

## Lesson Plan 6

<b>Grade:</b> Kindergarten		<b>Subject:</b> Math (Matching eggs & Adding & Subtracting)	
<b>Materials:</b> Easter Eggs Black Sharpie Foam paper with + & -		<b>Technology Needed:</b> NA	
<b>Instructional Strategies:</b> <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)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" 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:	
<b>Standard(s)</b>  <b>K.OA.4</b> Find the number that makes 10 when added to a given number from 1 to 9. Record with a drawing or equation.  <b>K.OA.5</b> Fluently add and subtract within 5.  <b>K.MD.3</b> Classify objects into given categories limiting the number in each category to 10 or less. Count the numbers of objects in each category and sort the categories by count. Students may use matching and counting strategies.		<b>Differentiation</b>  <b>Below Proficiency:</b> These students will just match the Easter eggs together and focus on cardinality. Learners that struggle with addition and subtraction with get items to manipes.  <b>Above Proficiency:</b> These students will match the Easter Eggs together, and then add or subtract them and write number sentences.  <b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</b>  Auditory: listening to directions Visual: the numbers on the eggs Tactile: using their hands to put the eggs together Kinesthetic: NA	
<b>Objective(s)</b>  The students will be able to take the number side of the egg and the dot side of the egg and match it. They will also be able to take the eggs and do adding and subtracting number sentences. The students can create their own with the eggs they are given.  <b>Bloom's Taxonomy Cognitive Level:</b> Understand			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Students will need to sit at their table spots quietly. They can raise their hands if they have questions. The students need to be respectful when I am reading and when their classmates are talking.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  When the teacher is talking, they have their listening ears on. They have all the materials that they need. They are being respectful to the teacher and their other classmates.	
<b>Minutes</b>	<b>Procedures</b>		
20	<b>Set-up/Prep:</b>  Drawing dots and numbers on the eggs and putting them into little baggies Writing numbers on the eggs and plus and minus and equal sign on the foam paper		
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  Good afternoon, kindergartens, today during W.I.N. time we are going to be working on our math skills.		

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	<p>Matching numbers and dots.          After we are done matching, you get the opportunity to add and subtract them.          We are going to create number sentences.          Do you know what a number sentence is?          Some students might say, “a sentence with numbers and signs, etc.”          Allow time for students to answer          After transition into what they need to do</p>
<b>2</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>Okay Mrs. Hair has split you guys into groups already.          We will be taking our Easter eggs and matching them with the correct number.          I have premade all these Easter eggs for you. So, I am going to take the bag and dump out the Easter Eggs on the table, but be careful, they might roll away. After that, I am going to find number 1 and match it with the one dot. After I do that, I will find number 10 and match that with the 10 dots. I will then take them and put 10 in front of the 1. I will then ask the kids what kind of number sentence did I create. I will also ask them, what happens if I switch them around? Am I adding or subtracting?          When you are reading to start your number sentences, raise your hand and I will give you a piece of paper. Make sure to write your name on it.          Okay kindergartens do we have any questions before I let you guys try.          If there are no questions, let them start.</p>
<b>9</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>As the students are working on this, I am going to be watching them and see if they are understanding the concept.          I will see if they are just matching the colors or looking at the numbers and the dots because the colors will not match.          I will ask my students, “How do you know that went together?”          Some answers might include, “because I counted out the dots, because I guess, I matched the colors.”          Allow time for students to answer          Now if a student says they matched them because of the colors, I will say, you might want to go back and check your answers to see if they are right. Make sure to count your dots!          After they have them all matched, I will see how they are creating their number sentences.          I will ask the students, “is that an adding or subtracting sentence?”          How did you get that answer? How do you know that 5-1 is 4?”          After everyone has everything completed, we will transition into the review section.</p>
<b>1</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>After the students finish, I will have them clean up their eggs nicely.          After they are done cleaning up, I will ask, “What did we practice today?”          Some answers might be, how to match easter eggs, adding and subtracting and number sentences.”          Allow time for the students to answer          After that, I will ask them, “How can this help you with your story problems?”          Some students might say,          They will take their number sentences with them.          After that they will transition into the next W.I.N. group or if they are my last group, we will get ready for gym class</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Asking questions throughout the worktime to see if they are understanding the concept. If they have any questions, we will come back together and do another example.</p> <p><b>Consideration for Back-up Plan:</b>          Do what they have planned for W.I.N. if it doesn't work or kids do not understand</p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b>          By the end of the lesson, the students should be able to match the easter eggs together and depending on their level of understanding, they will be able to add or subtract their eggs.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	

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I would say that I was very nervous for this lesson. I mean it was the first lesson I would teach the students. I think all the students enjoyed the lesson and had fun with it. I think all the students were learning because as I would check for progress the students knew and could answer my questions. Some things I would change, having trays for all the students to use. Maybe having lesson eggs for some students depending on their Proficiency level. Also showing the students how to write a problem.

Mrs. Hair Notes:

- Explained directions explicitly!
- Very hands on
- Students were excited
- Questions for understanding
- How
- Random order or in order
- Askes each student to check for progress
- All students are engaged
- Gave different strategies
- Add on fingers or count dots
- Students noticed colors didn't match
- Liked adding bigger numbers as a challenge
- Transited
- Refocused after transition, caught attention with visuals and manipulatives
- Quiet voices help
- Questions for understanding
- "Does this match" & "Count them for me"
- Yes
- Number sentence: good example
- I loved your interactions with each student! You kept them engaged and excited
- Suggestions:
- Model writing a problem

Specific positive reinforcement: ex: I like how