

Lesson Plan 8

Grade: Kindergarten		Subject: Math (Greater than, less than, equal too)	
Materials: plastic cups Uno cards More than, less than, and equal to pictures Workbook from actual unit Pencils Glue sticks		Technology Needed: NA	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <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.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, using groups of up to 10 objects.		Differentiation Below Proficiency: These students will get simpler problems like, 0, 1, 2, 3, 4, & 5. And then must figure out if they are greater than, less than, and or equal too. Above Proficiency: These students will get problems where they need to add or subtract both sides of the equation and then see which side is greater than, less than, and or equal too. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: listening to directions Visual: the uno numbers, cups, and workbook Tactile: using their hands to put the uno cards in the cups Kinesthetic: NA	
Objective(s): The students will be able to see if simple numbers are greater than, less than, and or equal too each other by using uno cards and the workbook. Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be to be respectful of each other when coming up and putting their uno cards in the cups. They need to listen when I am talking to them. They need to sit on their dots and always wait for instructions.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) 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.	
Minutes	Procedures		
2	Set-up/Prep: Tape the Less than, more than, and equal to on solo cups. Make sure to have Uno cards (a normal deck of cards will work too)		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Good morning, kindergartens, do you remember learning about greater than, less than and equal too? Some answers might be, “no, yes, what is that again, etc.”		

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	<p>Allow time for students to answer Mrs. Hair has introduced greater than, less than, and equal too at the beginning of the week, do you remember now? Some answers might include, “:no, oh yeah I remember now, etc.”</p> <p>Allow time for students to answer If the students are still confused, ask them, is 8 greater than, less than or equal to 4. Some answers might be, greater than, less than, etc.”</p> <p>Allow time for students to answer The correct answer is 8 is greater than 4. After that, I will transition into explaining it even more.</p>
7	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Okay kindergartens, we are going to practice a little greater than, less than and equal too. Does everyone know what uno cards are or playing cards? Some answers might be, “yes, I always lose when I play uno, etc.”</p> <p>Allow time for students to answer Well kindergartens, we are not playing uno, we are going to take two uno cards and see which one is greater than, or less than or are they equal. You will have the uno cards already to go, I will do the first one and then soon on. I will call the students one by one, and they will have to decided where the card goes. Once all the students are done with their turn, they will need to sit back down on their dot spots. I will then ask them, “kindergartens, do we have any more questions before I turn you loose and you do your workbook?” Some students might say, “yes, no we are good, etc.”</p> <p>Make sure to allow time for students to answer Once no one has any more questions, I will transition into the explore option</p>
10	<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>Okay kindergartens, it is now your turn to do the work. I will hand out the books and send the students to random places in the room, so they do not copy each other. Students that need more help, I will send them to the back table to work with me. The students will be expected to do the whole book. They will need to cut out the greater than, less than, and equal too signs, so they can glue them into their workbook. After they finish them, they can bring them up to me so I can check to see if it is correct. After I give them the okay, they can put them into the grey basket and grab a stem box out. They will play with stem boxes until 10 minutes before lunch, so they can clean up and we can transition into review.</p>
5	<p>Review (wrap up and transition to next activity):</p> <p>Once they have all that cleaned up, we will go to our dot spots. I will ask the students what they learned today. Some answers might be, “greater than, less than, and equal too, etc.”</p> <p>Allow for students to answer After that, I will ask them, what did you like best about the activity? Some students might say, “the workbook, the uno cards going into the cup, etc.”</p> <p>Allow for students to answer After that, we will transition into getting ready for lunch</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Asking them questions throughout their book work to see if they understand it.</p> <p>Consideration for Back-up Plan: Printing out a worksheet and having them do that instead.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson, the students should be able to solve simple greater than, less than and equal too problems.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I would say that this lesson went well. I was not as nervous as I was on the day when you came in and watched me. The students enjoyed putting the cards into the cups and then helping me do it. I think all the students were learning because when I brought them back to review, we did the cups things again to check and everyone got it and was doing good. The students also helped me because I acted like I did not know what was greater or less than. Some things I would change is when I do the large group thing and have all the students come up and put their cards into the correct cups, I should have asked the other ones sitting there to put their thumbs up if they agree with their friend or thumbs down if they disagree.

Overall, I am very happy with this lesson. I enjoyed teaching this one and watching the students do it.

Mrs. Hair notes

- "I liked the way --- is sitting." Yes
- Review of $<$, $>$, and $=$
- Take turns or watch
- Everyone got a turn
- Called all names
- Whole group review after individual turns
- Great participation
- They are engaged & focused
- Asked for questions
- One page together -> example so important
- "I like the way ---- is sitting."
- Spread out to work
- Reviews materials needed
- Walked around to check for understanding and progress
- "I like how you are using your fingers to add."
- Worked one on one with a student
- Brought back to review
- Countdowns are a great strategy
- Reviews with cards
- Says both says ex: $10 > 8$, $8 < 10$ loved this
- Said together when they got off task- great flexibility
- Why not $=$ to
- Good check for understanding
- Great lesson
- Suggestion
- Have them give thumbs up or down as other students take turns

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