

Lesson Plan RD 1

Grade: Pre-K		Subject: Math/ follow directions	
Materials: Paper (Colors of the rainbow) Scissors Glue sticks Pencil (write their name) White construction paper Example to show the students what we are making Backwards and normal one		Technology Needed: NA	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" 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 checked="" 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) Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months) Goal P-MATH 9. Child identifies, describes, compares, and composes shapes. (36-60 months) Goal P-MATH 10. Child explores the positions of objects in space. (36-60 months)		Differentiation Below Proficiency: The students will line up the pieces (by size) before doing the activity. Above Proficiency: The students will identify placement of shape. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic): Auditory: follow the directions Visual: creating the product Tactile: assembling the product Kinesthetic: NA	
Objective(s): By the end of the lesson, students should be able to measure non-standard and standard items while using difference attributes to make comparisons. Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) For classroom management, the students will be taken, one by one. I will bring them to the back table. They will be asked to be quiet as they walk over to their table spots to grab their glue sticks and pencils. They will then quietly walk to the back table and sit down and wait for instruction. Once they are done with their project, they will be asked to return to their center, and I will quietly walk over to the next child and tell them what they need to do and go on from there.		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		
45	Set-up/Prep: 1. Taking the construction paper or plan paper and cutting out half circles 2. Doing this 14 times		
7	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will have Mrs. Zenker, create me as one of her centers for the day. She will explain to all the students what the other centers are, and I will then explain to the class what my center is. Once I have one or two students at my center, I will start.		

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	<ol style="list-style-type: none"> 1. My very first question I will ask the students are, "What holiday is coming up?" "What holiday was yesterday?" Some answers might include, "Easter, My birthday, St. Patrick's Day, and more." Allow time for the students to answer 2. My second question I will ask the students are, "What goes with St. Patrick's Day," "What are some things we are seeing in the classroom or even in the stores?" 3. Some answers might include, "rainbows, gold, leprechauns and etc." Allow time for students to answer 4. What shapes do you see in a rainbow? Some answers might be, "circles, ovals, etc." Allow students time to answer. 5. What order does a rainbow go in? Some answers might include, "Purple, blue, green, yellow, orange, red, or red, orange, yellow, green, blue, purple, etc." Allow time for students to answer and ask why they think it is that order 6. After those questions are done, we will transition into explaining what we will be doing. 7. I also asked, "when would you see a rainbow?" The answers were, "when it rains, it is sunny, etc." I allowed time for the students to answer 8. WHAT SHAPE DO YOU NOTICE? SOME STUDENTS MIGHT SAY, A HALF CIRCLE OR A SEMI CIRCLE ALLOW TIME FOR STUDENTS TO ANSWER 9. DO YOU KNOW WHAT MAKES IT A SEMI CIRCLE? SOME STUDENTS MIGHT SAY, "BECAUSE IF WE TOOK A WHOLE CIRCLE AND CUT, IT IN HALF, WE WOULD GET A SEMI CIRCLE, ETC." ALLOW TIME FOR STUDENTS TO ANSWER
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. Today we will listen to instruction to identify how to properly COMPARING a shape when putting it into a sequence. We will be able to do this by COMPARING the pieces to other pieces and seeing which one is bigger and which one is smaller. 2. With COMPARING the size, the students will be able to see which one comes next and which one would not go next. 3. Making sure the students know, bigger, smaller, semi- circle, rainbow, etc. 4. I will now explain the project. 5. See explore for the instructions
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> <ol style="list-style-type: none"> 1. First, we will grab our glue stick and put glue on the biggest piece of paper. 2. Which ones is the biggest? Some answers might be, "red, yellow, etc." Allow students time to answer. Make sure to say the "red one is the biggest one." 3. Second you will ask, "which one is smaller than the red one." Some answers might be, "orange, yellow, etc." Allow students time to answer. 4. Third you will ask "which one is smaller than the orange one" Some answers might be, "green, yellow, etc." Allow students time to answer. 5. Fourth you will ask the students, which one is smaller than the yellow one?" Some answers might be, "green, blue, etc." Allow students time to answer. 6. Fifth you will ask the students, "which one is smaller than the green one?" Some answers might be, "green, yellow, etc." Allow students time to answer. 7. Sixth you will ask the students, "which one is smaller than the blue one?" Some answers might be, "green, yellow, etc." Allow students time to answer. 8. After that you will ask the students, "if they have created a rainbow?" Some answers might include, "yes, no, we need a bucket with gold in it at the end, etc.:" Allow students time to answer.

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	9. After that we will transition into the review section	
3	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. What did we learn today about rainbows? Some answers might be, "they are huge, so many pretty colors, etc." Allow time for students to answer 2. Ask the students, "what was their favorite part of the activity?" Some answers might be, "gluing, making a pattern, putting together the rainbow, etc." Allow time for students to answer 3. Once you are done, transition into the next group and repeat the steps from them. 4. Clean up and get ready for music class @ 10:40 5. DID WE MAKE SEMI CIRCLES TODAY? 6. IF WE TOOK A WHOLE CIRCLE, WHAT WOULD HAPPEN TO IT, IF WE CUT IT IN HALF? 7. WHAT TYPE OF PATTERN DID WE CREATE TODAY? 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Consideration for Back-up Plan: If something would happen, we will just create a rainbow with the pieces of paper, but it will be cut into rectangles instead.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson the students should be able to understand the colors of the rainbow, how a pattern works and why it is tied into this activity. Also, they should be able to understand bigger and smaller when putting the shapes on the top of each other.</p> <p>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>The students answered questions. The little girl knew we were going biggest to smallest. They knew what colors, and which one was next. I made an example, and I shouldn't have because they were looking at them. They learned the vocab biggest and smallest. They loved making the rainbows and when it rains, they said you would see a rain. When they were doing the activity, I let them glue the pieces of paper, and they were able to do all the work. They glued it and stuck it on the paper. Overall, this was a good lesson, I think the kids really enjoyed it and I enjoyed doing it with the kids. I know all the other kids that didn't get to do it were sad.</p>		