Saint Joseph's University
Pennsylvania Standards Aligned System
Lesson Plan Format

Candidate Name: Caroline Lafferty		**Course Code: Student Teaching**
Subject: Math	**Grade Level: Kinder**	**Duration: 60 minutes (10:00-11:00)**

Lesson Context Section

Big Ideas and Essential Questions:

Big ideas: Patterns exhibit relationships that can be extended, described, and generalized

- EQ: How is mathematics used to quantify, compare, represent, and model numbers

Central Topic and Concepts:

Concepts:

- *Object Quantity*
- *PLace Value*

Lesson Situation:

Students will complete most of the activities at their seats, and will be called up to the board to display their answers throughout the lesson.

Prerequisite Skills:

Students are familiar with the "say ten" method of counting, and have been able to decompose the numbers using their cubes. This will be the first time that students will use the "Hide Zero Cards" to display numbers 11-19.

Learner Outcomes (Instructional Objectives):

As a result of this lesson, students will be able to model with objects and represent numbers 10 to 20

with place value or Hide Zero cards.

Related Academic Standards: (Common Core and/or PA Standards)
PA Core Standards:

Standard - CC.2.1.K.B.1

Use place value to compose and decompose numbers within 19.

Standard - CC.2.1.K.A.2

Apply one-to-one correspondence to count the number of object

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Academic Language:

Say Ten:

Materials:

- Eureka Module 5 Textbook
- Hide Zero Cards
- Math Cubes

Resources:

https://apps.mathlearningcenter.org/number-rack/

Instructional Procedures(s):

Fluency:

Teacher will use the virtual number rack to display the number “5” using the dors shown. The teacher will ask the students “how many more would it take to get to the number 10?” The students will answer, and will repeat the process for numbers 6,7, and 8.

The teacher will then draw 8 dots on the board. Together, the teachers and the students will count the number of dots that they see on the board. Then, the teacher will ask the students how they might be able to split the number into two parts. The teacher will call a student to the board and will ask them to

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draw a circle around the number of dots that they had stated earlier. This process will repeat 2-3 times, depending on how much support is needed.

Application Problem:

After the students have done their fluency, the teacher will ask the students to take out their pencil boxes and their math books. The teacher will have the same page projected so that students are able to see the page on the whiteboard as well. The teacher will read the problem aloud.

T: "There are 18 students: 10 girls and 8 boys. Show the 18 students as 10 girls and 8 boys."

First, the teacher will have the students draw a line down the center of the page. Once students have done so, the teacher will then ask for the students to draw the students as dots. The students will have 3 minutes to complete the activity. While the students are working, the teacher will circulate the classroom, giving support when needed.

After the students have finished, the "teachers helpers" will pass around 20 cubes stacked into 2 towers of 10. One is blue, and the other is white. The teacher will give the students 2 minutes to make the cubes match their story. Again, the teacher will circulate while the students are working to give support when needed.

When the 2 minutes is up, the teacher will ask the students to stop what they are doing and to focus on the board. The teacher will ask:

T: How many girl students were in the class?

The students will respond, and the teacher will pull down a piece of paper with the number "10" on it. The teacher will repeat the process with the boys but will pull out an "8" card instead. After the "10"

and “8” card is shown, the teacher will then put the “8” where the “0” is in the ten. The teacher will then ask the students

T: “What number did this turn into?”

The teacher will call on a student, and will ask for them to explain how they know. Then, the teacher will ask the students to say the number the “say 10” way.

Then, the teacher will ask the “teachers helpers” to pass out bags, with pieces of paper labeled 1-10.

T: we are going to work together to make the numbers 11-19 using our pieces of paper, and our cubes. I am going to give you a partner, and you will work together to make the number.

After the teacher has given the students a number, the teacher will ask the students to represent the numbers 12, 13, 15, and 18 using their cubes and pieces of paper.

After the students are finished, the teacher will ask for the “teacher’s helpers” to collect the items, and then the students will get ready to transition into their writing lesson.

If the students are able to finish the activity early, and the debrief is finished, students will be asked to complete the “problem set” and “exit ticket” in their workbooks.

Problem Set:

Based on the work in their math books, students will have the half the remaining time to complete the problem set, and then will debrief with the teacher using supports.

Exit Ticket:

If there is still time remaining, the teacher will create "say ten" numbers from 11-19 using the cards, and will ask students to identify them.

Addressing Learners' Diverse Needs:

- Accommodations and Adaptations (IEPs, 504 Plans)
    - For a student with behavioral needs, she will work independently, and will be placed with a partner when it is necessary. She will also be able to receive one-on-one support from the teacher when needed
    - Student who has issues with hearing will be placed close to the teacher so that he is able to hear the teacher, and is also able to follow directions clearly.

- Language adjustments made for specific ELP levels (include ELP level and PA ELP Standards)
    - There are no ELL students in the class, but supports would be given by having a worksheet of the lesson and directions in the student's native language

- Challenges for advanced learners
    - There are no advanced learners, but advanced learners would have an "early finishers" where they would have to count backward from 1-19,

Formative/Summative Assessment:

Students will be formatively assessed through their application problem, where the pages will be collected to go over how well the students were able to complete the assignment.