

Lesson Plan Template

Grade: Kindergarten		Subject: Math	
Materials: Cubes, worksheets		Technology Needed: white board	
Instructional Strategies: <input type="checkbox"/> <u>Direct instruction</u> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <u>Guided practice</u> <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"/> <u>Modeling</u> <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> <u>Hands-on</u> <input type="checkbox"/> <u>Independent activity</u> <input type="checkbox"/> Technology integration <input type="checkbox"/> <u>Pairing/collaboration</u> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) K.NBT.1- Decompose #11-19 using group of 10s and additional ones		Differentiation Below Proficiency: Prodding as needed when walking around Above Proficiency: What would come next? What are other ways we could demonstrate that? Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory: Talking through it Visual: Writing on board- cubes Tactile: Showing numbers on their fingers/demonstrating numbers with cubes Kinesthetic: Getting up and writing on the board/transitioning to the worksheet	
Objective(s) By the end of the lesson, the student will demonstrate their understanding of the pattern that comes with the teen numbers as shown in the picture below by predicting the next number after helping build the pattern. Bloom's Taxonomy Cognitive Level: Analyze		Classroom Management- (grouping(s), movement/transitions, etc.) Find a partner to work with	
Classroom Management- (grouping(s), movement/transitions, etc.) Find a partner to work with		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Once they have the cubes, they will be on the ground next to them until it is time to manipulate them into the numbers we have. If they need 10 seconds to play with the cubes, then let them. Feel it out based on how they were doing.	
Minutes	Procedures		
1	Set-up/Prep: <ul style="list-style-type: none"> • Get Counter cubes set up in sets of 10 in each color • Get sheets ready to pass out 		
1	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Can someone remind me of what strategies we have learned to help with addition? (Fingers, 10s frame, counters, cubes) That's right. These strategies have taught us how to find patterns within counting. Today, we are going to look at all of our teens numbers and see if we can spot a pattern.		
5	Explain: (concepts, procedures, vocabulary, etc.) How this is going to work is I'm going to give you one of our numbers between 11 and 15. When you get your number, you are going to use cubes to represent your number just like we did yesterday. You will use your red cubes to show me 10, and your blue cubes to show me the rest. For example, if I had the number 14, I would have 10 red cubes. If I'm getting to 14, _____, how many blue cubes would I need? That's right. Here you can see that I have 10 red cubes, and 4 blue cubes, which shows me that I have how many cubes total? That's right! 14. You'll each get to pick your partner and then you get to work together to build the number that you have been given. *Pass out one stack of blue and red cubes to each partner group* *ask each group how many red (10) and how many blues they have (1, 2, 3, 4, and 5)* Put their answers into a chart like the one on the next page Kinders, as we look at these numbers, what do we notice? *Guide them toward the fact that as the big number goes up one, the blue numbers go up one- also that the 7 and the 7 are the same and so on- look for patterns in the numbers! So we have 11-15. Looking at the pattern, what number do we predict will come next That's right! 6! Show me on your fingers which number will after the 6. That's right! 7! Show me on your fingers which number matches up here with 18. What's our prediction for 19? ** for this one have different kids come up to the board to write the numbers. Walk them through each problem on the worksheet and the directions for each.		
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Now, we are going to fill out our math sheets. If you have any questions during this time, what would be a good way to solve that problem? *Raise hands* (Teacher's assistant job) is going to call our quiet sitters to get started.		

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3	Review (wrap up and transition to next activity): When you are finished you can raise your hand and I will come and check your work and tell you where to go after that. For this one, as I check their work, I would point to the problem in the packet that talks about the pattern that we covered in the whole group part. I will first ask why they put the 9 there, and then cover up one of the other numbers and ask which one they think goes there. This will really solidify the pattern that we learned and would work well with the logistics of transitioning to the next activity since they will all finish at different times.	
	Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. As I walk around, I will be looking at their sheets to see how they are doing, During the large group part of the lesson I will be looking for confused faces or faces that seem to be understanding. Consideration for Back-up Plan: Group them and place cubes in order of what number they had so that they can visually see the pattern	Summative Assessment (linked back to objectives) End of lesson: The worksheet will be my final assessment, but also as I walk around and especially check in with each learner then I will be able to see whether the pattern makes sense If applicable- overall unit, chapter, concept, etc.:
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):		

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$$11 = 10 + 1$$

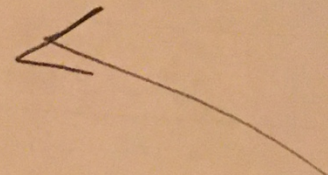
$$12 = 10 + 2$$

$$13 = 10 + 3$$

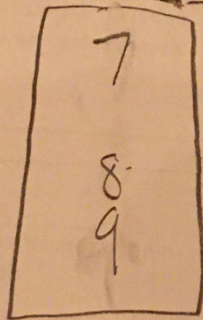
$$14 = 10 + 4$$

$$15 = 10 + 5$$

$$16 = 10 + 6$$



$$7 = 10 +$$



$$8 = 10 +$$

$$9 = 10 +$$

finish pattern
as a group
based on

$$0 = \underline{10} + \underline{10}$$

← extension of
learning
wanted?

counters, frames,
fingers, cubes

