

Lesson Plan Format

Student Teacher <u>Emma Tutino</u>	Date <u>9/29/09</u>
Grade Level <u>K</u>	Supervisor <u>Dr. Place</u>
Subject <u>Math</u>	

PRELIMINARY PLANNING

PA Standards: 2.1.K Numbers, Number Systems and Number Relationships

- A. Count using whole numbers (to 100) by ones and tens (Rote Counting).
 - Count backwards from 10 to 0.
- B. Use concrete objects to count, order, and group up to and including 10.

Pre-assessment: The students recently have explored the numbers 1 to 4. A review of with numeral cards will refresh student's knowledge of these numbers.

Objectives:

Students will be able to construct groups of five objects, identify and write the numeral 5, compare sets of five with sets of one, two, three, and four, and record a group of five on a graph using worksheets with no errors.

Individual Modifications: For our student with attention difficulties, the use of counting blocks will help occupy his mind. Also, the class will be interactive for most of the lesson.

Materials:

- Counters
- Crayons
- Chalk
- If You're Happy Activity Sheet
- Numeral Cards (on cardstock)
- Nursery Rhymes and Songs Resource Sheet
- Show How Many Activity Sheet
- Numbers to 5 Activity Sheet

LEARNING SEQUENCE

INTO

1. Gather the children in a circle and recite the finger play, "Hive of Bees", lifting one finger as you say each number.*
2. Repeat the rhyme once or twice more.*
3. **Ask the class if they have ever heard the expression "high five".** To demonstrate the action, high five the student to your right, ask the children to high five the student next to him or her around the circle.
4. Give each child paper and crayons and have the students work in pairs to trace one hand with their fingers outstretched.
5. Now display a numeral 5 and ask students to make a five in the air as you sing the numeral writing song.* Then have one student write "5" on the board. Have students write the numeral 5 under the tracing of their hand.

THROUGH

1. Visit the [National Library of Virtual Manipulatives](#) Web site, and select “Spinners.” Enter numbers on the spinner by clicking on “Change the Spinner” and “name” each section of the spinner with a different number. You may provide opportunities for students to spin the spinner and call on other students to volunteer to write on the board the number that comes up when the spinner stops.
2. Give each student a copy of the If You’re Happy activity sheet and some counters. Sing the song “If You’re Happy” to practice counting to five.*
3. Show the students the numeral cards in random order. Have the students count out that number of counters and put each counter on a different happy face.*
4. After all the cards have been used, show the numeral cards in random order again and have the students remove from the faces the number of counters that you are showing on the card.*
5. Give each student a copy of the Numbers to 5 Activity Sheet and some counters.
6. Ask the students to put as many counter into the sections numbered 1 to 5 as the number indicates. Encourage them to count aloud in unison.*
7. After they are finished, give the students the Show How Many activity sheet.
8. Students should complete the “5” column on the activity sheet by filling in five blocks (students should have previously filled in the other blocks of 1 to 4 in other lessons).

BEYOND

Ask students some review questions:*

What new number did we talk about today? Can you show me that many counters? Can you count to five? Can you show me a group of five? Can you use those same counters to show a group of five another way?

Make a group of five and a group of four. **Which group has more? How can you tell? How many more?**

How can you change a group of four to five? How can you change a group of five to four?

How did you show “5” on your chart? How is that column like 4? How is it different? (Repeat with other comparisons of adjacent columns)

Where on the chart was the number 5? Can you point to each number as you say its name? Which number on the chart represents the smallest group? The largest group?

POST INSTRUCTIONAL PLANNING

1. What levels of thinking (Bloom) did your lesson incorporate?
My lesson uses knowledge because I ask the student to identify and write the number 5. Also, the students use knowledge when I ask them to recall what we have done in that lesson.
The lesson uses analysis because the students must see the relationship with 5 and the numbers 1 to 4. Also, I ask them different ways to group concrete materials to show 5.

My lesson plan incorporates evaluation because for our review we discuss the lesson and I ask how they represented 5 on their graph and why. The review questions at the end will show their reasoning and understanding of the numeral 5.

2. How did you evaluate your students' performance?

Checking for understanding: I am observing for most of the class and for closure of the lesson I ask the students questions to check their understanding of the numeral 5.

Guided Practice: For the class, we are mostly working together but I will go around the room to make sure the students are putting the correct number of connects on the faces and make sure their worksheets are filled out correctly.

Independent Practice: Students will fill out the graph by themselves and also have the other worksheets during class that they will be completely.

3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?

The only special needs student in our class is a student with an attention disorder. For this student, special seating in the front and the use of manipulatives along with the whole class interaction should be able to control the student. Also, I will observe and make sure the student is following along as he should.

4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk.

The students are mostly working at one time as a whole class. The students all become involved because we are singing and showing numbers on our hands. Also, the use of manipulatives will engage students.

5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.

Visual- The students are seeing numbers written on the board and using their hands and concrete materials to show the number 5.

Auditory- Students are singing two different songs and counting aloud.

Kinetics- Students will count on their hands during the songs and also be able to come to the board to write numbers.

Tactile- Students are using counters to show the number five on worksheets.

6. Describe the changes you would make if you taught this lesson again.

Works Cited

Grace M. Burton. "Here's a Handful". National Council of Teachers of Mathematics.
<<http://illuminations.nctm.org/LessonDetail.aspx?id=L93>>