number sentence, they find on the key, down on their recording sheet - They can then solve the number equation, once they figure out the answer that can write it down and find the lock with the corresponding number - Students will be able to check their answers when they go to unlock the lock, if the key works they got the correct answer if it does not they can try again

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	<ul style="list-style-type: none">- I will model this for the students before they begin so they understand the expectation and how it is done
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none">- Students will be give time to explore the bin finding different math equations- I will make sure to observe and help students solve math- During this I will make sure they know the different between the addition and subtraction and them identify which one that have found by using our hand gestures <p>“How do you know if you are adding or taking away” “Can you show me with your fingers ?”</p> <ul style="list-style-type: none">- For my below learners I will have them together<ul style="list-style-type: none">• I will have different tags made up for them• They will show me how many dots are on the tag by using blocks to count out the correct total• On a number line they will show me what the number looks like, allowing them to know what lock they are looking for <p>“ can you tell me how many dots are on this tag, can you show me with the block?” What number does that look like on the number line”</p>
	<p>Review (wrap up and transition to next activity):</p> <p>“If I have this sign – am I adding or taking away” “What does it mean when I take ways ?” “Can you show me ?” “If I have this Sign + what does that mean?” “Can you show me”</p>
<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">- Student will be righting number equations on their paper, which the teacher can use for documentation	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none">- Teacher will observe students and recognize which students are below and proficient
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I think this was a great lesson for this kindergarten room. They do not have a lot of sensory time or material in the classroom. So when I brought in my bin there were all very excited to get a turn. I did this lesson small groups and I find with small group I can observe and notice where my students are at so much better. It is also easier for me to create better connections and ask better questions. My students were working on addition adding to 12 and subtraction using numbers 1-8. Putting both subtraction and Addison in was so good because than I was able to reach all of my learners. For my two new learns I made special tags that worked on counting sets and totals. It was great because when I was working with one of my new students she took the what she new about her numbers and created her own addition problem. For this lesson I wish I would have had better ways of recording information and documenting. I also think I could have had better classroom management for this lesson. There was a few times when rice went everywhere.</p>	